

COMPREHENSIVE ASSESSMENT PLAN (CAP)

MASTER OF SCIENCE (M.S.) AND SPECIALIST IN EDUCATION
(Ed.S.) DEGREES IN COUNSELING AND HUMAN SYSTEMS

Career Counseling and Mental Health Counseling



Psychological and Counseling Services Program
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<http://coe.fsu.edu/EPLS>

2017

Comprehensive Assessment Plan (CAP)

Career Counseling and Clinical Mental Health Counseling

Overview

The comprehensive assessment plan (CAP) for the Counselor Education track of the Psychological and Counseling Services (PCS) program is designed to provide systematic and comprehensive evaluations of the career counseling and mental health counseling degree programs, the students, the curricula, and the faculty. CAP was designed to assure the counselor education degree programs adhere to the Council on Accreditation of Counseling and Related Education Programs (CACREP) standards, which in turn help to ensure our graduates, have high quality training and opportunities for national certification, state licensing, and professional development.

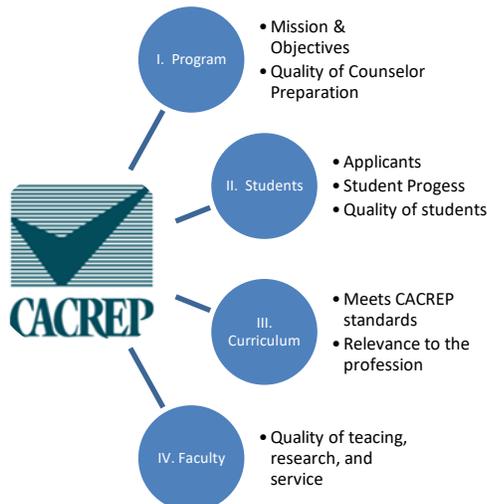


Figure 1: Overview of CAP

Figure 1 depicts the four CAPS components. The first CAP components are focused on program assessment and include evaluations that examine the quality of the training provided in the program, as well as ability of the program to meet its mission and objectives. The student assessment component consists of an evaluation of program applicants, progress of students throughout the program, and overall quality of students in the program. The curriculum assessment component assesses the program's adherence to CACREP curricula standards and the relevance of the curricula to the profession. Lastly, the faculty component assesses the quality of the counselor education faculty in terms of teaching, research, service, and professional identity. CAP consists of both formative and summative evaluations from internal and external sources in evaluating the four components.

Component I: Assessment of Program Mission & Quality of Counselor Preparation

The program mission / quality component of CAP is comprised of multiple evaluations from both internal and external sources (see Figure 2). Florida State University engages in systematic internal reviews to assure that graduate program and faculty meet national and state standards for accreditation, quality, and faculty performance. These reviews consist of (1) annual review of the faculty, (2) Quality Enhancement review of degree programs, (3) annual review of program goals and objectives to meet Southern Association of Colleges and Schools (SACS) standards, and (4) Graduate Policy Committee review. In addition, the counselor education program employs several external evaluation methods to assess program mission and quality. These methods include (1) survey of counselor education graduates, (2) survey of graduates' employers, (3) survey of internship site supervisors, and (4) CACREP accreditation review. The program mission and quality of the program's preparation of counselors are directly related to the Counselor Education program's faculty, students, and curriculum. Therefore, as indicated in Figure 2, methods used to assess the program component of CAP are also used in the student, faculty, and curriculum components of CAP.

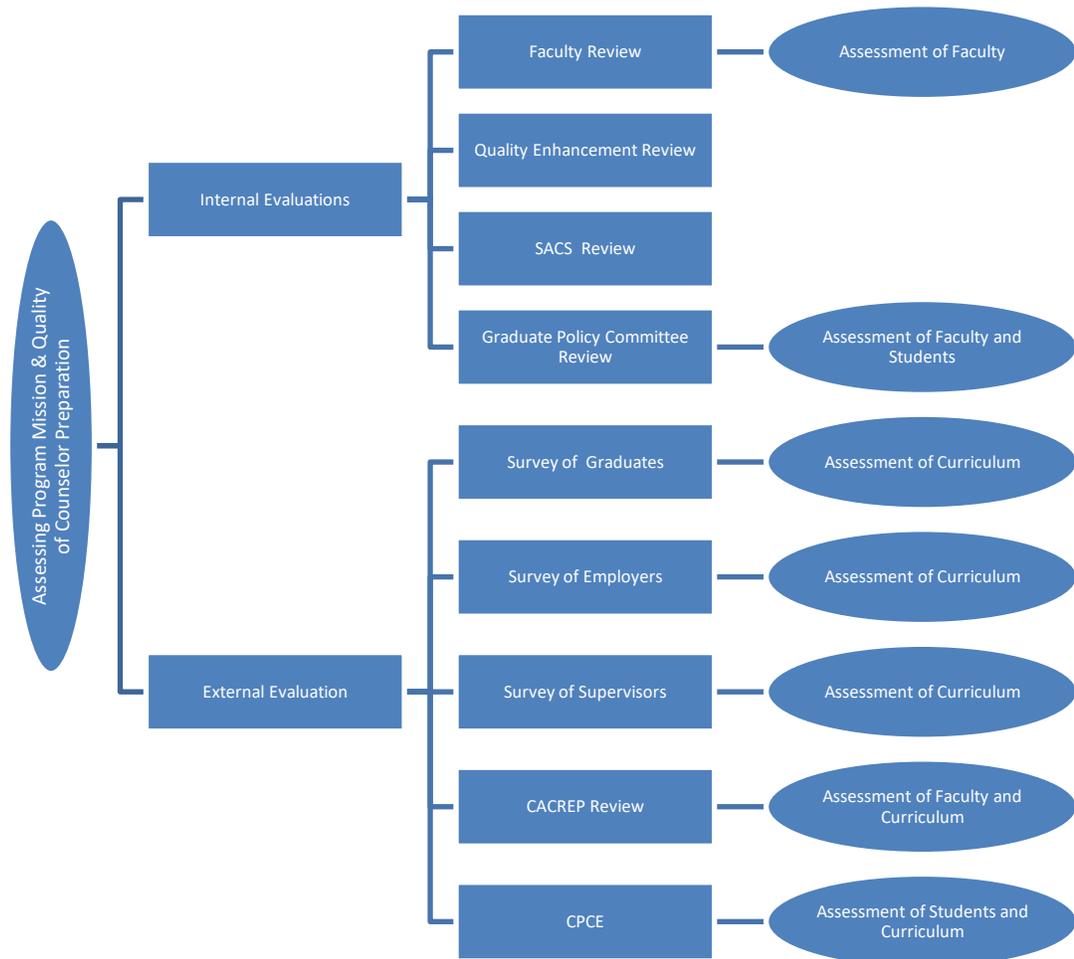


Figure 2: Evaluation Methods to Assess Program Mission & Quality of Counselor Preparation

Internal Evaluation of the Program Mission and & Quality of Counselor Preparation

Internal evaluation strategies used to assess the counselor education program mission and the quality of the program's counselor preparation include an annual review of the program faculty and three separate reviews required by the University. An annual review of program faculty occurs in spring semester for the proceeding calendar year. This review consists of an evaluation of the faculty member's performance in the areas of teaching, research, and service. In addition, the counselor education faculty conduct a review of program faculty members' professional credentials and involvement yearly at the faculty retreat. A detailed description of the faculty review process can be found under Component IV: Faculty Review, page 29. In addition, Florida State University requires each academic and/or degree program to participate in three reviews designed to evaluate the quality of the degree programs. These review processes are described below.

