

**NC STATE UNIVERSITY**

College of Education

Educational Leadership, Policy, and Human Development

## **Summary of Master's and Doctoral Program Evaluation**

Counselor Education Program

**2017-2018**

Submitted by

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## **History of the Counselor Education Program**

The Counselor Education Program at North Carolina State University has had a long and rich history of contributing to the needs of North Carolina and the nation. Founded in 1946 with the appointment of Professor Roy Anderson, the counselor education program functioned largely as a one-person enterprise with a focus on occupational information and guidance. In the early sixties, the name was changed to Guidance and Personnel Services.

By 1975, the faculty had increased to four full time positions. The primary focus of the program was still toward master's degree training for school counseling. A small individualized doctoral program was also started. In 1977 a fifth faculty position had been added. By 1985, the work of the faculty was further enhanced by the addition of a new Associate Dean for Graduate Studies in education whose academic background was in counseling psychology and counselor education. A new full-time faculty position was added in 1989.

At present, Counselor Education offers a graduate program of study at the master's and doctoral levels. At the master's level, there are three concentrations: school counseling, college counseling and student development, and clinical and mental health counseling. The doctoral program, counseling and counselor education, a combined focus on research, theory and practice, is designed to prepare leaders for the field of counseling and counselor education. The department was authorized to offer the Ph.D. degree in 1992. Counselor Education also offers an online graduate certificate program and an online master's program.

In addition to the traditional core of developmental approach and intervention, a new program focus is clinical approach. In the design of the curriculum and throughout each course, the student's competence in theory and practice is important. Students participate in individualized field experiences appropriate to their area of study in settings on and away from campus.

Another major focus is the commitment to multicultural diversity, which is reflected in the required coursework and in the faculty-student community. In light of this, we are particularly interested in attracting students from culturally-diverse backgrounds. In recent years, we have increased the proportion of culturally-different students from less than 5% to almost 20% of our

degree candidates. Our curriculum content acknowledges the significance of cross-cultural perspectives in counseling theory, research, and practice.

The student development and doctoral concentrations were accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in March 1990. Both were reviewed for re-accreditation in 1998, and the community/agency and school counseling concentrations were reviewed for initial CACREP accreditation. Our online program has been accredited since 2016, a year after it started. All programs continue to receive accreditation. Accreditation for the three master's concentrations (on-campus and online delivers) and the Ph.D. program was renewed and extended into October 31, 2020.

In 1999, the Counselor Education program merged with the Educational Leadership and Program Evaluation program to form a new department. The new departmental name was the Department of Educational Research and Leadership and Counselor Education. Within the new arrangement, Counselor Education was a program in a department. In fall, 2005, Counselor Education became a part of the Department of Curriculum and Instruction. In Spring 2010, the name of the department was changed to Curriculum, Instruction and Counselor Education. In July 2015, Counselor Education Program became a part of the Department of Educational Leadership, Policy, and Human Development. The department also includes other human development programs such as adult education, training and development, etc.

In fall, 2015, the online deliveries of the master's programs were approved by the UNC-General Assembly. The online deliveries are offered as a distance education version of the existing on campus programs, they are included in the current accreditation by CACREP since 2016, our accrediting body. Students receive the same degree as the on-campus students and the online program and on-campus curriculum adhere to the same curriculum requirements.

## **Organization of the Program**

The Counselor Education Program is located in 520 Poe Hall. The program's phone numbers are 919-515-2244 and 919-515-2245. Some information about program organization and

administration will be useful in helping you to understand how decisions get made and whom you should see about various kinds of problems.

The Counselor Education Program is a unit within the College of Education. The Dean of the College is Dr. Mary Ann Danowitz. The Associate Dean is Dr. Lee Stiff. Many matters of importance to students, such as late drops, grade changes, and assistantships must receive approval from the Office of the Dean.

The Department Head for Educational Leadership, Policy, and Human Development is Dr. Penny Pasque. In the Counselor Education Program, the Program Coordinator is Dr. Siu-Man Raymond Ting. He is also the Director of Graduate Programs for the department. The voting members of the program consist of all regular faculty members.

### **Program Vision Statement**

Our **Vision** is to push forward the frontiers of knowledge: Advanced video, computer, and networking technologies do and will continue to link Counselor Education graduate students and faculty with regional, state, national, and international partners in teaching, research, and service endeavors designed to offer hope to persons with the least access to educational and career opportunities afforded by life in the 21st century.

### **Program Mission Statement**

The Counselor Education program at NC State shares the University's land grant **Mission**. Through our Scientist-Practitioner and School-College - Community Collaboration Model, we train culturally competent counselors and counselor educators who are able to work collaboratively across settings to effectively lead, serve, and advocate for the academic, career, and personal-social development of children, adults, families, and communities.

## Counselor Education Program Faculty Members

The following list includes all regular, adjunct, visiting and emeritus members of the Counselor Education faculty, along with some indication of their major areas of interest within counseling. Regular faculty have a regular university appointment, teach courses each semester, and are generally available to advise students. Visiting and adjunct faculty may or may not have continuing university appointments but make some of their time available to teach special courses or to advise students on research problems in their area of interest. Emeritus faculty are retired regular faculty members who are sometimes available for advising students.

*BAKER, Stanley B.*, (Professor and Coordinator of School Counseling Track), Ph.D., State University of New York at Buffalo  
developmental counseling, secondary school counseling, prevention, cognitive-behavioral applications in counseling, quantitative and qualitative research

*BRAGA, Cristina* (Teaching Assistant Professor), University of South Carolina  
couples and Family Counseling

*CHUNG, Sharon*, (Teaching Assistant Professor), William and Mary College  
school counseling

*CHILDS, Nicole*, (Teaching Assistant Professor) Ph.D. University of Georgia,  
family and couples therapy

*GERLER, Edwin R.*, (Professor), Ed.D., The Pennsylvania State University  
preventive/developmental counseling in elementary and middle schools, use of technology in education

*GRIMMETT, Marc Anderson*, (Associate Professor and Coordinator of Community Counseling Track), Ph.D., The University of Georgia  
promoting academic and career achievement among African-American students

*LUPTON-SMITH, Helen*, (Teaching Assistant Professor and Clinical Director) Ph.D. North Carolina State University

*MITCHELL, Rolanda*, (Teaching Assistant Professor), Ph.D., University of North Carolina-Charlotte

*NASSAR-MCMILLAN, Sylvia.*, (Professor), Ph.D., University of North Carolina-Greensboro  
multicultural counseling, counseling with Arab Americans, community agency counseling

*PICART, Jose A.*, (Professor), Ph.D., University of Oklahoma  
decision-making, diversity, cognitive development

*SHIPP, Adria*, (Assistant Professor), Ph.D., University of North Carolina, Greensboro  
school counseling, counselor supervision

*SMITH, Angela*, (Teaching Associate Professor) Ph.D. North Carolina State University  
career development, online education

*TING, Siu-Man R. (Raymond)*, (Professor, Program Coordinator and Director of Graduate Program), Ph. D. University of Iowa  
academic performance and student retention, first-year programs, career development, online counseling education, STEM and career education, and mental health issues

### **Visiting Faculty**

ALLEN, Amanda,  
Ph.D. North Carolina State University

BOLTON, Clinton,  
Ph.D. North Carolina State University

CALLANAN, Roger, Visiting Assistant Professor  
Assistant Vice Provost, Division of Academic and Student Affairs  
Ph.D. North Carolina State University

MAXWELL, Millie, Visiting Assistant Professor  
Ph.D. North Carolina State University

OSBORN, Monica, Visiting Assistant Professor,  
Director Counseling Center  
Ph.D., Director of Counseling Center, NCSU

STAFFORD, Thomas, Visiting Associate Professor  
Former Vice Chancellor for Student Affairs,  
Ph.D., Florida State University

SUTTON, Rhonda, Visiting Assistant Professor

Director, Office of Postdoctoral Service  
Ph.D. North Carolina State University

TYLER-WALKER, Richard, Visiting Assistant Professor  
Assistant Director, Counseling Center  
Ph.D. North Carolina State University

SCOTT, Warren, Visiting Assistant Professor  
Ph.D. North Texas University

### **Emeritus Faculty**

*JONES, Lawrence K.*, Professor Emeritus, Ph.D., University of Missouri,  
career development, secondary school counseling

*LOCKE, Don C.*, (1943-2016) Professor Emeritus, Ed. D., Ball State University, Dr. Locke  
contributed significantly to the field of counselor education and was an author, education  
advocate and longtime “champion for diversity”.

*McVAY, Julie G.*, Associate Professor Emeritus, Ed.D., North Carolina State University,  
student development in higher education

*SPRINTHALL, Norman A.*, Professor emeritus, Ed.D., Harvard University,  
cognitive development, community agency counseling

## **Program Evaluation and Accountability**

The Counselor Education (CE) program area is designed to prepare dedicated, knowledgeable, skillful, ethically responsible, and socially and culturally aware professionals for the 21st century. Founded in 1946, the CE program at North Carolina State University has had a long and rich history of contributing to the needs of North Carolina and the nation. We seek talented and engaged students, with diverse counseling and counseling-related professional experiences, who are committed to teaching, research, scholarship, technology, leadership, collaboration, advocacy, multiculturalism, and social justice in counseling and counselor education.

As part of our Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation the Counselor Education Program at North Carolina State University

engages in continuous systematic program evaluation. In response to the CACREP standards North Carolina State University Counselor Education program annually and periodically engages in evaluation activities designed to meet those standards.

## **Evaluation Criteria**

### **A. Graduating Master's Degree Students**

Annually, near the end of spring semester, surveys are sent to graduating entry level master's degree students to evaluate:

1. The adequacy of program objectives for the curriculum
2. The reported experiences with advisors and the program's faculty
3. The participation in curricular experiences
4. The reported internship experience in relation to the program's objectives

### **B. Graduating Doctoral Students**

Annually, near the end of spring semester, surveys are sent to graduating doctoral students to evaluate:

1. The adequacy of program objectives for the curriculum
2. The reported experiences with advisors and the program's faculty
3. The participation in curricular experiences
4. The reported experience in relation to the program's objectives

### **C. Internship Site Supervisor Evaluations**

Annually, near the end of the spring semester, surveys are sent to site supervisors of entry level master's degree students to evaluate:

1. The adequacy of the intern's academic preparation
2. The adequacy of interactions between site supervisors and university supervisors

In each semester, program faculty meet to review the academic, professional, and personal development of each enrolled student. The present report reviews the findings of the master's level graduate students, doctoral graduate student, and internship site supervisor surveys. Data

obtained from the surveys lead to systemic reflection resulting in programmatic changes to best suit the needs of students, as well as the community.

