

2019-2020 Counselor Education Program Outcomes Report

Program Statistics

Applications Data

Career Counseling has fewer applicants than Clinical Mental Health Counseling each year. Admissions have increased from Fall 2019 to Fall 2020. The tables below show the following for each program:

- Total number of applications
- Total number of students enrolled
- Total number of admits
- Show rate

Table 1, Career Counseling

Semester	Total Applications	Total Enrolled	Total Admits	Show Rates
Fall 2015	8	4	5	80.00%
Fall 2016	9	6	7	85.71%
Fall 2017	11	4	6	66.67%
Fall 2018	10	4	6	66.67%
Fall 2019	6	5	5	100.00%
Fall 2020	9	8	8	100.00%

Table 2. Clinical Mental Health Counseling

Semester	Total Applications	Total Enrolled	Total Admits	Show Rates
Fall 2015	90	22	36	61.11%
Fall 2016	68	19	47	40.43%
Fall 2017	73	12	41	29.27%
Fall 2018	81	21	43	48.84%
Fall 2019	60	14	29	48.28%
Fall 2020	71	19	33	57.58%

Admission Demographics

The table below outlines demographics of applications and admissions across the last three admissions cycles. In Fall 2020, more African American students were admitted into the Counselor Education programs than in previous years.

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Admissions Term/Race	Cancelled	Declined Admission	Denied	Did not Enroll	Matriculated	Total
Fall 2018	15	24	32		26	97
Asian		2	6			8
Black or African American	4		10		3	17
Native Hawaiian or Other Pacific			1			1
Not Specified	3		1		2	6
Two or More Races		1	1		6	8
White	8	21	13		15	57
Fall 2019	9	13	30	2	19	73
Asian			3		1	4
Black or African American			6	1	2	9
Two or More Races			1		1	2
White	9	13	20	1	15	58
Fall 2020	25	15	29	1	26	96
Asian		1	7			8
Black or African American	5	1	2		8	16
Native Hawaiian or Other Pacific					1	1
Not Specified	1		1		1	3
Two or More Races	1	3	2			6
White	18	10	17	1	16	62
Grand Total	49	52	91	3	71	266

Enrollment Demographics

The following table shows the number of students enrolled in each program across five academic years by race. Numbers of Hispanic students have increased in the Mental Health Counseling program, while the number of African American students have decreased. Because the Career Counseling program has less students overall, the program has maintained steady single digit numbers for enrollment of diverse students.

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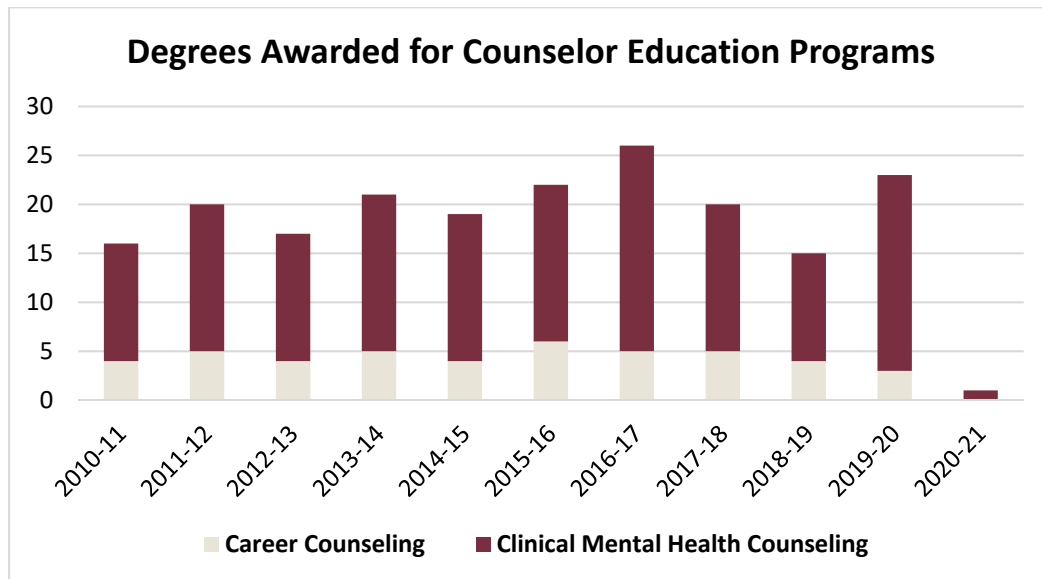
Table 4. Enrollment Demographics

