



University of Florida Counselor Education Program 2018-2019 Annual Report

The mission of the UFCounselor Education Program is to prepare exemplary counselor educators, marriage and family counselors, mental health counselors, school counselors, and program administrators who generate, use, and disseminate knowledge about human development and human relating to enrich the quality of life for all people, and who collaborate with others to solve critical personal, family, educational, social, and vocational problems in a diverse global community. Students and faculty are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

The purpose of this annual report is to inform all stakeholders of the Counselor Education Program, including students, faculty, administration (school, college, and university), alumni, site hosts, employers of graduates, community partners, and the public about program evaluation results, program modifications based on these results, and other significant program changes.

1. Enrollment Data and Faculty Changes

The UF Counselor Education program admits new students once a year in the fall semester. The Program faculty reviewed and considered the admissions applications of **138** prospective master's/educational specialist (Ed.S.) students and **24** doctoral students, and enrolled 38 master's/Ed.S. and 6 doctoral students. **Table 1** contains a summary of the number of prospective students that applied, were admitted, and enrolled.

Table 1: Number of Students that applied, were admitted, and enrolled during the 2018-2019 year

Program	Applied	Admitted	Enrolled
Master's/Ed.S. Program Tracks			
Mental Health (CMHC)	86	42	20
Marriage and Family (MCFC)	26	16	11
School (SC)	26	17	7
Master/Ed.S. Total	138	75	38
Doctoral Program			
Ph.D. in Counseling and Counselor Education (CES)	24	10	6

Two clinical assistant professors were hired for the 2018-2019 year (Dr. Karin Fields and Dr. Katie Fields), while the program conducted a search for one tenure track position and one clinical assistant professor position to begin in the Fall of 2019.

2. Number of Graduates, Program Completion, Certification/Licensure Exam Pass Rate, and Job Placement Rate

There were **38** Master's/Ed.S. students and **8** doctoral students that graduated during the 2018-2019 academic year. The program completion rate was 100% for the master's/Ed.S. program and 97% for the doctoral program. Graduates of the Program consistently pass the State of Florida licensure exam and the school counseling certification exam, with a reported overall rate of for the reporting period. Furthermore, the graduates reported job placement rate for the 2018-2019 year was 97% for the master's/Ed.S. program and 100% for the doctoral program. **Table 2** contains a summary of the number of graduates, program completion rate, certification/licensure exam pass rate, and job placement rate for the 2018-2019 academic year.

Table 2: Graduation, Certification/Licensure, and Job Placement Data

Program	Number of Students who Graduated	Completion Rate	Certification/Licensure Exam Pass Rate	Job Placement Rate
Master's/Ed.S. Program Tracks				
Mental Health (CMHC)	22	100%	88%	95%
Marriage & Family (MCFC)	11	100%	100%	95%
School (SC)	5	100%	100%	100%
Master's/Ed.S. Total	38	100%	93%	97%
Doctoral Program				
Ph.D. in Counseling and Counselor Education (CES)	8	97%	N/A	100%

Note: Mental health licensure exam pass rate reported for 2018, as the report is published by the calendar year.

3. Curricular Evaluation and Enhancement

In accordance with the 2016 CACREP standards, the UF Counselor Education Program

collected data in alignment with their Comprehensive Assessment Plan to measure and evaluate key program components, student progress, and curriculum design.

Master’s/Ed.S.

Master’s/Ed.S. KPIs: In reviewing data for key performance indications (KPIs) for the 2018-2019 year, the majority of master’s/Ed.S. students scored at the accomplished or exceptional performance level for all KPIs. No master’s/Ed.S. students scored in the unsatisfactory performance level for any KPIs.

Master’s/Ed.S. Academic Performance and Professional Dispositions: New students are evaluated after their first semester in the program and support was provided where needed. All students are evaluated in the spring. In evaluating 100 current students in the Spring 2019, 96% were rated satisfactory or outstanding in all areas. There were 4 (4%) students who were rated as needs improvement in one to three areas and 1 (1%) who was rated as unsatisfactory in one area. Students evaluated in the needs improvement and unsatisfactory categories met with their advisors to discuss plans to address these areas.

Master’s/Ed.S. Student Engagement: Students are required to complete a self-evaluation in the spring of every year that includes a report of their engagement in various areas throughout the year. **Table 3** contains a summary of master’s/Ed.S. student self-reported engagement data.

Table 3: Master’s/Ed.S. Student Self-Reported Engagement

Area	Involved
Graduate Assistantship	20 (19%)
Research Experience	26 (25%)
Leadership and Advocacy Experience	72 (69%)
Professional Development	59 (57%)
Conference Presentation	7 (7%)

Note: N = 99.

Master’s/Ed.S. Students’ Evaluation of Practicum and Internship Sites: Practicum and internship students are asked to evaluate the placement site and the practicum and internship experience at the end of the semester for each placement. The students identified strengths (e.g., providing feedback that identified strengths and areas for growth, balancing being supportive and challenging, offering a variety of experiences at sites to enhance knowledge and clinical skills), and areas for improvement (e.g., communication between site, group, and individual supervisors; more opportunities to work with families [marriage and family students]), with the majority of students rating their supervisors and their placement sites as positively affecting their education experience.