## **Survey of Graduating Master's Students**

### **Introduction**

Annually, each spring, the Counselor Education program faculty conduct surveys for master's level program graduates. To ensure participant confidentiality respondents completed an electronic survey via Qualtrics, a web-based survey data analysis service. The information gleaned from the surveys are just one component in the comprehensive assessment of the program's overall effectiveness.

### **Method**

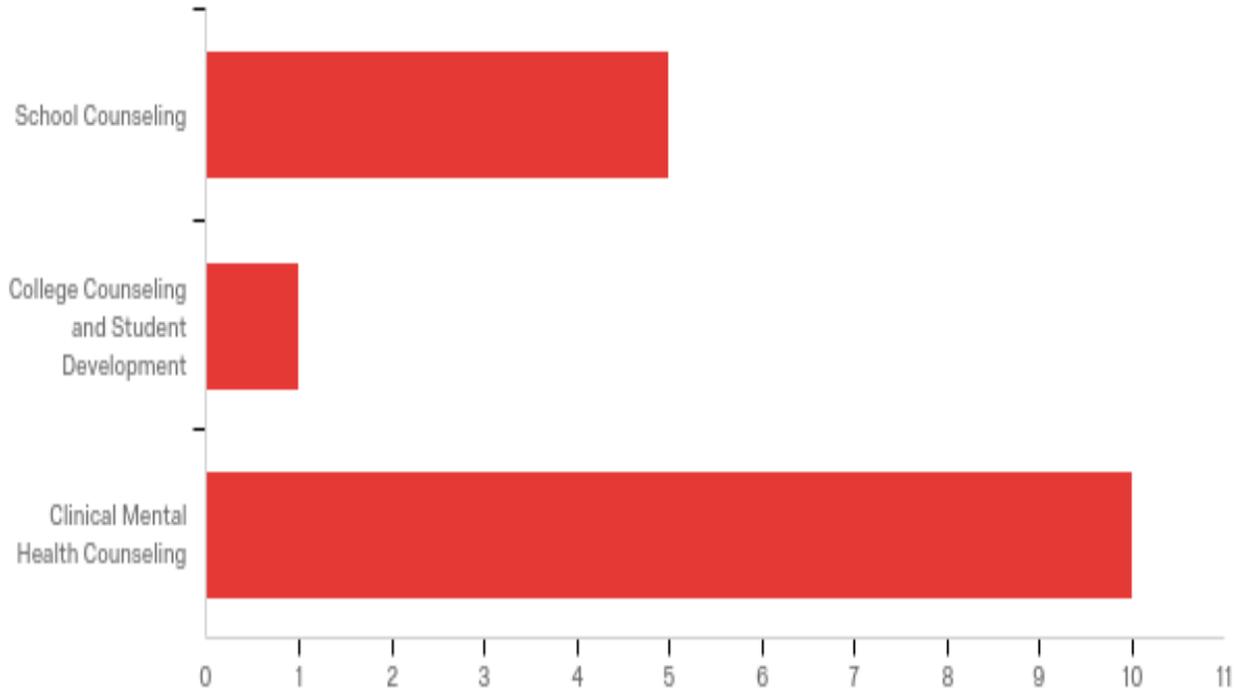
In April of 2018, surveys were distributed electronically to each of the 29 graduating master's program students. Twenty-nine electronic surveys were submitted and 16 were returned. Descriptive statistics were determined for each of the items across the sample. The survey used a Likert-type scale with ratings of 5 (*Excellent*); 4 (*Above Average*); 3 (*Average*); 2 (*Below Average*); 1 (*Inadequate*); 0 (*Not Qualified to Respond*). A copy of the survey is located in Appendix A.

### **Results**

The following data pertain to all graduating master's level students. The overall findings of the master's level graduate responses increased slightly from the previous year. Data are presented via visual analysis, mean, percentages, frequency counts, and total program means and standard deviations. Survey data from previous years are presented as means and standard deviations and can be found in Appendix D.

## Survey of Graduating Master's Students

**Question 1: Please Select your Master' Concentration**



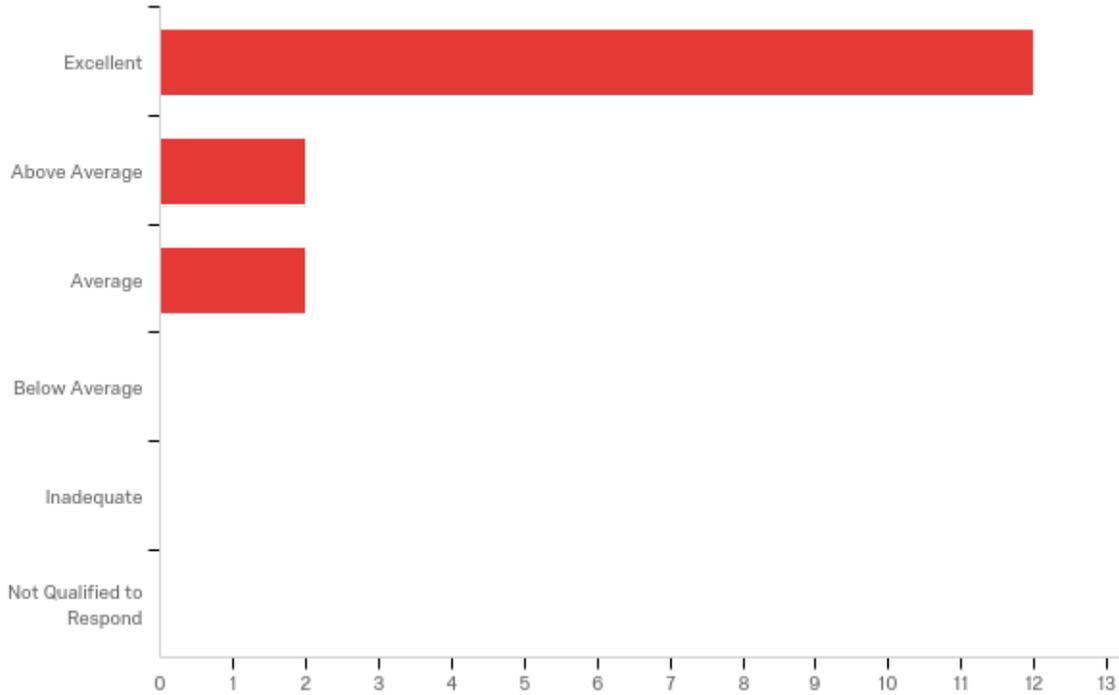
**Table 1**

*Respondent's Area of Concentration*

<b>Area of Concentration</b>	<b>%</b>	<b>Count</b>
School Counseling	31.25%	5
College Counseling and Student Development	6.25%	1
Clinical Mental Health Counseling	62.50%	10
Total	100%	16

## Survey of Graduating Master's Students

### Question 2: Rate the adequacy of the faculty in general



**Table 2**

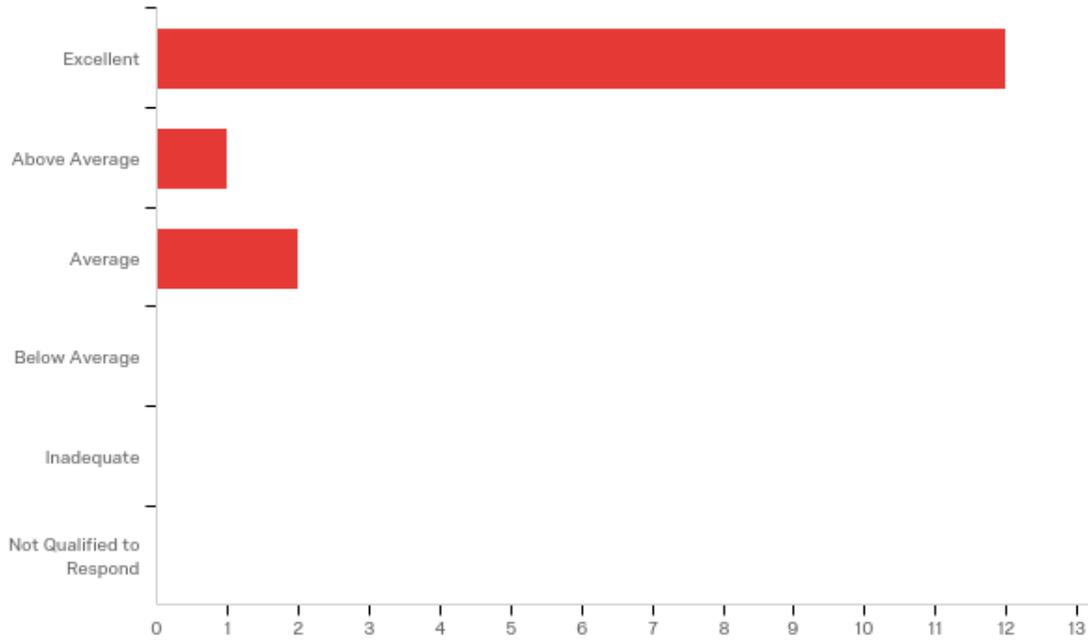
*Percentage of Respondent's Rating of Adequacy of Counselor Education Faculty*

Rating	Clinical % / (n)	College %/ (n)	School % / (n)	Total Program%	Total Count
Excellent	60.00 (6)	100.0 (1)	100.0 (5)	75.00	12
Above Average	20.00 (2)	0.00	0.00	12.50	2
Average	20.00 (2)	0.00	0.00	12.50	2
Below Average	0.00	0.00	0.00	0.00	0
Inadequate	0.00	0.00	0.00	0.00	0
Not Qualified to Respond	0.00	0.00	0.00	0.00	0
Total	100.00 (10)	100.00 (1)	100.00 (5)	100.00	16

*Note.* Total program sample  $M = 4.63$ ;  $SD = .72$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Graduating Master's Students

