2017-2018 Annual Report

The Rollins College Graduate Studies in Clinical Mental Health Counseling is guided by the program’s mission statement:

*The Graduate Studies in Counseling Program prepares clinical mental health counselors to engage with clients in cultivating and increasing freedom in their lives. The core guiding principles of our graduate program are academic excellence, transformative education, social justice and advocacy, diversity, ethical practice and leadership. We strive to build an inclusive community of learners who value personal and intellectual growth through collaborative relationships among students, faculty, and staff.*

During the 2017-2018 academic year, Graduate Studies in Counseling (GSC) served 93 students composed of 73 full time and 20 part-time students. The program is a year-round program and students are required to attend the fall, spring, and summer terms. Because it is a lock-step program of study, courses are only offered once per year. In May 2018, 26 students graduated with the degree of Master of Arts in Clinical Mental Health Counseling. Approximately 69% of admitted students graduate from the program in the expected time period (3-5 years). In 2017, 69% of alumni taking the Florida licensure exam passed. Of those graduates who actively sought jobs in the counseling field, 94% found in-field employment within 180 days of graduation.

The department is comprised of six full-time core faculty. This includes the Clinical Practice and Assessment Coordinator who has core faculty and part-time teaching responsibilities in addition to the clinical placement of 93 students and conducting the on-going assessment procedures for the program in accordance with accreditation requirements. The Clinical Practice and Assessment Coordinator position, previously part-time and temporary, was established as a permanent full-time position this past year. This team of faculty taught a total of 32 sections of core courses during the 2017-2018 academic year. Additionally, seven adjuncts taught a total of 17 sections of core courses during the same time period. Graduate Counseling offered six electives during the past academic year, taught by four core faculty and two adjuncts.

The Rollins program continues to be recognized as an exceptionally high-quality counselor education program in the central Florida area. We regularly receive formal and informal feedback from employers and internship site supervisors that our students stand out in terms of training and skills upon entry into internship and post-degree employment positions. These observations are routinely reflected in our site supervisor and employer surveys. Additionally, our interns and graduates consistently report that they are exceptionally well prepared and sought after by employers in the central Florida area.

The GSC program is also recognized locally and nationally for implementing the latest imperative in the counseling field: infusing social justice values, principles, and practices as an anchor the mission and subsequent training of counseling students. As an example, in March 2017 the Rollins GSC program received the inaugural **2017 Outstanding Counseling Program/Agency Award** from the association of **Counselors for Social Justice (CSJ)**, a division of the **American Counseling Association (ACA)** at the national conference in San Francisco.
The 2016-2017 academic year included the culmination of a two-year self-study in preparation for applying for accreditation renewal with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This is the highest accrediting body for the counseling profession. The Rollins program was the first in the state to receive CACREP accreditation, which it has maintained since 1994. Preparation for the self-study included evaluation of every program component and the development and implementation of a comprehensive assessment model to create a system of continuous feedback that ensures excellence in program development.

The program hosted a CACREP site team visit in February 2017 to review practices and policies of the program. The site team found that the program met 174 of 178 standards for qualification for accreditation as a Clinical Mental Health Counseling program, a new designation for this Rollins program. The faculty successfully addressed the remaining four standards and accreditation was awarded for the full allowable 8-year period, extending to 2024, resulting in 30 years of continuous accreditation.

As an accredited program, GSC faculty conducts ongoing evaluation of various program components and student progress—academically, clinically, and professionally—throughout the academic year. The information and feedback acquired from these evaluation points provide the data for refining the curriculum, enhancing student development, and improving the overall graduate program and training experience.

As part of the comprehensive assessment plan, the GSC program identified assessment points that include, but are not limited to:

1. Semi-annual/annual course reviews;
2. Analyses of enrollment and graduation rates;
3. Surveys of graduates, site supervisors, and employers about student/graduate proficiency;
4. Student evaluations of faculty and courses (CIEs);
5. Student attainment of knowledge and skills in core curricular areas of clinical mental health counseling;
6. Annual student progress self-reviews that includes student feedback to the program/faculty; and
7. Graduate exit reports.

