

**NC STATE UNIVERSITY**

College of Education

Educational Leadership, Policy, and Human Development

**Counselor Education Program Evaluation Summary:**

**2019-2020 Annual Report**

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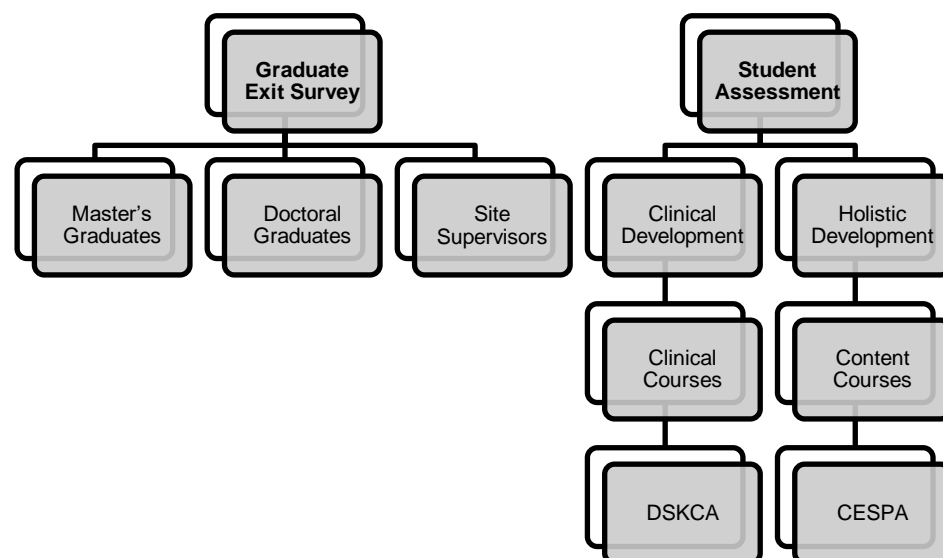
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## NC State Counselor Education Program Evaluation Introduction

The NC State University Counselor Education Program is a multicultural and diverse learning community. Our program identity is to consistently work to integrate and operate from our values of diversity, multiculturalism, social justice, advocacy, collaboration, leadership, technology, and community engagement in our teaching, research, scholarship and service. We utilize an ongoing, comprehensive, and systematic assessment plan to study effectiveness and to continually enhance the program. The *NC State University Counselor Education Program Evaluation Summary: 2019-2020 Annual Report* follows the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) program evaluation standards. In this report, evaluation results are presented from assessments of students while in the counselor education program (i.e., Universal Dispositions Skills Knowledge Competency Assessment, DSKCA; Counselor Education Student Progress Assessment; (CESPA), as well as recent graduates and internship site supervisors (i.e., Exit Surveys). Please See Figure 1. Finally, our *Counselor Education Community Meeting Faculty Guide* and *Faculty Response to the NC State Black Counselors & Counselor Educators Collective Action Items* are provided in the Appendices to demonstrate ongoing anti-oppression work to address students concerns.

Figure 1. Program Assessment



## **Executive Summary and Recommendations**

### **Exit Surveys**

A detailed summary of results and corresponding data are provided for each survey and assessment tiled in the report. Both exit surveys, Master's and doctoral, demonstrated that graduates largely valued and benefitted from their experiences in the counselor education program, related to the curriculum, teaching, and advising. The majority of graduates who had also secured a job in their field. Most internship site supervisors endorsed that counselor education students were well prepared for practicum and internship. Communication with the faculty regarding internship was also generally a strength of the program.

**Recommendations.** The Counselor Education program needs to intentionally work with internship instructors teaching students in their final semester to attain their post-graduation email addresses. These same instructors can remind students (i.e., in class, by email, syllabus) to expect an exit survey from the program and that their participation is vital to the continued success of the program. Such measures may increase the response rate by conveying to students the importance of their input and sustain involvement with the program after graduation. In addition, specific recommendations by the students provided in exit surveys need to be discussed at the faculty retreat and by program coordinators to make changes as needed.

### **Student Assessment**

The Universal Dispositions Skills Knowledge Competency Assessment (DSKCA) results indicated student proficiency across the domains measured (i.e., dispositions, skills, knowledge, competency). These results are consistent across programs, levels, and clinical experiences: on campus and online; Master's and doctoral; and practicum and internship. The Counselor Education Student Progress Assessment (CESPA) results

indicated student progress for the majority of students was assessed as above expectations in all categories, with nearly every student at least meeting expectations.