**Question 3: Rate the adequacy of your advisor:**



**Table 3**

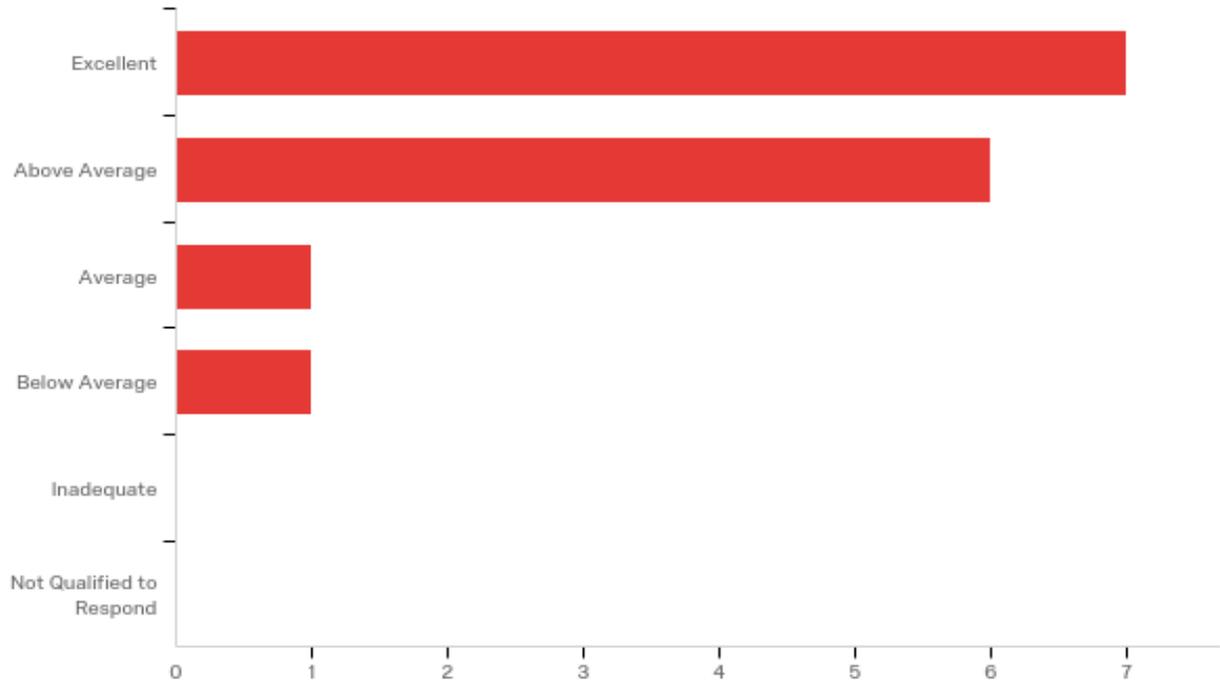
*Percentage of Respondent's Rating of Adequacy of Counselor Education Advisor*

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Excellent	67.00 (6)	100.0 (1)	100.0 (5)	80.00	12
Above Average	11.00 (1)	0.00	0.00	6.67	1
Average	22.00 (2)	0.00	0.00	13.33	2
Below Average	0.00	0.00	0.00	0.00	0
Inadequate	0.00	0.00	0.00	0.00	0
Not Qualified to Respond	0.00	0.00	0.00	0.00	0
Total	100.00 (9)	100.00 (1)	100.00 (5)	100.00	15

*Note.* Total program sample  $M = 4.67$ ;  $SD = .72$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Graduating Master's Students

**Question 4: Rate the curricular experiences in which you participated overall:**



**Table 4**

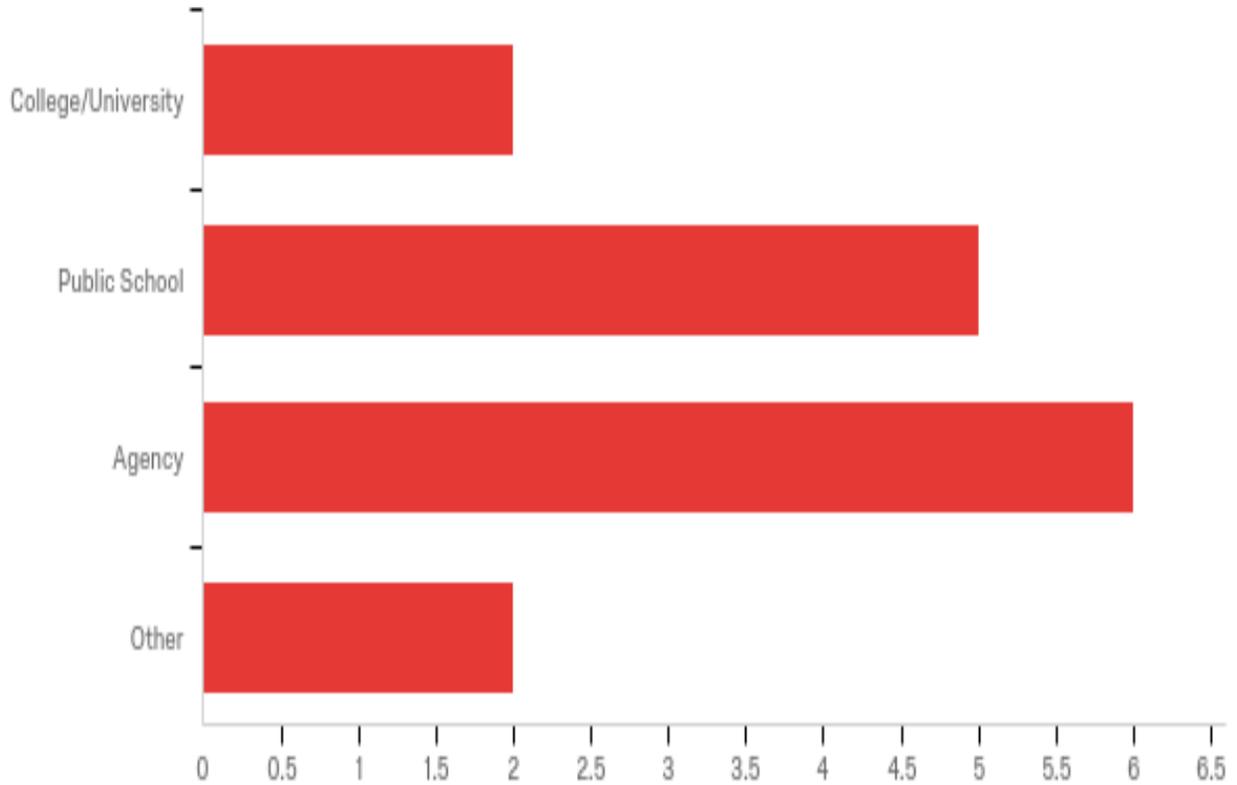
*Percentage of Respondent's Rating of Curricular Experiences*

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Excellent	45.00 (4)	0.00	60.0 (3)	46.67	7
Above Average	33.00 (3)	100.0 (1)	40.0 (2)	40.00	6
Average	11.00 (1)	0.00	0.00	6.67	1
Below Average	11.00 (1)	0.00	0.00	6.67	1
Inadequate	0.00	0.00	0.00	0.00	0
Not Qualified to Respond	0.00	0.00	0.00	0.00	0
Total	100.00 (9)	100.00 (1)	100.00 (5)	100.00	15

*Note.* Total program sample  $M = 4.27$ ;  $SD = .88$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Graduating Master's Students

Question 5: The setting in which your internship took place:



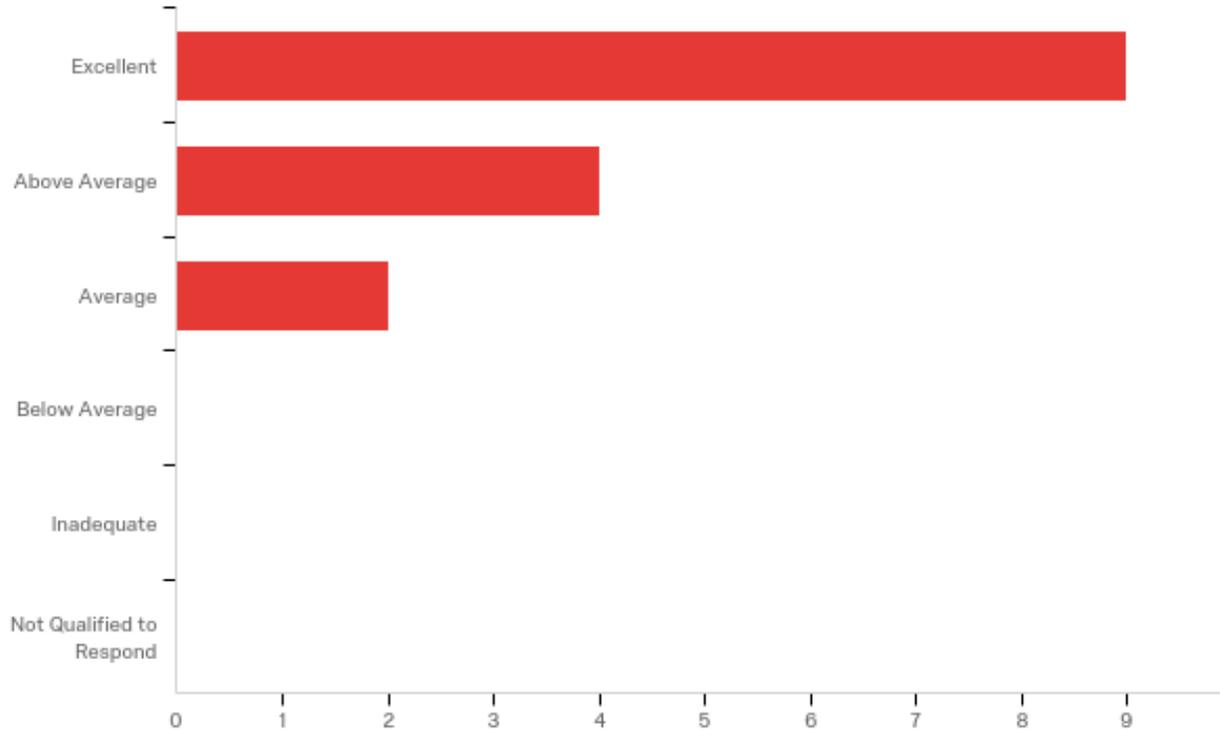
**Table 5**

*Percentage of Respondent's Internship Setting*

Setting	%	Count
College/University	13.33	2
Public School	33.33	5
Agency	40.00	6
Other	13.33	2
Total	100.00	15

## Survey of Graduating Master's Students

**Question 6: Rate how well your practicum and internship met their objectives:**



**Table 6**

*Percentage of Respondent's Rating of Practicum and Internship Objectives*

Rating	Clinical % / (n)	College %/ (n)	School % / (n)	Total Program%	Total Count
Excellent	56.00 (5)	100.0 (1)	60.0 (3)	60.00	9
Above Average	22.00 (2)	0.00	40.0 (2)	26.67	4
Average	22.00 (2)	0.00	0.00	13.33	2
Below Average	0.00	0.00	0.00	0.00	0
Inadequate	0.00	0.00	0.00	0.00	0
Not Qualified to Respond	0.00	0.00	0.00	0.00	0
Total	100.00 (9)	100.00 (1)	100.00 (5)	100.00	15

*Note.* Total program sample  $M = 4.47$ ;  $SD = .74$  ( $M$  = mean;  $SD$  = sample standard deviation).