(1) In the Fall of 2017, a review was conducted of CPY 515: Fundamentals of Statistics, Research, and Program Evaluation. In Spring 2018, a review was conducted of CPY 516-Crisis Counseling. The faculty determined that these courses met all CACREP standards and did not need any major revisions.

(2) Enrollment and graduate rates are listed in a previous paragraph and continue to remain constant.

(3) During the Spring a survey of constituents that included alumni, employers, sites supervisors, and community partners was conducted to assess congruence between the published GSC Program Mission and Objectives and the perceived fulfillment of those guiding principles. Sixty participants responded to the survey.

To the inquiry: From your knowledge of and experience with our program, what grade would you assign to us in fulfillment of this mission? 88% of the respondents gave a rating grade of “A” for higher. In assessing fulfillment of the published GSC program objectives, responses to the question Based on your knowledge of and experience with our program, how would you rate our effectiveness in preparing graduates entering the profession of counseling in each area? offered the following ratings:

Students graduating from the Rollins’ Clinical Mental Health Counseling program will demonstrate foundational knowledge and skills in the following areas...

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Effective</th>
<th>Moderately Effective</th>
<th>Very Effective</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Counseling Orientation and Ethical Practice</td>
<td>0.00%</td>
<td>0</td>
<td>5.00%</td>
<td>95.00%</td>
</tr>
</tbody>
</table>
Another finding of the survey indicated a consistent call for a course on counseling children and adolescents as an area missing in the current curriculum. This population will be incorporated in some of the courses already in the curriculum.

This same survey was conducted with current students with similar results. To the inquiry: *From your knowledge of and experience with our program, what grade would you assign to us in fulfillment of this mission?* 80% of the respondents gave a rating grade of “A” for higher. In assessing fulfillment of the published GSC program objectives, responses to the question *Based on your knowledge of and experience with our program, how would you rate our effectiveness in preparing graduates entering the profession of counseling in each area?* offered the following ratings:

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Effective</th>
<th>Moderately Effective</th>
<th>Very Effective</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Counseling Orientation and Ethical Practice</td>
<td>0.00%</td>
<td>7.32%</td>
<td>3 92.68%</td>
<td>38</td>
</tr>
<tr>
<td>2. Social and Cultural Diversity</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0 100.00%</td>
<td>41</td>
</tr>
<tr>
<td>3. Human Growth and Development</td>
<td>0.00%</td>
<td>41.46%</td>
<td>17 58.54%</td>
<td>24</td>
</tr>
<tr>
<td>4. Career Development</td>
<td>0.00%</td>
<td>26.83%</td>
<td>11 73.17%</td>
<td>30</td>
</tr>
<tr>
<td>5. Counseling and Helping Relationships</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0 100.00%</td>
<td>41</td>
</tr>
<tr>
<td>6. Group Counseling and Group Work</td>
<td>0.00%</td>
<td>4.88%</td>
<td>2 95.12%</td>
<td>39</td>
</tr>
<tr>
<td>7. Assessment and Testing</td>
<td>0.00%</td>
<td>24.39%</td>
<td>10 75.61%</td>
<td>31</td>
</tr>
<tr>
<td>8. Research and Program Evaluation</td>
<td>7.32%</td>
<td>24.39%</td>
<td>10 68.29%</td>
<td>28</td>
</tr>
<tr>
<td>9. Human Sexuality Counseling</td>
<td>0.00%</td>
<td>19.51%</td>
<td>8 80.49%</td>
<td>33</td>
</tr>
<tr>
<td>Course Description</td>
<td>Percentage</td>
<td>Credits</td>
<td>Percentage</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>---------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>10. Counseling in Community Settings</td>
<td>2.44%</td>
<td>1</td>
<td>14.63%</td>
<td>6</td>
</tr>
<tr>
<td>11. Clinical Mental Health Counseling Foundations, Contextual Dimensions, and Practice</td>
<td>0.00%</td>
<td>0</td>
<td>9.76%</td>
<td>4</td>
</tr>
<tr>
<td>12. Social Justice and Advocacy</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>13. Professional Counselor Conduct and Dispositions.</td>
<td>0.00%</td>
<td>0</td>
<td>9.76%</td>
<td>4</td>
</tr>
</tbody>
</table>