Enrollment by Program	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Career Counseling - MS/EDS	10	10	10	13	9	52
Black/African American	-	2	2	2	2	8
Hispanic/Latino	1	-	1	2	1	5
Two or More Races	1	2	1	1	1	6
White	10	7	6	8	5	36
Clinical Mental Health MS/EDS	41	39	31	49	37	197
Asian	-	-	-	1	1	2
Black/African American	6	6	3	5	3	23
Hispanic/Latino	7	4	5	13	9	38
Not Specified	-	-	-	1	1	2
Two or More Races	-	2	3	5	4	14
White	28	27	20	24	19	118
Total	53	50	41	62	46	252

Degrees Awarded

The graph below shows the number of degrees awarded in each program for the past 10 years.

Figure 1. Degrees Awarded



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Core Faculty and Student/Faculty Ratios

The following table outlines the number of courses taught by core faculty and non-core faculty. The majority of course hours were taught by core faculty in Counselor Education across the Spring 2020, Summer 2020, and Fall 2020 semesters.

Course	Non-Core Faculty	Core Faculty	Total
CLP 6169 Adult Development and Psychopathology		3	3
DEP 5068 Life-Span Human Development		3	3
EDF 5481 Methods of Educational Research	3		3
MHS 5007 Foundations of Mental Health Counseling	3		3
MHS 5060 Psychosocial and Multicultural Aspects of Counseling	3		3
MHS 5340 Foundations of Career Development		4	4
MHS 5341 Career Development Program Design and Evaluation		3	3
MHS 5400 Introduction to Counseling Theories and Techniques		4	4
MHS 5435 Theories and Fundamentals of Family Therapy		3	3
MHS 5511 Group Counseling: Theory and Practice		3	3
MHS 5801 Practicum in Counseling and Rehabilitation		4	4
MHS 5860 Supervised Teaching	1		1
MHS 5905 Directed Individual Study		1	1
MHS 6450 Substance Abuse and Addictions Counseling		3	3
MHS 6466 Trauma & Crisis Intervention		3	3
MHS 6600 Consultation and Organizational Development		3	3
MHS 6970 Thesis		3	3
MHS 6971 Master's Thesis Defense		0	0
MHS 6973 Specialist in Education Thesis	3		3

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MHS 7962 Specialist in Education Comprehensive Examination		0	0
PCO 5095 Computer Applications in Counseling Psychology and other Human Services	3		3
RCS 5250 Assessment in Counseling and Rehabilitation		3	3
SDS 5820 Internship		4	4
SOW 5153 Human Sexuality	3		3
Total	19	47	66

CACREP requires that for any calendar year, the ratio of full-time equivalent students to full-time equivalent faculty does not exceed 12:1. The table below shows the student credit hours completed by students enrolled in the Counselor Education programs.

Table 6. FTE Student/Faculty Ratios

FTE Calculations for Spring 2020, Summer 2020, Fall 2020	Student Credit Hours	FTE Conversion	FTE Student	FTE Faculty	Ratio of Students
	1,326	32	41.44	6.5	6.4

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Candidate Performance Data

Signature Assessments

Signature Assessments were collected in LiveText for the Fall 2019 Admit cohort. The scores below reflect the Signature Assessments submitted in Fall 2019, Spring 2020, and Summer 2020. Data is averaged by standard and Signature Assessment. All students must receive a score of 3 – Developing 2 on all rubric criteria in order to successfully complete the Signature Assessment.