## Discussion

Due to the small sample size data are presented via visual analysis, percentages and frequency counts. In previous years all data were presented as means and standard deviations. In the present report, due to small number in each concentration area, means and standard deviations are only presented for the entire program below each respective table. Data for the past and current year can be found in Appendix D.

The number of survey respondents increased from 2017-2018 ( $n=16$ ; 55%) compared to 2016-2017 ( $n=12$ ; 50%). Overall, the findings of graduating student responses increased slightly across all questions compared to the previous year. Adequacy of faculty was rated excellent 75% of the time and above average 12.5%. This was a slight improvement from the previous year ( $M = 4.63$ ;  $SD = .72$ , 2017-2018;  $M = 4.33$ ;  $SD = 1.15$ , 2016-2017). No respondent rated the faculty as being below average or inadequate. Comparatively, respondents rated their advisor as excellent 80% and above average 6.67% of the time, again no respondents rated their advisor as below average or inadequate. This finding showed considerable improvement from the previous year ( $M = 4.67$ ;  $SD = .72$ , 2017-2018;  $M = 3.41$ ;  $SD = 1.31$ , 2016-2017).

In regard to curricular experience 86.67% of respondents rated their experience as excellent (46.67%) to average (40%). This also increased from the previous year ( $M = 4.27$ ;  $SD = .88$ , 2017-2018;  $M = 4.08$ ;  $SD = .79$ , 2016-2017). In the final question internship experience was viewed favorable with 86.7% of respondents rating their experience as excellent or above average, and no respondent rated their experience as below average or inadequate. This finding was an increase from the prior year ( $M = 4.47$ ;  $SD = .74$ , 2017-2018;  $M = 4.36$ ;  $SD = .67$ , 2016-2017)

Reviewing data across the three master's programs showed slight increases compared to the previous year. Overall, the ratings were in the above average to excellent categories, indicating that overall students were pleased with their program. Results of the surveys will be reviewed annually by faculty at the beginning of the academic year to address students' supportive and constructive comments. Additionally, measures should be taken to increase the response rate by having the internship instructor encourage graduating students to complete the survey.

# Survey of Graduating Doctoral Students

## Introduction

The Graduating Doctoral Student Survey was established and administered for the first time in April 2018. In effort to evaluate and assess our doctoral student experience the survey was the first attempt gather preliminary data to use as a comparison to other future cohorts. The results of this survey are one component of the on-going process for programmatic feedback and improvement. To ensure participant confidentiality respondents completed an electronic survey via Qualtrics, a web-based survey data analysis service.

The following were the areas of interest:

- Faculty and Advisor Adequacy
- Committee Experiences
- Curricular Experiences
- Clinical Experiences
- Counselor Education Community Connection

## Method

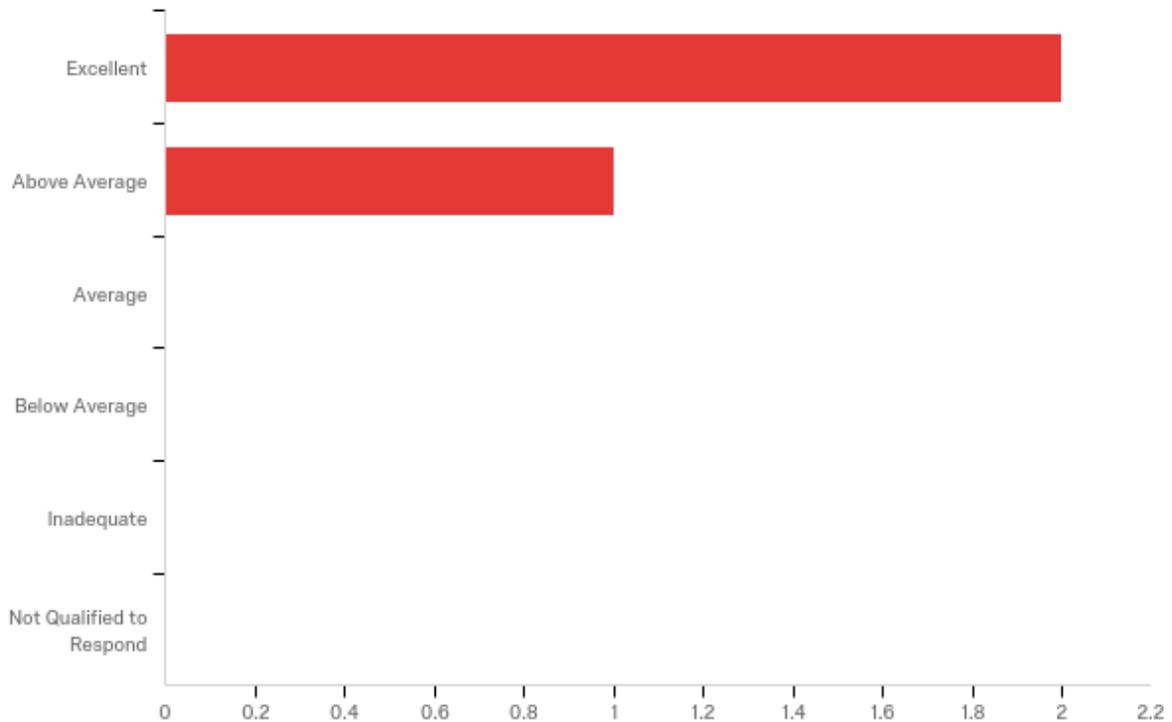
In April of 2018, surveys were distributed electronically to the five graduating doctoral program students. All electronic surveys were returned. Descriptive statistics were determined for each of the items across the sample. The survey used a Likert scale with ratings of 5 (*Excellent*); 4 (*Above Average*); 3 (*Average*); 2 (*Below Average*); 1 (*Inadequate*); 0 (*Not Qualified to Respond*). A copy of the survey is located in Appendix B.

## Results

The following data pertain to all graduating doctoral level students. Data are presented via visual analysis, percentages and frequency counts, means and standard deviations are presented for the entire program below each respective table. Data for the past and current year can be found in Appendix E.

## Survey of Graduating Doctoral Students

**Question 1: Rate the adequacy of the faculty in general.**



**Table 7**

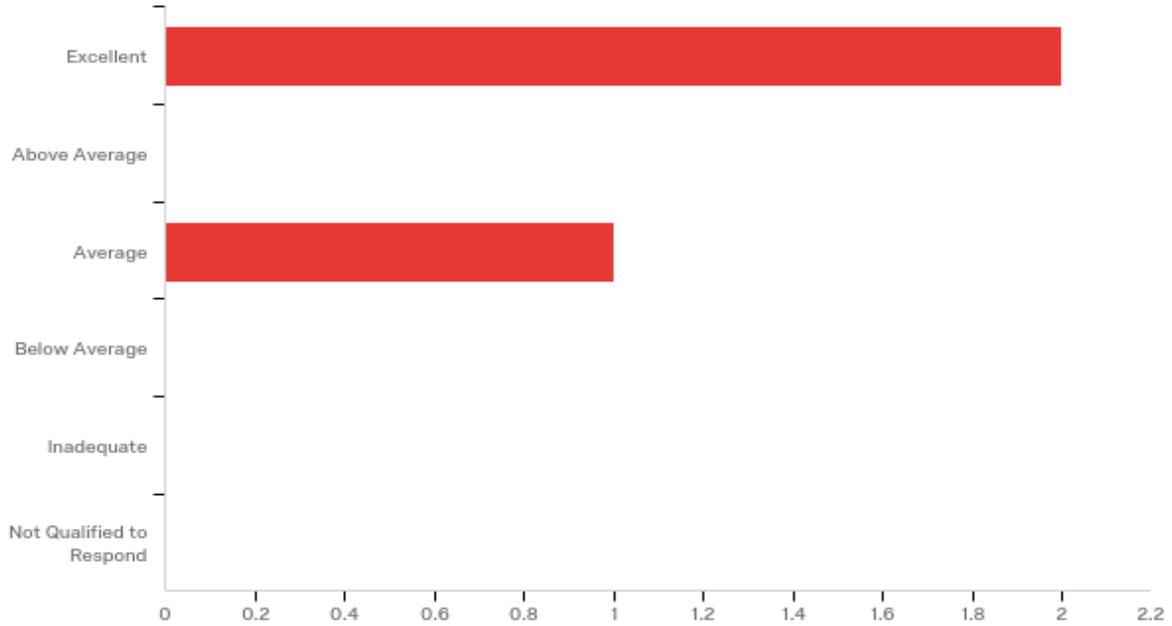
*Percentage of Respondent's Rating of Adequacy of Counselor Education Faculty*

Rating	%	Count
Excellent	66.67	2
Above Average	33.33	1
Average	0.00	0
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	100.00	3

*Note.* Total program sample  $M = 4.67$ ;  $SD = .58$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Graduating Doctoral Students

