



**North Carolina Central University**

**Department of Counselor Education**

**Program Evaluation  
2007-2009**

Summer, 2009

The Department of Counselor Education developed a self-assessment plan as it completed its CACREP self-study in the spring of 2004. The plan provides the Department with feedback from students, alumni and employers. This data has been used to improve the three counselor education programs (career, community agency, school). This report will examine the most recent results and compare them to the 2005 program evaluation.

## **Counselor Education Student/Alumni Satisfaction**

### **Practicum/Internship Satisfaction**

Practicum and Internship students complete the *Practicum/Internship Evaluation Form*, to evaluate their field site, site supervisor and university supervisor (at the completion of their practicum). Internship students complete the survey again at the completion of their internship. This assessment tool was first utilized in 2004. The survey involves rating satisfaction on a scale of 1-4, with 1 being very dissatisfied and 4 being very satisfied. *Practicum/Internship Evaluation* results were very similar to the results from the 2004-2006 evaluation. The average ratings ranged from 3.47 to 3.67 indicating that students were satisfied with their internship sites and supervisors as well as their university supervisor. See Table 1 for Student Evaluation of Practicum/Internship Site.

Prior to graduation, during the last semester of enrollment, students complete the *Completer Survey (CS)*. This is a survey designed by the School of Education and is used for all School of Education graduate students. The survey involves rating satisfaction with 1 being very dissatisfied and 4 being very satisfied.

The Department of Counselor Education also utilizes a graduate follow-up study which is referred to as the *Alumni Survey (AS)*. The survey involves rating satisfaction on a scale of 1-4, with 1 being very dissatisfied and 4 being very satisfied. This instrument was sent to alumni two years after they graduate via the alumni email listserv and the internship experience is evaluated on both the CS and the AS. On the CS, the internship mean internship rating was 3.64 indicating satisfaction with the experience. The AS was also used to probe satisfaction with the internship and practicum experience and on that survey the mean rating for internship was 3.81 and 3.82 for practicum indicating alumni were very satisfied with their practicum and internship experience. See Tables 2 and 3. These results indicate that generally the former students were pleased with their internship experience. Alumni with the added benefit of work experience continued to be pleased with their internship experience and rated the experience as effectively preparing them for the counseling profession.

### **Coursework Satisfaction**

On the CS students evaluate their satisfaction with course offerings, instructors and instruction. Table 2 provides CS results for 2003-2006 as well as 2006-2009 for completers. The most recent results indicate a high level of satisfaction with average ratings ranging from 3.16 for integrating technology to 3.64 for the internship experience.

In addition, the department receives feedback from alumni on a course-by-course basis from the AS. Tables 3 and 4 show the results of the present evaluation as well as the previous program evaluations. Alumni were asked about the effectiveness of each of their courses for the work they had encountered as counselors. On this evaluation ratings ranged from 2.6 for Advanced Abnormal Psychology to 4.0 for Advanced Career Counseling. Mean ratings for courses offered by the Department of Counselor Education ranged from 3.0 for School Counseling to 4.0 for Advanced Career Counseling. The lowest ratings were for courses offered outside of the Department (Advanced Abnormal=2.6; Statistics=2.62; Educational Research=2.71). See Table 4.

The AS was used to obtain feedback with this statement: "Please identify and list any areas of study that were not offered as part of your counselor education program that you think are needed in your current job/position as a counselor." The most prevalent comments from community agency counseling alumni indicated a need for more coursework about crisis intervention. There were also comments from community agency alumni recommending a course in substance abuse counseling. There were not any general themes that emerged from career and school alumni.

### **Overall Satisfaction**

Students and alumni overall satisfaction was also assessed. The CS assessed the satisfaction with advising, Praxis preparation, and preparation for working with counselees. Mean ratings ranged from 3.16 to 3.47. During the last evaluation period, Praxis preparation received the lowest mean rating of 2.88. This was area was addressed by the faculty and the rating increased to 3.24 for this rating period.