**Recommendations.** Continue to adapt and modify instructions, content, and dissemination of DSKCA and CESPA to be as user-friendly as possible. Continue to implement policies and procedures where assessments are provided systematically and results are quickly distributed to relevant stakeholders for use. Currently, the DSKCA is used in clinical supervision, student progress faculty meetings, and collaboration with site supervisors. Results from the DSKCA may also be used to strengthen particular components of the counseling program. There is an emerging pattern for some clinical mental health counseling interns, for example, to be rated lower in their understanding and application of the Diagnostic and Statistical Manual of Mental Disorders, by some clinical site supervisors. Such patterns may have directly implications for the counselor education program curriculum and warrant consideration by the faculty when discussing program enhancements.

The CESPA is our newest tool and provides a quick and useful assessment of the holistic development of students as emerging counseling professionals. When students are assessed as below expectations in any of the 10 categories (e.g., interpersonal skills, professional behavior, ethical behavior) faculty have an opportunity to discuss readily identify and address any concerns. We also follow a preventative, developmental, and early intervention framework to create a safe environment for all students and to respond quickly and thoroughly to student issues. The framework involves building relationships with students, consulting with faculty peers, and our student progress procedures, including regular assessment and feedback given to students at different times through the program. A final recommendation, then, is to continue to integrate the CESPA into all of these processes.

## **Evaluation Criteria**

### **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

### **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

### **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 students, 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.

## **Master's Graduate Exit Survey**

### **Introduction**

Every 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 gathered from the surveys are one component of the *comprehensive and systematic counselor education program effectiveness assessment plan*.

### **Method**

In April of 2020, surveys were distributed electronically to each of the 40 graduating Master's program students. Nineteen electronic surveys were returned, however, around five respondents did not complete every item. 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).

### **Results**

The following data pertain to all graduating Master's level students who responded to the survey. Data are presented in tables with the number and percentages of respondents who selected a particular rating for ease of understanding. Survey data from previous years are presented as means and standard deviations and can be found in Appendix B.

### **Master's Graduate Exit Survey Results Summary**

- There were 40 Master's graduates in the 2019-2020 academic year. A total of 19 graduates completed the *Master's Student Exit Survey*, yielding a 35-48% response rate, as some respondents did not complete every survey item.
- Only one college counseling graduate responded to the survey and completed only a few of the items.
- Just over 84% of respondents *had secured a job after graduation* with nearly 94% in their field of study.
- Fifty percent of respondents rated the *adequacy of faculty* as average, while the other half provided above average and excellent ratings.
- Most respondents rated *program orientation after being admitted as a graduate student* as average to excellent (73%), while nearly 27%, indicated below average or inadequate.
- Nearly 86% of respondents *rated the adequacy their advisor* as above average to excellent, while 29% rated their advisor as inadequate.
- Almost 93% of respondents rated their curricular experiences as average to excellent, with about 7% selecting below average.
- Over half (57%) of the respondents indicated their *practicum and internships were excellent in meeting their objectives*, while 29% selected above average, and 15% average.



### Master's Graduate Exit Survey Results

#### Q1 - Are you employed, or do you have a job lined up after graduation?

Answer	%	Count
Yes	84.21%	16
No	15.79%	3
Total	100%	19

#### Q2 - Does this job match with your field of study?

Question	School Counseling	n	College Counseling	n	Clinical Mental Health Counseling	n
Yes	88.89%	8	100.00%	1	100.00%	6
No	11.11%	1	0.00%	0	0.00%	0
Total	Total	9	Total	1	Total	6

Answer	%	Count
Yes	93.75%	15
No	6.25%	1
Total	100%	16

**Q3 - Please Select your Masters Track**

Answer	%	Count
School Counseling	52.63 %	10
College Counseling and Student Development	5.26%	1
Clinical Mental Health Counseling	42.11 %	8
Total	100%	19

**Q4 - Rate the adequacy of the faculty in general:**

Question	School Counseling	n	College Counseling	n	Clinical Mental Health Counseling	n
Excellent	12.50%	1	0.00%	0	25.00%	2
Above Average	37.50%	3	0.00%	0	25.00%	2
Average	50.00%	4	0.00%	0	50.00%	4
Below Average	0.00%	0	0.00%	0	0.00%	0
Inadequate	0.00%	0	0.00%	0	0.00%	0
Not Qualified to Respond	0.00%	0	0.00%	0	0.00%	0
Total	Total	8	Total	0	Total	8

Answer	%	Count
Excellent	18.75%	3
Above Average	31.25%	5
Average	50.00%	8
Below Average	0.00%	0
Inadequate	0.00%	0
Not Qualified to Respond	0.00%	0
Total	100%	16

$M = 3.69$ ;  $SD = 0.77$

**Q5 - Rate the adequacy of how you were oriented to the program once you were admitted into the program:**

Question	School Counseling	n	College Counseling	n	Clinical Mental Health Counseling	n
Not Qualified to Respond	0.00%	0	0.00%	0	0.00%	0
Inadequate	0.00%	0	0.00%	0	28.57%	2
Excellent	12.50%	1	0.00%	0	28.57%	2
Below Average	12.50%	1	0.00%	0	14.29%	1
Average	37.50%	3	0.00%	0	0.00%	0
Above Average	37.50%	3	0.00%	0	28.57%	2
Total	Total	8	Total	0	Total	7