Table 7. Career Counseling	
Standards/Signature Assessment (n = 5)	Average Score
2.F.1 Professional Counseling Orientation and Ethical Practice	3.68
Ethics and Theory Paper	3.68
2.F.2 Social and Cultural Diversity	4.00
Cultural Experience Paper	4.00
2.F.3 Human Growth and Development	3.76
Lifespan Analysis Paper	3.76
2.F.4 Career Development	3.73
Final Career Paper (Career Counseling)	3.73
2.F.5 Counseling and Helping Relationships	3.90
Counseling Skills Acquisition Tape & Self Reflection Learning	3.80
Ethics and Theory Paper	4.00
2.F.6 Group Counseling and Group Work	3.63
Group Curriculum Project	3.63
2.F.7 Assessment and Testing	3.63
Assessment Report	3.63
5.B.1 Foundations of Career Counseling	3.90
Final Career Paper (Career Counseling)	3.90

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Table 8. Clinical Mental Health Counseling (n =

Standards/Signature Assessments	Average Score
2.F.1 Professional Counseling Orientation and Ethical Practice	3.73
Ethics and Theory Paper	3.73
2.F.2 Social and Cultural Diversity	3.96
Cultural Experience Paper	3.96
2.F.3 Human Growth and Development	3.58
Lifespan Analysis Paper	3.58
2.F.5 Counseling and Helping Relationships	3.83
Counseling Skills Acquisition Tape & Self Reflection Learning	3.66
Ethics and Theory Paper	4.00
2.F.6 Group Counseling and Group Work	3.49
Group Curriculum Project	3.49
2.F.7 Assessment and Testing	3.63
Assessment Report	3.63
5.C.1 Foundations of Clinical Mental Health Counseling	3.96
Clinical Report	3.93
Professional Interview	4.00
5.C.2 Contextual Dimensions of Clinical Mental Health Counseling	3.88
Clinical Report	3.84
Professional Interview	3.92

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Dispositions

The Fall 2018 and Fall 2019 admit cohorts were assessed on Dispositions in Fall 2019 and Spring 2020. The tables below show the average score for each disposition across the two semesters for each program.

Table 9. Career Counseling		
Standards/Signature Assessments	Fall 2018 Admit Cohort	Fall 2019 Admit Cohort
Demonstrates professional and ethical practice and sound decision making and judgement	4.00	4.00
Demonstrates professional and ethical practice and sound decision making and judgement	4.00	4.00
Understands and adheres to procedures and policies of department / program and agency locations	3.84	4.00
Completes all record keeping, tasks, and assignments in comprehensive and timely fashion	3.84	4.00
Demonstrates professional verbal and non-verbal communication (e.g. email, Canvas, social media, etc.)	3.84	4.00
Recognizes, respects, and appreciates cultural diversity without imposing personal views and values	4.00	4.00
Demonstrates active engagement in learning, development, and reflective practices to maximize progress	4.00	4.00
Demonstrates ability to accept and apply constructive feedback in an appropriate manner	4.00	4.00
Demonstrates self-regulation, emotional stability, and self-control in relationship with others	4.00	4.00
Demonstrates appropriate interpersonal skills and relates to others in a positive manner	4.00	4.00
Displays adaptability and openness to changing or unexpected circumstances and new events	4.00	4.00
Prepared, punctual, and professionally dressed for class and agency work	4.00	4.00
Disposition Average	3.96	4.00

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Dispositions	Fall 2018 Admit Cohort	Fall 2019 Admit Cohort
Demonstrates professional and ethical practice and sound decision making and judgement	3.95	3.97
Demonstrates professional and ethical practice and sound decision making and judgement	4.00	3.97
Understands and adheres to procedures and policies of department / program and agency locations	3.95	3.97
Completes all record keeping, tasks, and assignments in comprehensive and timely fashion	3.88	3.90
Demonstrates professional verbal and non-verbal communication (e.g. email, Canvas, social media, etc.)	3.98	3.77
Recognizes, respects, and appreciates cultural diversity without imposing personal views and values	3.98	3.87
Demonstrates active engagement in learning, development, and reflective practices to maximize progress	3.93	3.97
Demonstrates ability to accept and apply constructive feedback in an appropriate manner	4.00	3.97
Demonstrates self-regulation, emotional stability, and self-control in relationship with others	4.00	3.97
Demonstrates appropriate interpersonal skills and relates to others in a positive manner	3.98	3.97
Displays adaptability and openness to changing or unexpected circumstances and new events	4.00	3.93
Prepared, punctual, and professionally dressed for class and agency work	3.88	3.97
Disposition Average	3.96	3.93

