

**Florida State University  
2016 CACREP Mid-Cycle Report**

**I. CHANGES IN FACULTY  
(Standards I.M, N, W-Y and CES Standards I.H)**

*Please indicate any changes in faculty that have occurred since your last on-site visit. If there are faculty members who are no longer with the program(s), discuss the effect of the change on the teaching assignments, faculty load, etc.*

*If new faculty members have been hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s). If replacement(s) have not been hired, what is the status of the replacement plans/process?*

Since our last visit, Dr. Shengli Dong joined our counselor education faculty. Dr. Dong teaches Foundations of Mental Health Counseling (MHS 5700), Practicum (MHS 5801), Internship (SDS 5820), and Assessment in Counseling and Rehabilitation (RCS5250). The addition of Dr. Dong to the counselor education program has increased our core faculty FTE to 4.0. (See Appendix A for Dr. Dong's vita)

*Please indicate how your program is continuing to meet the requirements of Standard I.M – Core Faculty Credit Delivery and I.N – Full-time Equivalent (FTE) Student to FTE Faculty Ratio. Please provide an FTE student to faculty ratio for Fall 2015 and Spring 2016 and include the detailed calculations. If the program is taught on multiple campus sites, please calculate FTE for each site and across campus sites.*

The five core Counselor Education (CE) faculty members are Drs. Deborah Ebener, Janet Lenz, Debra Osborn, Shengli Dong, and James Sampson. It is important to note that the counselor education majors has consisted of 72 semester credit hours that culminate in students earning a Masters and Educational Specialist degree concurrently. As such, all students' program of study exceeds the credit hours required for accreditation and licensing.

The core CE faculty FTE load was calculated by adding the total number of full-time faculty teaching counseling students and subtracting any release time. The five **CE faculty FTE** were calculated as follows:

**Ebener: .95 FTE teaching, advisement, service, and research in MS/EdS Counselor Education; .05 FTE directing doctoral dissertations / supervisory committees.**

**Osborn: .98 FTE teaching, advisement, service, and research in MS/EdS Counselor Education; .02 FTE directing dissertations / supervisory committees**

**Dong: .98 FTE teaching, advisement, service, and research in MS/EdS Counselor Education;** .02 FTE directing dissertations / supervisory committees

**Lenz: .45 FTE teaching, advisement, service and research in counselor education;** .05 directing dissertations / supervisory committees; .50 Career Center administration

**Sampson: .45 FTE teaching, advisement, and service in MS/EdS Counselor Education;** .05 directing dissertations / supervisory committees; .50 College of Education administration

**Total CE Faculty FTE of core faculty: 3.81**

The following is a table of the required courses, number of credit hours and assigned faculty for each counselor education major. Separate sections of practicum and internship are offered for mental health counseling and career counseling majors. In addition, career counseling students take up to 9 hours of electives (most of which are mental counseling courses taught by core faculty). Common courses for mental health counseling and career counseling major are indicated by italics. Both degree majors were required to complete 72 credit hours. Courses taught by core faculty are highlighted in yellow.

Semester	Course	Hours	Instructor
Fall 2015	<i>MHS 5400 Counseling Theories</i>	4	Swanbrow-Becker
	<i>MHS 5060 Multicultural Counseling</i>	3	Dong
	<i>MHS 5340 Career Development</i>	4	Osborn
	<i>MHS 5007 Foundations of Mental Health Counseling</i>	3	Dong
	<i>MHS 6450 Addictions Counseling</i>	3	Ebener
	<i>MHS 5860 Supervised Teaching</i>	5	Lenz
	<i>SDS 5820 Internship – Career Counseling</i>	6	Osborn
	<i>SDS 5820 Internship – Mental Health</i>	6	Ebener
	<i>MHS 5341 Career Program Design</i>	3	Lenz
	<i>SOW 5153 Human Sexuality</i>	3	Chapman
	<i>MHS 6938 Family Counseling</i>	3	Prevatt
Spring 2016	<i>RCS 5250 Assessment in Counseling</i>	3	Dong
	<i>CLP 6169 Adult Development &amp; Psychopathology</i>	3	Ebener/ Grist
	<i>EDF 5481 Methods of Educational Research</i>	3	Roehrig
	<i>MHS 6938 Trauma &amp; Crisis Counseling</i>	3	Canto
	<i>MHS 5511 Group Counseling</i>	3	Swanbrow-Becker
	<i>PCO 5095 Computer Applications in Counseling</i>	3	Osborn
	<i>SDS 5820 Internship – Career Counseling</i>	6	Sampson
	<i>SDS 5820 Internship – Mental Health</i>	6	Dong
	<i>DEP 5068 Life Span Development</i>	3	Turner
	<i>EDF 5400 Statistics</i>	4	Almond

