



Florida Gulf Coast University

2011-2012 School Year

School and Mental Health Counseling Programs

Outcomes/Feedback Report

Student Enrollment: FGCU has two CACREP accredited counseling programs: School and Mental Health Counseling. In the year 2011-12 there were 18 admitted to the School Counseling Program and 37 admitted to the Mental Health Counseling Program. Of these, 10 matriculated into school counseling and 27 matriculated into mental health counseling. Several in each program deferred in each program to a subsequent entry period. Thirteen (13) students graduated from the School Counseling program in May, 2012 and 16 graduated from mental health counseling in August of 2012. Between the two programs there were a total of 117 students enrolled on a part-time basis.

Faculty: For Fall 2011, the program added a full-time faculty member, Dr. Signe Kastberg most recently a faculty member and program chair from St. John Fisher's College in upstate New York. In the Spring, the program conducted a search to hire a half-time Clinical Coordinator to help manage its growing field experience programs, coordinate site outreach and student placement. The search was successfully completed with the hiring of Beth Nehamkin who started in August 2012. These two new staff members joined three existing full time core faculty: Drs. Finn, Isaacs, and Sabella.

Outcomes: FGCU tracks its student performance outcomes using a variety of methods that include student performance reviews conducted every semester, student performance on certification and licensing exams, and monitoring performance on the exit exam which provides information against a national standard as well as longitudinal data. FGCU Counseling students exceed the national average in each of the eight subtest areas and in the overall score. Several areas have been targeted for performance improvement over the last five years and these have demonstrated improvement during that time period.

Analysis of Student Performance on CPCE Exam By Subtest Area and Overall

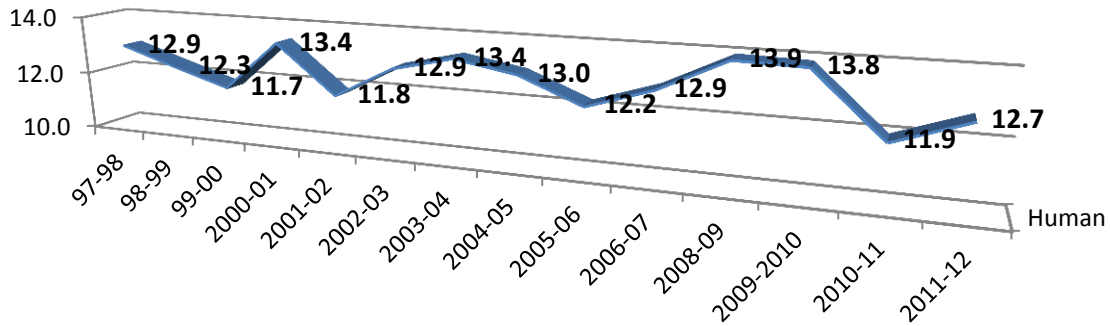
NOTE: WEIGHTED MEANS FOR EACH YEAR BASED ON A TOTAL OF 261 GRADUATES; A TOTAL OF 34 STUDENTS TOOK THE TEST MORE THAN ONCE TO ACHIEVE A PASSING SCORE (90 OR MORE).

