

Comprehensive Program Evaluation

MA Counseling Program

3/31/14

A comprehensive program evaluation of the MA Counseling Program was conducted in November, 2013 as required by the Council for Accreditation of Counseling and Related Education (CAREP Section I AA. 1-6). The evaluation includes a review of the mission, program goals, curricular offerings, and characteristics of program applicants; and assessment of student learning and professional development. Resulting identified program strengths and concerns are listed along with identified areas for program modification.

Review of Mission Statement, Program Goals, and Curricular Offerings

The review of the mission, objectives, and learning outcomes is ongoing. It involves input from the faculty, students, and personnel from cooperating agencies.

The Mission Statement. In accordance with CACREP Section II “A”:The program mission statement was reviewed by program faculty. It was decided that a revision of the program mission was needed to clarify the program’s intent and purpose. Input from supervisors in the community was solicited and incorporated into the revision. The mission statement was revised in March, 2014 to more clearly articulate the intent and purpose of the program. (See Appendix “A”).

Review of Program Goals and Objectives. Program objectives were reviewed in February, 2014 by the MA Counseling committee. It was decided that the program objectives continue to reflect the 8 CACREP core areas the respective CACREP standards. However to provide clarity regarding the overall intent of the program, a set of program goals were added. These goals and objectives were shared with those attending the Advisory Board Meeting in February, 2014.

Consensus of those in attendance was that the Program Goals and Training objectives adequately

represent the intent of the program and the standards established by CACREP (See Appendix “B”).

Review of Curricular Offerings

Review of curricular offerings is ongoing by the MA Counseling Committee to ensure that courses are offered consistent with program objectives and CACREP standards. In February, 2014, the program curriculum was presented at the Advisory Board Meeting and the relevance of the curriculum was discussed. Some discussion addressed the possibility of providing students with more experience in the administering and interpreting assessments for substance abuse. No substantial changes in the curriculum were suggested. The MA Counseling Program curriculum meets the 60 hour requirement for Clinical Mental Health Counseling and no changes in the curriculum have occurred during the 2010-2012 academic years.

Review of Course Syllabi. During the Fall of 2013, all course syllabi were reviewed to ensure that the 2009 CACREP standards were adequately addressed and student learning outcomes were addressed as planned. Information regarding how the program objectives and learning outcomes are to be addressed was determined through multiple meetings among the MA Committee. All of the syllabi meet CACREP standards Section II. D. 1-5. For courses in which one or more student learning outcomes for Clinical Mental Health Counseling have been assigned, the specific learning outcome(s) to be assessed in the course and the basis for the assessment were stated in the syllabus. The Committee has been informed of the results of the syllabus review. To ensure consistency from semester to semester, syllabus templates include the appropriate course objectives and student learning outcomes assigned to each course and are formatted in accordance with CACREP standards. The process of syllabi review is ongoing and will continue on a semester by semester basis to ensure continuity. Modifications will be made when inconsistencies are noted. A report of the syllabi review was discussed with CEP faculty at the March faculty meeting and a full evaluation report will be shared in April.

Review of Academic and Personal Characteristics of Program Applicants

Admission criteria and application information are stated on the program webpage. The admission criteria and materials required for application to the program have not changed since the last review. An online application platform was implemented in 2012. Beginning in 2013, all applications must be submitted online. The application portal is available on the program webpage.

The MA Counseling Program strives to enroll highly qualified students who represent a diversity of backgrounds. The average GPA for incoming students during the evaluation period was 3.62 in 2010, 3.46 in 2011, and 3.62 in 2012 (measured on a 4.0 scale). Students enrolled in the program during the evaluation period had During the evaluation period, 2010-2012, recruitment activities continued to include the following: current and relevant information on the program webpage (i.e., student handbook, application procedures and requirements, contact information, and program brochure); annual presentations at NMSU psychology fraternity meetings, psychology classes, undergraduate counseling classes; timely responses to all inquiries; dissemination of program brochures to university counseling center, career center, and graduate school; and attendance at university Graduate Professional School annual event.