Summer 2016	MHS 6600 Consultation	3	Osborn
	RCS 5080 Medical Aspects of Counseling	3	Ebener
	MHS 5801 Practicum (MH)	4	Sedam
	MHS 5801 Practicum (MH)	4	Mbiza
	MHS 5801 Practicum (Career)	4	Lenz
Electives	Career Counseling Mental Health Counseling	9 2	Varies depending on course
	Courses Taught by core faculty: Career Counseling Mental Health Counseling	41 40	
	Course Taught by non-core faculty: Career Counseling Mental Health Counseling	31 32	These hours include electives; some elective course may be taught by core faculty so this number estimates the maximum hours taught by non-core faculty

In addition, non-core faculty members contribute to CE degree program by teaching courses in the MS / EdS degree majors. As indicated, the following non-core faculty taught CE courses Fall 2015 and Spring 2016:

<i>Fall 2015</i>		<i>Spring 2016</i>	
<i>Faculty</i>	<i>FTE</i>	<i>Faculty</i>	<i>FTE</i>
Bruce Prevatt	.50	Alicia Roehrig	.25
Marty Swanbrow Becker	.33	Janine Turner	.25
Beth Phillips	.25	Angel Canto	.25
Tammy Chapman	.25	Virginia Grist	.12
		Russell Almond	.33
<i>Total Non-Core CE Faculty FTE</i>	<i>1.33</i>		<i>2.20</i>
<i>Total Core CE Faculty FTE</i>	<i>3.81</i>		<i>3.81</i>
<i>Total Faculty FTE</i>	<i>5.14</i>		<i>6.01</i>

**Student FTE** was obtained through the Dean's Office data analysis of Student Credit Hour (SCH) production for all students in the Mental Health Counseling (major code 220315) and Career Counseling (major code 220314) majors. As indicated, a total of 51.08 student FTE was generated during Fall 2015 with 5.14 faculty FTE (51.08/5.14 ratio) and 53.0 student FTE with 6.0 faculty FTE for Spring 2016 (53/6 ratio). Consequently, the program's Student / Faculty FT ratios for both semesters meet the CACREP standard.

(College of Education SCH / FTE generation per student for Fall 2015 and Spring 2016 can be found in Appendix B)

## **II. CHANGES IN CURRICULUM**

**(Standards II.G.1-8; Program Area Standards; CES Standards II.B-C; CES Section IV)**

*For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any required courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided as well as evidence that the curricular Standards continue to be met. For revised or new courses, please include all the relevant syllabi.*

No curricular changes have been made.

## **III. CHANGES IN PRACTICUM AND INTERNSHIP (Standards III. A-G; CES Standards III. A-C)**

*Please indicate any changes that have occurred in clinical instruction since your last on-site visit. Please describe these changes and provide evidence of continued compliance with the CACREP Standards. Changes that must be addressed include clock hour requirements, supervisor qualifications and requirements, and any general changes in practicum and internship sites onsite placements.*

No changes have occurred in clinical instruction since our last site visit. We are in the process of updating evaluation forms of student performance to reflect the 2016 standards.

## **IV. CHANGES IN PROGRAM OPERATIONS**

**(Standards I.J, K, L, N, O, T and V and CES Standards I. D-F)**

*Describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss the impact of those changes.*

No changes have occurred in program operations since our last site visit.

*Please indicate any changes that have occurred in terms of the program's utilization of technology for instructional purposes and any changes in course delivery methods or options offered.*

No changes have occurred with respect to technology and course delivery or instructional methods.

**V. PROGRAM ASSESSMENT AND EVALUATIONS  
(Standards I.P, I.AA-DD, and II.A-B and CES  
Standard I.L)**

*Please indicate recent program evaluation activities and when and what the next scheduled program evaluation activities are. Describe the process implemented, who is included/involved in the processes, and how the results are used for program development, including how the report is shared with constituents.*

The CE program implemented the Comprehensive Assessment Plan (CAP) in 2014 (CAP can be found at <http://education.fsu.edu/wp-content/uploads/2015/05/CAP.pdf>). Since that time the following program evaluation activities were completed under each component of the CAP:

- I. **Assessment of Program Mission and Quality of Counselor Preparation:**
  - a. **Annual review of the faculty.** Each January, all faculty performance in teaching, research, and service is evaluated by the Department Chair. The results of this review, particularly in teaching, is used to assist the Chair in determining faculty teaching assignments.
  - b. **Institutional Effectiveness (IE) Reporting.** The University requires each degree program to identify student learning and program outcomes via a University-wide IE portal. Each fall semester, the coordinators of each counseling major have entered the (1) CE program's annual outcomes (goals), (2) an assessment of the programs' performance toward these outcomes during the previous year, and (2) recommendations for continuous improvements based on results. Program outcomes/goals are 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. 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. All results are disseminated to Chair, Dean, and Provost through the IE portal.
  - c. **Survey of Stakeholders (Alumni and Employers).** The faculty sought feedback from the program's key stakeholders in 2015. Specifically,

these stakeholders were graduates of the program and employers of our alumni. 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. The results of these surveys are disseminated to stakeholders via a written annual report that is sent to Dean and Chair, as well as posted on the FSU Counselor Education career counseling and mental health counseling websites.

d. **Counselor Preparation Comprehensive Examination (CPCE).**

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 as compared to the national means are reviewed at CE faculty meetings to assist in identifying the program's areas of strength and areas that need improvement. The cohort results of the CCPE for the program in comparison to national averages are disseminated to stakeholders via a written annual report that is sent to Dean and Chair, as well as posted on the FSU Counselor Education website. In addition, these results are reported to students via the Counselor Education BlackBoard site in May of each year.