Practicum and Internship Evaluations

The following tables show the average scores by Standard for the Practicum Evaluation and Internship Evaluations. The Career Counseling program used the new Internship Evaluation for Spring 2020. The Mental Health Counseling program used the old Internship Evaluation, which didn't assess all standards.

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The practicum evaluations are completed in Summer. The Internship Evaluations were completed in Spring. The average scores across each evaluation demonstrate candidate growth across the two evaluations.

Table 11. Career Counseling

CACREP Standards	Practicum Evaluation Average Score Across Standards	Internship Evaluation Average Score Across Standards (New Evaluation)
2.F.1 Professional Orientation and Ethical Practice	2.95	2.78
2.F.2 Social and Cultural Diversity	2.93	2.83
2.F.3 Human Growth and Development	3.00	2.83
2.F.4 Career Development	2.95	2.75
2.F.5 Counseling and Helping Relationships	2.82	2.69
2.F.6 Group Counseling and Group Work	3.00	2.61
2.F.7 Assessment and Testing	2.90	2.67
2.F.8 Research and Program Evaluation	2.63	2.69
5.B.1 Foundations in Career Counseling	2.70	2.69
5.B.2 Contextual Dimensions in Career Counseling	2.78	2.79
5.B.3 Practice in Career Counseling	2.80	2.68
5.C.1 Foundations in Clinical Mental Health Counseling	2.70	2.69
5.C.2 Contextual Dimensions in Clinical Mental Health Counseling	2.78	2.80
5.C.3 Practice in Clinical Mental Health Counseling	2.80	2.68

Table 12. Clinical Mental Health Counseling

CACREP Standards	Practicum Evaluation Average Score Across Standards	Internship Evaluation Average Score Across Standards (Old Evaluation)
2.F.1 Professional Orientation and Ethical Practice	2.45	2.78
2.F.2 Social and Cultural Diversity	2.49	2.67
2.F.3 Human Growth and Development	2.46	-
2.F.4 Career Development	2.41	-
2.F.5 Counseling and Helping Relationships	2.34	2.66
2.F.6 Group Counseling and Group Work	2.56	-
2.F.7 Assessment and Testing	2.38	2.65

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2.F.8 Research and Program Evaluation	2.38	2.82
5.B.1 Foundations in Career Counseling	2.46	-
5.B.2 Contextual Dimensions in Career Counseling	2.56	-
5.B.3 Practice in Career Counseling	2.38	-
5.C.1 Foundations in Clinical Mental Health Counseling	2.46	2.62
5.C.2 Contextual Dimensions in Clinical Mental Health Counseling	2.53	2.71
5.C.3 Practice in Clinical Mental Health Counseling	2.38	2.78

National Counselor Exam

Below are the scores from Florida State University's Counselor Education graduates on the National Counseling Exam. These scores are from Spring 2018.

Spring 2018 N = 5		University Results		Overall Results	
Competencies	Items	Mean	Standard Deviation	Mean	Standard Deviation
Human Growth & Development	12	9.0	1.58	7.94	2.03
Social & Cultural Diversity	11	8.4	0.55	7.95	1.68
Helping Relationships	36	25.0	3.39	24.37	4.19
Group Work	16	13.4	2.3	12.57	2.06
Career Development	20	17.2	0.84	14.82	2.55
Assessment	20	16.0	1	14.5	2.69
Research and Program Evaluation	16	11.6	2.7	9.56	2.6
Professional Orientation and Ethical Practices	29	25.2	2.17	21.77	3.37
Score	160	125.8	11.45	113.47	15.98