Results from the AS indicated that alumni felt they were prepared effectively to perform counseling duties with average ratings ranging from 3.32 to 3.67. See Table 5. Alumni were also asked about their level of satisfaction with support issues. All of the mean ratings were between 3.30 and 3.52. Ratings from the previous evaluations were included to aid with comparison in Table 6.

## **Counselor Education Student/Alumni Competence**

### **Counseling Competence**

Site supervisors complete an evaluation called the *Site Supervisor Survey (SSS)* of the practicum and internship student skills. They also evaluate the practicum and internship university supervisors. For example, these site supervisors evaluate how prepared their student was for conducting group counseling as well as other areas of professional development. The *SSS* also provides the site supervisor with an opportunity to evaluate their interaction with the university supervisor.

The *SSS* instrument provided ratings range from 1 to 5, with 1 being very dissatisfied and 5 being very satisfied. Results from this survey indicate that supervisors were quite pleased with the preparation of our students with mean ratings ranging from 4.29 to 4.78. This is a slight improvement in every category over the previous evaluation. See Table 7.

Regarding satisfaction with the faculty, site supervisors provided mean ratings ranging from 4.18 to 4.33. Again, there was a slight improvement in every category. After the last evaluation more attention was devoted to interaction with site supervisors and these ratings appear to indicate that those efforts have been fruitful.

During the summer of 2005, the Department began utilizing the *Employer Survey (ES)*. Alumni were mailed (and emailed) the survey and asked to assist the Department with getting their employer to complete the *ES*. We were able to increase the respondents during this evaluation period.

The rating instrument for alumni ranged from 1 to 3 with 1=fair, 2=good and 3=excellent. Employers were asked to evaluate NCCU graduates employed by them on skills, competence and demeanor. The mean ratings for the group ranged from 2.38 to 2.92. Alumni received excellent ratings for professionalism and ethical behavior. See Table 8.

The raters had supervised an average of 2.2 NCCU graduates, as well as 2.7 graduates from other universities for an average of 6.4 years. Fifty-four percent of the supervisors rated NCCU graduates as superior to other program while 46% rated them as about the same and 0% rated NCCU student as inferior to other programs.

### **Comments from Alumni**

The following themes were identified under the comment section where alumni evaluated various courses and at the end of the *AS* where input upon how the respondents program of study could have been improved.

Some respondents indicated that non-counseling majors detracted from the learning environment. For example, one respondent commenting upon *Introduction to Counseling (CON 5200)* indicated, "Students from other

disciplines were allowed to take this class and they complained a lot about the amount of work the class required which was not excessive. They were a distraction and did not add to the class.”

The lowest rated courses were those offered outside of the Department. Some alumni noted that courses they took that were rated low were taught by adjunct instructors. For example, regarding statistics, one alumna commented, “Visiting instructor was not comfortable with the material herself.” Regarding Educational Research, “Instructor was unprepared and I learned nothing from the class.” Other comments regarding statistics and research were around their lack of application to the students’ program of study. The following is a typical comment: “A statistics course specifically for counselors may help” and for educational research, “It would be helpful to have a class on setting up research and using data for accountability in schools.”

Other comments helped lead to programmatic changes. For example, many students noted the usefulness of the trauma and grief course, “I gained knowledge and skills that I have used almost every day in the schools.” Another comment on the course was “This needs to be part of course requirements.” Beginning in the spring of 2010, this course will be required of students in the mental health counseling program. Numerous students commented upon the need for more trauma counseling coursework.

In addition a desire for more coursework in the area of trauma counseling, the second most frequently cited need was more coursework in substance abuse counseling by community agency counseling graduates.

### **Coursework Competence**

The Department has been using the *Counseling Preparatory Comprehensive Examination (CPCE)* as the comprehensive examination since 2002. This examination is used by over 260 counselor education programs throughout the United States as a comprehensive examination. For the purpose of this report, mean scores were obtained from the results of all 131 counseling students who have taken the examination since the last program evaluation. Those NCCU counseling student means were compared to the 2008 national means for this examination as well as the 2002-2005 NCCU counseling student means. See Table 9.