The applicant pool increased each year during the period of this evaluation. In 2010, 32 applications were reviewed; in 2011, 45 applications were reviewed; and in 2012, 59 applications were reviewed. Although there was an increase in the size of the applicant pool, the number of students admitted remained consistent with the program's intent of maintaining low faculty-student ratios. In 2010 and 2011, 13 students were admitted each year; in 2012 12 students were admitted into the program. The admissions process resulted in a diverse student body each year. Based on the self-identification of the incoming students, the entering cohort in 2010 was 92% Female, 8% Male, 62% Hispanic, and 38% Caucasian; the entering cohort in 2011 was 67% Female, 23% Male, 77% Hispanic, 15% Caucasian, and 8% African American; and the entering

cohort in 2012 was 75% Female, 25% Male, 50% Caucasian, 25% Hispanic, 8.3% Black, 8.3% Asian, 8.3% Iranian. Although recruitment and admissions procedures have resulted in student cohorts representing diverse backgrounds, the program faculty continues to focus on increasing the number male students and maintaining a diverse student body.

Assessment of student learning and professional development

The extent to which the mission, goals, and objectives of the program are met is assessed on an on-going basis. Program/curricular modifications are informed by the following performance indicators.

Assessment of student learning on professional identity standards. Assessment of student learning and performance on *professional identity standards* (eight common core curricular areas, CACREP) was conducted using the results from written comprehensive exams, oral comprehensive exams, surveys of recent graduates, follow-up surveys of past graduates and their employers, and surveys of intern supervisors. The aggregate ratings of these assessments were used in the overall evaluation and potential modification of the program.

Written Comprehensive Exam- During their last Spring or Fall semester prior to graduation, all students complete a comprehensive written exam consisting of multiple choice questions designed to assess their acquired knowledge in each of the eight common core curricular areas (professional identity standards) and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP and additional coursework that comprises students' curricular program of study. Students' overall performance on the Written Comprehensive Exam is used as an indicator of the effectiveness of the program curriculum in addressing the professional identity standards of CACREP and meeting the program goals. The percentage of students who successfully completed the Written Comprehensive Exam on the first attempt is listed for the following years: 2010--100% (10/10); 2011—100% (11/11); 2012—91% (10/11). The one

student who was not successful on the first attempt in 2012 did successfully complete the exam on a second attempt in time to participate in the Oral Exam and graduate as scheduled.

Oral Comprehensive Exam Following successful completion of the written examination, candidates are assigned a time and date for their oral exam. This portion of the final examination is used to assess the candidate's ability to demonstrate their application of knowledge and skills in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP additional coursework that comprises students' curricular program of study. Students' overall performance on the Oral Comprehensive Exam is used as an indicator of the effectiveness of the program curriculum in addressing the professional identity standards of CACREP and meeting the program goals. The percentage of students who successfully completed the Oral Comprehensive Exam on the first attempt is listed for the following years: 2010—100% (10/10); 2011—100% (11/11); 2012—100% (10/10).

Surveys of Recent Graduates, Alumni, Employers of Alumni, and Intern Supervisors

Surveys of recent graduates are conducted every semester and reviewed annually so that potential concerns can be addressed in a timely manner. Surveys of intern supervisors are conducted and reviewed annually so that potential concerns can be addressed in a timely manner. Surveys of alumni and employers of alumni are conducted every three years. Reports of all surveys are compiled every three years and presented as an aggregate report. This information is used to assess the extent to which the program curriculum effectively addresses the professional identity standards of CACREP and to inform program modification. The report below summarizes input from recent graduates, alumni who graduated from 2010-2012 and their employers, and current intern supervisors.

Survey of Recent graduates. The results of surveys from recent graduates (from 2010-2012) were compiled in December, 2013 and a report was written in February, 2014. The report was

submitted to MA Counseling Program faculty in February, 2014 and will be disseminated to the CEP faculty in April, 2014. (See Appendix "C"). Numerical results of the survey were reported using a 5 point Likert scale (1 low; 3 moderate; and 5 excellent). Results of the survey suggested: Admission criteria were clear and reasonable.

