

# STETSON UNIVERSITY

## Department of Counselor Education

### 2019-2020 Annual Report

The mission of the Department of Counselor Education is to educate counseling students including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds, preparing them to accept and demonstrate their professional counseling responsibilities with distinction. Students learn to behave ethically, become aware of their personal strengths and resiliency, as well as their professional counseling responsibilities in an effort to apply these skills and self-knowledge to a culturally diverse clientele.

The purpose of this annual report is to inform students, the public, and important community stakeholders about key findings, decisions, and modifications of the program in line with our program mission statement and objectives.

#### 1. Enrollment Data and Faculty Changes

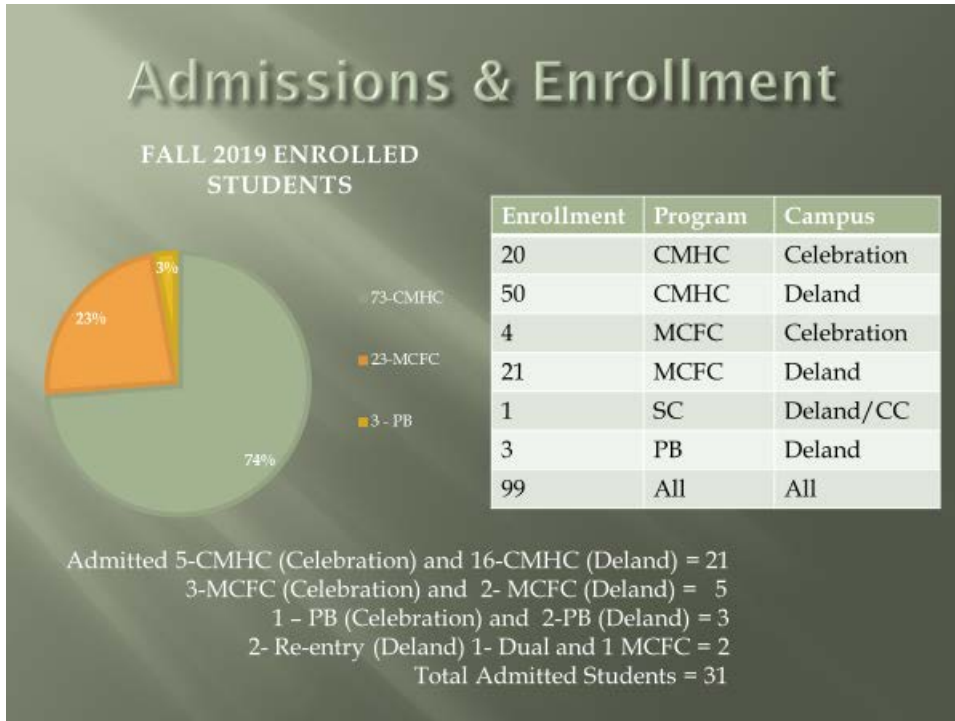
In the 2019-2020 academic year, the faculty reviewed and considered the admissions applications of 52 prospective students and admitted 49 new students. Program application review increased 18% ( $n = 44$  in AY 2018-2019) and program enrollment increased 16% ( $n = 42$  in AY 2018-2019) across the Clinical Mental Health Counseling (CMHC) and Marriage, Couple, and Family Counseling (MCFC) programs.