Overall, NCCU students scored within 1.5 points of the national norm. Low CPCE scores were a concern after the summer 2006 evaluation and became a focus of the faculty. Although the students for this evaluation scored slightly below the 2008 National Norms, they scored higher than the 2002-2005 students in every area but one. See Table 9.

### **Professional Competence**

How are counselor education students doing two years removed from completing their programs? Results from the *Alumni Survey* provide valuable information about this question. In the *Alumni Survey*, 37% of the respondents were alumni of the school counseling program, 41% completed the community agency program and 22% were alumni of the career program. Ninety-three percent were female and 7% were male. Sixty-three percent were working in a full time counseling position, 11% in a part-time counseling position, 15% in a non-counseling full-time position and 11% indicated they had part-time work in a non-counseling position.

Forty-eight percent of the respondents were currently receiving counselor supervision (compared to 41% in the last evaluation). Four percent (compared to 4% in the last evaluation) were licensed in North Carolina as a Licensed Professional Counselor (LPC), 41% (compared to 7% in the last evaluation) were National Certified Counselors (NCC) and 32% (compared to 37% in the last evaluation) were Licensed School Counselors. Thirty-three percent (33% in the last survey as well) were members of the American Counseling Association, 24% (compared to 44% in the last evaluation) were members of the North Carolina Counseling Association, 8% were members of the National Career Development Association and 29% (compared to 12% in the last evaluation) were members of the American School Counseling Association. Regarding income, 7% reported earning 0-\$10,000, 4% earned \$10,000-\$20,000, 4% earned \$20,000-\$30,000, 33% earned \$30,000-\$40,000, 15% earned \$40,000-\$50,000, and 37% earned \$50,000 or more.

### **Other Measures**

School counseling students must take the Praxis II to become a Licensed School Counselor. At the 2006 evaluation, the initial school counseling pass rate was 83% for school counseling students. The pass rate has increased to 94% during this evaluation period. A passing score on the Praxis II in North Carolina is 570. The mean score for this evaluation period was 640. Since the last evaluation period the Department has begun participating in a program with the National Board for Certified Counselors where students are allowed to take the National Counselor Examination prior to graduation or within five months of graduation. During this evaluation period 75% of our students passed the *National Counselor Examination (NCE)*. Passing scores on the NCE ranged from 91-94. Our students mean score was 107, which was higher than the national results that ranged from 92 to 99.

### **Changes Implemented**

As a result of ongoing analysis of this data and the new 2009 CACREP standards, the department conducted a program review. All of the Department of Counselor Education courses received some adaptation which is reflected in

course syllabi. Additionally, the Department adopted the assessment system Foliotek to monitor student progress. It became necessary to adapt two courses and one program which required university approval. These changes will be described below.

### **Ethical & Professional Orientation to Counseling (CON 5201)**

The Department redesigned the *Introduction to Counseling (5200)* course into *Ethical and Professional Orientation to Counseling (CON 5201)*. This new course will address the desire of alumni for further instruction in ethics. The new course description is as follows:

*This course is designed to provide an understanding of the ethical and professional issues in the field of counseling. Additionally, the identity of the professional counselor, the characteristics of an effective counselor, and self-exploration in relation to that role are also examined.*

In the spring of 2009, the course was approved by the School of Education Graduate Council, the School of Education faculty and the University Academic Planning Committee. The course will become a requirement for students admitted for the spring of 2010.

### **Mental Health Counseling**

The 2009 CACREP standards do not allow for the accreditation of community agency counseling programs so the Department took steps to redesign the community agency program into mental health counseling. The department determined that additional course work would be needed. These changes also addressed issues raised by community agency counseling alumni and students.

