



The Department of Counseling

College of Health Professions & Social Work



**Florida Gulf Coast University
2014-2015 School Year
School and Clinical Mental Health Counseling Programs
Outcomes/Feedback Report**

Accreditation/Program Approval: Both programs completed CACREP reaccreditation in May of 2013 a results of and received the results of the site visit in July. The programs are fully accredited by CACREP July of 2021. Both FGCU MA and MED programs in School Counseling are additionally approved by Florida's Department of Education and by CAEP (formerly NCATE) through FGCU's College of Education.

Organizational Changes: In January, 2014 the Counseling programs were relocated from the College of Education and formed an independent department in the College of Health Professions and Social Work. As well, in 2014-15 both programs offered a full-time option that allowed students to complete their degrees in two years versus the three year, part-time option that is also in place. As well, School Counseling students now begin in the fall instead of beginning in the Spring of each year.

Student Enrollment/Graduates: FGCU has two CACREP accredited counseling programs: School and Mental Health Counseling. In the year 2014-15 there were 18 admitted to the School Counseling Program and 42 admitted to the Mental Health Counseling Program of the 90 total applications received. Of these, 18 matriculated into school counseling and 28 matriculated into mental health counseling. Several in each program deferred admission to a subsequent entry period. Three (3) students graduated from the School Counseling program in May, 2015 and 21 graduated from Clinical Mental Health Counseling in May and August of 2014. Between the two programs there were a total of 70 students enrolled on a part-time basis and 8 enrolled on a full-time basis.

Faculty: For Fall 2014, the program was comprised of four full-time Core faculty and a Instructor/Clinical Coordinator; Department Chair, Professor Madelyn Isaacs, Program Coordinator, Associate Professor Abbe Finn, Professor Russell Sabella, and Instructor/Clinical Coordinator Beth Nehamkin. They were joined in the Fall of 2014 by Visiting Assistant Professor Tracy Hutchinson. A search for a permanent replacement faculty member will commenced in the fall of 2014 and Dr. Molli Bachenberg will join the Faculty in August of 2015.

Outcomes:

FGCU tracks its student performance outcomes using a variety of methods that include individual 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.

As well, each of the programs assessed every student accomplishment of every CACREP and Florida Educator Accomplished Practices and preparation competencies using the Livetext tracking system.

All of FGCU's 2014 Spring and summer graduates were employed. All school counseling graduates passed the state's certification examinations and qualified for certification in 2014 and 2015. No data on Clinical Mental Health Counselor graduate employment is available at the time of this report.

June 2015

2015 CACREP Vital Statistics Survey: Version A(For Programs Accredited Under the 2009 CACREP Standards))(Abstracted)

Filled Tuesday, May 5, 2015

Institutional Information

1.) Name of Your Institution:

Please provide the name of the institution where your program is located.

Florida Gulf Coast University

2.) Institution Type:

Please select the category that describes your institutional control or affiliation.

Public

3.) Association for Counselor Education and Supervision Region (ACES) Region:

Please identify the ACES region in which your counseling program is located. If you are unsure, visit the ACES website to determine your region.

Southern (SACES)

CMHC

7.) Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

Please note, this question pertains to programs accredited solely as Clinical Mental Health Counseling programs.

Yes

7.A.) What is the minimum number of credit (semester) hours required for your CLINICAL MENTAL HEALTH COUNSELING degree?

For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a degree is 72, then $72 \times (2/3) = 48$ semester hours.)

60

7.B.) How many students are currently enrolled in your CLINICAL MENTAL HEALTH COUNSELING program?

Please provide a headcount of students currently enrolled in your Clinical Mental Health Counseling program. ("currently enrolled" = students enrolled in your program at the time this survey is being completed)

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CLINICAL MENTAL HEALTH COUNSELING PROGRAM/STUDENT OUTCOMES

7.C.) How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the past year?

Please provide the combined total number of graduates from Summer 2014, Fall 2014, and Spring 2015.

16

7.D.) To the best of your knowledge, what is the completion rate of students from your CLINICAL MENTAL HEALTH COUNSELING program?

To the best of your ability, please use the following information as a guide to report your program's completion rate: A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students' expected time from admission to graduation. If this is the case, your program's completion rate is the average of the full-time student completion rate and the part-time student completion rate.

60

7.E.) To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

Please use the drop down menu below to choose the licensure [or certification] examination pass rate, to the best of your knowledge, of students from your program. (NOTE: CACREP does not dictate the applicable licensure [or certification] examination for any program area in any state. Please provide the licensure [or certification] examination pass rate for the examination that is currently available for students in this program.)

100%

7.F.) To the best of your knowledge, what is the job placement rate of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

To the best of your ability, please use the following calculation as a guide to report your program's job placement rate: Numerator: the number of students who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation. Denominator: the number of students who, during the award year, received the master's counseling degree awarded for successfully completing the program and were actively seeking employment.