Quality Enhancement Review (QER), http://www.ir.fsu.edu/rl_qer.aspx

The Quality Enhancement Review process serves as a tool for ensuring that the university fulfills and maintains its mission. This review process is monitored by the Office of the Vice President for Planning and Programs through the academic dean of the College. The primary purposes of QER are (1) to examine the institutional effectiveness of a department or program, its national position with respect to comparable programs, what it needs to improve or sustain performance and (2) to serve as a basis for administrative decisions on the investment of new and existing resources. A program is evaluated on the basis of its mission and that mission's relation to the university mission, student-learning and program outcomes specified by the program, and the assessment and continuous evaluation of program and learning outcomes. The Quality Enhancement Review provides a streamlined continuous evaluation system by combining the following reviews:

- the statutorily required Florida Board of Governors' seven-year program reviews (6C-8.015 Academic Program Review),
- the Graduate Policy Committee's (GPC) reviews of graduate programs,
- independent external evaluation, and
- the Provost's internal reviews of programs relative to unit productivity and outcomes.
- It is also scheduled, to the extent possible, to coincide with any external accreditation review.

The Quality Enhancement process is an extensive self-examination requiring program faculty to prepare a self-study binder that articulates the programs goals, objectives, and intended student-learning and program outcomes in relation to its mission. The self-study addresses a number of questions integrating the concerns of the Florida Board of Governors, the

Undergraduate Policy Committee, the Graduate Policy Committee, and the Provost. The measures used in Quality Enhancement Reviews of graduate programs include indicators of instructional activities, research and creative effort, and faculty citizenship and service. The review also asks for an evaluation of the quality of degree programs based on qualitative measures of the reputation of the faculty, significance of research and scholarly activities to the profession, and the currency of the curriculum, all ascertained by external review. In addition, the QER evaluates the program's student achievement by reviewing its follow-up on graduates, for example its success in placing graduates in graduate schools or employment in relevant fields, as well as employer satisfaction, student satisfaction with FSU academic experience at FSU, the extent to which program and student-learning outcomes have been evaluated and achieved, and the levels of continuous improvement.

An independent external reviewer, contracted with the university, provides an external perspective on the department or program. The external reviewer reviews the self-study binder, conducts onsite interviews, and prepares and submits a report indicating the findings of the site visit. The external reviewer synthesizes findings into a final report that also makes recommendations for improvement. The report forms the basis for later stages of the QER process.

The self-study material prepared by the department/program is reviewed, along with the report of the external reviewer, by the academic dean, the Graduate Policy Committee, the Vice President for Planning and Programs, and other faculty and administrators. Academic deans review and act on findings of the QER, including the report and recommendations of the GPC, and submit an action plan to the Provost's Office. The Vice President for Planning and Programs, along with representatives of the Provost's Office, review the dean's report and make recommendations to the Provost. The Provost assesses the dean's action plan, along with the Vice President's report, and makes budgetary, planning, and performance assessments against the dean's action plan. The Office of the Vice President for Planning and Programs prepares and submits a summary report to the Florida Board of Governors in accordance with state guidelines. This review process occurs every 7 years.

Graduate Policy Committee Review, <http://facsenate.fsu.edu/standing-faculty-senate-committees/graduate-policy-committee>

Graduate Policy Committee (GPC) serves to enhance the academic quality of graduate programs, produce qualified graduates, and provide an avenue to students to voice their concerns. The GPC Review is one component of the QER. Members of the Committee are appointed by the Steering Committee of the Faculty Senate. Each college has at least one representative; with larger colleges have additional representatives. The College of Education has two representatives on the GPC. The program review subcommittees are responsible for

making recommendations to the GPC based upon the following procedures: review of material provided by the graduate programs and discussion with external reviewers, graduate students, faculty and program administrators. Follow-up progress is required six months and two years after the semester in which the review was completed to determine whether the GPC recommendations have been fully met.

Institutional Effectiveness Reporting, <http://sacs.fsu.edu/institutional-effectiveness/>

The University requires each degree program to identify student learning and program outcomes. Faculty review and revise these outcomes at the Faculty Retreat at the end of summer semester. The coordinators of each counseling major are required to input these outcomes assesses performance toward these outcomes, and makes continuous improvements based on results. Within the institutional effectiveness portal, information is provided on the quality and outcomes of the counselor education programs. Items covered included the outcomes associated with the curriculum, the admissions and recruitment process, the retention of students in the program, timeliness of degree completion and the program outcomes with regard to placement in employment related to the curriculum. In addition, programs must describe ongoing plans for improving the quality of the program. This data is provided to the University each fall semester. Each fall semester, these outcomes are reviewed and approved at the Department, College, and University level. The program is provided feedback to the program faculty as needed.

External Evaluation of the Program Mission and Quality of Counselor Preparation

Several external evaluations of the program mission and quality of its counselor preparation occur throughout the academic year. The faculty seeks feedback from the program's key stakeholders. Specifically, these stakeholders are graduates of the program, employers of our alumni, and internship site supervisors. These surveys are designed to assess stakeholders' perceptions of the quality of the Counselor Education program in terms of meeting its stated mission and in training counselors in skills and knowledge necessary for professional practice. These surveys also provide valuable information that the faculty use to assess and revise the program's curricular offerings. As such, these methods of evaluation are discussed in detail under Component III: Assessment of Curricular Offerings, pages 23-29.

Another component used to determine the quality of the program's preparation of counselors is the results obtained from the Counselor Preparation Comprehensive Examination (CPCE). This national examination is required of all counselor education students during their last semester in the program. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The means for the total and areas scores for the FSU cohort of counselor education students who took that CPCE are compared to

the national means as an indicator of program quality. This data is then used to identify the program's areas of strength and areas that need improvement. These results will be examined in conjunction with other CAP findings to guide faculty's decisions regarding program revisions.

Lastly, the program uses the CACREP self-study and subsequent feedback and decisions as an indicator of program quality. CACREP provides "program enhancement through self-assessment" (<http://www.cacrep.org/index.cfm/why-should-my-program-seek-accreditation>). This self-assessment requires the counselor education program to assess the attainment of the program goals and objectives, as well as measuring those goals and objectives against the professional standards. These results are presented in the form of a self-study document. The feedback and input of the CACREP reviewers are used to further enhance the quality of the program. CACREP self-assessments are completed at the end of each accreditation cycle, which usually is an 8-year period but may be sooner if deemed necessary by the accreditation body. The most recent CACREP standards and description of the accreditation process can be found at <http://www.cacrep.org>. The recommendations and feedback received from CACREP is used to guide program revisions and improvements.

Component II: Assessment of Students

The Counselor Education faculty members engage in an on-going and systematic process of student assessment to ensure overall program quality via the admission of quality students and ensuring these students obtain the necessary skills and knowledge throughout their program of study. This component of CAP is comprised of three categories of assessment: (1) Evaluation of applicants to the counselor education program, (2) Formative evaluation of the students in the counselor education program, and (3) Summative evaluation of students in the counselor education program (see Figure 3).