Spring 2018 N = 5		University Results		Overall Results	
Competencies	Items	Mean	Standard Deviation	Mean	Standard Deviation

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Fundamental Counseling Issues	32	24.2	3.49	23.43	3.81
Counseling Process	45	35	3.24	33.07	4.94
Diagnostic and Assessment Services	25	18.2	2.05	15.03	3.21
Professional Practice	38	31.8	3.35	27.43	4.66
Professional Development, Supervision, and Consultation	20	16.6	1.82	14.52	2.55
Score	160	25.16	0.71	113.47	15.98

Table 15. National Counseling Exam Scores for Career Counseling

Spring 2018 N = 5		University Results		Overall Results	
Competencies	Items	Mean	Standard Deviation	Mean	Standard Deviation
Human Growth & Development	12	7.6	1.82	7.94	2.03
Social & Cultural Diversity	11	7.8	2.59	7.95	1.68
Helping Relationships	36	24.2	3.11	24.37	4.19
Group Work	16	12.6	1.52	12.57	2.06
Career Development	20	15.6	0.55	14.82	2.55
Assessment	20	14.4	0.89	14.5	2.69
Research & Program Evaluation	16	10.2	1.64	9.56	2.6
Professional Orientation & Ethical Practices	29	23	2	21.77	3.37
Score	160	115.4	3.65	113.47	15.98

Table 16. National Counseling Exam Scores for Career Counseling

Spring 2018 N = 5	University Results	Overall Results
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Competencies	Items	Mean	Standard Deviation	Mean	Standard Deviation
Fundamental Counseling Issues	32	24.8	2.49	23.43	3.81
Counseling Process	45	32.6	2.19	33.07	4.94
Diagnostic and Assessment Services	25	14.2	1.48	15.03	3.21
Professional Practice	38	28.8	1.92	27.43	4.66
Professional Development, Supervision, and Consultation	20	15	0.71	14.52	2.55
Score	160	23.08	0.62	113.47	15.98

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Stakeholder Surveys

Candidate Exit Survey

The Candidate Exit Survey was revised in Spring 2020 and distributed in May 2020. There were twelve completed responses. Candidates were asked to rate their program on overall culture, program courses and field experiences and program services. Responses aggregated for each question are outlined below.

Table 17. Candidate Exit Survey - Program Culture

Program Culture	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
My peers in the program were an effective support system.	33.33%	16.67%	8.33%	33.33%	8.33%	12
Students consistently treated faculty members with respect.	25.00%	16.67%	8.33%	41.67%	8.33%	12
Overall, I was satisfied with the culture in my program.	25.00%	8.33%	25.00%	16.67%	25.00%	12

Table 18. Candidate Exit Survey - Program Courses and Field Experiences

Program Courses and Field Experiences	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
The program prepared me to work with clients from different cultural backgrounds.	23.08%	46.15%	0.00%	7.69%	23.08%	13
The program prepared me to critically read the literature in my field based on the research/statistics skills taught by the program.	23.08%	46.15%	0.00%	23.08%	7.69%	13
The program courses and field experiences prepared me to provide effective individual counseling in multiple settings.	7.69%	46.15%	7.69%	23.08%	15.38%	13
The program courses and field experiences prepared me to provide effective group counseling in multiple settings.	7.69%	30.77%	15.38%	30.77%	15.38%	13
The program courses and field experiences prepared me to conduct needs assessment with clients.	15.38%	38.46%	7.69%	23.08%	15.38%	13

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The courses and field experiences in my program of study were relevant to my career goals.	15.38%	61.54%	0.00%	7.69%	15.38%	13
Overall, I am satisfied with courses and field experiences in my program.	15.38%	38.46%	7.69%	7.69%	30.77%	13