**Question 2: Rate the adequacy of your advisor:**



**Table 8**

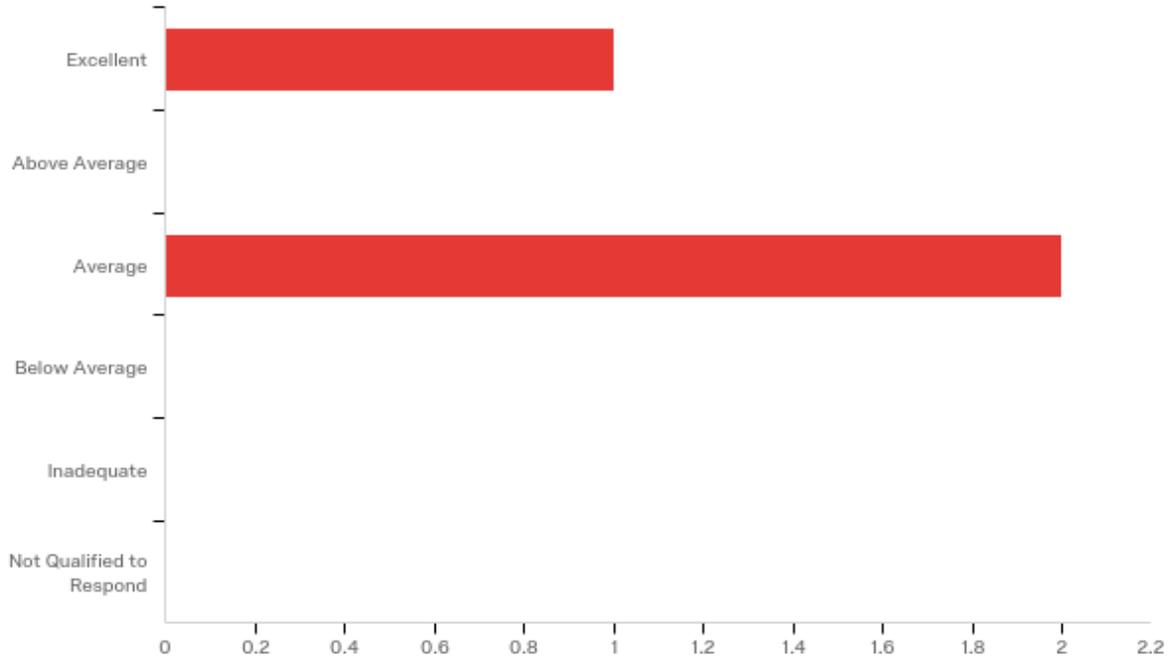
*Percentage of Respondent's Rating of Adequacy of Counselor Education Advisor/Chair*

Rating	%	Count
Excellent	66.67	2
Above Average	0.00	0
Average	33.33	1
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	100.00	3

*Note.* Total program sample  $M = 4.33$ ;  $SD = 1.15$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Graduating Doctoral Students

**Question 3: Rate the curricular experiences in which you participated overall:**



**Table 9**

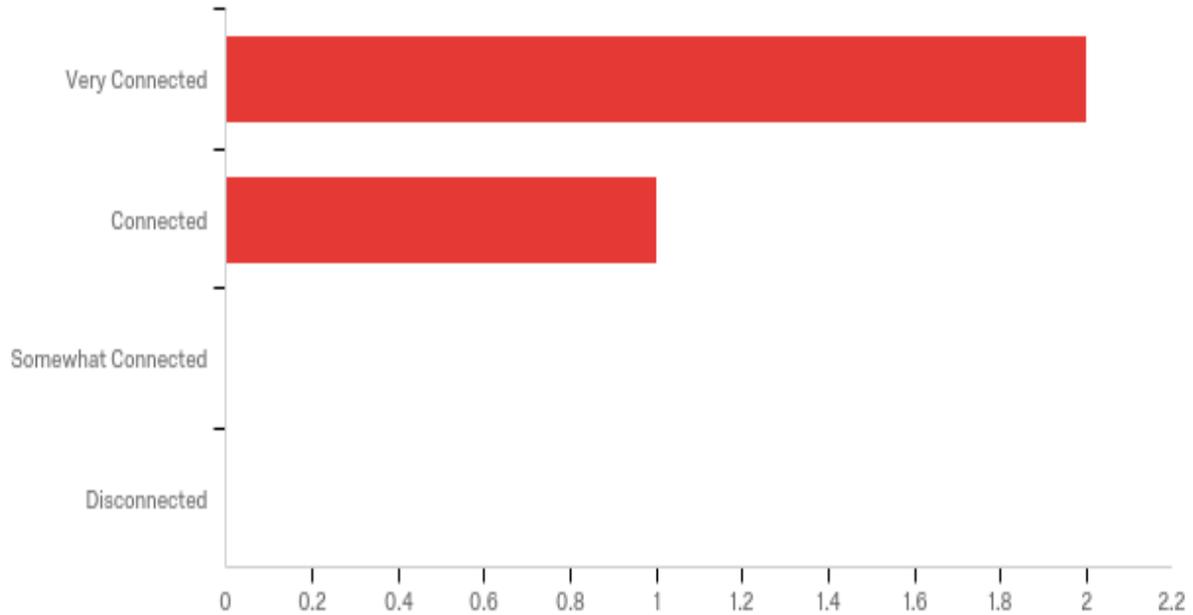
*Percentage of Respondent's Rating of Curricular Experiences*

Rating	%	Count
Excellent	33.33	1
Above Average	0.00	0
Average	66.67	2
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	100.00	3

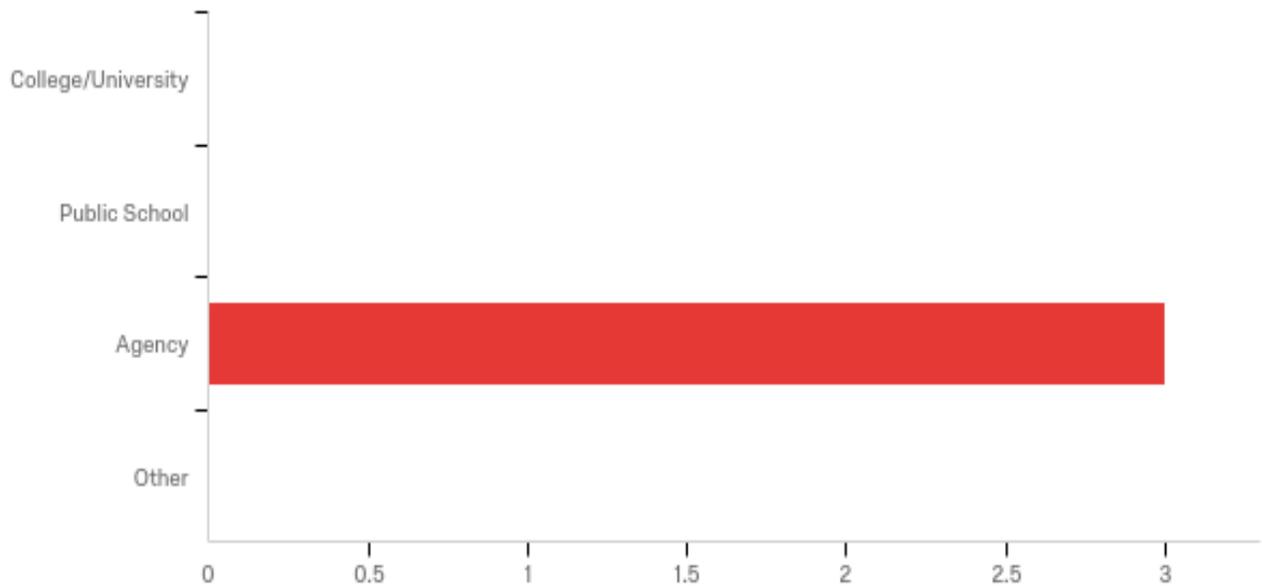
*Note.* Total program sample  $M = 3.67$ ;  $SD = 1.15$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Graduating Doctoral Students

**Question 4: - Rate how connected you felt to the counselor education community and other doctoral students in the program.**

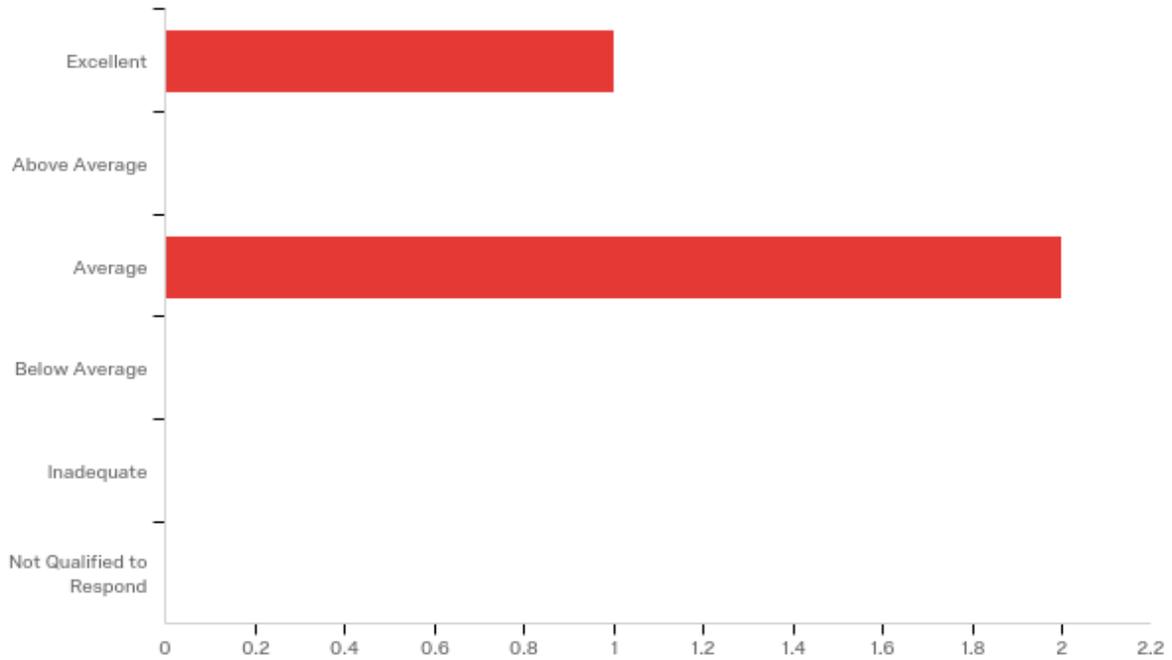


**Question 5: The setting in which your internship took place:**



## Survey of Graduating Doctoral Students

**Question 6: Rate how well your clinical coursework met its objectives (i.e. Advanced Counseling Practicum, Internship, Teaching and Supervision Internship).**