Human Development

Weighted 12 Year Mean: 12.8

Recent National Mean: 12.06

Recent FGCU Institutional Mean 12.7

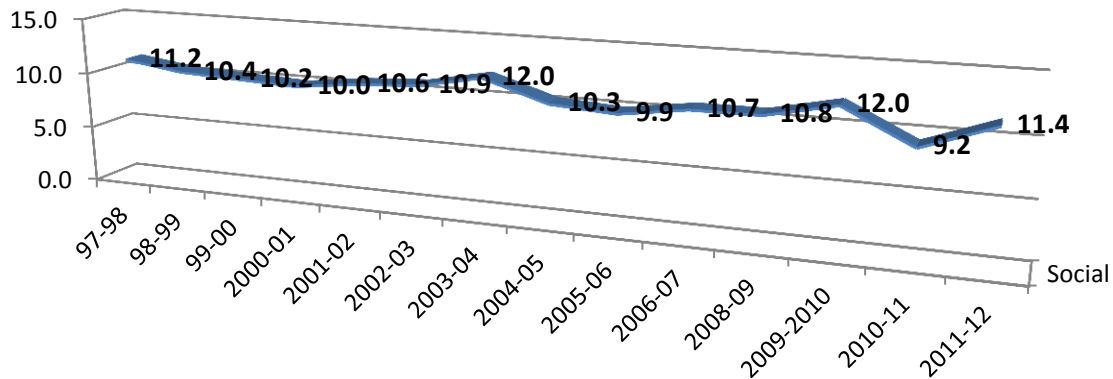


Social and Cultural Foundations

Weighted 12 Year Mean: 10.7

Recent National Mean 10.9

Recent Institutional Mean: 11.4

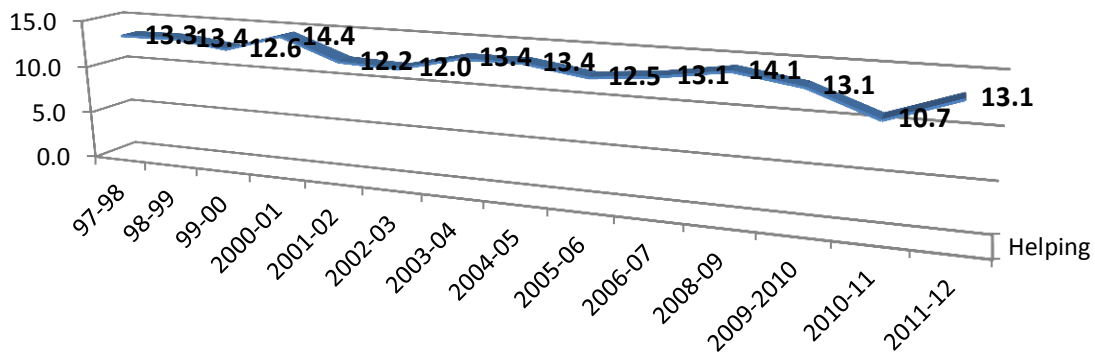


Helping Relationships

Weighted 12 Year Mean: 11.4

Recent National mean: 11.9

Recent Instiutional Mean: 13.1

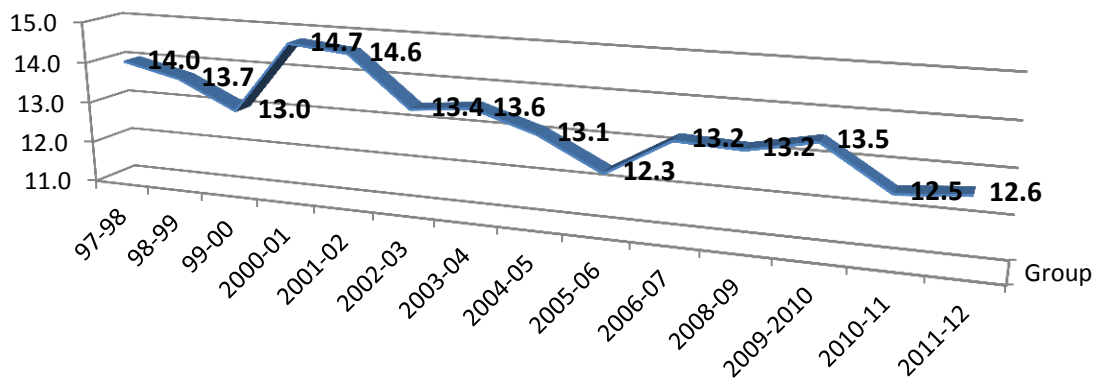


Group Work

Weighted 12 Year Mean: 13.3

Recent National Mean: 11.7

Recent Instiutional Mean: 12.6

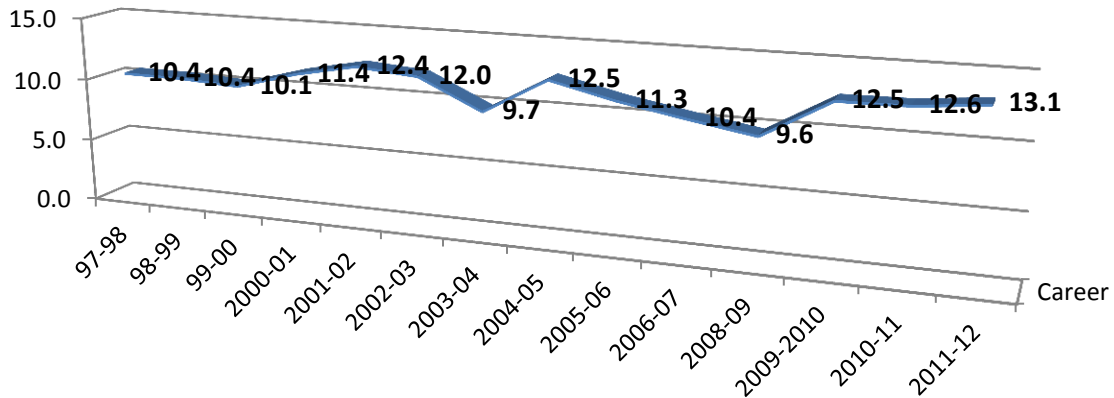


Career & Life Development

Weighted 12 Year Mean: 11.3

Recent National Mean: 11.3

Recent Institutional Mean: 13.1

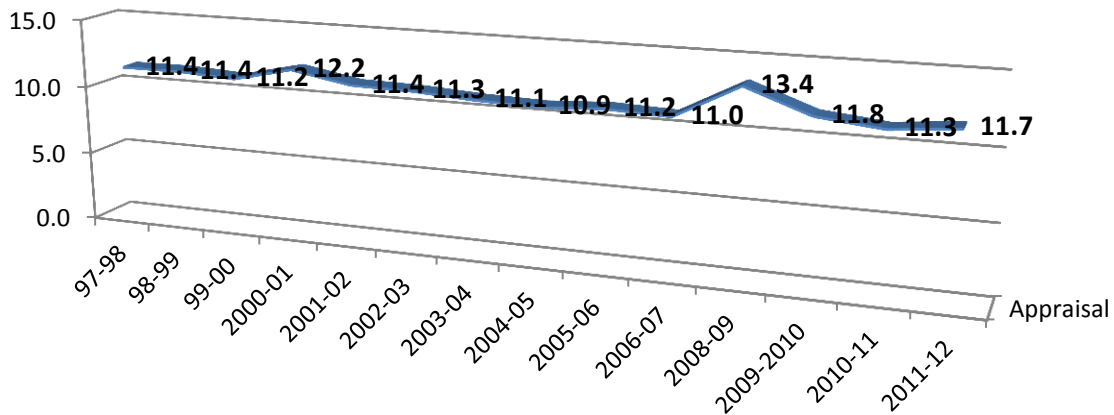


Appraisal

Weighted 12 Year Mean 11.6

Recent National Mean: 10.3

Recent Institutional Mean: 11.7

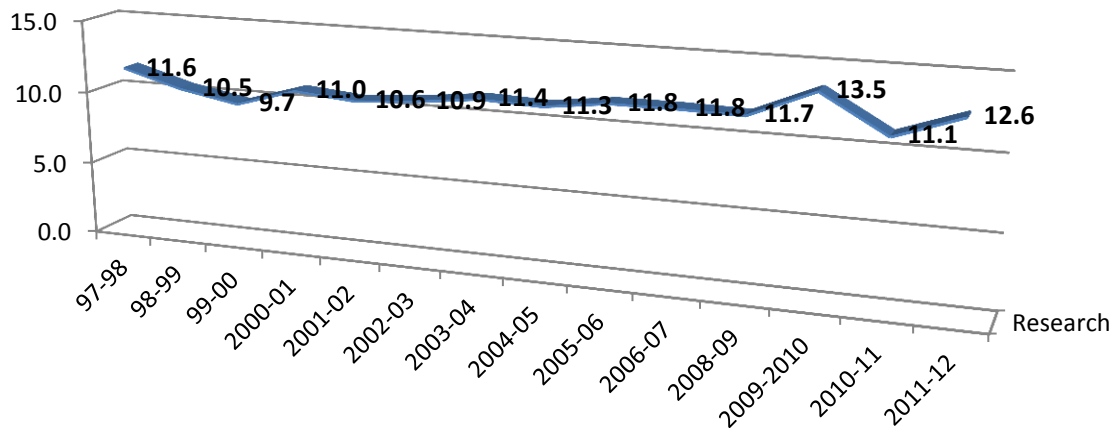


Research and Program Evaluation

Weighted 12 Year Mean: 11.4

Recent National Mean: 11.61

Recent Institutional Mean: 12.6

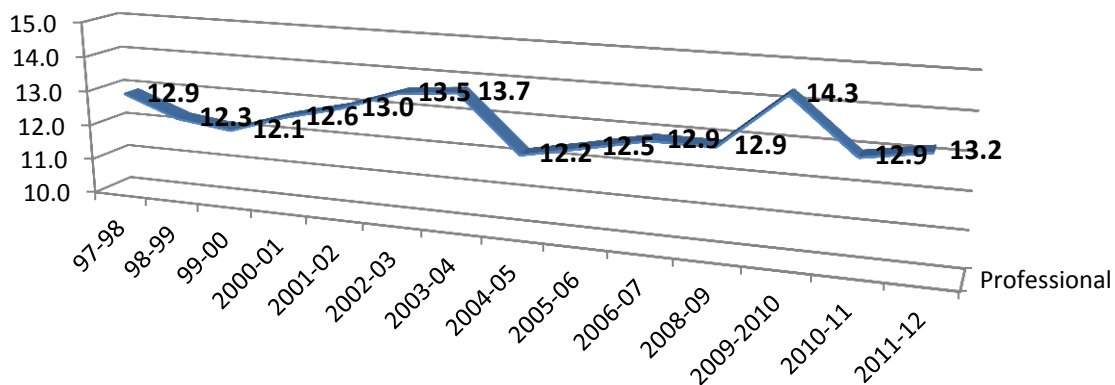


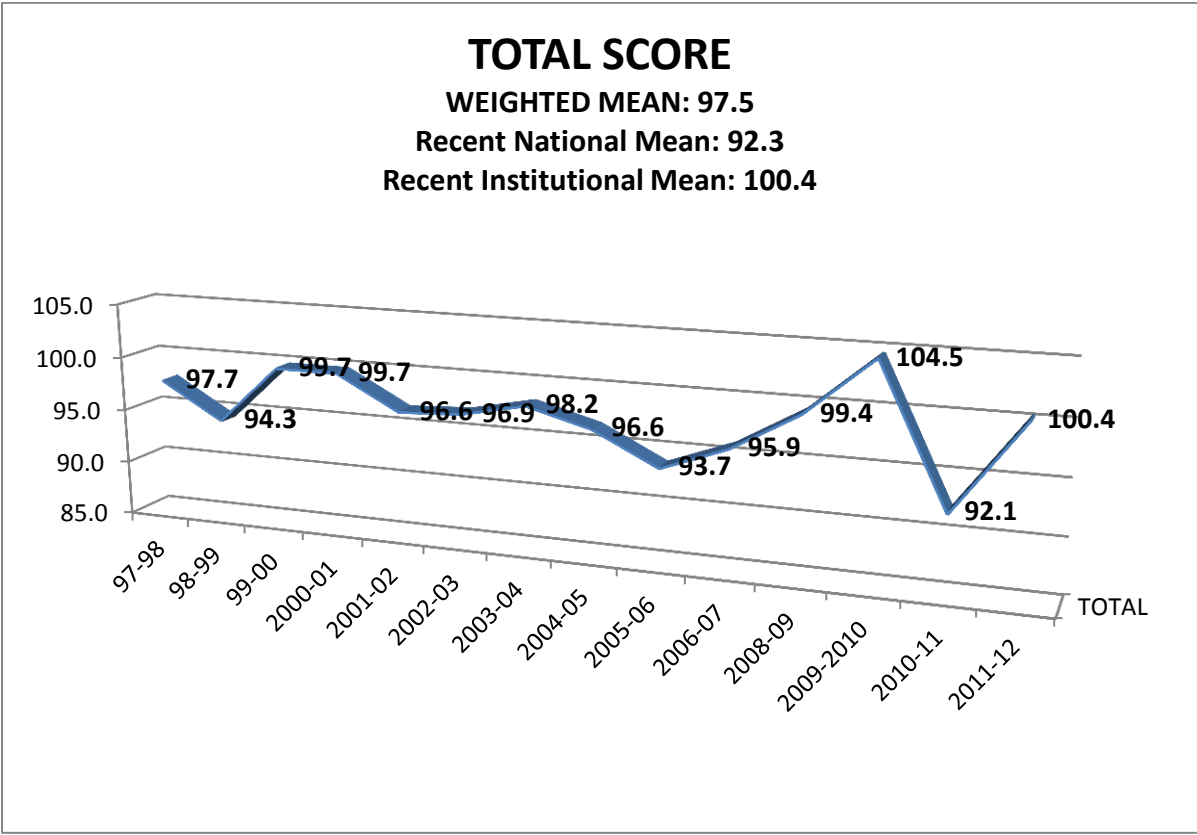
Professional Orientation & Ethics