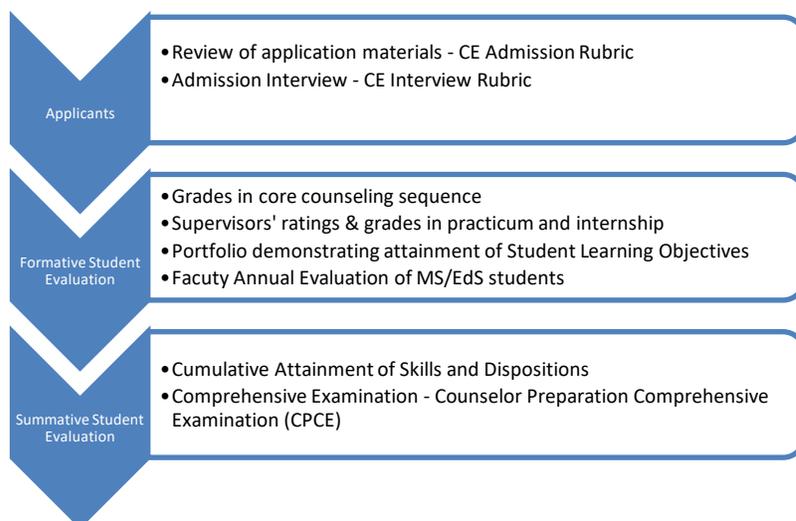


Figure 3: Assessment of Students

Evaluation of Counselor Education Program Applicants

Review of Application Materials

Applications to the Clinical Mental Health Counseling majors are accepted until February 1st and Career Counseling are accepted until April 1) of each year. The requirements for admission are:

1. A bachelor's degree in Education, Psychology, Sociology, Social Work, Family and Child Sciences, Rehabilitation Services or related discipline from an accredited college or university is preferred, but applicants from other major areas will be considered.
2. Satisfactory prior academic record, as reflected by official transcripts of all previous college work. Candidates will be considered if they meet the minimum requirements established by the Board of Governors for graduate admissions.
3. Completion of the Graduate Record Examination (GRE).
4. Although not required, applicants who have completed courses in general psychology, human services, and or related areas, and who have some full-time, part-time, or volunteer experience in counseling, education, or related social services fields, will be given preference in the application process.

All applicants must submit the following supporting documents:

- a. An official transcript from each college or university attended must be submitted to the Graduate Admissions Office following the online procedures. International students must submit transcripts in their native language accompanied by a certified English translation.

- b. Official test scores for the Graduate Record Exam (GRE) sent directly from the testing agency to the University. International students whose first language is not English must submit the TOEFL. Test scores are considered official when they are sent directly from the testing agency to the University. A minimum score of 80 on the internet-based or 550 on the paper-based exam is required.
- c. A personal statement, no more than 3 pages in length that describes the purpose for pursuing a degree, qualifications, and long-term career goals.
- d. Three letters of recommendation written by persons who are in a position to comment on the likelihood of the applicants' success within the program.
- e. A Resume/Curriculum Vitae

Counselor education faculty serves as the admission committee for each major. Two career counseling faculty and two mental health counseling faculty review the applications for the respective majors. Only completed applications containing all required supporting documents are reviewed. This review involves a thorough review of all application documents. The faculty reviewers rate each application using the Counselor Education Application Rubric that can be found in Appendix A. The rubric groups application into four categories: Strong Consideration for Admission, Likely Consideration for Admission, Possible Consideration for Admission, and Unlikely Consideration for Admission. The program invites up to 60 applicants to interview for 24 Counselor Education slots (approximately 6-8 slots for Career Counseling and 18 slots for Mental Health Counseling). Applicants for each major are ranked according to their score on the rubric. The top 10 applicants for Career Counseling and top 50 applicants for Mental Health Counseling are invited for an interview. Other applicants whose scores fall in the "Strong," "Likely," and "Possible" groups are ranked on a wait list. Applicants on the waitlist from the "Strong" group, then the "Likely" group, and finally the "Possible" are offered an interview if invited applicant decline interviews or withdraw their application. The applicant pool is also revisited if an applicant who has been extended an admissions offer declines the offer. Completed rubrics are kept in applicant's file.

Admissions Interview

The Counselor Education program generally conducts admission interview within 2-3 weeks of the application deadline. Applicants to the Career Counseling major are scheduled for on campus individual interviews by the Career Counseling faculty members. Applicants who are unable to attend an on campus interview are offered a Skype interview. Due to the larger applicant pool for the Mental Health Counseling major, a small group interview format is used. The 50 highest ranked applicants are invited to one of two interview days). The applicants are divided in to small groups of approximately 5-7 interviewees per group. Mental health counselor education faculty members interview each group throughout the interview day. A sample schedule for the interview day can be found in Appendix B. The Counselor Education Admission Interview Rubric (see Appendix B) is used to rate each interviewee. Applicants are ranked according to their scores. The top 25 mental health counseling and 9-10 career counseling applicants are offered admission. Other applicants who scored in the "Strong" and "Likely" groups on the rubric are placed on a waitlist. If an admitted applicant declines the admission offer then the next highest ranks applicant is offered a slot. Once all slots are filled

the remaining applicants are sent denied admission notices. Completed rubrics are kept in applicant's file.

Formative Student Evaluation

The Counselor Education program utilizes several formative methods of student evaluation. All students are reviewed each semester regarding their academic performance. Table 1 provides a summary of the types of assessments completed throughout a student's program. The student evaluation process begins at the time of application and continues each semester until the student graduates.

Table 1: Formative Strategies for Student Evaluation

When Assessed	Admission	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
What's Assessed	GPA GRE Letters of Recommendation Personal Statement	MHS 5400 MHS 5060 GPA Faculty Evaluation SLOs –Fall 1	RCS 5250 GPA SLOs – Spring 1	MHS 5801 MHS 5511 GPA SLOs – Summer 1	SDS 5820 GPA Faculty Evaluation SLOs – Fall 2	SDS 5820 GPA SLOs – Spring 2
How it's assessed	Admission and Interview Rubrics	Grades in Core Courses / Cumulative GPA / Portfolio & Rubrics	Grades in Core Courses / Cumulative GPA / Student Evaluation form / Portfolio and Rubrics	Grades in Core Course and Practicum / Cumulative GPA / Portfolio and Rubrics	Grades in Core Course and Internship / Cumulative GPA / Student Evaluation form / Portfolio and Rubrics	Grades in Core Course and Internship / Cumulative GPA / Portfolio and Rubrics

SLOs = Student Learning Objectives

Faculty Annual Evaluation of MS/EdS Students

Counselor Education faculty conduct student evaluation of the M.S./Ed.S. students twice a year during fall and spring. Faculty conduct both oral and written evaluations of all M.S./Ed.S. students. The Student Evaluation form (see Appendix C) is used for written evaluations. Five areas are considered when evaluating students:

1. Counseling interventions (therapy, consultation);
2. Assessment (testing and evaluation);
3. Professional and ethical conduct;
4. Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness); and
5. Writing skills.

Criteria:

Students must receive a rating of “acceptable” on all areas of the Student Evaluation Form. Students’ who received “Official Concern” and received a remediation plan, must satisfactorily complete that plan within the specified timeframe. Rating of “Official Concern” and/or unsatisfactory completion of a remediation plan are grounds for dismissal from the program.