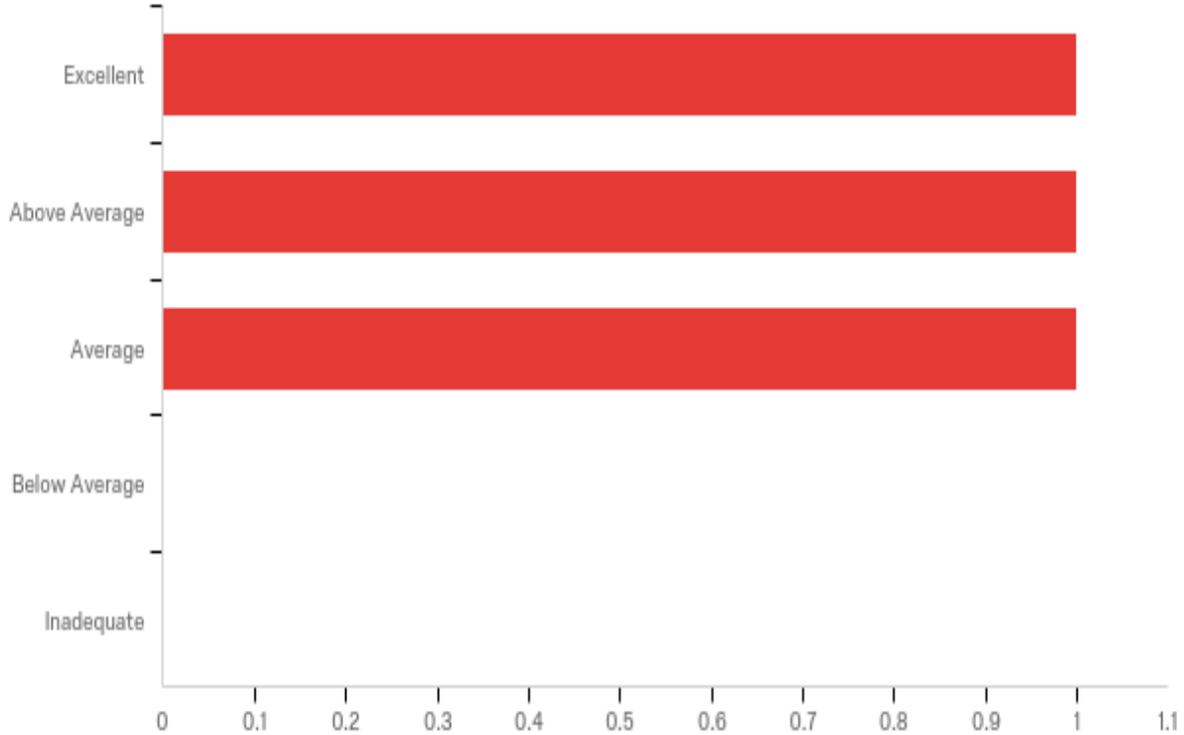
**Table 10**  
*Percentage of Respondent's Rating of Clinical Coursework Objectives*

Rating	%	Count
Excellent	33.33	1
Above Average	0.00	0
Average	66.67	2
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	100.00	3

*Note.* Total program sample  $M = 3.67$ ;  $SD = 1.15$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Graduating Doctoral Students

**Question 7: Rate how well your experience was with your research/dissertation committee.**



**Table 11**

*Percentage of Respondent's Rating of Research/Dissertation Committee*

Rating	%	Count
Excellent	33.33	1
Above Average	33.33	1
Average	33.33	1
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	100.00	3

*Note.* Total program sample  $M = 4.0$ ;  $SD = 1$  ( $M =$  mean;  $SD =$  sample standard deviation).

## **Discussion**

The 2017-18 year was the first year of graduating doctoral information. The survey yielded a response rate of 60%. Overall, the findings of graduating student responses showed excellent to average ratings across a variety of domains with the most favorable areas being adequacy of the overall faculty and the connection to the counseling community. In the future, results of the surveys should be reviewed annually by faculty at the beginning of the academic year to address students' supportive and constructive comments. Additionally, measures should be taken to increase the response rate by having the advisor/chair encourage graduating students to complete the survey upon dissertation completion, which would help increase completion rates. Also, given the small size of the doctoral student group, in addition to surveys, interviews or other methods can be considered to collect student responses.

## **Survey of Internship Site Supervisors**

### **Introduction**

Each spring, the Counselor Education program administers electronic surveys, via Qualtrics, for internship site supervisors. This helps us assess and evaluate our program from a community-based level. Additionally, it allows us to continue to improve our communication with our site supervisors and better prepare our students to become culturally competent professional counselors.

### **Method**

Thirty anonymous surveys were distributed electronically to 36 internship site supervisors, and 22 were returned. The survey used a likert scale with ratings of 5 (*Excellent*); 4 (*Above Average*); 3 (*Average*); 2 (*Below Average*); 1 (*Inadequate*); 0 (*Not Qualified to Respond*) and of 5 (*Extremely Adequate*); 4 (*Somewhat Adequate*); 3 (*Neither Adequate nor Inadequate*); 2 (*Somewhat Inadequate*); 1 (*Extremely Inadequate*). The survey is located in Appendix C.

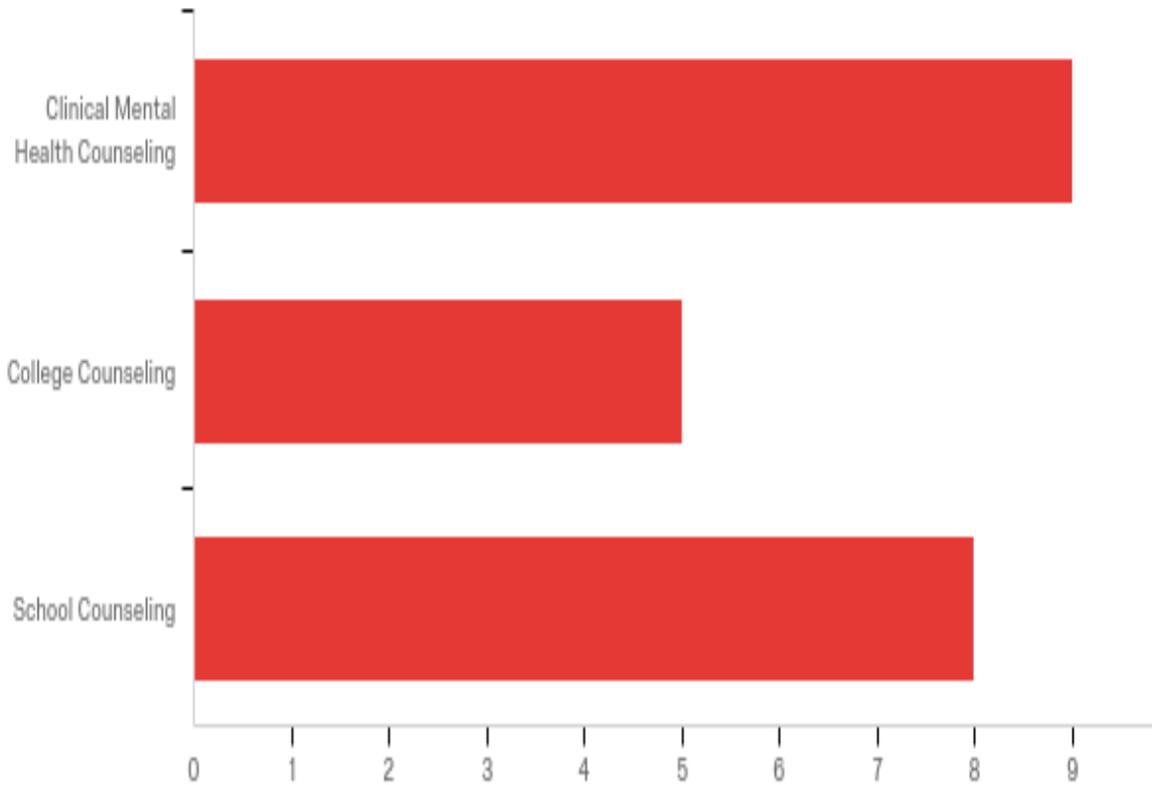
### **Results**

The following data pertain to site supervisor's ratings of master's level students' preparation and interaction with the university supervisor. Of the 36 site supervisors, 22 responses were received and analyzed. Data are presented via individual survey questions, bar graphs, percentages,

frequency counts, and total population means and standard deviations. Data for current and previous year can be found in Appendix F.

## Survey of Internship Site Supervisors

**Question 1: Identify your intern’s area of concentration.**



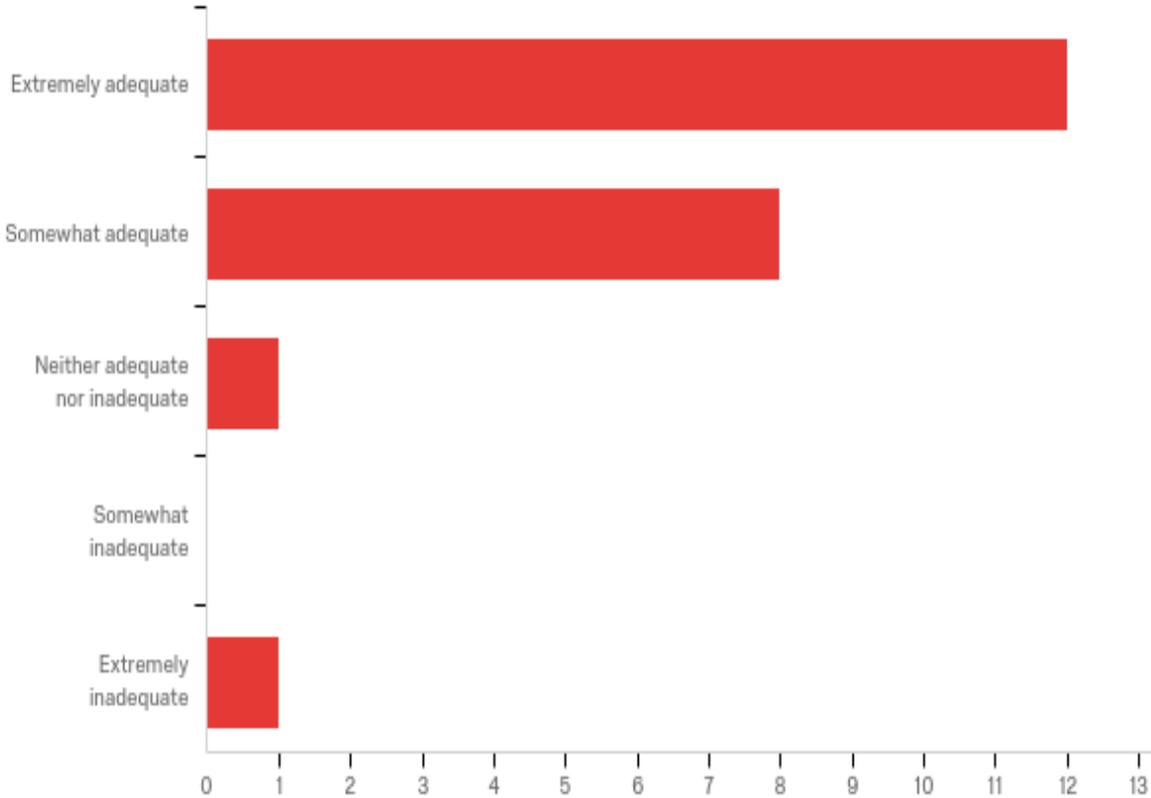
**Table 12**

*Intern’s Area of Concentration*

Area of Concentration	%	Count
School Counseling	36.00	8
College Counseling and Student Development	23.00	5
Clinical Mental Health Counseling	41.00	9
Total	100.00	22