Findings:
It is important to note on the student responses that not all participants had taken every course. With this in mind, the core subject areas of Career Development, Assessment and Testing, Research and Program Evaluation, and Human Growth and Development will be identified for further evaluation and course review by the faculty.

As a result of these surveys and input by the CACREP site visit team, the Program Objectives were expanded from 13 items to 15 items, and more clearly defined with added descriptions. The final result of this effort can be located in the graduate catalog or at [http://www.rollins.edu/counseling/](http://www.rollins.edu/counseling/).

The triennial Alumni Survey was conducted in the summer of 2017. This survey revealed that the majority of graduates are employed fulltime in private mental health practice. One shortcoming identified by a few survey participants was the lack of a course in child and adolescent counseling, consistent with the finding above. The next Alumni Survey is scheduled for summer 2020.

(6) Student Progress Self-Review, First Year Debrief, and Feedback
Returning Graduate Counseling students are required to complete a student progress self-review, which includes a section for feedback to the faculty, during the summer term. Faculty conduct a student progress review on each returning student prior to each fall semester and on each new student in early spring semester of their first year. The GSC program has established three student learning objectives with outcome measures for the Rollins College SACS assessment process. These data are also used in the Comprehensive Assessment for CACREP. The three student learning objectives are as follows:

1. Students will successfully articulate their own integrated personal counseling theory based on their training and experience.
2. Students will demonstrate acceptable entry level counseling skills according to the standards of the profession.
3. Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.

Based on student progress reviews for the 2017 to 2018 academic year, over 95% of returning students were found to be meeting or exceeding expectations in the three areas assessed: clinical/counseling skills (100%), academic performance (99%), and professional/personal dispositions (96%). Of new students assessed in spring term (2017), 99% of students met or exceeded expectations in all three areas.
Master of Clinical Mental Health Counseling AY 2017-2018
Demonstration of Learning (DoL) Report
Programmatic Assessment of Student Learning Outcomes AY 2017-2018

Major/Minor/Program: MAC Master of Clinical Mental Health Counseling
Department: MAC Master of Clinical Mental Health Counseling
DoL Liaison: Kyle Baldwin

Department Mission:
The Graduate Studies in Counseling Program, Master of Arts in Clinical Mental Health Counseling, prepares clinical mental health counselors to engage with clients in cultivating and increasing freedom in their lives. The core guiding principles of our graduate program are academic excellence, transformative education, social justice and advocacy, diversity, ethical practice and leadership. We strive to build an inclusive community of learners who value personal and intellectual growth through collaborative relationships among students, faculty, and staff.

Department Overview:
The Graduate Studies in Counseling (GSC) program, Master of Arts in Clinical Mental Health Counseling (MAC), is a 63-semester-hour program designed to prepare individuals to become mental health counselors. There are four full-time faculty and a full-time permanent Clinical Practice and Assessment Coordinator with teaching responsibilities (all licensed & National Certified Counselors) with 100% assignment to the GSC program. A fifth full-time faculty position was approved and the new faculty member will start in the Fall 2018. The Graduate Studies in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and includes all courses, practica, and internships required by the State of Florida for licensure as a mental health counselor. This includes 1000 hours of clinical experience. In addition, the program contains the requirements and coursework for students to become licensed marriage and family therapists, if they elect to do so. The curricula include didactic courses, seminars, laboratory courses, and practical experiences necessary to pursue a counseling career in a wide array of community-based settings.