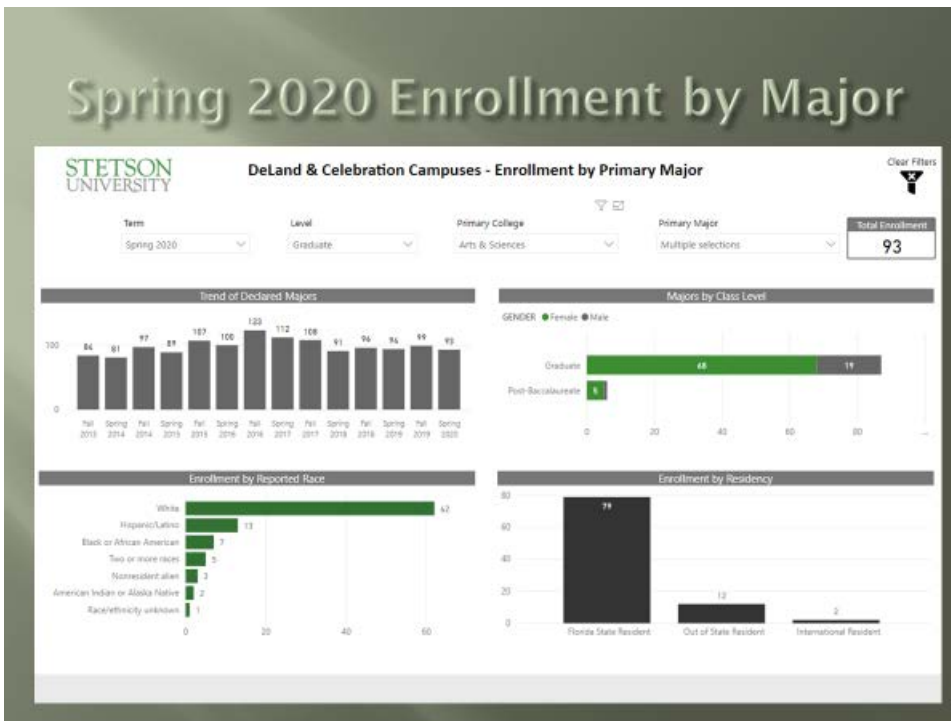
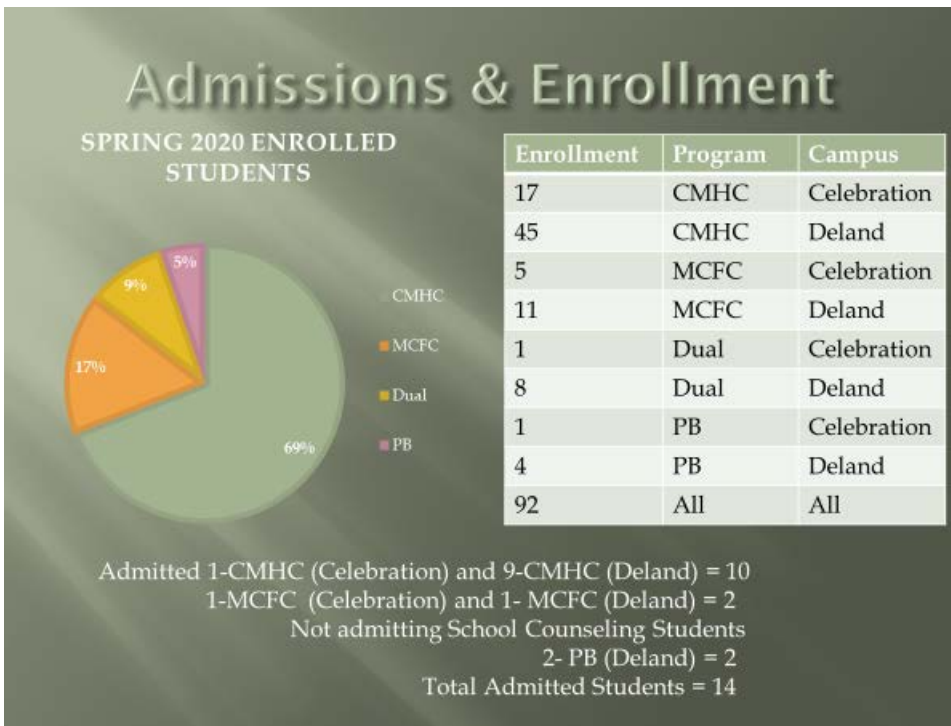
**Figure 1** summarizes the number of current full time, part time, and full time equivalent students enrolled across the Clinical Mental Health Counseling (CMHC) and Marriage, Couple, and Relationship Counseling (MCFC) programs. **Figure 2** summarizes the enrollment trends across programs and campus locations for the Fall 2018 and Spring 2019 semesters.

