

## **2019 Counselor Education Faculty Survey Observations and Plans for Improvement**

The Counselor Education faculty met on September 11<sup>th</sup>, 2019 and reviewed the implementation of improvement plans outlined for the year of 2018. Here is a brief summary.

- The counselor education program recruited two new core program faculty in spring of 2019 to relaunch the School Counseling specialty at FSU. Dr. Erik Hines becomes the coordinator of the Counselor Education program and the coordinator of the School Counseling specialty. Dr. Eunhui Yoon is also program faculty for School Counseling. In fall 2019, both of these new faculty members are teaching core courses taken by students in all Counselor Education specialties.
- To assist students to have a better understanding of the licensure and certification procedures, the program faculty discussed this issue during the program orientation for both Career Counseling and Clinical Mental Health Counseling prior to the start of the fall semester in 2018. In addition, the course instructors for the MHS 5007 (Introduction to Clinical Mental Health Counseling) and MHS 5340 (Foundations of Career Development) spent more time specifically on licensure and certification during the courses. Finally, guest speaker(s) were invited to come to class and share their experiences and knowledge related to licensure procedures and processes.
- Program faculty provided advisement in multiple formats. They answered students' questions related to practicum/internship placements, professional development, and research opportunities by having individual meetings and holding group advising in classes. All these efforts helped increase a sense of community of among the students.
- The Clinical Mental Health Counseling specialty extended the clinical experiences from 3 semesters to 4 semesters starting the fall semester of 2018 in responses to students' feedback of needing more time to accumulate clinical hours. The clinical mental health counseling students started their practicum in the spring semester of 2019, followed with 3 semesters of internship for the summer semester of 2019, the fall semester of 2019 and the spring semester of 2020. The program views this change as an opportunity to begin applying counseling skills early in the program and to have greater opportunities to develop skills, and better prepare students for employment after graduation. The program will continue monitor the students' feedback on this change.
- The program facilitated the process to allow students to choose their practicum/internship sites and apply for them directly. Our current interns reported that they were satisfied with having more control over this practicum/internship application process.
- The program faculty incorporated more experiential learning experiences such as role play into the counseling courses (i.e., MHS 5400 Introduction to Counseling Theories and Technique and MHS5060 Psychological and Multicultural Aspects of Counseling) to help students fully prepare for their clinical experiences. Furthermore, the program strengthened the training on diagnosis and treatment planning in practical training courses (i.e., MHS 5801 Practicum and SDS 5820 Internship), and invited a panel of guest speakers to talk about diagnosis, treatment planning and professional development issues.

Furthermore, the program faculty discussed the overall survey results of students who graduated in May of 2019, alumni from 2017, and employers of our graduates. The program faculty also reviewed the CPCE comprehensive exam and National Counselor Examination (NCE) results and job placement statistics for our graduates.

The following strengths were highlighted:

- Our students continue to perform well nationally on the CPCE Comprehensive Exam. The students' mean scores in all CPCE content areas are higher than the national mean scores. Furthermore, all our students who took part in the NCE in 2018 passed the exams.
- Our students also have high employment rates in a variety of career and clinical mental health settings. Students who completed the survey reported 100% of being employed full time or being admitted into doctoral-level programs.
- Several Clinical Mental Health Counseling students attended the Annual Conference of the Florida Mental Health Counseling Association in 2019. All the top-three student research awards were awarded to the students from the Clinical Mental Health Counseling at FSU. In addition, all first year Career Counseling students presented or co-presented at the NCDA (National Career Development Association) conference in Houston, TX June 2019.
- Employers report that our graduates rank as excellent for such items under knowledge, skill and professional behaviors domains: counseling for individuals with special needs, consultation and client advocacy, general work attitude and enthusiasm, and ethical and legal behaviors. In addition, employers provide very good ratings on majority of knowledge, skills and professional behavior domains, with highest scores in theories of counseling, assessment skills, and leadership skills.
- Our alumni provide an overall very good rating on all program elements rated. The highest ratings are on the program courses are related to their career goals, faculty's demonstration of genuine interest in helping students, the preparation to work with clients from diverse backgrounds, and faculty's encouragement of involvement in professional organizations and state/national conferences.

Although most of the alumni and employers rated the program as good, above average, or excellent, the program faculty discussed the results from each of these reports and noted that we would like to increase our ratings in the followings: domains of knowledge and skills on group counseling and substance abuse counseling, domain of knowledge on program evaluation and research design, clarity of paperwork procedures documented and explained, communication between program faculty and students, and collaboration of program faculty in assisting students' learning and success. Our strategies to improve in these areas include:

- For the admits in Fall 2018, the program faculty included instructions on paperwork related to CACREP key performance indicator (KPI) submission procedure in the Student Handbook. In addition, program staff came to classes and explained to students the process and deadlines on artifact submission at the beginning of Fall of 2018.
- Beginning with the admits in Fall 2019, a new student assessment system will be implemented. In the system, KPIs will be submitted in the assessment tool, LiveText.

LiveText is used by the College of Education for all accredited programs for submission of assessments. Students will submit all KPIs in LiveText as they are completed in coursework. Course instructors will assess the KPIs in LiveText. Data on these assessments will be collected each semester. Data will be aggregated and provided to the faculty each semester and on annual basis. Faculty will review these data annually and use as a basis for necessary revisions to the curriculum.

- With relaunching of the School Counseling as well the existing Career Counseling and Clinical Mental Health Counseling, the program proposes all three specialties become one program known as Counselor Education. This will address one of the key program goals to enhance the reputation of the program at the national level and further enhance the collaboration of different specialties under the counselor education program.
- Program faculty will continue offer regular meeting and advising through individual and group formats to answer students' questions related to program of study, practicum/internship placements, research and professional development opportunities.
- To enhance the professional identity and development and foster an increased sense of community, the program plans to establish a local chapter of Chi Sigma Iota at Florida State University during the year of 2019-2020.
- The program plans to incorporate more learning experiences into the substance abuse, group counseling courses, and program evaluation and research design to enhance students' knowledge and/or skill domains. Program faculty will have continued discussion and identify ways to enhance students' knowledge and skills domains in these areas.