Answer	%	Count
Excellent	20.00%	3
Above Average	33.33%	5
Average	20.00%	3
Below Average	13.33%	2
Inadequate	13.33%	2
Not Qualified to Respond	0.00%	0
Total	100%	15

$M = 3.33$ ;  $SD = 1.30$

**Q6 - Rate the adequacy of your advisor:**

Question	School Counseling	n	College Counseling	n	Clinical Mental Health Counseling	n
Excellent	57.14%	4	0.00%	0	28.57%	2
Above Average	42.86%	3	0.00%	0	42.86%	3
Average	0.00%	0	0.00%	0	0.00%	0
Below Average	0.00%	0	0.00%	0	0.00%	0
Inadequate	0.00%	0	0.00%	0	28.57%	2
Not Qualified to Respond	0.00%	0	0.00%	0	0.00%	0
Total	Total	7	Total	0	Total	7

Answer	%	Count
Excellent	42.86%	6
Above Average	42.86%	6
Average	0.00%	0
Below Average	0.00%	0
Inadequate	14.29%	2
Not Qualified to Respond	0.00%	0
Total	100%	14

$M = 4.00$ ;  $SD = 1.31$

**Q7 - Rate the curricular experiences in which you participated overall:**

Question	School Counseling	n	College Counseling	n	Clinical Mental Health Counseling	n
Excellent	14.29%	1	0.00%	0	28.57%	2
Above Average	14.29%	1	0.00%	0	42.86%	3
Average	57.14%	4	0.00%	0	28.57%	2
Below Average	14.29%	1	0.00%	0	0.00%	0
Inadequate	0.00%	0	0.00%	0	0.00%	0
Not Qualified to Respond	0.00%	0	0.00%	0	0.00%	0
Total	Total	7	Total	0	Total	7

Answer	%	Count
Excellent	21.43%	3
Above Average	28.57%	4
Average	42.86%	6
Below Average	7.14%	1
Inadequate	0.00%	0
Not Qualified to Respond	0.00%	0
Total	100%	14

$M = 3.64$ ;  $SD = 0.89$

**Q8 - Rate how well your practicum and internship met their objectives:**

Question	School Counseling	n	College Counseling	n	Clinical Mental Health Counseling	n
Excellent	42.86%	3	0.00%	0	71.43%	5
Above Average	28.57%	2	0.00%	0	28.57%	2
Average	28.57%	2	0.00%	0	0.00%	0
Below Average	0.00%	0	0.00%	0	0.00%	0
Inadequate	0.00%	0	0.00%	0	0.00%	0
Not Qualified to Respond	0.00%	0	0.00%	0	0.00%	0
Total	Total	7	Total	0	Total	7

Answer	%	Count
Excellent	57.14%	8
Above Average	28.57%	4
Average	14.29%	2
Below Average	0.00%	0
Inadequate	0.00%	0
Not Qualified to Respond	0.00%	0
Total	100%	14

$M = 4.43$ ;  $SD = 0.73$

**Q9 - Check the setting in which your internship took place:**

Question	School Counseling	n	College Counseling	n	Clinical Mental Health Counseling	n
College/University	0.00%	0	0.00%	0	28.57%	2
Public School	100.00%	7	0.00%	0	0.00%	0
Agency	0.00%	0	0.00%	0	42.86%	3
Other	0.00%	0	0.00%	0	28.57%	2
Total	Total	7	Total	0	Total	7



## **Doctoral Graduate Exit Survey**

### **Introduction**

The Doctoral Graduate Exit Survey was established and administered for the first time in April of 2018. In efforts to evaluate and assess our doctoral student experience, the survey may be used to gather data to use as a comparison to other cohorts. The information gathered from the surveys are one component of the *comprehensive and systematic counselor education program effectiveness assessment plan*. To ensure participant confidentiality, respondents completed an electronic survey via Qualtrics, a web-based survey data analysis service.

### **Method**

In April of 2020, surveys were distributed electronically to the ten graduating doctoral program students. Six of the ten electronic surveys were returned, however only three were entirely completed. Descriptive statistics were determined for each of the items across the sample. The survey used a Likert scale with rating of 5 (*Excellent*); 4 (*Above Average*); 3 (*Average*); 2 (*Below Average*); 1 (*Inadequate*); 0 (*Not Qualified to Respond*).

### **Results**

The following data pertain to all graduating doctoral-level students who responded to the survey items. Data are presented in tables with the number and percentages of respondents who selected a particular rating for ease of understanding. Data for the past and current years can be found in Appendix C.