Procedures:

The following procedures are followed for student evaluations:

1. Midterm (Fall) Evaluation – at the end of each fall semester, faculty conduct an oral review of all students’ performance in the five areas above. Student who exhibit difficulties in any of these areas receive a Student Evaluation Form, indicating an “official Concern.”
2. End of Semester (Spring) Evaluation – at the end of each spring semester, faculty conduct an oral review of all students’ performance in the five areas above. The progress of students who received an “official concern” at midterm is assessed. Other students who exhibit difficulties are identified. All students receive a Student Evaluation Form, indicating an “official Concern” or adequate progress.
3. Based upon input from program faculty, the major professor completes a written evaluation of each student The Student Evaluation form (see Appendix C) is completed by the major area coordinator.
4. Students who receive an “Official Concern” on the Student Evaluation Form are provided a written remediation plan. This plan is developed to address the identified deficit within a specified time period. The student’s progress toward completing the remediation plan is monitored by the major professor. Students who do not successfully complete their remediation plan within the specified time period are reviewed by the Counselor Education faculty for dismissal from the Counselor Education program. The Student Evaluation Form and subsequent remediation plan are kept as part of the student file. A copy of the evaluation form and remediation plan is also sent to OASIS. At the end of the specified time period of the remediation plan, the student’s major professor provides a summary of the outcome and retention decision to the student, the Department Chair, and OASIS.
5. Student Evaluation Forms are signed and placed in the student files.

Student Performance in Core Counseling Sequence & GPA

Students’ performance in the core counseling sequence and GPA are monitored by the major professor.

Criteria:

A minimum grade point average (GPA) of 3.00 must be achieved in order for a student to maintain "good standing" in the program. In addition, students must receive at least a B- in courses that have been designated as "critical" in order to maintain "good standing." A list of the other critical courses follows:

- MHS 5400 Introduction to Counseling Theories
- MHS 5060 Psychosocial & Multicultural Aspects of Counseling
- MHS 5511 Group Counseling
- RCS 5250 Assessment in Counseling and Rehabilitation

Procedures:

Major Professors will monitor the academic progress of their advisees. The Major Professor will notify the program faculty of any student whose academic performance does not meet the above stated criteria. Specific procedures for each criterion are:

- GPA below 3.0: An academic average below 3.0 is identified by OASIS. The student must raise his or her deficiencies by the end of the next semester. Failure to maintain performance minimums for two consecutive semesters results in a retention vote by the faculty to determine whether or not to retain the student in the program. A 3/4 majority vote is necessary for a student to be retained.
- Grades below B- in a "critical" course": Faculty will review students' progress each semester as part of the Counselor Education faculty meetings. Students who have obtained grades below B- in critical courses or whose GPA has dropped below 3.0 are identified during these meetings. At that time, a Student Evaluation Form is completed by their major professor and an "Official Concern" is noted. A remediation plan is developed to address the identified deficit within a specified time period. The student's progress toward completing the remediation plan is monitored by the major professor. Students who do not successfully complete their remediation plan are reviewed by the Counselor Education faculty for dismissal from the Counselor Education program. The Student Evaluation Form and subsequent remediation plan are kept as part of the student file. A copy of the evaluation form and remediation plan is also sent to OASIS. At the end of the specified time period of the remediation plan, the student's major professor provides a summary of the outcome and retention decision to the student, the Department Chair, and OASIS.

Student Performance in Practicum and Internship

Counselor Education majors complete their clinical training sequence from Summer 1 through Spring 2. The clinical training sequence consists of MHS 5801 Practicum (Summer 1) and two semesters of SDS 5820 Internship (Fall 2 and Spring 2).

Criteria:

Students must receive a minimum of a B- in Practicum and a “Satisfactory” grade in both semesters of Internship.

Procedure:

Students’ progress is reviewed by Counselor Education faculty throughout the semester as part of regular faculty meetings. Students who are having difficulties in practicum or internship are discussed and an appropriate intervention is developed to address the deficit area. The clinical training faculty supervisor and/or the major professor will work with the student in addressing the deficit areas. Students who obtain below a B- grade in Practicum or “Unsatisfactory” in Internship are identified during these meetings. At that time, a Student Evaluation Form is completed. A remediation plan is developed to address the identified deficit within a specified time period. The student’s progress toward completing the remediation plan is monitored by the major professor. Students who do not successfully complete their remediation plan are reviewed by the Counselor Education faculty for dismissal from the Counselor Education program. The Student Evaluation Form and subsequent remediation plan are kept as part of the student file. A copy of the evaluation form and remediation plan is also sent to OASIS. At the end of the specified time period of the remediation plan, the student’s major professor provides a summary of the outcome and retention decision to the student, the Department Chair, and OASIS.

Student Attainment of Student Learning Objectives per Semester

Student Learning Objectives (SLOs) based upon the CACREP core counseling standards, Clinical Mental Health Counseling standards, and Career Counseling standards are developed by the Counselor Education faculty. These SLOs are measurable broad academic goals that encompass both the knowledge and skills necessary for beginning professional counselors. All students must achieve the core counseling SLOs, along with the SLOs for their specialization (clinical mental health counseling or career counseling). Please refer to Component III: Assessment of Curricular Offerings, *Internal Methods to Assess Adherence to CACREP Standards* on pages 18-20 for information on the development of these SLOs. SLOs are assessed throughout a student’s program of study. Each SLO is associated with curricula content covered in a specific semester. Students’ attainment of each SLO is demonstrated through their performance on a critical assignment associated with that specific SLO. Students’ attainment of the SLOs is assessed each semester.

Criteria:

Students must receive a minimum score of a “2” on the rubric in order to demonstrate attainment of the SLO.

Procedure:

1. Students are required to submit a portfolio created at the end of each semester. The portfolio contains the students' critical assignments associated with that semester's SLOs. These are samples of students' accomplishment of the SLO's, two per domain. There are multiple indicators, activities, and assignments by which students demonstrate their mastery of these SLO's. Tables 2-4 summarize the SLOs per semester and associated *critical assignment* used to assess students' attainment of the SLO. All counselor education majors must show evidence of completing the Core Counseling SLOs. In addition, career counseling and clinical mental health counseling majors must demonstrate attainment of their respective specialization area.
2. Faculty rates each student's *critical assignment* (artifact) according to the scoring rubric for that specific SLO (see Appendix D for rubrics). A copy of the completed rubric is added to the student's portfolio and a hard of copy the scored rubric is placed in the student's file.
3. Students who do not demonstrate attainment of an SLO will be reviewed by the Counselor Education faculty. At that time, a Student Evaluation Form is completed and an "Official Concern" is noted. A remediation plan is developed to address the identified deficit within a specified time period. The student's progress toward completing the remediation plan is monitored by the major professor. Students who do not successfully complete their remediation plan are reviewed by the Counselor Education faculty for dismissal from the Counselor Education program. The Student Evaluation Form and subsequent remediation plan are kept as part of the student file. A copy of the evaluation form and remediation plan is also sent to OASIS. At the end of the specified time period of the remediation plan, the student's major professor provides a summary of the outcome and retention decision to the student, the Department Chair, and OASIS.