Table 19. Candidate Exit Survey - Program Services

Program Services	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
The process for applying for internship was clearly documented and explained.	0.00%	23.08%	23.08%	23.08%	30.77%	13
The process for applying for graduation was clearly documented and explained.	15.38%	38.46%	15.38%	7.69%	23.08%	13
The program provided me with opportunities to attain an assistantship and/or work on faculty grants, research, and related projects.	15.38%	0.00%	7.69%	30.77%	46.15%	13
The program and the FSU Career Center provided me with adequate job seeking and employment services.	15.38%	0.00%	46.15%	23.08%	15.38%	13
The program provided me with adequate information on licensure and/or certification process for my field.	7.69%	46.15%	30.77%	0.00%	15.38%	13
The program provided with effective academic advising to ensure my timely completion of the program.	30.77%	30.77%	23.08%	0.00%	15.38%	13
Overall, I am satisfied with the services I received while in my program.	15.38%	30.77%	15.38%	7.69%	30.77%	13

Table 20. Candidate Exit Survey - Program Faculty

Program Faculty	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
The program faculty were open to suggestions from students about program issues and possible improvements.	30.77%	61.54%	0.00%	0.00%	7.69%	13
The program faculty were helpful during my transition to graduate study.	38.46%	30.77%	15.38%	7.69%	7.69%	13

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The program faculty respected my family life and personal commitments.	46.15%	38.46%	7.69%	0.00%	7.69%	13
The program faculty encouraged involvement in professional organizations and state/national conferences.	23.08%	30.77%	15.38%	15.38%	15.38%	13
The program faculty demonstrated an amount of commitment and professionalism equal to that which was expected by students.	23.08%	46.15%	15.38%	0.00%	15.38%	13
The program faculty demonstrated a genuine interest in helping students and consistently treated the students with respect.	46.15%	30.77%	7.69%	0.00%	15.38%	13
Success in the program depended on having positive, quality relationships with program faculty members.	15.38%	38.46%	15.38%	23.08%	7.69%	13
Program faculty were helpful in my career planning and decision making.	30.77%	30.77%	15.38%	15.38%	7.69%	13
Program faculty members cooperated with each other to ensure student learning, student success, and provision of consistent information.	23.08%	23.08%	15.38%	30.77%	7.69%	13
Overall, I am satisfied with the program faculty.	23.08%	30.77%	23.08%	7.69%	15.38%	13
Opportunities existed for mentor relationships with the faculty in my program.	23.08%	23.08%	23.08%	15.38%	15.38%	13
I was comfortable expressing different points of view to program faculty (e.g., politics, religion, lifestyle, theory)	30.77%	23.08%	7.69%	23.08%	15.38%	13
I could count on program faculty for support with both academic and personal challenges.	30.77%	38.46%	0.00%	15.38%	15.38%	13
Communication between program faculty and students was efficient and clear.	15.38%	15.38%	15.38%	30.77%	23.08%	13

Alumni Survey

The Alumni Survey was revised in Summer 2020 and distributed in August 2020. There were six completed responses. Alumni were asked to rate their program on overall culture, program courses and field experiences and program services. Responses aggregated for each question are outlined below.

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Table 21. Alumni Survey - Program Faculty

Program Culture	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
My peers in the program were an effective support system.	50.00%	33.33%	0.00%	16.67%	0.00%	6
Students consistently treated faculty members with respect.	33.33%	50.00%	0.00%	16.67%	0.00%	6
Overall, I was satisfied with the culture in my program.	33.33%	50.00%	0.00%	16.67%	0.00%	6

Table 21. Alumni Survey - Program Courses and Field Experiences

Program Courses and Field Experiences	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
The courses and field experiences in my program of study were relevant to my career goals.	50.00%	50.00%	0.00%	0.00%	0.00%	6
The program courses and field experiences prepared me to provide effective individual counseling in multiple settings.	33.33%	50.00%	16.67%	0.00%	0.00%	6
The program courses and field experiences prepared me to conduct needs assessment with clients.	16.67%	33.33%	33.33%	16.67%	0.00%	6
The program courses and field experiences prepared me to provide effective group counseling in multiple settings.	0.00%	33.33%	33.33%	16.67%	16.67%	6
The program prepared me to critically read the literature in my field based on the research/statistics skills taught by the program.	16.67%	66.67%	16.67%	0.00%	0.00%	6
The program prepared me to work with clients from different cultural backgrounds.	16.67%	50.00%	33.33%	0.00%	0.00%	6
Overall, I am satisfied with courses and field experiences in my program.	16.67%	83.33%	0.00%	0.00%	0.00%	6