### Doctoral Graduate Exit Survey Results Summary

- There were ten doctoral graduates in 2019-2020 academic year. Six responded to the exit survey, yielding a 30-60% response rate per item. Of these six respondents, only three completed the entire survey, with the other three not responded after question five.
- The relatively low response rates for some items suggest cautious and deliberate interpretation.
- Nearly 67% of respondents indicated they *had a job lined up*, with 100% in their field of study.
- Eight percent of respondent rated the *adequacy of the faculty* as average and 20% average as above average.
- Orientation to the program after being admitted was rated above average by 75% of respondents.
- Adequacy of advisor/chair was rated as excellent by all three participants that responded.
- Curricular and clinical experiences ratings ranged from average to excellent.
- Dissertation committees were rated above average to excellent.
- Connection to fellow classmates ranged from somewhat connected to very connected.

**Doctoral Graduate Exit Survey Results****Q1 - Are you employed, or do you have a job lined up after graduation?**

Answer	%	Count
Yes	66.67%	4
No	33.33%	2
Total	100%	6

**Q2 - Does this job match with your field of study?**

Answer	%	Count
Yes	100.00%	4
No	0.00%	0
Total	100%	4

**Q3 - Rate the adequacy of the faculty in general:**

Answer	%	Count
Excellent	0.00%	0
Above Average	20.00%	1
Average	80.00%	4
Below Average	0.00%	0
Inadequate	0.00%	0
Not Qualified to Respond	0.00%	0
Total	100%	5

$M = 3.20$ ;  $SD = 0.40$

**Q4 - Rate the adequacy of how you were oriented to the program once you were admitted into the program:**

Answer	%	Count
Excellent	0.00%	0
Above Average	75.00%	3
Average	25.00%	1
Below Average	0.00%	0
Inadequate	0.00%	0
Not Qualified to Respond	0.00%	0
Total	100%	4

$M = 3.75$ ;  $SD = 0.43$

**Q5 - Rate the adequacy of your advisor/chair:**

Answer	%	Count
Excellent	100.00%	3
Above Average	0.00%	0
Average	0.00%	0
Below Average	0.00%	0
Inadequate	0.00%	0
Not Qualified to Respond	0.00%	0
Total	100%	3

$M = 5.00$ ;  $SD = 0.00$

**Q6 - Rate the curricular experiences in which you participated overall:**

Answer	%	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%	3

$M = 4.00$ ;  $SD = 0.82$

**Q7 - Rate how well your clinical coursework met its objectives (i.e., Advanced Counseling Practicum, Internship, Teaching and Supervision Internship).**

Answer	%	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%	3

$M = 3.67$ ;  $SD = 0.94$

**Q8 - Check the setting in which your internship took place:**

Answer	%	Count
College/University	0.00%	0
Public School	33.33%	1
Agency	33.33%	1
Other	33.33%	1
Total	100%	3

**Q9 - Rate how well your experience was with your research/dissertation committee.**

Answer	%	Count
Excellent	66.67%	2
Above Average	33.33%	1
Average	0.00%	0
Below Average	0.00%	0
Inadequate	0.00%	0
Total	100%	3

$M = 4.67$ ;  $SD = 0.47$

**Q25 - Rate how connected you felt to the counselor education community and other doctoral students in the program.**

Answer	%	Count
Very Connected	66.67%	2
Connected	0.00%	0
Somewhat Connected	33.33%	1
Disconnected	0.00%	0
Total	100%	3

$M = 3.33$ ;  $SD = 0.94$

## **Internship Site Supervisor Exit Survey**

### **Introduction**

Each spring, the Counselor Education program administers electronic surveys via Qualtrics to internship site supervisors. This helps us assess and evaluate our program from a community engagement perspective. Additionally, it allows us to continually improve our communication with our site supervisors and better prepare our students to become professional counselors with multicultural and social justice counseling competence.

### **Method**

Thirty anonymous surveys were distributed electronically to 43 internship site supervisors, and 23 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*).

### **Results**

The following data pertain to site supervisors' ratings of master's level students' preparation and interaction with the university supervisor. Data are presented in tables with the number and percentages of respondents who selected a particular rating for ease of understanding. Data for the current and previous years can be found in Appendix D.



### Internship Site Supervisor Exit Survey Results Summary

- The Internship Site Supervisor Exit Survey was sent to 43 site supervisors with 23 completing, yielding a 53% response rate.
- Both school and college counseling supervisors each represented 39% of respondents, while clinical mental health counseling supervisors were 22%.
- More than half (52.17%) of respondents rated the *training of their intern prior to field placement* as extremely adequate.
- *Faculty working with the site supervisors* was rated as extremely adequate by the majority (67%) of respondents across Master's counseling programs.
- About 89% of respondents rated both school and college counseling as above average to excellent in *preparing them to be a site supervisor*, while the majority (60%) of clinical mental health counseling supervisors selected the average rating.
- Ninety-one percent of respondents indicated they would be willing to serve again as a site supervisor.