Weighted 12 Year Mean: 12.9

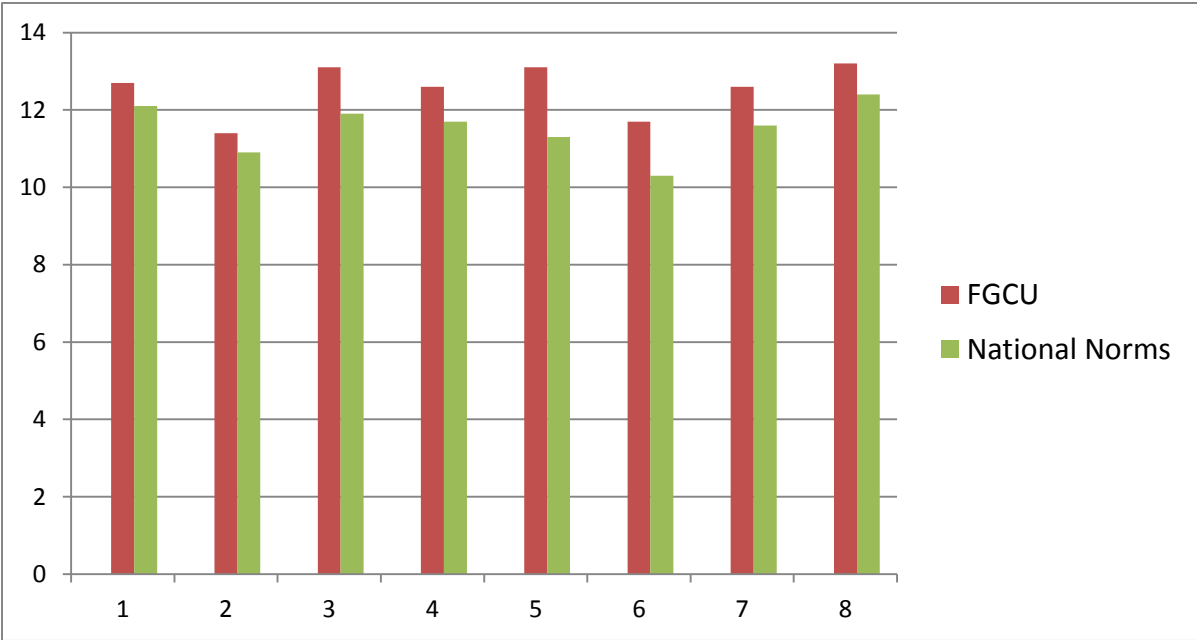
Recent National Mean: 12.4

Recent Institutional Mean: 13.2





FGCU VS NATIONAL MEANS IN EACH OF EIGHT CONTENT AREAS



School Counseling Certification and Employment Performance: Other program outcomes include student performance on the Florida state certification examination specialty exam in Guidance and Counseling which all students took and passed on the first try prior to graduation which qualified all graduates for certification immediately upon program completion. Furthermore, all graduates from the school counseling program are employed as counselors as of the fall of 2012.

Feedback about Field Experience Supervisors and Site Feedback about Program Preparation;

Feedback from Advisory Board: Students complete evaluations of University and Site Supervisors and all rated their supervisors at the rating of 5 or 6 on a six point scale. Site supervisors are interviewed during each term concerning the program and student preparation. Supervisors routinely report that FGCU counseling interns are well prepared and very professional.