100

7.G.) Within your academic unit, do you have a second program accredited as a CLINICAL MENTAL HEALTH COUNSELING program?

Please note, this option is for programs that have two or more programs currently accredited as CMHC programs. Only select "Yes" if you have a second CMHC program for which you need to report vital statistics.

No

SCHOOL COUNSELING

9.) Do you have a CACREP-accredited SCHOOL COUNSELING program?

Yes

9.A.) What is the minimum number of credit (semester) hours required for your SCHOOL COUNSELING degree?

For programs operating on a quarter hour system: Please convert the minimum number of required quarter hours to semester hours by multiplying the number of quarter hours by 2/3 to provide your answer. (Example: If the minimum number of quarter hours required for a degree is 72, then $72 \times (2/3) = 48$ semester hours.)

48

9.B.) How many students are currently enrolled in your SCHOOL COUNSELING program?

Please provide a headcount of students currently enrolled in your School Counseling program. ("currently enrolled" = students enrolled in your program at the time this survey is being completed)

16

SCHOOL COUNSELING PROGRAM/STUDENT OUTCOMES

9.C.) How many students graduated from your SCHOOL COUNSELING program in the past year?

Please provide the combined total number of graduates from Summer 2014, Fall 2014, and Spring 2015.

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9.D.) To the best of your knowledge, what is the completion rate of students from your SCHOOL COUNSELING program?

To the best of your ability, please use the following information as a guide to report your program's completion rate: A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students' expected time from admission to graduation. If this is the case, your program's completion rate is the average of the full-time student completion rate and the part-time student completion rate.

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9.E.) To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your SCHOOL COUNSELING program?

Please use the drop down menu below to choose the licensure [or certification] examination pass rate, to the best of your knowledge, of students from your program. (NOTE: CACREP does not dictate the applicable licensure [or certification] examination for any program area in any state. Please provide the licensure [or certification] examination pass rate for the examination that is currently available for students in this program.)

100%

9.F.) To the best of your knowledge, what is the job placement rate of graduates from your SCHOOL COUNSELING program who were actively seeking employment?

To the best of your ability, please use the following calculation as a guide to report your program's job placement rate: Numerator: the number of students who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation. Denominator: the number of students who, during the award year, received the master's counseling degree awarded for successfully completing the program and were actively seeking employment.

100

FGCU does not have CACREP MASTER'S programs in ADDICTION COUNSELING, CAREER COUNSELING, CLINICAL REHAB, MARRIAGE, COUPLE, AND FAMILY COUNSELING, STUDENT AFFAIRS AND COLLEGE COUNSELING, STUDENT AFFAIRS/COLLEGE COUNSELING NOR ANY DOCTORATE PROGRAMS.

10.) Do you have a CACREP-accredited program?

No

Applications and Non CACREP Programs

11.) How many applications for your MASTER'S level CACREP-accredited program(s) did you receive in the past year?

Please identify the number of master's program applications you received from June 1, 2014 to May 31, 2015.

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Masters Students w Disabilities

13.) Are you able to provide information about the number of students with disabilities enrolled in your CACREP-accredited MASTER'S level counseling program(s)?

You will be asked to provide the number of students with disabilities by gender. Only select "Yes" if you have information about students with disabilities by gender.

No

Masters Student Demographics

14.) Are you able to provide racial/ethnic background information about students enrolled in your CACREP-accredited MASTER'S level counseling program(s)?

You will be asked to provide the number of students in each racial/ethnic category by gender. Only select "Yes" if you have information about each racial/ethnic category by gender.

Yes

14.A.) MASTER'S Student Demographics:

Please provide the headcount of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. (NOTE: nonresident alien is defined as "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.")*All categories require an answer. If you do not have any students that identify with a particular category, please enter "0".

Variable	Response
14.A.) MASTER'S Student Demographics: MALE: African American/Black	0
14.A.) MASTER'S Student Demographics: FEMALE: African American/Black	7
14.A.) MASTER'S Student Demographics: MALE: American Indian/Native Alaskan	0
14.A.) MASTER'S Student Demographics: FEMALE: American Indian/Native Alaskan	1
14.A.) MASTER'S Student Demographics: MALE: Asian American	0
14.A.) MASTER'S Student Demographics: FEMALE: Asian American	1
14.A.) MASTER'S Student Demographics: MALE: Caucasian/White	10
14.A.) MASTER'S Student Demographics: FEMALE: Caucasian/White	50
14.A.) MASTER'S Student Demographics: MALE: Hispanic/Latino/Spanish American	0
14.A.) MASTER'S Student Demographics: FEMALE: Hispanic/Latino/Spanish American	5
14.A.) MASTER'S Student Demographics: MALE: Native Hawaiian/Pacific Islander	0
14.A.) MASTER'S Student Demographics: FEMALE: Native Hawaiian/Pacific Islander	0
14.A.) MASTER'S Student Demographics: MALE: Multiracial	0

14.A.) MASTER'S Student Demographics: FEMALE: Multiracial	0
14.A.) MASTER'S Student Demographics: MALE: Other/Undisclosed	2
14.A.) MASTER'S Student Demographics: FEMALE: Other/Undisclosed	2
14.A.) MASTER'S Student Demographics: MALE: Nonresident Alien	0
14.A.) MASTER'S Student Demographics: FEMALE: Nonresident Alien	0

Faculty

16.) How many FULL-TIME faculty members do you have in your academic counseling unit? If you have a CES doctoral program, your academic counseling unit is comprised of both your CES doctoral program and your master's level counseling program(s).