## Survey of Internship Site Supervisors

**Question 2: How adequately trained by our program was your intern prior to becoming your intern?**



**Table 13**

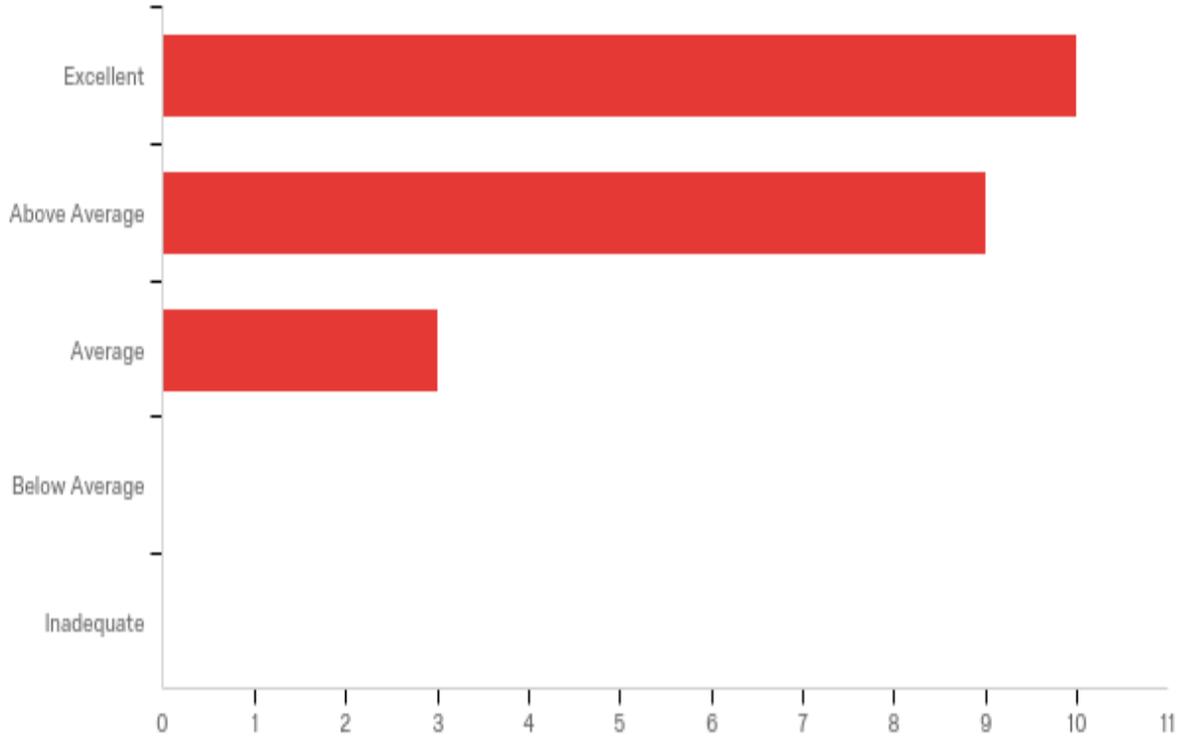
*Percentage of Respondent's Rating of Intern Training Preparation*

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Extremely Adequate	44.44 (4)	100.0 (5)	37.5 (3)	54.55	12
Somewhat Adequate	44.44 (4)	0.00	50.0 (4)	36.36	8
Neither Adequate nor Inadequate	11.11 (1)	0.00	0.00	4.55	1
Somewhat Inadequate	0.00	0.00	0.00	0.00	0
Extremely Inadequate	0.00	0.00	12.50(1)	4.55	1
Total	100.00 (9)	100.00 (5)	100.00 (8)	100.00	22

*Note.* Total program sample  $M = 4.55$ ;  $SD = .60$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Internship Site Supervisors

**Question 4: How well did our faculty supervisor prepare you for performing as a site supervisor?**



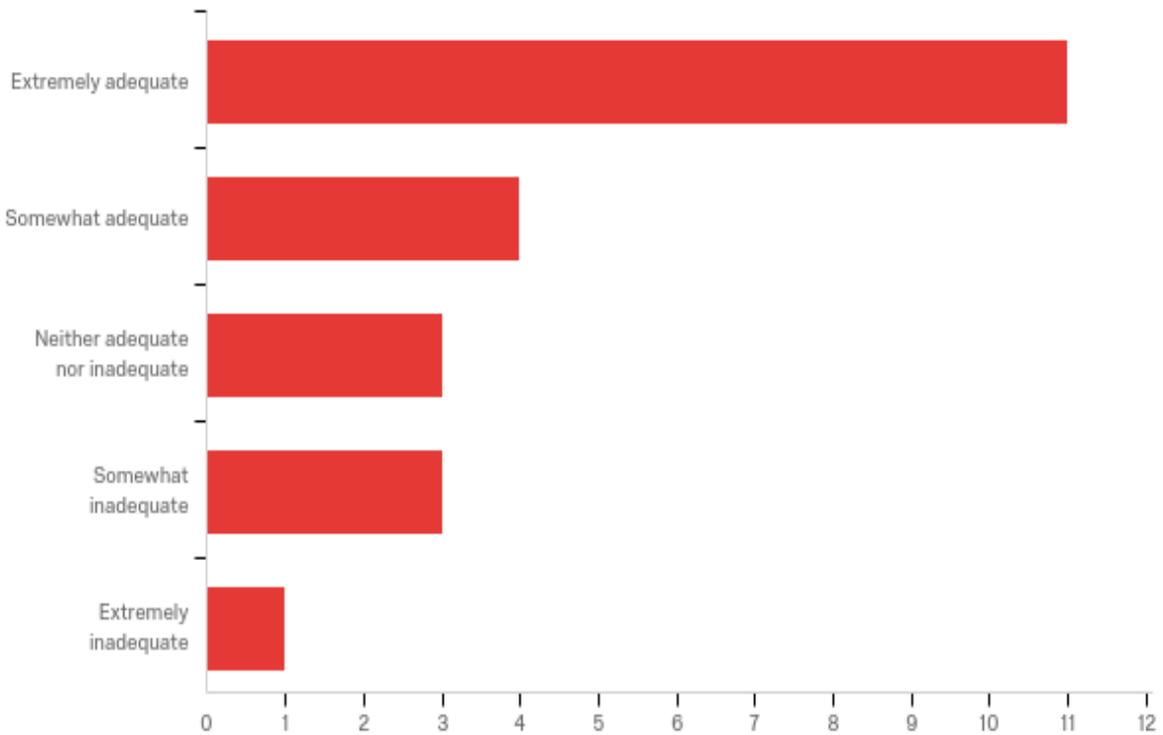
**Table 14**

*Percentage of Respondent's Rating of Faculty Preparation to be a Site Supervisor*

Rating	Clinical % / (n)	College %/ (n)	School %/(n)	Total Program%	Total Count
Excellent	44.44 (4)	80.00 (4)	25.00 (2)	45.45	10
Above Average	33.33 (3)	20.00 (1)	62.50 (5)	40.91	9
Average	22.22 (2)	0.00	12.50 (1)	13.64	3
Below Average	0.00	0.00	0.00	0.00	0
Inadequate	0.00	0.00	0.00	0.00	0
Total	100.00 (9)	100.00 (5)	100.00 (8)	100.00	22

*Note.* Total program sample  $M = 4.14$ ;  $SD = 1.13$  ( $M =$  mean;  $SD =$  sample standard deviation).

**Question 5: How well did our faculty supervisor work with you during the internship process?**



**Table 15**

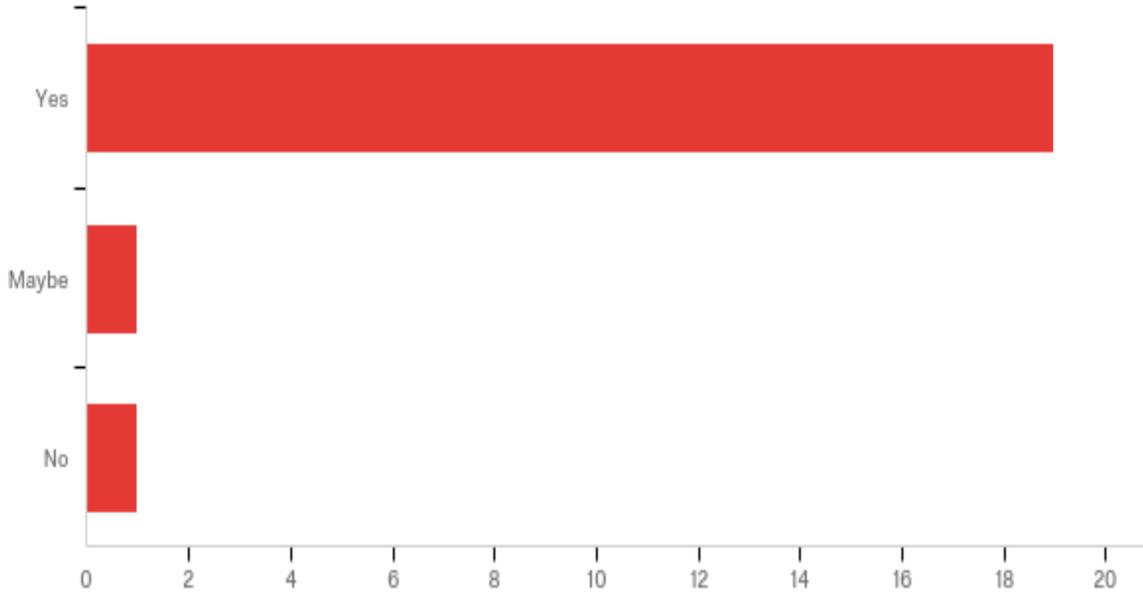
*Percentage of Respondent’s Rating of Faculty Support with Intern*

Rating	Clinical % / (n)	College %/ (n)	School % /(n)	Total Program%	Total Count
Extremely Adequate	44.44 (4)	80.00 (4)	37.50 (3)	50.00	11
Somewhat Adequate	22.22 (2)	0.00	25.00 (2)	18.18	4
Neither Adequate nor Inadequate	22.22 (2)	0.00	12.50 (1)	13.64	3
Somewhat Inadequate	11.11 (1)	20.00 (1)	12.50 (1)	13.64	3
Extremely Inadequate	0.00	0.00	12.50 (1)	4.55	1
Total	100.00 (9)	100.00 (5)	100.00 (8)	100.00	22

*Note.* Total program sample  $M = 3.95$ ;  $SD = 1.29$  ( $M =$  mean;  $SD =$  sample standard deviation).