**Internship Site Supervisor Exit Survey Results****Q1 - Identify your intern's concentration area.**

Answer	%	Count
Clinical Mental Health Counseling	21.74%	5
College Counseling	39.13%	9
School Counseling	39.13%	9
Total	100%	23

**Q2 - How adequately trained by our program was your intern prior to becoming your intern?**

Answer	%	Count
Extremely adequate	52.17%	12
Somewhat adequate	43.48%	10
Neither adequate nor inadequate	4.35%	1
Somewhat inadequate	0.00%	0
Extremely inadequate	0.00%	0
Total	100%	23

Question	Clinical Mental Health Counseling	n	College Counseling	n	School Counseling	n
Extremely adequate	60.00%	3	44.44%	4	55.56%	5
Somewhat adequate	40.00%	2	55.56%	5	33.33%	3
Neither adequate nor inadequate	0.00%	0	0.00%	0	11.11%	1
Somewhat inadequate	0.00%	0	0.00%	0	0.00%	0
Extremely inadequate	0.00%	0	0.00%	0	0.00%	0
Total	Total	5	Total	9	Total	9

$M = 4.48$ ;  $SD = 0.58$

**Q3 - How well did our faculty supervisor work with you during the internship process?**

Answer	%	Count
Extremely adequate	60.87%	14
Somewhat adequate	30.43%	7
Neither adequate nor inadequate	4.35%	1
Somewhat inadequate	4.35%	1
Extremely inadequate	0.00%	0
Total	100%	23

Question	Clinical Mental Health Counseling	n	College Counseling	n	School Counseling	n
Extremely adequate	40.00%	2	100.00%	9	33.33%	3
Somewhat adequate	60.00%	3	0.00%	0	44.44%	4
Neither adequate nor inadequate	0.00%	0	0.00%	0	11.11%	1
Somewhat inadequate	0.00%	0	0.00%	0	11.11%	1
Extremely inadequate	0.00%	0	0.00%	0	0.00%	0
Total	Total	5	Total	9	Total	9

$M = 4.48$ ;  $SD = 0.77$

**Q4 - How well did our faculty prepare you for performing as a site supervisor?**

Answer	%	Count
Excellent	43.48%	10
Above Average	30.43%	7
Average	17.39%	4
Below Average	8.70%	2
Inadequate	0.00%	0
Total	100%	23

Question	Clinical Mental Health Counseling	n	College Counseling	n	School Counseling	n
Excellent	0.00%	0	55.56%	5	55.56%	5
Above Average	20.00%	1	33.33%	3	33.33%	3
Average	60.00%	3	11.11%	1	0.00%	0
Below Average	20.00%	1	0.00%	0	11.11%	1
Inadequate	0.00%	0	0.00%	0	0.00%	0
Total	Total	5	Total	9	Total	9

$M = 4.09$ ;  $SD = 0.97$

**Q5 - Would you be willing to supervise a NCSU student intern again?**

Answer	%	Count
Yes	91.30%	21
Maybe	8.70%	2
No	0.00%	0
Total	100%	23

Question	Clinical Mental Health Counseling	n	College Counseling	n	School Counseling	n
Yes	100.00%	5	100.00%	9	77.78%	7
Maybe	0.00%	0	0.00%	0	22.22%	2
No	0.00%	0	0.00%	0	0.00%	0
Total	Total	5	Total	9	Total	9

## **Universal Dispositions Skills Knowledge Competency Assessment (DSKCA)**

### **Introduction**

In April, 2019, the Counselor Education Program assessed student performance based on the Universal Dispositions Skills Knowledge Competency Assessment (DSKCA) by Soli and Stretch (2017). Instructors for each clinical course, including site supervisors, evaluated students on the DSKCA. The assessment is structured so that each instructor assesses students only on those competencies applicable to that specific course. The rating scale is a 5-point Likert scale (0-4) explained below. The Counselor Education faculty conducts a review of all students on a bi-annual (or more frequent) basis to determine each student's progress throughout the program. This structure is consistent with the policies, regulations, and rules of the graduate school governing regular assessment of students.

### **DSKCA Likert Scale**

Site supervisors used the DSKCA scale below to evaluate the student's competency/knowledge level associated with each DSKCA question:

Level 0: Student is unable to demonstrate competency or knowledge or engages in harmful delivery.

Level 1: Student demonstrates very limited knowledge or competency without prompting or assistance

Level 2: Student demonstrates somewhat limited knowledge or competency and may require prompting.

Level 3: Student demonstrates adequate knowledge or competency and requires little to no coaching.