The GSC offers a Certificate Program in Family and Relationship Therapy and a Certificate Program in College and University Counseling for currently enrolled students. GSC is committed and very successful in providing a program that includes a personal growth component and operates with the philosophy that effectiveness as a professional counselor depends upon personal development, the ability to communicate effectively, commitment, and academic preparation. Thus, students are required to participate actively in growth experiences within the program that include: participation in a 10 session small group counseling experience in CPY 520; completion of 10 (minimum) therapeutic sessions with a licensed mental health professional in the first year of enrollment; 100 hours of experience in the Mental Health Counseling Pre-Practicum; 100 hours of experience in the Social Justice and Advocacy Pre-Practicum; and requirements such as development of a family genogram in CPY 550; and various course requirements involving journal keeping, self-reflection papers, in-class role-play, practice demonstrations, and other activities that call for personal reflection and interpersonal exploration.

Changes Made:
The GSC Department continues to evaluate the assessment instruments utilizing Qualtrics Insight Platform for "My Theory of Counseling Paper", "Site Supervisor Final Evaluation", and "Faculty Supervisor Evaluation" assessment of student performance utilizing CACREP Standards and questions based on the Counselor Competencies Scale-Revised. Will continue to review and assess as needed in order to improve student learning and outcomes. Ongoing program evaluation resulted in a revision to the course CPY 662 – College Counseling and Outreach, which is a requirement for the Certificate Program in College and University Counseling and a revision to the internship sequence with the addition of PSY 690 – Internship I in a Clinical Mental Health Setting, which allows for a transition
period from Practicum (PSY 680) to Internship I (PSY 690) for intern reflection and debriefing (based on CACREP recommendations). An evaluation of the overall graduate program resulted in changes to the sequence of courses for the Program of Study, which will begin in the Fall Term 2018: CPY 538 – *Multicultural and Social Justice Counseling* in the first semester for first-year students; CPY 520 - *Group Dynamics and Process* in the Fall semester for second-year full-time students; CPY 540 – *Theory and Practice in Group Counseling* in the Summer term for second-year full-time students; and CPY 535 - *Career and Lifestyle Development* in the Summer Term for first-year full-time students. This revision to the sequence of courses was also revised for part-time track students. Program approved by the National Board for Certified Counselors to participate in application process for National Certified Counselor credential and licensure examination (NCMHCE) for graduates of program beginning in the Spring Term 2018.

**Outcome 1:** Students will successfully articulate their own integrated personal counseling theory based on their training and experience.

**Ways of Demonstrating Learning 1:** My Theory of Counseling Paper Final Evaluation

Criteria: Faculty supervisors evaluate a final thesis for each student discussing their: (a) theory of personality development, (b) counseling theory, (c) social justice and advocacy, (d) theory analysis, and (e) graduate-level writing ability.

**Benchmark 1:** 85% of students will receive an overall score of 4 (Meets Expectations) out of 5 or above on the My Theory of Counseling Paper Evaluation measure.

**Results 1:** 100% of students earned an overall rating of 4 or higher. (Results based on 25 student evaluations.)

**Outcome 2:** Students will demonstrate acceptable entry level counseling skills according to the standards of the profession.

**Ways of Demonstrating Learning 2:** Site Supervisor Final Evaluation

Criteria: Community site supervisors evaluate students interns' performance in the following areas: (a) professional performance, (b) professional attitude, adjustment, & relationships, (c) response to supervision, and (d) an overall rating of student performance.

**Benchmark 2:** 85% of students will receive an overall score of at least a 3 (“Average” rating) out of 4 or above on the site supervisor final evaluation.

**Results 2:** 100% of students received a 3 or higher on the site supervisor's final evaluation. (Results based on 25 student evaluations.)