II. **Assessment of Students:**

- a. **Ongoing review of students.** Counselor Education faculty conduct student evaluation of the M.S./Ed.S. students twice a semester during fall and spring. Faculty conduct both oral and written evaluations of all M.S./Ed.S. students. 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. Student evaluation forms are kept in each student's individual file.
- b. **Class performance.** Students' performance in the core counseling sequence and GPA are monitored by the major professor. The Major Professor will notify the program faculty of any student whose academic performance does not meet criteria with respect to counseling interventions, assessment, professional & ethical conduct, personal characteristics, writing skills, and grades.
- c. **Practicum and Internship Performance.** Student performance in practicum and internship 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.

- d. **Student attainment of student learning objectives (SLOs).** Each semester, students submit hard copies of their artifacts demonstrating the SLOs. Faculty also submit a rating of the student's artifact according to a scoring rubric for the specific SLO. 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. 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.
- e. **CPCE outcomes.** Counselor education majors must pass a comprehensive examination (CPCE) during their last semester. 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.

### III. **Assessment of Curricular Offerings**

- a. The Counselor Education program assesses its curricular offerings to assure adherence to CACREP standards and relevance to the profession. 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. The Counselor Education faculty are involved in these discussions at CE faculty meetings.
- b. Core counselor education faculty meet once a month as a separate group to review the program, transition plans from 2009 to 2016 standards, course assignments, student evaluations, comparing CPCE results to identify strengths/areas for program improvement, and so forth.

- c. 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.

A table outlining our data collection efforts and timeline is presented below.

<b>Assessment Strategy</b>	<b>CAP Component</b>	<b>Data Collection Completed</b>	<b>Data Analysis Completed</b>
<b>Annual Review of Faculty</b>	I and IV	January	March
<b>SPOT/ SUSSAI</b>	I and IV	December, April, July	January, May, August
<b>Quality Enhancement Review</b>	I	7-year cycle; self-report due in August of review year	Fall 2017
<b>SACS Review</b>	I	Each Fall Semester	September
<b>Graduate Policy Review</b>	I		
<b>Survey of Graduates</b>	I and III	Each Summer Semester	August
<b>Survey of Employers</b>	I and III	Each Summer Semester	August
<b>Survey of Internship Supervisors</b>	I and III	Every three years in Spring Semester	August every three years
<b>CPCE</b>	I and III	End of Spring Semester	April
<b>Applicant Review</b>	II	Spring Semester	February
<b>Student Performance in Core Counseling Courses</b>	II	End of each semester	December, May, and August
<b>Student Performance in Practicum and</b>	II and III	End of Summer 1, Fall	December, May, and



<b>Internship</b>		2, and Spring 2	August
<b>Student Portfolio</b>	II and III	Each semester	December, May, and August
<b>Faculty Review of Students</b>	II	Midterm and end each Fall and Spring semester	February, April, October, December
<b>Faculty Curricular Review</b>	III	End of semester	January, May, and August
<b>Course / CACREP Matrix</b>	III	On-going	August
<b>Course Evaluation Plan</b>	III	Reviewed yearly in August	Changes made in August
<b>CAP Annual Review</b>	I - IV	CAP components are reviewed yearly at program faculty retreat (August)	The effectiveness of the CAP components is discussed. A timeline for any revisions and implementation of changes is decided in August.

*Please provide a copy of your program's most recent official report that documents outcomes of the systematic program evaluation and evidence of the report's dissemination to the program's constituent groups.*

See Appendix C for a copy of the report and a copy of the distribution email. The report is also located at <http://education.fsu.edu/degrees-and-programs/mental-health-counseling> and <http://education.fsu.edu/degrees-and-programs/career-counseling>.

In addition, we are currently in the process of reviewing all courses, syllabi, student learning objectives (SLOs), and artifacts in light of 2016 CACREP standards. This occurs at monthly meetings reserved specifically for core counselor education faculty. At the end of each semester, we review student portfolios and their artifacts to assure that students are achieving the SLOs and standards are being met.

## **VI. PROGRAM IMPROVEMENT AND INNOVATION**

*The CACREP Standards are not intended to discourage creativity on the part of the*

*program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.*

We are currently exploring the 2016 standards. We note that our program is credit hour heavy (i.e., 72 hours), and so are examining ways to reduce the credit hour requirements while maintaining the integrity of the standards. We began student portfolios in 2015 and have been exploring various formats, both electronic and hard copy.

## **VII. ISSUES AND QUESTIONS**

*Please take a moment to identify any issue, problem standards, or questions that you would like to see addressed by the CACREP Staff or Board of Directors.*

We would like to learn of successful, non-cumbersome methods that CACREP programs are using for storing student artifacts. Also, it would be incredibly helpful if CACREP could move into online reporting rather than manual submission of CDs and/or flash drives.