**Figure 1:** FTE and Enrollment Data for Summer 2019, Fall 2019, and Spring 2020

	FT Faculty FTE	PT Faculty FTE	Total Faculty FTE	Student FTE	Student- Faculty ratio
<b>Summer 2019</b>	<b>3</b>	<b>1.43</b>	<b>4.43</b>	<b>56.8</b>	<b>12.8</b>
<b>Celebration Counseling</b>	0.4	0.25	0.65	5.6	8.6
<b>Main Campus-DELAND</b>	2.6	1.18	3.78	51.2	13.5
<b>Fall 2019</b>	<b>4.4</b>	<b>1.5</b>	<b>5.9</b>	<b>71.9</b>	<b>12.2</b>
<b>Celebration Counseling</b>	1.5	0.5	2	21.1	10.6
<b>Main Campus-DELAND</b>	2.9	1	3.9	50.8	13.0
<b>Spring 2020</b>	<b>2.95</b>	<b>1.35</b>	<b>4.3</b>	<b>54.8</b>	<b>12.7</b>
<b>Celebration Counseling</b>	0.85	0.75	1.6	15.8	9.9
<b>Main Campus-DELAND</b>	2.1	0.6	2.7	38.9	14.4
<b>Grand Total</b>	<b>10.35</b>	<b>4.28</b>	<b>14.63</b>	<b>183.5</b>	<b>12.5</b>

**Figure 2: Enrollment Data for Fall 2019 and Spring 2020**

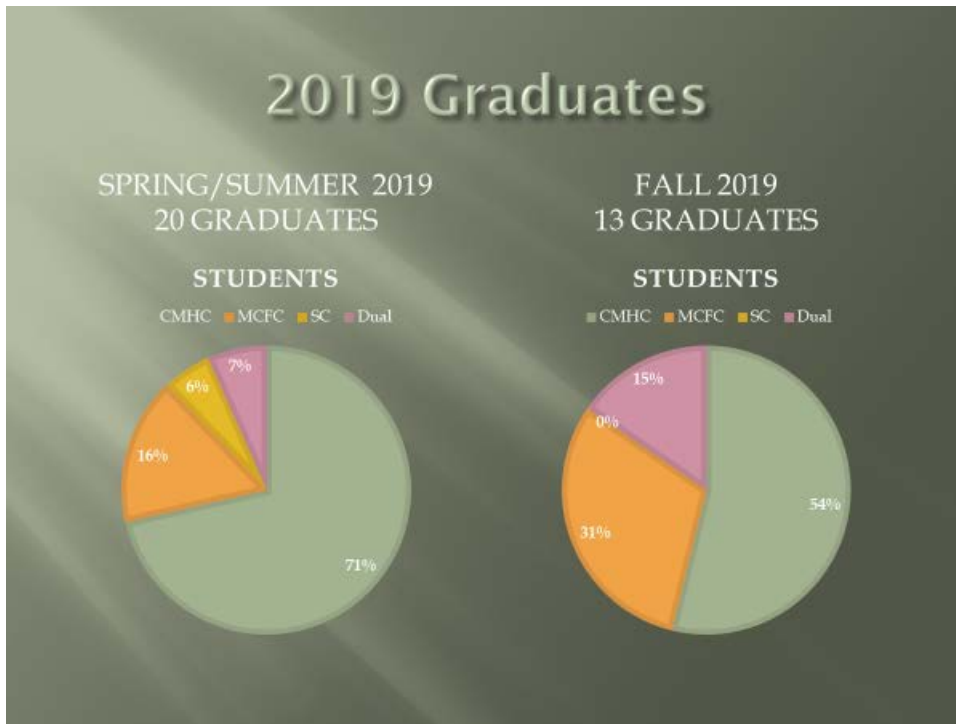




## 2. Graduate Exam Passage, Program Completion, and Employment Rates

Graduates from the Department of Counselor Education consistently achieve high pass rates on the Counselor Preparation Comprehensive Examination (CPCE). The pass rate was 60% for 2019-2020 graduates taking the CPCE examination for the first time; a 4% pass rate increase compared to the previous academic year. On the State of Florida licensure exams, our graduates' passage rates for 2019 were 55% on the NCMHCE (national passage rate was also 55%) and 100% on the

AMFTTRB exam (national passage rate was 69%). We request data triennially using our own constituent surveys from alumni and field supervisors of graduations and plan, with the next scheduled dissemination scheduled for Spring 2020. Results indicate that 43% ( $n = 12$ ) of alumni are currently licensed. Of the Summer 2019, Fall 2019, and Spring 2020 graduating students ( $n = 23$ ), 78% graduated from the program in the expected time period; 90% of graduates report current employment as professional counselors.