**Outcome 3:** Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.

**Ways of Demonstrating Learning 3:** Faculty Supervisor Final Evaluation of Intern; (CACREP Standards and questions based on Counselor Competencies Scale-Revised)

Criteria: Faculty supervisors evaluate student interns' abilities in the following areas: (a) primary counseling skills, (b) professional attitude, adjustment, & relationships, (c) response to supervision, and (d) an overall rating of student performance.

**Benchmark 3:** 85% of students will receive an overall score of 3 (Meets Expectations/Demonstrates Competencies). Likert Scale with highest rating of 4 (Exceeds Expectations/Demonstrates Competencies) to Zero (Harmful).
**Results 3:** 100% of students received a score of 3 or higher on the Faculty Supervisor Evaluation. (Results based on 25 student evaluations.)

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>Name and Type of Measure. How and When Measured.</th>
<th>Method of Measure</th>
<th>What did you find in 2016 - 2017?</th>
<th>Objective Met?</th>
<th>How did you use your data to improve student learning?</th>
</tr>
</thead>
</table>
| 1 | Students will successfully articulate their own integrated personal counseling theory based on their training and experience. | **Measure:** *My Theory of Counseling Paper Final Evaluation*  
**Criteria:** Faulty supervisors evaluate a final thesis for each student discussing their: (a) theory of personality development, (b) counseling theory, (c) social justice and advocacy, (d) theory analysis, and (e) graduate-level writing ability.  
**How:** Assessment of paper by rubric.  
**When:** Final semester of the program. | 85% of students will receive an overall score of 4 (Meets Expectations) out of 5 or above on the *My Theory of Counseling Paper Evaluation measure.* | 100% of students earned an overall rating of 4 or higher.  
(Results based on 25 student evaluations.) | Yes | Ongoing evaluation of the assessment instrument for “My Theory of Counseling Paper” regarding student evaluation. Will continue to assess as needed. |
| 2 | Students will demonstrate acceptable entry level counseling skills according to the standards of the profession. | **Measure:** *Site Supervisor Final Evaluation of Intern*  
**Criteria:** Community site supervisors evaluate student interns’ performance in the following areas: (a) professional performance, (b) professional attitude, adjustment, & relationships, (c) response to supervision, and (d) an overall rating of student performance.  
**How:** After 600 hours of Practicum/Internship field practice under the observation and supervision of clinical director, assessment is completed by site supervisor  
**When:** Evaluation | 85% of students will receive an overall score of at least a 3 (“Average” rating) out of 4 or above on the site supervisor’s final evaluation.  
(Results based on 25 student evaluations) | 100% of students received a 3 or higher on the site supervisor’s final evaluation. | Yes | Utilizing Qualtrics computerized system with 2016 updated “Site Supervisor Final Evaluation” form. Data collected have been used to assess site activities and counselor trainee activities to improve training provided.  
Will continue to assess |
|   | Measure: Faculty Supervisor Final Evaluation of Intern | Criteria: Faculty supervisors evaluate student interns’ abilities in the following areas: (a) primary counseling skills, (b) professional dispositions, and (c) professional behaviors. (Assessment Questions are based on CACREP accreditation Standards in the form of the Counselor Competencies Scale-Revised) | How: Faculty supervisors view live or videotaped counseling sessions. When: Final evaluations are conducted at the end of the final internship semester. | 85% of students will receive an overall score of 3 (Meets Expectations/Demonstrate s Competencies). Likert Scale with highest rating of 4 (Exceeds Expectations/Demonstrates Competencies) to Zero (Harmful). 100% of students received a score of 3 or higher on the Faculty Supervisor Evaluation. (Results based on 25 student evaluations.) | Yes | Continued use of new assessment measurement, designed in 2016, “Faculty Supervisor Evaluation”, utilizing Qualtrics Insight Platform, Measurement includes evaluation of CACREP Standards and utilizes questions based on the Counselor Competencies Scale-Revised, which was the measure used in 2014 – 2015. Will continue to review and assess as needed in order to improve student learning and outcomes. |