Level 4: Student demonstrates a professional level of competency and detailed knowledge.

Did Not Observe (DNO): Only if student did not have opportunity to demonstrate.

The scoring for each of these levels was changed from a 0-4 scale to a 1-5 scale—where a mean score of 1 in the reports reflects the level 0 (student is unable to demonstrate competency or knowledge or engages in harmful delivery) in the scale above. The scoring change was necessary for clear statistical analysis and comparison between evaluation groups. Finally, the “Did Not Observe” option was eliminated from the statistical analysis so that this response did not negatively impact an evaluation group.

### **Response Rate Variance**

Although every student is required to have an evaluation completed by their site supervisor to complete their field experience, response rates across Master’s and doctoral counseling programs, semesters, midterms, and finals varied. Ideally, all evaluation groups and tracks should have 100% response rates. The varied response rates across evaluation groups are largely due to errors made by the site supervisors filling out the evaluation, limitations of the online assessment system (i.e., Qualtrics), and inadequate instructions for the supervisors and/or instructors completing the DSKCA. There are several critical response items within the DSKCA (i.e., student names, counseling program, midterm or final, site supervisor names) that are necessary to correctly filter and calculate response rates across programs and evaluation type (midterm or final). Unfortunately, not all these critical items were completed correctly or were left blank. Although corrections were made to several evaluations containing missing or incorrect data to increase the accuracy of this report, not all incorrect or missing responses across evaluations could be correctly identified. These incomplete or inaccurate evaluations were eliminated from the reports, which inevitably lowered response rates across evaluation groups.

### **Response Rates by Semester and Track**



<b>FALL 2019</b>				
<b>Program</b>	<b>PhD</b>	<b>College</b>	<b>CMH</b>	<b>School</b>
<b>N</b>	7	12	21	26
<b>Midterm RR (n)</b>	29% (2)	92% (11)	95% (20)	100% (26)
<b>Final RR (n)</b>	43% (3)	83% (10)	71% (15)	73% (19)

<b>Spring 2020</b>				
<b>Program</b>	<b>PhD</b>	<b>College</b>	<b>CMH</b>	<b>School</b>
<b>N</b>	14	12	19	18
<b>Midterm RR (n)</b>	93% (13)	75% (9)	74% (14)	100% (22)*
<b>Final RR (n)</b>	71% (10)	67% (8)	100% (20)*	100% (31)*

<b>Spring 2020</b>			
<b>Practicum</b>	<b>College</b>	<b>CMH</b>	<b>School</b>
<b>N</b>	16	20	22
<b>Midterm RR (n)</b>	100% (24)	95% (19)	100% (22)
<b>Final RR (n)</b>	100% (26)	100% (23)*	100% (22)*

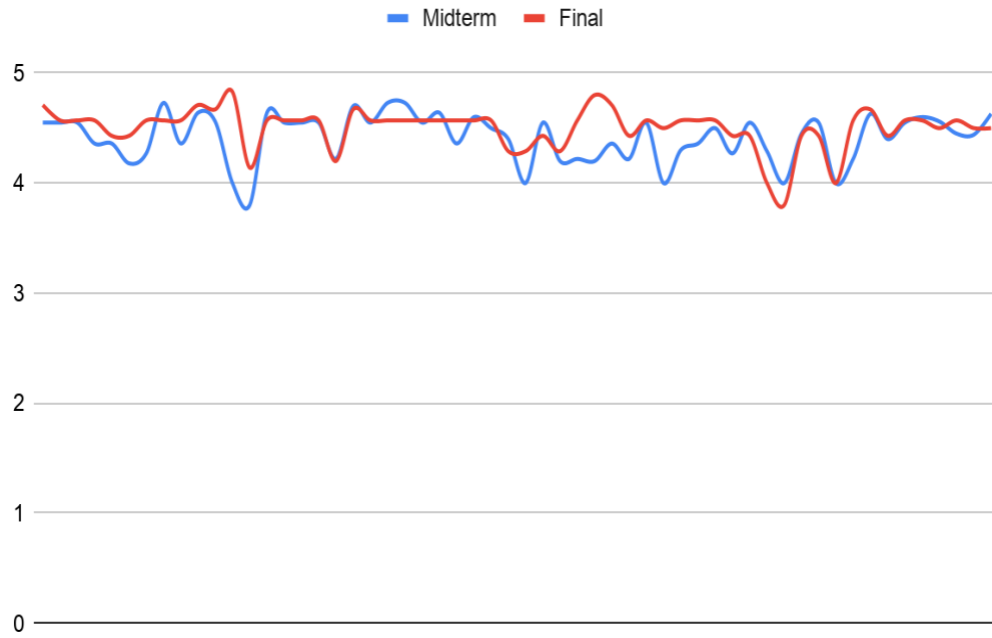
\*Some students receive more than one evaluation (i.e., multiple supervisors complete DSKCA)