Changes in Mental Health Counseling are as follows:

- **Rename Community Agency Counseling to Mental Health Counseling**
- **Replace Introduction to Agency Counseling (CON 5380) with Introduction to Mental Health Counseling**

Introduction to Mental Health Counseling (CON 5381) description:

*An opportunity to explore the organization and functions of various local, state and federal agencies responsible for community mental health. The student will be able to identify problems peculiar to various mental health agencies and will examine prevention and treatment strategies related to community mental health counseling.*

**- Mental Health Counseling will require 60 hours of course-work**

Proposed new required courses:

- Introduction to Substance Abuse Counseling (CON 5306)

*This course is designed to provide an overview of substance abuse counseling and psychopharmacology for mental health counselors. Topics discussed include addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations. Additionally, students will be exposed to the fundamentals of psychotropic medications. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered.*

- Crisis, Trauma, and Grief Counseling (CON 5307)

*This course will provide specialized instruction for students in the Mental Health Counseling concentration of the Counselor Education Program. Students will learn advocacy, consultation, crisis intervention and clinical strategies for assisting clients facing life changes, transitions across the lifespan, and loss events.*

- Add a 3-hour elective  
An additional 3-hour elective that is approved by the students' advisor is required.

We believe the programmatic changes are supported by the data contained in this report. To further improve our programs we adopted the goals and objectives for the 2009-2010 academic year located in the Appendix.

The Department has made great strides over the past three years. We hope to make even greater progress with the implementation of programmatic changes and by following through on our goals and objectives for the coming academic year. This should enable us to improve the quality of our programs and enhance the marketability of our students.



Table 1

Student Evaluation of Practicum/Internship Site

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	Fall 2004- Summer 2006	Fall 2006- Summer 2009
<b>The Site</b>		
Opportunities to conduct Individual and group counseling	3.59	3.59
Opportunities to observe	3.57	3.57
Opportunities to work with Diverse populations	3.6	3.53
Appropriateness of facilities	3.5	3.47
<b>The Site Supervisor</b>		
Availability	3.65	3.61
Effectiveness of Supervision	3.57	3.57
Assistance with working with Diverse populations	3.65	3.53
<b>University Supervisor</b>		
Availability	3.76	3.67
Effectiveness of Supervision	3.55	3.62
Assistance with working with Diverse populations	3.53	3.57

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Note: 4=Very Satisfied, 3=Somewhat Satisfied, 2=Dissatisfied, 1=Very Dissatisfied

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Table 2

## Program Completer Survey

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Satisfaction with...	2003-2006	2006-2009
Course offerings	3.65	3.6
Instructors	3.61	3.49
Advisement	3.47	3.36
Instruction	3.57	3.4
Internship	3.72	3.64
Preparation for Praxis	2.88	3.24
General support & accommodation	3.54	3.52
Prepared to...		
Enter profession	3.56	3.32
Deal with clients	3.63	3.3
Put theory into practice	3.48	3.2
Use appropriate techniques	3.49	3.21
Integrate technology	3.32	3.16
Handle issues of diversity	3.55	3.47

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*Note:* 4=Very effective, 3=Somewhat effective, 2=Somewhat ineffective, 1=Very ineffective

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Table 3

## Alumni Satisfaction with Coursework

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Please indicate how well each of the following courses prepared you . . .

<b>Course</b>	<b>1998-2002</b>	<b>2003-2006</b>	<b>2006-2009</b>
Counseling Theories	3.14	3.33	3.33
Group Counseling	3.34	3.22	3.29
Vocational Theory	3.16	3.39	3.57
Cultural Diversity	3.26	3.56	3.73
School Course	3.31	3.06	
<i>School-Elem-Middle</i>			3.45
<i>School-Middle/High</i>			3.13
<i>School-Intro to School</i>			3.0
<i>School-Advanced School</i>			3.0
Introduction to Agency	3.07	3.37	3.57
Psychosocial	3.26	3.01	3.48
Consultation	3.2	3.15	3.52
Assessment	3.32	3.59	3.67
Pre-practicum	3.45	3.46	3.78
Practicum/ Internship	3.5	3.73	
<i>Practicum</i>			3.82
<i>Internship</i>			3.81
Introduction to Counseling			3.71
Family Counseling			3.17
Grief Counseling			3.75
Advanced Career Counseling			4.0

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*Note:* 4=Very effective, 3=Somewhat effective, 2=Somewhat ineffective, 1=Very ineffective

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Table 4

Alumni Satisfaction with Coursework Offered Outside the Department

Please indicate how well each of the following courses prepared you . . .

