3.5A

**Program Review:**

The Counseling program faculty continually assess its course offerings and processes in order to incorporate the “best practices” as they pertain to the development and preparation of counselor candidates. As a result of thorough and active interaction with, and attention to, students, accrediting agencies, and state licensing boards, the Counseling programs at Florida Gulf Coast University (FGCU) consistently maintain its vibrancy and relevance in the dynamic field of counseling. The College of Education adopted LiveText to conduct assessments as it prepared for NCATE, Florida DOE, SACS, and other assessment initiatives. More recently, the CACREP 2009 standards have been uploaded making the benchmark assignments from each course have been coded so that critical tasks may be more readily assessed for both a program and student evaluation. Faculty have been entering data in LiveText for the last three years at the end of each term and have reviewed the data reports annually. With the linkage to the 2009 CACREP standards, and the 2010 Florida Educator Accomplished Practices, and Counselor Guidance and Counseling Competencies, LiveText data will become more relevant and useful for program and student review.

The program regularly engages students in formal and informal program and internship reviews. The College administers a survey to graduating students in order to gain their perspectives on how to improve the program for current and future students. The protocol for the administration of the survey is still in development which has resulted in less than consistent administration of the surveys and collection of data. From the data that has been collected, the program has undergone several changes, including, the structure of internship activities, revised exit exam process and reviewed standards, revision of course content and curriculum, and the utilization of graduating students to assist in reviewing program documents (handbooks, etc.).

The Program hosts a Counseling Program Advisory Board meeting annually. At this meeting representatives from the district, mental health community, graduates, community agency program leaders, faculty, and students are present. A PowerPoint presentation is attached to this file.

Program faculty regularly review relevancy of courses and enhance course offerings when appropriate. These are updated against CACREP standard changes and Florida Department of Education certification competency changes. Three of the core program faculty had participated as experts with state competency designation for School Counselors and the associated School Counselor competency measurement through various stages of state specialty exam development and validation. As well, one faculty member has served on the state School Counseling program review team.

Internship activities are coordinated by the internship coordinator who also is responsible for updating the field experience manual in conjunction with program faculty to insure policy development and coherence, maintaining information about available internship sites, and serving as a liaison between the sites and the program. Students evaluate faculty on a semester-by-semester basis and the results of these processes are given to individual faculty. These evaluations are often used as part of determining the nature of faculty performance in the classroom.

Examples of elements of program review:

* Annual Data-Day: At the start of the fall semester data is given to the faculty regarding the student, course, and program assessments in LiveText. Program faculty meet to discuss the outcomes, relevance to the program, and discuss possible program revisions.
* advisory group meetings with community stakeholders and students,
* routine evaluation conducted during final internships that have provided feedback toward program revision (e.g., revising internship structure and schedule),
* routine evaluation conducted at the mid-term of every internship during site visits solicited program design and delivery feedback from sites and candidates.
* Evaluations of sites, site supervisors and university supervisors are compelted at the end of each internship.
* revised course structures according to formal and informal course evaluations every term,
* analysis of the results of the comprehensive examination compared to national performance and student performance over the years that are used to adjust course experiences that relate to student performance in each of the CACREP core eight competencies,
* annual reports of school counselor employment rates from the Florida Department of Education are analyzed to identify the success of our graduates in achieving employment in Florida schools.
* an advisory board of community stakeholders, site supervisors, alumni and current students has been formed and provides periodic feedback about program graduates, structure, and curriculum,
* survey of alumni and their employers from the program has been migrated to an on-line format and distributed, analyzed and results are available during meetings with stakeholders, Advisory Boards, and throughout the University for program improvement purposes. Low responses rates on these questionnaires have necessitated changing the capture of contact information and timing of these questionnaires.