In the Spring of 2012 an Advisory Board meeting was held during which program outcomes and impacts were discussed and student retention issues were discussed. Feedback from the participants included:

Strengths

- ☐ Real world activities related to school counseling job
- ☐ The community partners report good experiences with interns. Many interns are hired by the agency where they intern.
- ☐ Most interns who want jobs get them.
- ☐ The School Counseling Narrowing the Gap project demonstrating positive impact of counseling on student learning.
- ☐ NCATE and FL DOE require FGCU to demonstrate that our School Counseling programs and candidates have a positive impact on student learning.
- ☐ FGCU interns versus other interns: Consensus that FGCU interns are better prepared because faculty gets them into practicum and internship earlier. This works because candidates get the opportunity to see if this is a good fit for them before going too far into the program.
- ☐ The staff and coordinator from (XXXXXXXXXXXXXXXXX site)praised the focus on solutions focused brief therapy techniques.
- ☐ The representatives appreciate that FGCU professors come to their schools.
- ☐ Anticipating future needs is great... Like grant writing information in the Organization and Administration course for Mental Health Program candidates.
- ☐ Focus in data and data driven decision making.
- ☐ FGCU candidates recognize the importance of Data collection.

Potential Improvements:

- ☐ Need to teach basics of case noting
- ☐ Intro to treatment planning ... Self notes formatting
- ☐ Candidates need to understand the difference between informal and professional communication.
- ☐ They need a better understanding of communication etiquette. .. Texting, phone etiquette, and the risks of tweets, Facebook. They need to focus on relating better with the diverse population that they are working with.
- ☐ Encourage them to join their local organizations.
- ☐ Program should explain the difference between Community Counseling versus Clinical Mental Health program? This comes up because of the proposal to change the name to Clinical Mental Health Counseling. Even the advisory board didn't quite understand it.
- ☐ Guidelines for interns ... Have faculty go to in services to tell locations what to expect when they take on an intern.
- ☐ For admissions: Add an advisory member to help out in candidate interviews.
- ☐ More stringent requirements coming out of practicum; issues with entering into Adv. Prac. Faculty should not advance candidates if they are not ready. They need to know the difference between counseling and giving advice.
- ☐ Admission changes... We have to transition to new dates this year...
- ☐ On the other hand, some candidates are going into theory too soon in Practicum when they really need to practice their skills.
- ☐ Some of the students are not dressing professionally in class. There is a suggestion that the candidates have a dress code emphasizing professionalism in the Counseling Graduate Student Handbook.

Questionnaires from Graduates and Alumni: Data was gathered from two sets of surveys sent to recent graduates yielded generally high satisfaction with the program and the competencies gained. A total of 15 responses were returned from both programs with alumni from 2009, 2010 and 2011. Most comments were highly positive with suggestions for better preparation to diagnose mental disorders, more information and coursework on working with marriage and family counseling issues, and one student who offered suggestions for more interactive classes and group style experiences.