Note: Students' ratings on each SLO are entered into an electronic database (e.g., Excel spreadsheet) that is kept by the program assistant. This data is used in assessing CAP Component III (see pages 18-23). Faculty review the efficacy of the SLOs and their corresponding artifacts during the program faculty retreat each August. At that time, changes to this portion of the CAP are discussed and timeline for implementation of the revisions is developed.

Table 2: SLOs for Core Curricular Areas

Domain	SLO	Course/Artifacts
1. Professional Orientation/Ethical Practice	1.1 Students will demonstrate an understanding of the counselor's professional role, including strategies for counselor self-care, advocacy, and communication with other mental health	MHS 5400 Self-Reflection of Therapeutic Style Paper

	<p>professionals and organizations.</p> <p>1.2 Students will grasp the importance of ethical standards that apply to each of the counselor's professional role responsibilities.</p>	<p>SDS 5820 Internship Final ratings on the "Foundations" section</p>
2. Social & Cultural Diversity	<p>2.1 Students will demonstrate an awareness of oneself into diversity experiences.</p> <p>2.2 Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health and mental health settings.</p>	<p>MHS 5060 Diversity Presentation</p> <p>SDS 5820 Internship final evaluations on "Diversity & Advocacy" and "Self-Awareness" sections</p>
3. Human Growth & Development	<p>3.1 Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.</p>	<p>DEP 5060 Lifespan Analysis Paper</p> <p>MHS 6938 (trauma) Case presentation and Treatment Plan</p>
4. Career Development	<p>4.1 Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles.</p>	<p>MHS 5340 Final Career Paper</p> <p>RCS 5250 Assessment Report</p>
5. Counseling & Helping Relationship	<p>5.1 Students will demonstrate an understanding of the counseling process in a multicultural society that includes an orientation to wellness and prevention, counselor characteristics that influence the process, and crisis intervention.</p> <p>5.2 Students will demonstrate an understanding of counseling theories and models for case conceptualization and consultation.</p>	<p>MHS 5400 Self-Reflection of Therapeutic Style Paper</p> <p>MHS 5801 Final Case Conceptualization/ Presentation</p>
6. Group Work	<p>6.1 Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles/behaviors), theories, methods, skills, and approaches.</p> <p>6.2 Students will complete an approved direct experience as a group member for a minimum of 10 clock hours over the course of one semester.</p>	<p>MHS 5511 Group Counseling Curriculum</p> <p>MHS 5511 Group activity participation documentation</p>
7. Assessment	<p>7.1 Students will demonstrate an understanding of individual and group approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties.</p>	<p>RCS 5250 Assessment Report</p> <p>SDS 5820 Internship Final Evaluation on Assessment</p>

	7.2 Students will demonstrate an understanding of ethical, social, and cultural factors related to assessment.	
8. Research & Program Design	8.1 Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.	MHS 5511 Critique of Research Article EDF 5481: Final Research Proposal Paper

Table 3: SLOs for Career Counseling Curricular Area

CAREER COUNSELING SPECIALIZATION		
Domain	SLO	Course/Artifacts/ Semesters
CC1 Foundations of Career Counseling	<p>1.1. Students will demonstrate an understanding of the history and development of career counseling, career counselor roles/functions/settings, career counseling competencies and credentials, and theory and models of career development as they apply across the lifespan.</p> <p>1.2. Students will demonstrate knowledge of assessment strategies including choosing appropriate career assessments (formal and informal), and understanding bias in career assessment and interpretation</p>	<p>MHS 5340 Final Career Paper (Fall 1)</p> <p>SDS 5820 Final Case Presentation (Spring 2)</p>
CC2 Dimensions of Career Counseling	2.1 Students will demonstrate an understanding of the contextual dimensions in which career counseling is needed and occurs, including factors that impact a client's career decision, such as multicultural and diverse backgrounds; gender roles and responsibilities; the impact of globalization and technology; internal factors that might affect clients' attitudes toward work and their career decision making processes; education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual	<p>MHS 5340 Final Career Paper (Fall 1)</p> <p>SDS 5820 Internship Final Evaluation (Spring)</p> <p>SDS 5820 Final Case Presentation (Spring)</p>

	<p>occupations; and be able to articulate legal and ethical considerations specific to career counseling.</p> <p>2.2 Students will demonstrate knowledge and skill in providing relevant resources to clients that assist in career planning, job search, and job creation.</p> <p>2.3 Students will demonstrate an understanding of the role career counselors play in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policy makers and the general public.</p> <p>2.4 Students will demonstrate knowledge of professional organizations, preparation standards, and credentials relevant to the practice of career counseling.</p>	
CC3 Practice of Career Counseling	<p>3.1 Students will demonstrate career counseling competence with clients, including successfully completing intake interviews, identifying, acquiring, and evaluating career information resources for diverse populations, using technology for career information/planning when appropriate, administering/interpreting comprehensive career assessments, developing strategies to help clients develop skills needed to make life-work role transitions and to help clients acquire a set of employability, job search, and job creation skills when appropriate.</p> <p>3.2 Students will also demonstrate skills related to planning and organizing career resources and implementing/administering career development programs and services, and outline approaches to market and promote career counseling activities and services.</p>	<p>MHS 5801 Final Case Presentation (Summer)</p> <p>MHS 5341 RFP Assignment (Fall 2)</p> <p>SDS 5820 Internship Final Evaluation (Spring)</p>

Table 4: SLOs for Mental Health Counseling Curricular Areas

CACREP Domain	SLO	Semester(s)
CMHC1. Foundations of Mental Health Counseling	<p>CMHC1.1 Students will demonstrate an understanding of the history and development of clinical mental health counseling; theories and models related to clinical mental health counseling; neurobiological and medical foundation and etiology of addiction and co-occurring disorders</p> <p>CMHC1.2. Students will demonstrate knowledge and skills related to principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning; psychological tests and assessments specific to clinical mental health counseling</p>	<p>Fall 1 MHS5007 Practitioner interview</p> <p>Summer 1 SDS5801 Case presentation</p> <p>Spring 2 SDS5820 Final evaluation</p>
CMHC2. Contextual Dimensions	<p>CMHC2.1. Students will demonstrate an understanding and knowledge of Roles and settings of clinical mental health counselors; legislation and government policy relevant to clinical mental health counseling; cultural factors relevant to clinical mental health counseling; professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling; legal and ethical considerations specific to clinical mental health counseling</p> <p>CMHC2. 2. Students will be able to extend their knowledge of understanding Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks; record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</p> <p>CMHC2. 3. Students will demonstrate knowledge and skills in etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental</i></p>	<p>Fall 1 MHS5007 Professional Interview Paper</p> <p>Summer 1 MHS5801 Case presentation</p> <p>Spring 2 SDS5820 Case presentation</p> <p>Spring 2 SDS5820 Final evaluation</p>

	<p><i>Disorders (DSM) and the International Classification of Diseases (ICD); potential for use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders; impact of crisis and trauma on individuals with mental health diagnoses; impact of biological and neurological mechanisms on mental health; classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</i></p>	
<p>CMHC3. Practice</p>	<p>CMHC3.1. Students will demonstrate skills in intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; strategies for interfacing with the legal system regarding court-referred clients; strategies for interfacing with integrated behavioral health care professionals.</p> <p>CMHC3. 2. Students will demonstrate the skills on techniques and interventions for prevention and treatment of a broad range of mental health issues; strategies to advocate for persons with mental health issues</p>	<p>Summer 1 SDS5801 Case Presentation</p> <p>Spring 2 SDS5820 Case Presentation</p> <p>Spring 2 SDS5820 Final Evaluation</p>

Summative Student Evaluation

The Counselor Education program utilizes two summative methods of student evaluation: Cumulative Attainment of Skills and Dispositions and CPCE. All students are reviewed at the end of Semester 5 regarding their academic performance and professional development.