1/3 of the respondents had not attended the annual program orientation session. Suggestions for the orientation included more clear information about key events, forms, and procedures as a student progresses through the program.

Mean ratings evaluating MA Counseling courses were all between moderate and excellent, with the exception of CEP 522-Organization and Administration of School Counseling (Mean Rating = 2.81). The Mean rating of Counseling Research was 3.18.

The Mean rating of the Value of the courses in preparing them to be a counselor was 4.4.

The Mean rating of the written exam was 3.78; and the Mean rating for the value of the oral exam was 4.54. Both of these ratings are an increase from the previous evaluation report (2010 Mean ratings were 3.63 and 4.43, respectively).

The Mean rating of the availability of faculty was 3.93.

The Mean rating for assistance with a thesis was 2.5.

Survey of Past Graduates (Alumni). A survey was distributed in November of 2013 to alumni who graduated from 2010-2012 (See Appendix "D"). Ratings were based on a 4 point Likert scale (1= inadequate, 4= excellent). A summary of the survey is as follows.

Alumni were surveyed regarding how much time they were spending doing work-related activities. Results showed: individual counseling to be the dominant activity at 40%. Other major activities included: Group work, administration, and Assessment.

Alumni were asked to rate their current skills. Students' Mean rating of their Overall skills to be adequate (2.9); Individual Counseling, and Assessment, Group Counseling, Application of Theory and Technique, and Legal/Ethical Decision Making were rated highest by the

respondents, with Mean ratings falling between 2.83 and 3.0. The lowest Mean rating of respondents' current skill level was in the area of Addictions Counseling.

Alumni also provided ratings of the CEP curriculum in their Professional Preparation. All program courses received a Mean rating of more than 2, except for the Thesis, which had a Mean rating of 2. The highest Mean ratings for Counseling Practicum and Internship (3.33). The Mean rating for Elective/Minor Courses was 1.83. The Mean rating for Advisement was (2.36).

Survey of Supervisor/Employer of Past Graduate. CEP MA alumni who consented to having their supervisor/employer provide anonymous information about their work skills were asked to provide contact information for their current supervisor/employer. Four alumni provided supervisor/employer contact information. The four supervisors/employers were invited to complete the survey two times between November, 2013 and January, 2014 (See Appendix "E"). Only two supervisors responded. A four point Likert scale was utilized (1=inadequate, 4=excellent). The Mean employers/supervisors' rating of the alumni's skills was between 3.0 (good) and 4 (excellent) in all assessment areas. The only skill area in which the Mean rating was below 3.5 was in the area of Appraisal (Mean rating of 3). The Mean overall rating of counseling skills was 4.

Survey of Intern Supervisors. Supervisors of current student interns were asked to provide information regarding the preparedness of interns with whom they were working. A five point Likert scale was utilized (1= inadequate, 5= exceptional). Eight Supervisors completed the survey. (See Appendix "F"). The Mean supervisors' rating of interns' skills ranged from 2.5 to 4. The areas in which the Mean rating fell below 3 were Appraisal and Career Counseling. The Mean rating for "overall rating of skills" was 3.5. Supervisor's suggestions included the potential benefit of providing students with opportunities to administer and interpret assessments of substance use such as the SASSI-3, T-ASI, ASI, etc.

Assessment of student learning on program area standards for Clinical Mental Health

Counseling. Assessment of student learning and performance on program area standards for Clinical Mental Health Counseling is conducted using faculty submissions of the Student Learning Outcome Evaluations and Fitness to Practice Semester Evaluations that are completed and reviewed each semester. In addition to using the assessment of Student Learning Outcome Evaluations and Fitness to Practice Evaluations to monitor the academic and professional development of individual students as they progress through the program, Counseling program faculty have identified a set of Key student learning outcomes and fitness to practice competencies as indicators of program effectiveness. The learning outcomes and competencies listed below are aligned with the stated goals of the program and are used to assess the extent to which the program meets the goals of the program. Aggregate ratings were used in the overall evaluation and potential modification of the program.