**Course**

**2006-2009**

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Statistics	2.62
Educational Research	2.71
Advanced Abnormal Psychology	2.6

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Note: 4=Very effective, 3=Somewhat effective, 2=Somewhat ineffective, 1=Very ineffective

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Table 5

Alumni Satisfaction with Preparation

How well did your counseling program prepare you in the following areas?

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	2003-2005		2006-2009	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Counseling Theories	3.33	0.78	3.37	0.62
As a practitioner	3.47	0.51	3.39	0.71
For your professional interests	3.33	0.62	3.52	0.69
For clinical experiences	3.36	0.56	3.32	0.68
Diverse Cultural settings	3.55	0.57	3.67	0.67

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Note: 4=Very effective, 3=Somewhat effective, 2=Somewhat ineffective, 1=Very ineffective

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Table 6

## Alumni Satisfaction with support issues

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Please indicate how well each of the following courses prepared you to be a counselor

Satisfaction with...	1998-2002	2003-2006	2006-2009
Quality of advising	3.76	3.3	3.52
Electives offered	2.8	3.07	3.30
Availability of electives	3.0	3.19	3.30
Quality of Electives Offered			3.44

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Note: 4=Very effective, 3=Somewhat effective, 2=Somewhat ineffective, 1=Very ineffective

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Table 7

## Site Supervisor Survey

Criteria	2004-2006	2007-2009
<b>Satisfaction with NCCU student</b>		
Preparation for individual counseling	4.43	4.67
Preparation for group counseling	4.09	4.43
Preparation for assessment of client/students	4.24	4.29
Preparation for consultation	4.24	4.29
Ethical and Professional preparation	4.5	4.51
Preparation for working with diverse Populations	4.47	4.63
Professional Demeanor	4.58	4.78
<b>Satisfaction with NCCU faculty</b>		
Information received	4.31	4.33
Number of visits/contacts	3.97	4.18*
Interactions with faculty	3.99	
Internship/practicum process	4.25	4.33

\*=Combined these items in new site supervisor survey since some university supervisors also interact virtually and via telephone.

Note: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

Table 8

## Employer Survey Results for 2007-2009

	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Professionalism	3	0	2.92	.28
Ethical Behavior	3	0	2.92	.28
Working with Families	2.8	.42	2.55	.52
Working with Individuals	3	0	2.54	.52
Working with Groups	2.67	.5	2.46	.52
Working with Children	2.78	.4	2.80	.52
Administrative Skills	2.5	.53	2.42	.51
Time Management	2.7	.48	2.38	.65
Counseling Skills	2.8	.42	2.62	.51
Research Skills	2.2	.44	2.50	.53
Assessment Skills	2.6	.5	2.42	.51
Career Counseling	2.28	.4	2.55	.69
Ability to be Supervised	3	0	2.54	.66
Relationship with colleagues	3	0	2.38	.51
Professional Development	2.9	.316	2.58	.51
Leadership	2.8	.422	2.54	.52

Note: 3=Excellent, 2=Good, 1=Fair

Table 9

## CPCE Results 2002-2005

<b>Area</b>	<b>2002-2005</b>	<b>2006-2009</b>	<b>2008 National Norms</b>
Human Growth & Development	<i>M=9.98</i> <i>SD=2.7</i>	<i>M=11.08</i> <i>SD=2.64</i>	<i>M=12.14</i> <i>SD=2.5</i>
Social & Cultural Foundations	<i>M=10.16</i> <i>SD=2.37</i>	<i>M=10.37</i> <i>SD=2.29</i>	<i>M=10.24</i> <i>SD=2.32</i>
Helping Relationships	<i>M=10.43</i> <i>SD=2.57</i>	<i>M=11.88</i> <i>SD=2.31</i>	<i>M=12.87</i> <i>SD=2.63</i>
Group Work	<i>M=10.25</i> <i>SD=2.7</i>	<i>M=10.38</i> <i>SD=2.41</i>	<i>M=11.45</i> <i>SD=2.75</i>
Career & Lifestyle Development	<i>M=9.63</i> <i>SD=2.24</i>	<i>M=9.54</i> <i>SD=1.82</i>	<i>M=8.56</i> <i>SD=2.2</i>
Appraisal	<i>M=9.25</i> <i>SD=2.14</i>	<i>M=10.59</i> <i>SD=2.06</i>	<i>M=11.82</i> <i>SD=2.21</i>
Research & Program Evaluation	<i>M=9.34</i> <i>SD=2.61</i>	<i>M=11.03</i> <i>SD=2.31</i>	<i>M=9.89</i> <i>SD=2.72</i>
Professional Orientation & Ethics	<i>M=10.8</i> <i>SD=2.41</i>	<i>M=12.44</i> <i>SD=1.78</i>	<i>M=11.91</i> <i>SD=2.45</i>
Total	<i>M=80.03</i> <i>SD=13.22</i>	<i>M=87.31</i> <i>SD=11.38</i>	<i>M=88.89</i> <i>SD=14.36</i>