Cumulative Attainment of Skills and Dispositions

Students are assessed throughout their program of study on skills and knowledge consist with the CACREP core standards and specialization standards for Career Counseling and Clinical Mental Health Counseling. The Supervisor Evaluation was designed to assess skill and dispositions identified by CACREP as key in training counseling students. While subsections of this instrument are used to assess various SLOs as a formative method of student evaluation, the instrument in its entirety is used as a summative evaluation. At the end of Semester V, students submit their final internship evaluation from their site supervisor. Based upon this evaluation, each student must demonstrate evidence of skills and knowledge in each of the

areas of the Supervisor Evaluation. The following areas are assessed via this instrument as follows:

1. *Professionalism* – student’s final rating on Professionalism standard.
2. *Basic Counseling Skills* - student’s final rating on Basic Counseling Skills standard.
3. *Case Conceptualization* - student’s final rating on Case Conceptualization standard.
4. *Self-Awareness and Growth* - student’s final rating on Self-Awareness and Growth standard.
5. *Foundations* of their specialization area (e.g., ethics, policies, laws) – the mean of student’s final rating in the area of Foundations.
6. *Counseling and Helping Relationships* appropriate for their specialization - the mean of student’s final rating in the area of Counseling and Helping Relationships.
7. *Social and Cultural Diversity* - the mean of student’s final rating in the area of Diversity and Advocacy.
8. *Assessment and Testing* - the mean of student’s final rating in the area of Assessment.
9. *Research and Program Evaluation* - the mean of student’s final rating in the area of Research and Program Evaluation.
10. *Contextual Dimensions*—the mean of student’s final rating in the area of Contextual Dimensions, specific to their major.
11. *Practice*—the mean of student’s final rating in the area of Practice, specific to their major.

Criteria:

Students must at least receive a 1 (minimally acceptable) on all ratings to receive a pass at the end of the first semester of their practicum and internship. Any zero at mid-semester evaluations will result in a remediation plan. Students must at least receive a 2 (proficient) on all ratings to receive a pass at the end of the second semester for their internship.

Procedure:

1. Students submit their final internship Supervisor Evaluation at the end of Spring 2 as part of their portfolio.
2. Ratings will be entered into an electronic database (e.g., Excel) by program staff. (Note: This data is also used in assessing CAP Component III, see pages 18-23).
3. Ratings for each student will be generated as described above *Criteria* section.
4. The Major Professor will review the ratings of their advisees.
5. Students whose ratings fall below 2 in any of the areas will be identified by the Major Professor. At that time, a Student Evaluation Form is completed and an “Official Concern” is noted. A remediation plan is developed to address the identified deficit

within a specified time period. The student's progress toward completing the remediation plan is monitored by the major professor. Students who do not successfully complete their remediation plan are reviewed by the Counselor Education faculty for dismissal from the Counselor Education program. The Student Evaluation Form and subsequent remediation plan are kept as part of the student file. A copy of the evaluation form and remediation plan is also sent to OASIS. At the end of the specified time period of the remediation plan, the student's major professor provides a summary of the outcome and retention decision to the student, the Department Chair, and OASIS.

Counselor Preparation Comprehensive Examination (CPCE)

Counselor education majors must pass a comprehensive examination during their last semester in the *Examination* (CPCE; <http://www.cce-global.org/Org/CPCE>). The CPCE is a national examination that assesses students' knowledge of counseling across the following domains: human growth and development, social and cultural foundations, helping relationships, group work, career & life development, appraisal, research and program evaluation, and professional orientation and ethics.

Criteria:

Faculty establishes a passing score for each cohort of graduating students based upon the national norms for that specific administration of the CPCE. The cut-off score is one standard deviation below the national mean.

Procedure:

1. Students are informed about the CPCE exam at Orientation and this information is included in the Student Handbook.
2. During Fall 2, students register to take the exam that is administered in Spring 2. Information on exam registration is provided in Florida State's online course learning system (e.g., Blackboard, Canvas). The program's office assistant sends out information on the exam via an email to the counselor education students. Faculty provides information on how to prepare and study for the exam.
3. CPCE results are usually received by the program in early April. Counselor education faculty meet to review the results and discuss student performance. Students who do not pass the comprehensive examination are immediately reviewed by the faculty. Faculty will develop and administer an alternate form of the comprehensive examination prior to end of spring semester. If the student does not pass this examination then the student will have one more opportunity the following fall semester to take the CPCE. Students who are not able to pass this third attempt of the comprehensive examination will be dismissed from the program.

4. Students receive a memo from their Major Professor informing them of their scores (total and area scores). This memo is included in their electronic portfolio and a copy is also placed in the student file.

Note: Students' scores and national normative data are downloaded from a secured portal on the CPCE website. This data is saved into an electronic database (e.g., Excel spreadsheet) that is kept by the program assistant. This data is also used in assessing CAP Component III (see pages 18-23).

Component III: Assessment of Curricular Offerings

The Counselor Education program assesses its curricular offerings to assure adherence to CACREP standards and relevance to the profession. The program engages in a multi-method approach to curricular assessment (see Figure 4). Strategies used to assess adherence to CACREP standards include (1) evaluation of curricula data at faculty meetings and the annual faculty retreat; (2) an analysis of courses that is based on feedback from course instructors; (3) the development of a Course / CACREP Standard Matrix; and (3) a Course Evaluation Plan. While adherence to CACREP standards does serve as an indicator of relevance to the program, additional methods are used to ensure relevance to specific program stakeholders. These methods included survey of these stakeholders, specifically graduates, employers of graduates, and internship site supervisors. Lastly the CPCE is also used to demonstrate relevance of the curriculum to the profession's core knowledge standards.

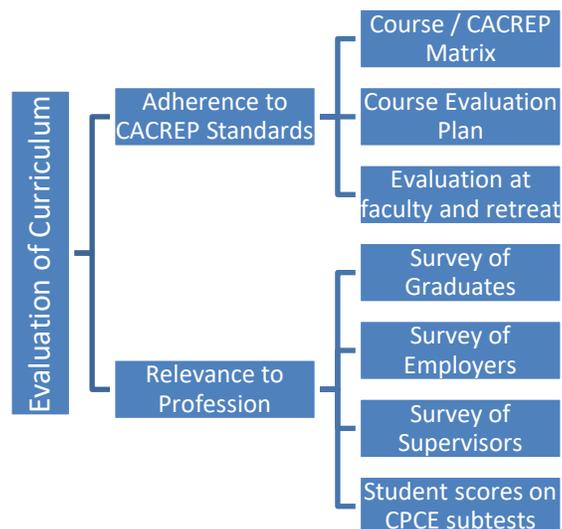


Figure 4: Assessment of Curricular Offerings

Internal Methods to Assess Adherence to CACREP Standards

Course / CACREP Matrix

A Course / CACREP Standards Matrix is used to assess the program's adherence to CACREP curricular standards. The matrix is developed and maintained via the following procedures:

1. The Course/CACREP Matrix was updated in spring 2017 during several counselor education faculty meetings. Core faculty were asked to identify specific courses and experiences that corresponded with CACREP standards. Core faculty were also asked identify the assessment method(s) used to assess the attainment of the skill and/or knowledge identified by the course objectives. A minimum of two time points was identified for each standard.
2. Standards that were not reported by course instructors as being covered in their course were identified.
3. CE faculty reviewed the identified standards and potential courses that related to the uncovered standards. The CE Coordinator collaborated with course instructors to revise courses or course syllabi to meet the identified standards. These changes may include revision of content, reading, or assignments, as well as changes to course syllabi.
4. The Course / CACREP Matrix was revised to include these revisions.
5. CE faculty will annually review the Matrix as part of the curriculum review completed at the PCS Faculty Retreat (see page 20).
6. Based upon the results of the curriculum review and any subsequent curriculum changes, the Matrix will be revised by the CE Program Coordinator and approved by the CE faculty.
7. CE faculty will continue to review the Matrix on a yearly basis to assure all CACREP curricular standards continue to be met. When necessary, steps 3-6 are repeated.

Course Evaluation Plan

The data collected in the construction and maintenance of the Course/CACREP Standards Matrix is used to develop a Course Evaluation Plan. The Course Evaluation Plan is a "crosswalk" of course learning objectives, corresponding CACREP standards, and methods of assessment. The information contained in the Course Evaluation Plans is used to:

- (1) *Assure adherence to CACREP standards throughout the curricular offering:* Standards that relate to specific course learning objectives are identified and recorded on the Course/CACREP Matrix. The Matrix depicts whether all CACREP standards are embedded in the curricular offering.
- (2) *Assure specific courses adhere to corresponding CACREP standards:* Course learning objectives and their corresponding CACREP standards are identified and adequately cover the corresponding CACREP core and/or specialization curricular areas.

- (3) *Assure course objectives are being assessed by a specific method*: Course learning objectives and its corresponding assessment method are identified in the plan. The assessment method generally consists of a course assignment or examination.
- (4) *Assist faculty in identifying “critical” assignments*: “Critical” assignments are those assignments identified in Course Evaluation Plans as assessing attainment of multiple course learning objectives that relate to multiple CACREP standards. Faculty may use these “critical” assignments to assess the global SLOs in CAP Component II: Assessment of Students.

The Course Evaluation Plans are reviewed yearly by the program faculty as part of the Evaluation of Curriculum by Faculty (see section below).

Evaluation of Curriculum by Faculty

The counselor education faculty participates in retreats at the departmental and program level each August. At both retreats curricular offerings at the department and program levels are reviewed. The review of curricular offerings at the department retreat provides CE faculty with the opportunity to gather information about any potential or implemented changes to objectives, assignments, or content of the following required courses taught by non-PCS faculty: DEP 5068 and EDF 5481. The retreat provides faculty with a mechanism to discuss implications of changes to these course in relation to accreditation and licensing standards. CE faculty work collaboratively with other departmental faculty to assure these requirements and standards are met and the Course/CACREP Matrix and Course Evaluation Plans are up to date.

The purpose of the curriculum review at the PCS faculty retreat is two-fold: (1) to gather information about any potential or implemented changes to objectives, assignments, or content of the following required courses taught by PCS faculty, and (2) to review the CAP results from the previous academic year. Potential or implemented curricular changes are discussed and reviewed in the context of CACREP standards and licensing requirements. Changes to the Course/CACREP Matrix and Course Evaluation Plans are identified and, when deemed appropriate by $\frac{3}{4}$ of the program faculty, are implemented. In addition, CAP results from the previous academic year are disseminated and discussed. Based on the faculty discussion and CAP results on Component II (Assessment of the Students) and Component III (Assessment of Curricular Offerings), curricula strengths and weaknesses are identified.

Program faculty develops an action plan to address the identified areas of concerns. The action plan can include, but are not limited to, course revisions, course deletions, new course development, changes in clinical training sites, changes in clinical training supervisors, and addition of new program requirements. This plan includes a timeline for implementation, as well as faculty responsible for the specific action steps. This plan is discussed and developed

during CE faculty meetings and documented as part of the meeting minutes. Program faculty determine if these changes can be implemented internally or if approval via the University Curriculum Committee is warranted. Policies and procedures for the University Curriculum Committee can be found on the EPLS website.

External Methods to Assess Relevance of Curricular Offerings and Program Policies

External methods to assess the relevance of curricular offerings are surveys of graduates, employers, and site supervisors, and results of the CPCE. These measures are described below. In addition, the interpretation of the results of these external assessment methods and the dissemination of the results are discussed.

Survey of Graduates

Alumni of the counselor education are surveyed twice following graduation. The following are the graduate surveys used by the program:

- *Counselor Education Exit Interview*: This survey is sent out each August to spring semester graduates. This survey collects contact information of the alumni. Graduates are also asked to provide contact information of their employer. In addition, the survey assesses employment and certification status of recent graduates. (See Appendix E)
- *Counselor Education Graduate Survey*: This survey is distributed to graduates 1½ - 2 years following graduation. This survey collects information on the employment, license, and certification status of the graduate, as well as their perceptions of the training program. Respondents are asked to rate their satisfaction with the program and the program's training effectiveness. (See Appendix F)

All surveys are electronic that utilizes Qualtrics software for survey development, data collection, and result reporting. Each FSU graduate continues to have access to their FSU email account. Graduates are also asked to provide an alternate email to their Major Professor prior to graduation. This contact information is collected and stored electronically by the program assistant. Faculty also connects with alumni via social media (e.g., Facebook and LinkedIn). Surveys are distributed to alumni through email addresses on file and announcements on social media which target a specific cohort group of alumni. The data collected through these surveys is analyzed as follows:

- (1) Results of Exit Interview are used in the program's annual report to CACREP. Specifically, the graduate status in education (e.g., entered doctoral program), employment, and certification is analyzed as percentages (e.g, percentage of graduates enrolled in doctoral programs, percentage of graduates employed in community mental health agencies, etc.). These results are included in the CACREP Annual Report.

(2) Results of the Graduate Survey are used to track program outcomes in employment (type of agency, client groups served, etc.), certification, and licensure. In addition, graduates perceptions of the quality and effectiveness of the training program are analyzed. Mean scores for each item are reported. These results provide faculty with feedback regarding (a) perceptions of program policies (e.g., student advisement, dissemination of program information to students), (b) provide faculty with feedback regarding the learning atmosphere of the program (e.g., supportive environment for learning, openness of faculty to feedback), and (c) perceptions of program in preparing students for beginning counseling position.

Survey of Employers

The Survey of Employers is conducted to assess the relevance of the curricula in relation to practice. Alumni report employment information and the employers' contact information as part of the Graduate Surveys. This survey also utilizes Qualtrics software for survey development, data collection, and result reporting. The employers are contacted via email by the lead faculty in each counseling specialization. The email contains a link to the Qualtrics survey. Appendix G contains a copy of the survey and an example of an email that can be sent of employers. The survey assesses graduates knowledge, skills, and behaviors in various counseling domains. The survey is distributed each summer semester. The mean of each item is calculated.