### 3. Curricular Evaluation and Enhancement

In accordance with the 2016 CACREP standards, the Stetson University Counselor Education Department implemented the Systematic Evaluation Plan to measure and evaluate key program components, student progress, and curriculum design. During the 2018-2019 academic year, the Counselor Education faculty continued to complete an in-depth review and collect data related to course syllabi, academic assessment, and dispositional measures embedded across the program curriculum. The purpose of the review remained (a) to ensure that each course adequately addressed the relevant 2016 CACREP standards published on the syllabus, (b) to evaluate whether the course-based assessments properly evaluated student attainment of knowledge, skills, and/or dispositions, and (c) to serve as the basis for discussions on consistent teaching methods and best practices in the classroom. The faculty continuously review the implemented assessment plan to remain consistent with data collection and in order to make data-driven decisions.

### 4. Constituent Surveys

In accordance with the 2016 CACREP standards, the Department of Education used all updated constituent surveys, including surveys to Site Supervisors, Employers, and Alumni. Data gathered from these surveys to inform program modifications that enhance the quality of our program. The Department of Education uses these surveys to disseminate information triennially, with the recently scheduled dissemination in fall 2019, during which the department collected data and we've analyzed to make informed decisions.

### 5. CACREP Self Study

The department continues to use the systematic assessment plan to measure CACREP core

standards and to remain in compliance with CACREP standards. We regularly review data and make data-driven decisions about changes and modifications based on the standards and our data.

## **6. Program Data-Driven Modifications and Changes**

The department formed four committees to delegate work tasks among the faculty including: (a) admissions and marketing committee, (b) curriculum committee, (c) research, assessment, and scholarship committee, and (d) clinical experiences committee. Updates on committees and data driven modifications to our program include the following:

- ***Admissions and Marketing Committee***
  - Implemented new interview structure that allows for prospective student engagement on campus, greater rigor on admission requirements, and seamless admission deposits
  - Targeted Stetson undergraduates in new recruitment efforts including increased social media platforms and presence
  - Hired and supervised a Communications & Media Studies intern to assist with marketing our programs
  - Admitted students into the new Dual Major option, which allows students to obtain one degree in two CACREP-accredited programs (CMHC and MCFC)
- ***Curriculum Committee***
  - Built partnerships and advocated for space in new Public Health building on campus.
  - Reviewed portfolio implementation and facilitated options for strengthening portfolio process.
  - Continued using electronic files in order to increase efficiency, accuracy, and security of program data and documentation.
  - Assisted in facilitating training for adjunct faculty in remote learning and diversity issues in the classroom.
- ***Research, Assessment, and Scholarship Committee***
  - Coordinated full implementation of new assessment system, VIA™ and tracked all Key Performance Indicators (KPIs) in the system.
  - Coordinated migration from VIA™ to Time2Track for all clinical hours and evaluation in conjunction with clinical experiences committee.
  - Managed all scholarships including submissions and awarded accordingly.
  - Reviewed aggregate data from the new 2016 CACREP standard key performance indicator (KPI) assignments, CPCE score reports, and constituent surveys, the faculty agreed on the follow-up program modifications.
  - Increased rigor in CPCE lowest scoring areas (e.g., research and career), which appeared effective considering that first time passing rates increased in the 2019-2020 AY.
- ***Clinical Experiences Committee***
  - Reviewed and implemented new CACREP and State of Florida requirements for Practicum and Internship during and post-pandemic.
  - Worked with each site to discuss options for students to obtain direct hours in ways that are legal and ethical.
  - Continued to interview and expand Site Manual.
  - Transitioned all evaluations for Practicum and Internship students into Time 2 Track.