## Appendix

### **Goal 1: Promote Excellence in Counselor Education**

(NCCU Goal 1; SOE Goal 1; CI 5)

1. Increase student CPCE scores (NCCU Goal 1; SOE Goal 3)
  - a. Foster and support CPCE study groups
  - b. Foster NCE study groups
  - c. Provide NCE study materials
2. Increase Praxis pass rate and NCE readiness (NCCU Goal 2; SOE Goal 3)
  - a. Require Praxis preparation workshop of school counseling students during their practicum
  - b. Require Community Agency and Career Counseling student to obtain information about the NCE and becoming an LPC during their practicum
  - c. Utilize assessment activities that simulate national certification examinations (e.g., Praxis, NCE)
3. Increase student professional development knowledge (NCCU Goal 2; SOE Goal 5)
  - a. Provide information regarding state licensure reciprocity
  - b. Require ACA membership
  - c. Encourage student volunteer work for national and state professional organizations
  - d. Involve students in faculty research and presentations
4. Utilize innovative technology (NCCU Goal 6; SOE Goal 5)
  - a. Create podcasts and utilize ipods in coursework
  - b. Use blackboard website to meet the needs of students
5. Increase student satisfaction with instruction (SOE Goal 1, CI 5)
  - a. Conduct a mid-semester student rating of instruction
6. Help students communicate to succeed (SOE Goal 2, CI 2 & 5)
  - a. Monitor quality of student work through Foliotek.
7. Continue to offer quality distance education coursework (CI 2).

### **Goal 2: Promote excellence in research in counselor education**

(NCCU Goal 1; SOE Goal 5, UNC 4.1.3)

1. Increase the number of articles submitted and published in referred journals
2. Increase the number of presentations
3. Submit grant proposals
4. Increase involvement of students in faculty research
5. Increase research collaboration with other Departments, the School of Education, NC Central University and other schools

**Goal 3: Enhance the marketability of our students**

(NCCU Goal 2; SOE Goal 3)

1. Extend CACREP accreditation (NCCU Goal 5; SOE Goal 5)
  - a. Submit CACREP mini-cycle report
  - b. Disseminate 3 Year Evaluation
2. Provide students with resume preparation and interview coaching (NCCU Goal 2; SOE Goal 3)
  - a. Utilize the Advanced career counseling class
3. Disseminate job information via the Alumni listserv and Blackboard site (NCCU Goal 2; SOE Goal 3)
4. Continue aligning career, community, and school programs with the 2009 CACREP requirements. (SOE Goal 1)
5. Include disability competencies in coursework (SOE Goal 6)

**Goal 4: Increase interaction with field-based agencies and schools**

(NCCU Goal 5; SOE Goal 4)

1. Incorporate service learning project into practicum and internships
2. Provide continuing educational workshops at no cost to site supervisors
3. Incorporate service-learning project into Chi Sigma Iota.
4. Increase contact with practicum and internship site supervisors

**Goal 5: Enhance the intelligent environment (SOE Goal 4, UNC 4.2.1)**

1. By offering online continuing education workshops
2. By offering on campus continuing education workshops