### **DSKCA Results Summary**

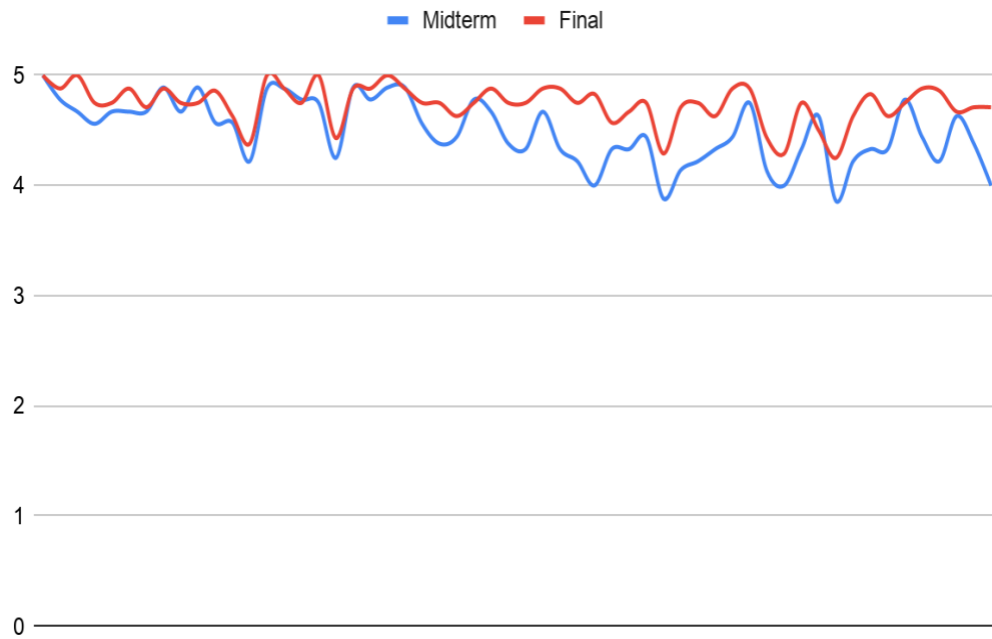
The DSKCA results indicated student proficiency across the domains measured (i.e., dispositions, skills, knowledge, competency). These results were consistent across programs, levels, and clinical experiences: on campus and online; master's and doctoral; and practicum and internship. Most ratings fell between Level 3 (i.e., 4 on the adjusted line chart) and Level 4 (i.e., 5 on the adjusted line chart). Level 3 indicated that students demonstrated adequate knowledge or competency and required little to no coaching (i.e., Level 3). At Level 4, students demonstrated a professional level of competency and detailed knowledge. A few charts showed dips to Level 2 (i.e., 3 on the adjusted line chart), which were mostly limited to midterm evaluations, reflecting limited knowledge or competency and may require prompting. There were two outliers represented by a couple of inverse peaks on the online School Counseling DSKCA Spring 2020, where it appears the lack of responses affected how the data is presented in the line charts.

## DSKCA Results Line Charts by Program and Semester

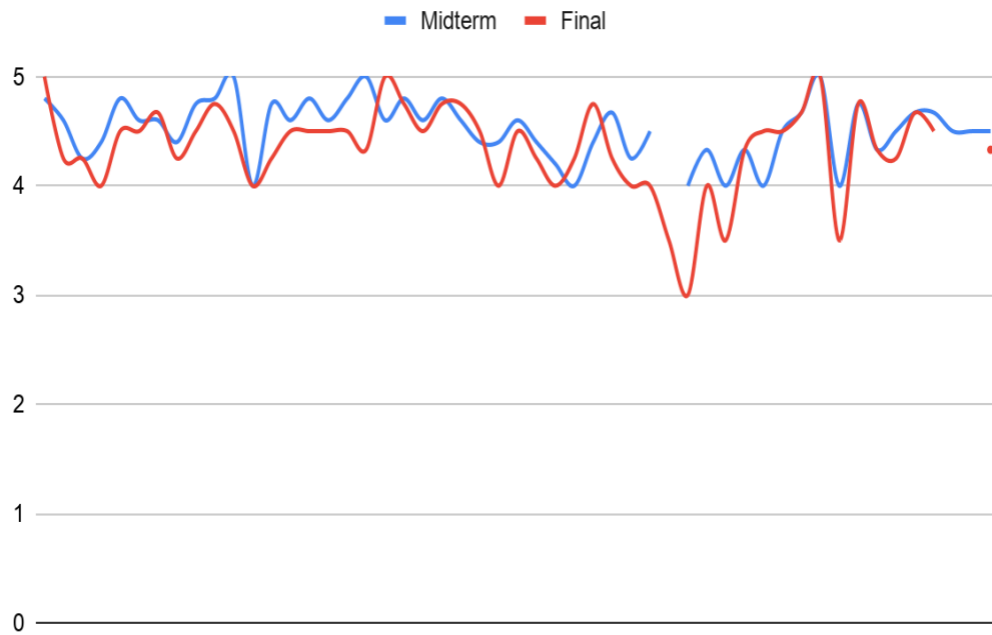
On Campus CMHC Internship Fall 2019 DSKCA