Key Student Learning Outcomes The following key indicators are aligned with the stated goals of the program and are used to assess overall student performance and program/curricular effectiveness in meeting program goals. This data is used to inform the program and curricular development and modifications.

- Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (*CACREP III.A.2*). When assessed at the conclusion of CEP 580-Counseling Internship, 100% of the students assessed received a rating of 3 or higher on this learning outcome.

- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (*CACREP III.D.2*). When assessed at the conclusion of CEP 580-Counseling Internship, 100% of the students assessed received a rating of 3 or higher on this learning outcome.
- Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments (*CACREP MHC.III.G.2*). When assessed at the conclusion of CEP 580-Counseling Internship, 100% of the students assessed received a rating of 3 or higher on this learning outcome.

Identified Fitness to Practice Competencies Students acquired ratings on the Fitness to Practice Competencies listed below are used in aggregate to assess the extent to which program curriculum effectively addresses the program goals.

- Student demonstrates Cultural Sensitivity. When assessed at the conclusion CEP-580-Counseling Internship, 100% of the students assessed received an average rating of 3 on this competency across all FTP Semester Evaluation Forms submitted.
- Student adheres to ethical and legal standards established by ACA and other related professional associations. When assessed at the conclusion CEP-580-Counseling Internship, 100% of the students assessed received an average rating of 3 on this competency across all FTP Semester Evaluation Forms submitted.

Summary of Findings

Strengths:

Recent graduates contended that the admission process was clear and reasonable. In addition, the annual new student orientation session was perceived to be valuable.

Recent graduates and alumni gave overall positive rating to the value of their courses in preparing them to be counselors.

Alumni gave their highest ratings for training in Individual Counseling, and Professional Role as a Mental Health Counselor.

Employers/Supervisors of alumni and supervisors of current interns rated the skills of alumni and interns at or near excellent. The supervisors of current interns commented that the MA Program have a strong clinical foundation in theory, practice, and ethics.

Key Indicators of student learning and professional competencies suggest that the program curriculum is effectively meeting the stated goals of the program.

Concerns:

Primary concerns reported by Recent Graduates appeared to relate to the courses of Organization and Administration of School Counseling and Counseling Research. The Mean rating of 2.81 suggests that as students approached graduation, they perceived the Organization and Administration of School Counseling course slightly less than moderately beneficial. Additional concerns related to obtaining assistance with a thesis and the Counseling Research course.

Although recent graduates perceived the Research Class to be more than moderately beneficial, recent graduates rated this class lower (3.18) than other courses. In addition, the one student who completed a thesis rated the assistance with a thesis as below moderate. Together, these findings suggest that greater attention to teaching and assisting students with research is warranted. The combined ratings summarized in this report suggest that faculty need to ensure that students are made aware of faculty assistance for research that is available and how to access it.

Recent graduates also suggested that more information be provided at the new student orientation regarding key events during matriculation through the program. Recent graduates rated the written and oral exams higher than those represented in the previous evaluation.

Although graduates appear to perceive the oral exam as very beneficial, their perception of the

value of the written exam continues to be lower. The written exam was rewritten in 2011 to more adequately reflect coursework in the 8 common core areas identified by CACREP, and recent graduates did rate the written exam higher than the previous respondents. Nevertheless, program faculty may consider additional alternatives to the current exam.

Alumni who graduated from 2010-2012 were asked to rate their current skills from 1 to 4 in several areas. The reported mean rating for overall skills was 2.92. The primary concern regarding alumni perceptions of their skills related to addictions counseling (Mean rating = 2.18). The supervisors of current interns made suggestions that included supplementary specialized training in treating juvenile delinquents, site preparation before placement, more preparation for addictions and case management services, earlier coordination of placement, and including licensing board and licensure testing information on the program website as a resource for students.