Survey of Internship Supervisors

Internship Supervisor Survey is a 10-item rating scale that assesses site supervisors' perceptions of the overall performance of FSU counseling interns at their site in the last 3 years. This electronic survey also utilizes Qualtrics software for survey development, data collection, and result reporting. The site supervisors are contacted via email by the lead faculty in each counseling specialization. The email contains a link to the Qualtrics survey. Appendix H contains a copy of the survey. This survey is sent to agency site supervisors every three years during the summer semester. Data is collected and analyzed in August. Mean scores are calculated for each item. Faculty interprets the data within the context of other CAP results on Component II (Assessment of the Students) and Component III (Assessment of Curricular Offerings). Areas of curricular strengths and weaknesses are identified.

CPCE

Counselor education majors are required to take the CPCE during Spring 2. The program coordinator receives the results in April. Students' scores and national normative data are downloaded from a secured portal on the CPCE website. This data is saved into an electronic database (e.g., Excel spreadsheet) that is kept by the program assistant. This data includes the

FSU counselor education cohort's group mean score for the total score and each domain. FSU cohort performance is compared to the national means for total score and each domain. The coordinator distributes the results to the program faculty at the end of the academic year. This review of CPCE results occurs at the Faculty Retreat prior to the beginning of fall semester.

Discrepancies between the national and program means is examined by the program faculty to determine curricula strengths and weaknesses as follows:

Areas of strength: FSU cohort mean is at least one standard deviation above the national mean.

Areas of weakness: FSU cohort mean is at least one standard deviation below the national mean.

Program faculty utilizes Course Evaluation Plans and Course/CACREP Matrix to identify curricula offerings that relate to the identified areas of strengths or weakness. Faculty interprets these finding both in the context the specific cohort, as well in the context of other CAP results. As such, the faculty considers whether the findings are from a cohort effect or represent a deficit area identified by multiple stakeholders (e.g., alumni, employers, supervisors).

Survey and CPCE Result Implications and Dissemination

The results of the surveys (graduates, employers, and supervisors) and CPCE are interpreted in conjunction with each other and the results obtained in Component II: Assessment of the Students. The students' ratings on each SLO (see pages 12-16) are entered into an electronic database. This database is maintained by the program assistant. Means are calculated for each domain area in the students' portfolio. These areas are comprised of the 8 core curricular areas, 3 career counseling curricular areas, and 3 mental health counseling curricular areas. Data from all sources are used to identify curricular strengths and weaknesses. Curricular areas that are rated low by multiple sources are reviewed by the program faculty. Program faculty develops an action plan to address the identified areas of concerns. The action plan can include, but are not limited to, course revisions, course deletions, new course development, changes in clinical training sites, changes in clinical training supervisors, and addition of new program requirements. This plan includes a timeline for implementation, as well as faculty responsible for the specific action steps. This plan is discussed and developed during CE faculty meetings and documented as part of the meeting minutes. Each survey ends with a link to the Counselor Education page that houses the most recent survey results of all the surveys, In addition, the results of the employer survey are reported to the College Dean via the Department Chair. The CE coordinator provides the Department Chair with a report of CAP outcomes at the beginning of each fall semester. In addition, results are made available to all stakeholders and the general

public at <https://education.fsu.edu/degrees-and-programs/career-counseling> and <https://education.fsu.edu/degrees-and-programs/mental-health-counseling>.

Component IV: Assessment of Faculty

Florida State University employs a systematic evaluation process to assess individual faculty member's performance and quality in the areas of teaching, research, and service. This process includes students' evaluation of faculty teaching each semester and an annual review process conducted at the departmental level.

Student Evaluations of Teaching

The University requires faculty to participate in the course evaluation process each semester. Course evaluations allow students to rate the course and the instructor on a number of predefined scales and provide additional feedback in open-ended questions. Unlike midterm evaluations, course evaluations are required of instructors (faculty, adjuncts, and graduate assistants) who teach undergraduate courses with ten or more students in fall and spring terms, or graduate courses with five or more students in fall and spring terms. The student course evaluation form can be found in Appendix I.

Course evaluations are typically administered during the last two weeks of the semester. The students' responses are anonymous. Faculty receive their course evaluation results at the beginning of the next semester. The results of the course evaluations are reviewed by the Department Chair, Associate Dean, and Provost. Faculty who receive scores in the 90% range receive a letter of congratulations from the Provost. Faculty who scores below the department average are monitored by the Department Chair. The results of the course evaluation are one source of data used in the faculty annual review process. Faculty who score low on course evaluations may also receive an "official concern" in teaching on their annual review. Portions of the course evaluation are available to students and general public at <http://distance.fsu.edu/tags/course-evaluations>

Departmental Annual Review Process of Faculty

During the spring semester, the department conducts an annual review of each faculty members' teaching, research, and service. Faculty submit, via an electronic system, information regarding the course taught, number of students advised and supervised, course evaluation ratings from each class taught in the previous academic year. They may also submit any other evidence of their teaching effectiveness. Extremely low ratings on the course evaluation forms will prompt a review by the department head and require a letter of explanation from the faculty member. Faculty members provide an updated vita, along with copies publications published in the prior year. They also provide information on in-press publications and

presentations from the previous year, as well as information on grant and consulting activities. Finally, they document their service to the program, department, college and university. All of these materials are reviewed by the department's faculty evaluation committee and the faculty member receives a rating in each of the three areas. Each faculty meets with the department head as part of the review process and receives the feedback and the numerical ratings in a letter that is also included in the faculty member's file. Detailed information on the policies and procedures that relate to the Annual Review Process can be found in the Faculty Handbook: <http://facultyhandbook.fsu.edu/Section-5-Faculty-Development>. Faculty receive a letter from the Department Chair at the end of the academic year summarizing the findings of the review. This letter and all forms used in the review (please refer to the Faculty Handbook) become part of the faculty members' personnel files and copies are sent to the Dean of the College and the Dean of Faculties.

Data Collection Timeline

Data is collected and analyzed throughout the year. Table 5 delineates the timeline for data collection.

CAP Timeline

Assessment Strategy	CAP Component	Data Collection Completed	Data Analysis Completed
Annual Review of Faculty	I and IV	January	March
SPOT/ SUSSAI	I and IV	December, April, July	January, May, August
Quality Enhancement Review	I	7-year cycle; self-report due in August of review year	December of the year program is reviewed
SACS Review	I	Each Fall Semester	September
Graduate Policy Review	I		
Survey of Graduates	I and III	Each Summer Semester	August
Survey of Employers	I and III	Each Summer Semester	August
Survey of Internship Supervisors	I and III	Every 3 years, Spring Semester	August every three years
CPCE	I and III	End of Spring Semester	April
Applicant Review	II	Spring Semester	February
Student Performance in Core Courses	II	End of each semester	December, May, & August
Student Performance in Practicum & Internship	II and III	End of Summer 1, Fall 2, and Spring 2	December, May, and August
Student Portfolio	II and III	Each semester	December, May, & August
Faculty Review of Students	II	Ongoing; Formally, each Fall and Spring semester	April and December
Faculty Curricular Review	III	End of semester	January, May, and August
Course / CACREP Matrix	III	On-going	August
Course Evaluation Plan	III	Reviewed yearly in August	Changes made in August
CAP Annual Review	I - IV	Program faculty retreat (August)	CAP components' effectiveness is reviewed, revisions timeline & implementation of changes decided in August.