

Florida Gulf Coast University
2012-2013 School Year
School and Mental Health Counseling Programs
(Note: Name change to Clinical Mental Health Counseling effective Fall of 2013)
Outcomes/Feedback Report

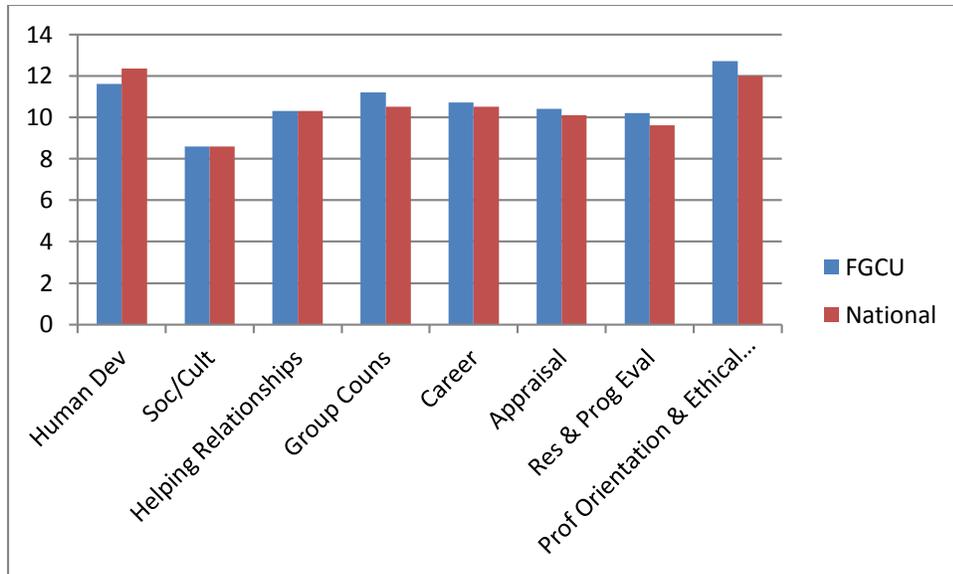
Student Enrollment: FGCU has two CACREP accredited counseling programs: School and Mental Health Counseling. In the year 2012-13 there were 14 admitted to the School Counseling Program and 38 admitted to the Mental Health Counseling Program. Of these, 8 matriculated into school counseling and 30 matriculated into Mental Health counseling. Several in each program deferred to a subsequent entry period. Between the two programs there were a total of 108 students enrolled on a part-time basis. Average section sizes during the 2012-13 year for non- clinical course sections was 21.5 (which includes several cross listed sections.)

Faculty: For Fall 2012, the program added a half-time Clinical Coordinator to help manage its growing field experience programs, and to coordinate site outreach and student placement. Ms. Beth Nehamkin, M.Ed. started in August 2012. This staff member joined four existing full time core faculty: Drs. Finn, Isaacs, Kastberg, and Sabella.

Outcomes: Thirteen (13) students graduated from the School Counseling program in either May or August, 2013 and 21 Mental Health Counseling students graduated in August of 2013. 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. The programs both use a system called Livetext which tracks and documents standards for both CACREP and Florida DOE. The transition to that system continues and it is being updated to reflect most recent CACREP standards and state of Florida changes for School Counselors.

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

As is consistent with prior years, FGCU students generally score at or above the mean score on the national norms of the CPCE exit exam in each of the 8 required sections. In 2012-13 there was one score below the national norm, two average that were the same as the national mean and five that above the national norms. Overall, FGCU students average score on the exit exam was 85.7 and the mean score of all who took as an exit exam was 83.9. (This represents scores for all FGCU administrations including students who repeated the exam to improve their scores.)



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 2013.

Mental Health Licensure and employment:

Of the students who reported on their postgraduate employment and licensure status, all students who graduated 2-3 years prior and who took the Florida Mental Health Exam have passed and are licensed.

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 2013 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

Continuous and sequential field experiences throughout the second and third years of the program.

- School Counseling Narrowing the Gap project demonstrating positive impact of counseling on student learning.
- 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.
- Like grant writing information in the Organization and Administration course for Mental Health Program candidates.
- Importance of Data collection, analysis and using data to engage in self and program improvement.
- An assessment system that tracks student achievement of CACREP and Florida Department of Education Standards and Competencies.

Potential Improvements:

- Have 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.
- Engage interns earlier to know what to expect in field experiences.
- Have alternate methods for recording on sites where recordings are not permitted or possible.