Identified Areas for Potential Modification

MA Counseling Program faculty has reviewed the findings of the reports included in the program evaluation and identified the following program strengths and areas for improvement. These findings have implications for program modification. Any modifications will be shared as they are made with the CEP faculty, students, and personnel from the community.

Adjustment of the course organization and administration of school counseling may be considered to promote better understanding of the organization and administration of school counseling.

The research course may be adjusted to promote better understanding of research from the perspective of active consumers as well as researchers. In addition, program faculty may consider ways to make visible efforts to support the research interests of students wishing to complete a thesis.

Improved preparation for competent addictions counseling was indicated by graduates.

Coursework might be adapted to provide greater opportunities for students to administer and interpret assessments related to substance abuse.

The relevance of the Comprehensive Written Exam may be reevaluated.

Pre-clinical experience orientation may be considered to facilitate student preparation for and coordination of site placement.

Appendix “A”

DEPARTMENTAL MISSION STATEMENT

The New Mexico State Department of Counseling and Educational Psychology (CEP) is a rapidly growing field of study, comprised of innovative graduate and undergraduate programs. The mission of the Department is to promote social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology. Our programs emphasize ethical responsibility and the development of multicultural competencies to work effectively with diverse populations and systems. We create collaborative relationships with educational, health/mental health, and community settings to reduce health and educational disparities, conduct relevant high quality research, and nurture active learners and critical thinkers.

MA COUNSEING PROGRAM MISSION STATEMENT

The mission of the Counseling Program is to prepare highly competent mental health counselors. Our focus is on training students to provide culturally sensitive services to diverse clientele addressing a wide range of concerns in a variety of settings (e.g., clinics, hospitals, schools, private practice). Our goal is to graduate professionals qualified to meet the mental health needs of the people in their communities and to move the profession forward through professional involvement, research, service, and advocacy.

Appendix "B"

PROGRAM GOALS AND TRAINING OBJECTIVES

The counseling program is committed to ensuring that program graduates are able to:

- demonstrate the knowledge and skills within the eight common core curricular areas identified in the CACREP standards and in all Student Learning Outcomes identified by CACREP for Clinical Mental Health Counseling;
- develop culturally sensitive counseling and professional relationships; perform counseling duties and responsibilities in accordance with the standards of the counseling profession; and
- provide professional counseling services with diverse populations in a variety of educational and mental health settings.

The following training objectives were developed to correspond to the eight common core areas asserted in the *2009 CACREP Standards*:

Professional Orientation and Ethical Practice--studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.

Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, and career information systems;

c. career development program planning, organization, implementation, administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques relevant to career planning and decision making; and

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. statistical methods used in conducting research and program evaluation;

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Appendix "C"

RECENT GRADUATE EVALUATION

Compiled by Vanessa Paz

General Information, Admissions & Orientation

27 graduates reporting evaluations of the program.

Majority identified Mental Health as career objective, 11% indicated interest in school counseling.

One of the 27 completed a thesis.

Majority found the Graduate School and CEP department's admission procedures and criteria to be clear and reasonable.

1/3 of graduates had not attended the orientation. Suggestions for orientation include more clear information about key events, forms, and procedures as a student progresses through the program.

Advising

Table 1

Means on Advising Items

Advising Item	Mean	Standard Deviation
How knowledgeable advisor was	3.84	1.10
Accessibility of advisor	3.73	1.48
How knowledgeable other faculty was	4.23	0.76
Clarity and usefulness of packet	4.03	0.82

Note. 1 = minimal, 3 = moderate, 5 = maximum

Program of Studies

Table 2

Means on Required Courses

Required Course	Mean	Standard Deviation
Human Development	4.30	0.78
Cultural Diversity	3.26	1.56
Organization & Admin.	2.81	1.37
Professional Issues	4.07	0.92
Counseling Research	3.18	1.04
Appraisal Theory & Tech.	4.46	0.86
Counseling Theory & Tech.	4.59	0.84
Diagnosis & Tx Planning	4.85	0.60
Career & Voc. Assessment	4.22	0.69
Child & Adolescent	3.63	1.18
Family Theory & Tech.	4.19	0.96
Group Theory & Tech.	4.48	0.64
Counseling Practicum	4.70	0.61
Adv. Counseling Practicum	4.30	1.23
Counseling Internship	4.93	0.27