Please provide only the number of faculty members with full-time appointments in your academic counseling unit. This should be a whole number (i.e., no decimals or fractions).

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17.) Are you able to provide racial/ethnic background information about FULL-TIME faculty members in your academic counseling unit?

Similar to the student demographic question, you will be asked to provide the number of full-time faculty in each racial/ethnic category by gender. Only select "Yes" if you have information about each racial/ethnic category by gender.

Yes

Faculty Demographics

17.A.) FULL-TIME Faculty Demographics:

Please provide the headcount of full-time faculty members in your academic counseling unit for each category below. (NOTE: nonresident alien is defined as "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.")*All categories require an answer. If you do not have any full-time faculty that identify with a particular category, please enter "0".

Variable	Response
17.A.) FULL-TIME Faculty Demographics: MALE: African American/Black	0
17.A.) FULL-TIME Faculty Demographics: FEMALE: African American/Black	0
17.A.) FULL-TIME Faculty Demographics: MALE: American Indian/Native	0

Alaskan

17.A.) FULL-TIME Faculty Demographics: | FEMALE: American Indian/Native Alaskan

0

17.A.) FULL-TIME Faculty Demographics: | MALE: Asian American

0

17.A.) FULL-TIME Faculty Demographics: | FEMALE: Asian American

0

17.A.) FULL-TIME Faculty Demographics: | MALE: Caucasian/White

1

17.A.) FULL-TIME Faculty Demographics: | FEMALE: Caucasian/White

3

17.A.) FULL-TIME Faculty Demographics: | MALE: Hispanic/Latino/Spanish American

0

17.A.) FULL-TIME Faculty Demographics: | FEMALE: Hispanic/Latino/Spanish American

0

17.A.) FULL-TIME Faculty Demographics: | MALE: Native Hawaiian/Pacific Islander

0

17.A.) FULL-TIME Faculty Demographics: | FEMALE: Native Hawaiian/Pacific Islander

0

17.A.) FULL-TIME Faculty Demographics: | MALE: Multiracial

0

17.A.) FULL-TIME Faculty Demographics: | FEMALE: Multiracial

1

17.A.) FULL-TIME Faculty Demographics: | MALE: Other/Undisclosed

0

17.A.) FULL-TIME Faculty Demographics: | FEMALE: Other/Undisclosed

0

17.A.) FULL-TIME Faculty Demographics: | MALE: Nonresident Alien

0

17.A.) FULL-TIME Faculty Demographics: | FEMALE: Nonresident Alien

0

Program Questions

18.) This year CACREP sponsored the second "CACREP Advocacy Week" which took place February 23-27, 2015. Please indicate the Advocacy Week activities in which students and/or faculty members from your program(s) participated (to the best of your knowledge).

Use these Advocacy Week activity examples as a reference for your response: *Program Advocacy (ex: submitted a video for the Advocacy Week Video Contest and/or developed an advocacy project to address a need within your own program) *Community Awareness Advocacy (ex: developed brochures, flyers, posters, or presentations to advertise your counseling program and/or raise awareness about who counselors are and the services they provide) *Professional Service Advocacy (ex: sought service opportunities at the local, state, or national level within counseling organizations and/or participated in the IRCEP book drive) *Social Network Advocacy (ex: promoted public awareness of counselors by sharing

information via social networks and/or posting about current professional issues in online forums)*Political Advocacy (ex: wrote to state licensure board, department of education, or the ACA Governing Council regarding unified educational standards for counselors and/or licensure portability)

- **Program Advocacy**
- **Community Awareness Advocacy**
- **Social Network Advocacy**
- **Political Advocacy**

19.) CACREP has recently been involved in national discussions related to school counseling and "college and career readiness" (e.g., 2014 White House Convenings). As CACREP continues to work with other national organizations, we would like to better understand how CACREP-accredited School Counseling programs are currently preparing school counselors in this area.

19.A.) To what degree is college and career readiness emphasized within your School Counseling program curriculum?

Highly emphasized

19.B.) What is the title of the graduate course in which college and career readiness information is primarily addressed with your school counseling students?

Career Counseling

19.C.) Where are your school counseling students required to demonstrate knowledge and/or skill development related to college and career readiness?

- **During Coursework**
- **Internship**

19.D.) If you have any comments related to the "college and career readiness" questions above or about recent state/federal movements in this area, please share them below.

The key is being research based in the field and to teach the ASCA model throughout.