## Survey of Internship Site Supervisor

**Question 6: Would you be willing to supervise a NCSU student intern again?**



**Table 16**

*Percentage of Respondent's Agreeing to Supervise NCSU Student Again*

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Yes	88.88 (8)	100.00 (5)	85.71 (6)	90.48	19
Maybe	11.11 (1)	0.00	0.00	4.76	1
No	0.00	0.00	14.29(1)	4.76	1
Total	100.00 (9)	100.00 (5)	100.00 (7)	100.00	21

## Discussion

Due to the small sample size data are presented via visual analysis, percentages and frequency counts. In previous years all data were presented as means and standard deviations. In the present report, due to small number in each concentration area, means and standard deviations are only presented for the entire program below each respective table. Data for the past and current year can be found in Appendix F. The number of survey respondents was increased to 22 (61%) in 2017-2018 compared to 2016-2017 ( $n=12$ ; 50%). This was a big increase. Overall, the findings of site supervisor's responses indicated some slight decreases compared to the previous year, with exception of one category, intern's level of preparation.

Adequacy of intern training was rated Adequate to Extremely Adequate 91% of the time. This was a considerable improvement from last year ( $M = 4.55$ ;  $SD = .60$ , 2017-2018;  $M = 3.92$ ;  $SD = .67$ , 2016-2017). Comparatively, site supervisors rated the level of faculty preparation for their role as a site supervisor as Adequate to Extremely Adequate 86.36% of the time, no respondent rated their preparatory experience as inadequate. This was a slight decrease from the previous year ( $M = 4.14$ ;  $SD = 1.13$ , 2017-2018;  $M = 4.58$ ;  $SD = .67$ , 2016-2017). In regard to faculty working with the site supervisor 88.18% of respondents rated their experience as Extremely Adequate (50%) to Adequate (18.18%). This was the one area that showed a considerable decrease from the previous year ( $M = 3.95$ ;  $SD = 1.29$ , 2017-2018;  $M = 4.42$ ;  $SD = .52$ , 2016-2017). Last, 90% of internship site supervisors reported that they would agree to supervise a NCSU Counselor Education intern in the future.

Overall, site supervisor ratings were in the above average (somewhat adequate) to excellent (extremely adequate) categories, indicating that overall site supervisors were pleased with their intern's training and NCSU faculty assistance. In the future, results of the surveys should be reviewed annually by faculty at the beginning of the academic year to address students' supportive and constructive comments. Additionally, measures should be taken to increase the response rate by having the internship instructor encourage graduating students to complete the survey prior to the last course, which would allow for an adequate amount of follow-up time to help increase completion rates.

## **Appendices**

Appendix A  
Survey of Graduating Master's Students

**Counselor Education Graduating Masters Student Survey**  
**North Carolina State University**

Directions: Please respond to the following questions to the best of your ability. This information will help us to continue efforts to improve our training program and fulfill the requirements of our accrediting agency The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Note that these ratings are important information for the program faculty, its students, and its graduates. The information from these surveys will be used for department self-assessments and improvements and will be shared with prospective students and agencies who employ our students. Therefore, we are all stakeholders in the outcomes.

**1: Please Select your Masters Concentration:**

\_\_\_\_\_ School Counseling

\_\_\_\_\_ College Counseling

\_\_\_\_\_ Clinical Mental Health Counseling

For each item use the following rating scale:

*Excellent = 5*

*Above Average = 4*

*Average = 3*

*Below Average = 2*

*Inadequate = 1*

*Not Qualified to respond = 0*

**2. Rate the adequacy of the faculty in general: \_\_\_\_\_**

Comments:

**3. Who is your advisor?** \_\_\_\_\_

*Rate the adequacy of your advisor:* \_\_\_\_\_

Comments:

**4. Rate the curricular experiences in which you participated overall:** \_\_\_\_\_

Comments:

**5. Check the setting in which your internship took place:**

\_\_\_\_\_ College/University

\_\_\_\_\_ Public School

\_\_\_\_\_ Agency

\_\_\_\_\_ Other: \_\_\_\_\_

**6. Rate how well your internship met its' objectives:** \_\_\_\_\_

Comments:

**Thank You**

Appendix B  
Survey of Graduating Doctoral Students

**Counselor Education Graduating Masters Student Survey**  
**North Carolina State University**

Directions: Please respond to the following questions to the best of your ability. This information will help us to continue efforts to improve our training program and fulfill the requirements of our accrediting agency The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Note that these ratings are important information for the program faculty, its students, and its graduates. The information from these surveys will be used for department self-assessments and improvements and will be shared with prospective students and agencies who employ our students. Therefore, we are all stakeholders in the outcomes.

For each item use the following rating scale:

*Excellent = 5*

*Above Average = 4*

*Average = 3*

*Below Average = 2*

*Inadequate = 1*

*Not Qualified to respond = 0*

**1. Rate the adequacy of the faculty in general: \_\_\_\_\_**

Comments:

**2. Who is your advisor? \_\_\_\_\_**

***Rate the adequacy of your advisor/chair: \_\_\_\_\_***

Comments:

**3. Rate the curricular experiences in which you participated overall: \_\_\_\_\_**

Comments:

**4. Rate how connected you felt to the counselor education community and other doctoral students in the program.**

Comments:

**5. Check the setting in which your internship took place:**

\_\_\_\_\_ College/University

\_\_\_\_\_ Public School

\_\_\_\_\_ Agency

\_\_\_\_\_ Other: \_\_\_\_\_

**6. Rate how well your clinical coursework met its objectives (i.e. Advanced Counseling Practicum, Internship, Teaching and Supervision Internship).: \_\_\_\_\_**

Comments:

**7. Rate how well your experience was with your research/dissertation committee.**

Comments:

**Thank You**

Appendix C  
Survey of Internship Site Supervisors

**Counselor Education Site Supervisor Survey**  
**North Carolina State University**

We are very interested in acquiring feedback from our site supervisors that will help us to assess the adequacy of our training program and engage in a continuous process of improvement. Each year, we attempt to acquire feedback from interns, university supervisors, and site supervisors about the internship process that will help us to work toward achieving a high-level quality in our training program. Please help us by completing this brief survey.

Please note that the content of this survey and your responses are confidential. No identifying information needs to be provided.

**1. Select the Masters concentration that your supervisee is affiliated with:**

\_\_\_\_\_ School Counseling

\_\_\_\_\_ College Counseling

\_\_\_\_\_ Clinical Mental Health Counseling

**For each item use the following rating scale:**

*Excellent = 5*

*Above Average = 4*

*Average = 3*

*Below Average = 2*

*Inadequate = 1*

*Not Qualified to respond = 0*

**2. How adequately trained by our program was your intern prior to becoming your intern?**

\_\_\_\_\_

Comments:

**3. How well did our faculty prepare you for performing as a site supervisor? \_\_\_\_\_**

Comments:

**4. How well did our faculty supervisor work with you during the internship process?**

\_\_\_\_\_

Comments:

**5. Would you be willing to supervise one of our interns again?**

\_\_\_\_\_ Yes

\_\_\_\_\_ Maybe

\_\_\_\_\_ No

**Thank You**

Appendix D  
Data for Graduating Masters Survey

*Rate the adequacy of the faculty in general.*

2016-2017  $M = 4.33$ ;  $SD = 1.15$

2017-2018  $M = 4.55$ ;  $SD = .6$

*Rate the adequacy of your advisor.*

2016-2017  $M = 3.41$ ;  $SD = 1.31$

2017-2018  $M = 4.67$ ;  $SD = .72$

*Rate the curricular experiences in which you participated overall.*

2016-2017  $M = 4.08$ ;  $SD = .79$

2017-2018  $M = 4.27$ ;  $SD = .88$

*Rate how well your internship met its objectives.*

2016-2017  $M = 4.36$ ;  $SD = .67$

2017-2018  $M = 4.47$ ;  $SD = .74$

Appendix E  
Data for Graduating Doctoral Survey

*Rate the adequacy of the faculty in general.*

2017-2018  $M = 4.67; SD = .58$

*Rate the adequacy of your advisor.*

2017-2018  $M = 4.33; SD = 1.15$

*Rate the curricular experiences in which you participated overall.*

2017-2018  $M = 3.67; SD = 1.15$

*Rate how well your clinical coursework met its objectives (i.e. Advanced Counseling Practicum, Internship, Teaching and Supervision Internship).*

2017-2018  $M = 3.67; SD = 1.15$

*Rate how well your experience was with your research/dissertation committee.*

2017-2018  $M = 4.0; SD = 1$

Appendix E  
Data for Internship Site Supervisor Survey

*How adequately trained by our program was your intern prior to becoming your intern?*

2016-2017     $M = 3.92; SD = .67$

2017-2018     $M = 4.55; SD = .60$

*How did our faculty prepare you for performing as a site supervisor?*

2016-2017     $M = 4.58; SD = .67$

2017-2018     $M = 4.14; SD = 1.13$

*How well did our faculty supervisor work with you during the internship process?*

2016-2017     $M = 4.42; SD = .52$

2017-2018     $M = 3.95; SD = 1.29$