Note. 1 = minimal, 3 = moderate, 5 = maximum

Table 3

Means for Course Fit & Thesis Assistance

Item	Mean	Standard Deviation
Value of courses for prep as counselor	4.41	0.50

Extent of course overlap	3.00	0.96
Difficulty to obtain course at convenient time	1.70	1.10
Assistance when consider thesis	2.5	1.73

Note. 1 = minimal, 3 = moderate, 5 = maximum

Table 4

Means for Ratings of Faculty, Staff, and Comprehensive Exams

Item	Mean	Standard Deviation
Availability of faculty	3.93	0.72
Performance of office staff	4.15	0.91
Value of written final	3.78	1.09
Value of oral final	4.54	0.51

Note. 1 = minimal, 3 = moderate, 5 = maximum

Appendix D
SURVEY OF PAST GRADUATES

Compiled by Vanessa Paz

General Information

13 past graduates from Fall 2010 to Spring 2013.

Graduates currently employed in positions of mental health counseling or are currently involved in a graduate program. Professional settings include community agencies, mental health hospitals, private practice, school counseling, and university counseling centers.

Length of time at employment sites range from 4 months to 3.5 years.

Table 1

Mean Percentages of Time Spent in Work Related Activities

Area	Mean Percentages
Individual Counseling	40
Administration	21
Couples/Family	11
Group Work	22
Diagnosis	16
Consultation	17
Other Activities	30
Supervision	5
Teaching	15
Research	6
Assessment	21

Self Rating on Tasks/Skills

Respondents asked to rate their current skills in various areas in which they were trained to perform.

Table 2

Mean Percentages of Self Rating on Various Skills/Tasks

Area	Mean
Legal/Ethical Decision Making	2.83
Prof. Role as Mental Health Couns.	2.92
Assessment	2.91
Appraisal (e.g., use of psych. tests)	2.64
Research and Evaluation	2.58
Application of Theory and Technique	2.83
Individual Counseling	3.00
Group Counseling	2.83
Child/Adolescent Counseling	2.58
Family Counseling	2.25
Career Counseling	2.27
Addictions Counseling	2.18
Crisis Intervention	2.67
Consultation	2.55
Case Management	2.33
Overall Rating of Skills	2.92

Note. 1 = inadequate, 2 = adequate, 3 = good, 4 = excellent

Effectiveness of CEP Curriculum in Professional Preparation

Table 3

Mean Scores of CEP Curriculum

<u>Area</u>	<u>Mean</u>
Human Development	2.83
Psychology of Multiculturalism	2.58
Appraisal Theory & Technique	3.18
Org. and Admin. of School Counseling	2.27
Counseling Theory & Technique	3.17
Diagnosis and Treatment Planning	3.25
Child and Adolescent Counseling	3.00
Career/Life Planning and Vocational	3.09
Group Work Theory and Technique	3.08
Family Therapy Theory and Technique	2.92
Addictions Counseling	2.82
Counseling Research	2.45
Professional Issues in MHC	3.25
Counseling Practicum	3.33
Advanced Counseling Practicum	3.33
Counseling Internship	3.33
Thesis	2.00
Elective Courses/Minor	1.83
Advising	2.36
Faculty Semester Review	2.36
Comprehensive Written Exam	2.67

Oral Exam 3.00

Overall Experience in CEP MA Program 3.17

Note. 1 = inadequately, 2 = adequately, 3 = well, 4 = excellently

Additional comments were also asked from graduates regarding their educational experience and training. Most graduates indicated a positive experience throughout the program, sharing experiences of standing out in professional settings or graduate school programs. Suggestions for improvement included more structured supervision, more opportunities to assist Spanish counseling, and more faculty support throughout the program.