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Table 21. Alumni Survey - Program Faculty

Program Faculty	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
The program faculty were open to suggestions from students about program issues and possible improvements.	0.00%	50.00%	16.67%	33.33%	0.00%	6
The program faculty were helpful during my transition to graduate study.	16.67%	66.67%	16.67%	0.00%	0.00%	6
The program faculty respected my family life and personal commitments.	0.00%	66.67%	33.33%	0.00%	0.00%	6
The program faculty encouraged involvement in professional organizations and state/national conferences.	33.33%	33.33%	16.67%	16.67%	0.00%	6
The program faculty demonstrated an amount of commitment and professionalism equal to that which was expected by students.	0.00%	83.33%	16.67%	0.00%	0.00%	6
The program faculty demonstrated a genuine interest in helping students and consistently treated the students with respect.	50.00%	33.33%	0.00%	16.67%	0.00%	6
Success in the program depended on having positive, quality relationships with program faculty members.	0.00%	83.33%	16.67%	0.00%	0.00%	6
Program faculty were helpful in my career planning and decision making.	0.00%	66.67%	33.33%	0.00%	0.00%	6
Program faculty members cooperated with each other to ensure student learning, student success, and provision of consistent information.	0.00%	16.67%	50.00%	0.00%	33.33%	6
Overall, I am satisfied with the program faculty.	33.33%	50.00%	0.00%	16.67%	0.00%	6
Opportunities existed for mentor relationships with the faculty in my program.	0.00%	50.00%	33.33%	16.67%	0.00%	6

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I was comfortable expressing different points of view to program faculty (e.g., politics, religion, lifestyle, theory)	0.00%	83.33%	16.67%	0.00%	0.00%	6
I could count on program faculty for support with both academic and personal challenges.	16.67%	66.67%	0.00%	16.67%	0.00%	6
Communication between program faculty and students was efficient and clear.	0.00%	66.67%	0.00%	16.67%	16.67%	6

Employer Satisfaction Survey

There were two responses to the Employer Satisfaction Survey. Data for these two responses is provided in the table below.

Table 22. Place of Employment

Please describe your place of employment:	%
Public School (K-12)	0.00%
Private School (K-12)	0.00%
College or University	0.00%
Governmental Agency	0.00%
Corporation	0.00%
Non-Profit Agency	0.00%
Private Practice	100.00%
Other (please specify)	0.00%
Total	100%

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Table 23. Typical Clientele

Please indicate your typical clientele (Check all that apply):	%
Children (0-12)	11.11%
Adolescents (13-17)	11.11%
College Students	22.22%
Adults (18-64)	22.22%
Elderly (65+)	0.00%
Families	11.11%
Couples	22.22%
Total	100%

Please indicate your service modality or modalities (Check all that apply):	%
Academic Problems	5.26%
Grief/ Bereavement	10.53%
Career/ Employment Issues	5.26%
Relationship Issues	10.53%
Adjustment Difficulties	10.53%
Family Counseling (to include domestic violence)	5.26%
Depression	10.53%
Anxiety	10.53%
Multicultural Counseling	0.00%
Substance Abuse	0.00%
Personality Disorders	5.26%
Legal Issues/ Court Mandated Clients	0.00%

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Other (please specify)	0.00%
Sexuality Counseling	5.26%
Trauma Counseling	10.53%
Career Readiness/Exploration	0.00%
Spirituality Counseling	5.26%
Wellness Counseling	5.26%
Total	100%