Master’s/Ed.S. Site Supervisor Evaluation: Site supervisors evaluate the overall preparation of the students for clinical experiences and the experience with the program during the clinical experience process. Site supervisors identified some areas to further strengthen training (e.g., more preparation for mental health and marriage, couple, and family students in the area of treatment planning and documentation; and for school counseling students in the area of use

of student data), and communication (e.g., increased communication with the group supervisor). Site supervisors also acknowledged the high quality of the program, noting that students are better prepared than students from other programs.

Master’s/Ed.S. Exit Survey: Students complete an exit survey at the end of their program. For the 2018-2019 year, there were 36 master’s/Ed.S. students that completed the exit survey. Students identified program strengths (e.g., experiential activities and opportunities to apply knowledge in courses through practicing skills; knowledgeable, supportive faculty; diverse practicum and internship sites), and areas for improvement (e.g., course registration process, administration of online courses), with the majority of students reporting that they agreed or strongly agreed that they were prepared to work in the counseling field in all areas included on the survey.

Doctoral

Doctoral KPIs: In reviewing data for key performance indications (KPIs) for the 2018-2019 year, all doctoral students scored at the accomplished or exceptional performance level for all KPIs, with no students performing at the developing or unsatisfactory levels.

Doctoral Academic Performance and Professional Dispositions: New students are evaluated after their first semester in the program and support was provided where needed. All students are evaluated in the spring. In evaluating 25 current students in the Spring 2019, 22 (88%) were rated as satisfactory or outstanding in all areas. Three were rated as needs improvement in the “meets deadlines” category, and met with their advisors/dissertation chairs to discuss plans to address this area.

Doctoral Student Engagement: Students are required to complete a self-evaluation in the spring of every year that includes a report of their engagement in various areas throughout the year. **Table 4** contains a summary of doctoral student self-reported engagement data.

Table 4: Doctoral Student Self-Reported Engagement

Area	Involved
Graduate Assistantship	17 (90%)
Research Experience	19 (95%)
Teaching Experience	13 (68%)
Supervision Experience	10 (53%)
Leadership and Advocacy Experience	16 (84%)
Counseling and Consultation Experience	10 (53%)
Professional Development	14 (74%)
Conference Presentation	13 (52%)

Note: N=20.

Doctoral Exit Survey: Students complete an exit survey at the end of their program. For the 2018-2019 year, there were eight doctoral students that completed the survey. Of these students, 86% reported being satisfied or highly satisfied with all aspects of the program included on the survey. Students identified areas for improvement (e.g., more opportunities for research), and program strengths (e.g., mentorship, multiple opportunities for teaching and

supervision).

4. Constituent Surveys

In accordance with the 2016 CACREP standards, the UF Counselor Education Program used all updated constituent surveys, including surveys to Site Supervisors, Employers, and Alumni to inform program modifications that enhance the quality of our program.

Alumni: Alumni who graduated within the last five years were asked to evaluate various aspects of the program. There were 23 master's/Ed.S. alumni who responded to the survey. Alumni identified strengths (e.g., mentorship, opportunities for self-reflection and development of self-awareness, experience of faculty and supervisors, preparation for becoming a counselor), as well as areas for improvement (e.g., course availability, preparation for licensure process) within the program, with the majority rating most categories as good or excellent. Only two doctoral alumni responded to all survey questions, with no comments provided from either of them. Therefore, doctoral alumni data was not examined for this report.

Employers: We sent the link to the employers' survey to alumni to forward to their employers; however, we did not receive any responses to this request. The faculty sent the survey to employers the previous year as well. The plan is to adjust the data collection cycle to only collect employer data once every three years.

5. CACREP Self Study

CACREP accreditation for the four program areas expires in 2020. The Program submitted their CACREP self-study for re-accreditation under the 2016 standards in January 2019. After an initial review, CACREP invited the Program faculty to make minor revisions in an addendum. The CACREP site team visit will be held in the Spring of 2020.

6. Program Changes and Modifications

In reviewing all program evaluation data, including aggregate data from the 2016 CACREP standard key performance indicator (KPI) assignments, enrollment data, and constituent surveys, the faculty made the following program modifications:

- new and revised courses for programs submitted to curriculum committee
- developed Multicultural Initiative
- developed Program diversity statement
- revised handbook
- revised comprehensive assessment plan
- revised end-of-degree cumulative evaluation from an e-portfolio to a capstone evaluation experience for master's/Ed.S. program areas
- expanded recruitment efforts to include open house and recruitment of diverse students
- drafted new faculty/adjunct faculty handbook
- took an advanced orientation session (referred to as "Bootcamp") that was started last year and designed it as online modules
- drafted online site supervisor training modules (working to finalize this in the next year)
- held community meetings once a semester in fall and spring
- held faculty retreats once a semester in fall and spring

- developed teaching internship policy for doctoral students
- developed FAQ for prospective students for admissions page of website
- developed and administered student survey to gather information about the program
- offered research forum to provide students and faculty an opportunity to discuss research to develop knowledge and skills and collaborate
- offered elective on counseling LGBT+ clients

Other program changes included:

- two new clinical assistant professors joined the Program for the 2018-2019 academic year
- conducted two successful faculty searches for faculty that will join the Program for the 2019-2020 academic year

The program completed the second year of implementation of the cohort model for all master's/Ed.S. program tracks and the doctoral program. The Counselor Education faculty continue to make adjustments to the cohort model as the first cohort prepares to enter their final year in the program. Thus far, the cohort model has resulted in students successfully matriculating in the program in a timely manner and improved program administration.