Appendix "E"

Survey of Supervisors/Employers of Past Graduates

Compiled by Vanessa Paz

General Information

The supervisors of the MA Alumni were surveyed between November 2013 and January 2014. The survey was distributed to supervisors who were identified by responding alumni. Only two responses were received. One supervisor is a behavioral health consultant for a private counseling office, and the other supervisor is currently a professor at a university.

Ratings of Tasks/Skills

The respondents were asked to rate their graduate employees' current skills in various areas in which they were trained to perform. The items were rated on a 4-point Likert scale, ranging from 1 = inadequate, to 4 = excellent. Table 1 below lists the score of the respondent's estimate of their graduate employee in the various skill areas. Additional comments included a noted impression of the graduate's counseling skills and positive representation of the program.

Table 1

Mean Scores of Employers' Perceptions of Graduate Counselors' Skills

Area	Mean
Legal/Ethical Decision Making	3.5
Prof. Role as Mental Health Counselor	4
Assessment and Diagnosis	3.5
Appraisal (e.g., use of psych. tests)	3
Research and Evaluation	4
Application of Theory and Technique	4
Individual Counseling	4

Group Counseling	4
Child/Adolescent Counseling	4
Family Counseling	N/A
Career Counseling	N/A
Addictions Counseling	4
Crisis Intervention	4
Consultation	3.5
Case Management	N/A
Overall Rating of Skills	4

Note. 1= Inadequate 2= Adequate (i.e., room for improvement) 3= Good (i.e., little need for improvement) 4= Excellent NA = Not Applicable

Appendix "F"

Survey of Supervisors for Current Students in Advanced Practicum or Internship

Compiled by Vanessa Paz

General Information

The supervisors of current students in advanced practicum and internship were surveyed in February 2014 during a meeting regarding the expectations for optimal supervision of students. Attendees included mental health professionals representing community agencies and the public schools. A total of eight attendees responded to the survey, two did not provide ratings of student skills.

Ratings of Tasks/Skills

The respondents were asked to rate their practicum/internship students' current skills in various areas in which they were trained to perform. The items were rated on a 4-point Likert scale, ranging from 1 = inadequate, to 4 = excellent. Table 1 below lists the score of the respondent's estimate of their student in the various skill areas.

Table 1

Mean Scores of Supervisors' Perceptions of Practicum/Internship Students' Skills

Area	Mean
Legal/Ethical Decision Making	3.8
Prof. Role as Mental Health Counselor	3.5
Assessment and Diagnosis	3.4
Appraisal (e.g., use of psych. tests)	2.5
Research and Evaluation	3
Application of Theory and Technique	3.7
Individual Counseling	3.7

Group Counseling	3.3
Child/Adolescent Counseling	3.4
Family Counseling	3.3
Career Counseling	2.6
Addictions Counseling	3
Crisis Intervention	3.5
Consultation	4
Case Management	3
Overall Rating of Skills	3.5

Note. 1= Inadequate 2= Adequate (i.e., room for improvement) 3= Good (i.e., little need for improvement) 4= Excellent NA = Not Applicable

Strengths, Suggestions, and Additional Comments

Supervisors listed strengths of the MA Program students as having strong clinical foundation in theory, practice, and ethics. Several supervisors also emphasized students' notable strengths in a humanistic approach, highlighting skilled uses of multicultural awareness, open communication, and utilizing ongoing self-reflection.

In regards to areas the program could improve, supervisors made several suggestions that could strengthen the preparation of students for clinical practice. Suggestion for supplementary specialized training in treating juvenile delinquents and a population in corrections facilities spoke to the general suggestion of site preparation before placement. Similarly, school placements suggested classroom management training, and clinical sites suggested more preparation for addictions and case management.

For more support from the program, supervisors generally requested continued open communication and training for supervisors and an improvement in coordinating placement. Coordination suggestions included an earlier April coordination for school placements and a few months in advance for clinical placements. Additionally, there was a noted suggestion for including licensing board and licensure testing information on the website as a resource for students.