Please rate any FSU counseling graduates hired within the last three years who are employed at your workplace. Use the following criteria to rate their knowledge on the following domains. In case there are multiple FSU counseling graduates currently at your place of employment, please provide one global rating to reflect FSU counseling graduates hired within the last three years.	Very Good	Good
Theories of Counseling	50.00%	50.00%
Human Growth and Development	100.00%	0.00%
Career and Lifestyle Counseling	50.00%	50.00%
Crisis Intervention and Counseling	50.00%	50.00%
Substance Abuse Counseling	50.00%	50.00%
Multicultural Competency in Counseling	100.00%	0.00%
Counseling for Individuals with Special Needs	0.00%	50.00%
Trauma Counseling	50.00%	50.00%
Professional Ethics and Appropriate Boundaries	100.00%	0.00%
Diagnosis	50.00%	0.00%
Consultation	100.00%	0.00%
Case Management	100.00%	0.00%
Leadership Skills	100.00%	0.00%
Program Evaluation and Research Design	50.00%	0.00%

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Assessment	50.00%	50.00%
Treatment Planning	100.00%	0.00%
Family Therapy	50.00%	0.00%
Sexuality Counseling	0.00%	100.00%
Individual Counseling	100.00%	0.00%
Professional Counseling Development	100.00%	0.00%
Advocacy and Social Justice Orientation	50.00%	50.00%
Professionalism at Work	100.00%	0.00%
Insight and Awareness	100.00%	0.00%
Development of Healthy Supervisory Relationship	50.00%	0.00%

2019-2020 Counselor Education Program Outcomes Report

Program Improvements

2019-2020 Program Improvements

Student Engagement

- Increased student engagement through bi-monthly town hall meetings (2 per semester)
- Development of Chi Sigma Iota (CSI-the nationally recognized honor society for CACREP accredited counseling programs) – Lambda Sigma Mu

Assessment System Changes

- The assessment system was revised in Summer 2019 order to better collect candidate performance on CACREP Core and Specialty Standards. New Signature Assessments and corresponding rubrics were created to ensure that all CACREP standards were assessed multiple times throughout the program. These Signature Assessments will be uploaded into LiveText for Fall 2019 admits and all following cohorts.
- Professional Dispositions were created and candidates are evaluated every semester
- Faculty created a Comprehensive Portfolio aligned to CACREP standards for candidates to complete in MHS 7692 Specialist in Education Comprehensive Exam. The Fall 2019 Admit cohort will complete the portfolio in Spring 2021.
- After receiving feedback from the Self-Study, programs created additional Signature Assessments to ensure that standards were assessed multiple times throughout the program.
- Based on feedback from the Self-Study, the practicum and internship evaluations were revised to better align to CACREP standards.
- Supervisor training was updated for students completing internship in Fall 2020 and Spring 2021.

Changes to Data Collection and Reporting Process

- A data collection and reporting schedule was created by the faculty in collaboration with the College of Education Office of Quality Assurance in order to ensure that the Counselor Education programs are getting actionable data on an annual basis.
- Cohort reports were created by the College of Education Office of Quality Assurance for Fall 2018 and Fall 2019 admits to assist in monitoring student progress in the program.
- All practicum and internship evaluations in Spring 2020 and Summer 2020 were placed in Qualtrics by the College of Education Office of Quality Assurance in order to better collect and aggregate data.

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Changes to Stakeholder Surveys

- The following surveys were revised in order to better align with the Counselor Education's program mission and objectives.
 - Counselor Education Exit Survey
 - Counselor Education Alumni Survey
 - Employer Satisfaction Survey
- In order to improve response rates on the Counselor Education Exit Survey, faculty decided to require completion of the survey in MHS 6600 Consultation and Organizational Development.

Curriculum Changes

- Aligning curriculum with state licensure requirements
- Changes were made to the course sequence in both Career and Clinical Mental Health Counseling programs to ensure that candidates would be better prepared to meet requirements for certification as professional counselors in the state of Florida.

Future Areas for Improvement

- Increase recruitment of diverse students, nationally and internationally
- Increase application numbers for the Career Counseling major
- Improve low response rates for surveys, particularly the Employer Satisfaction Survey.
- Keeping in better touch with the Alumni, utilizing Chi Sigma Iota for this purpose
- Incorporate more technology these majors