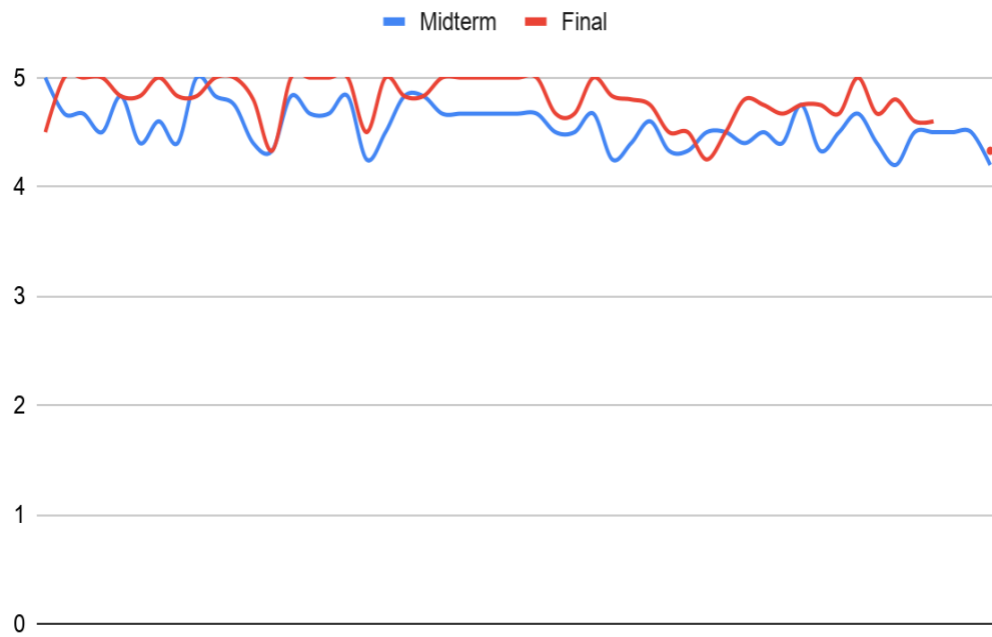
Online CMHC Fall 2019 Internship DSKCA



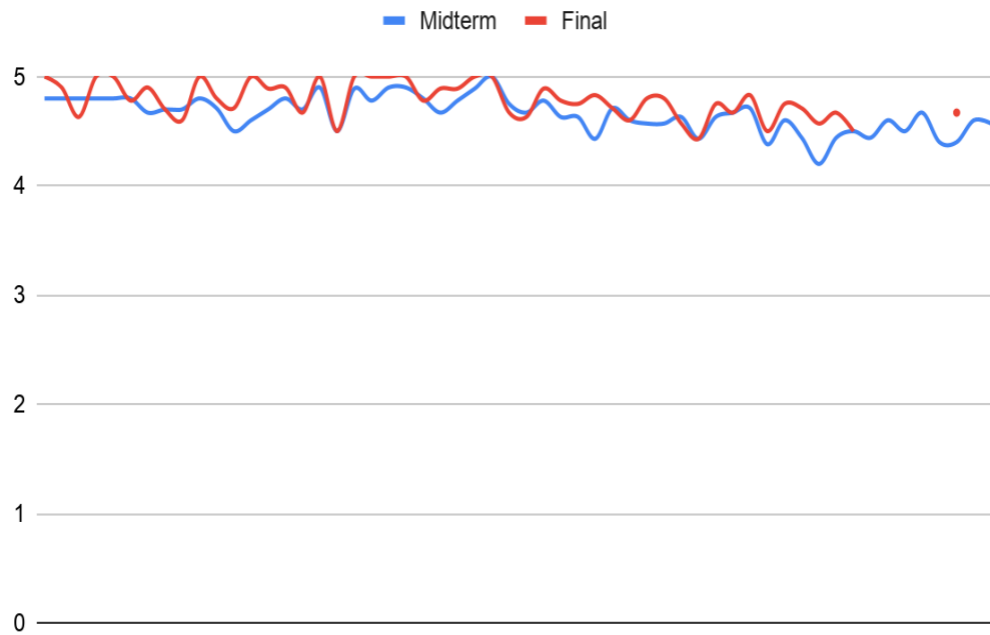
### On Campus CCSD Internship DSKCA Fall 2019



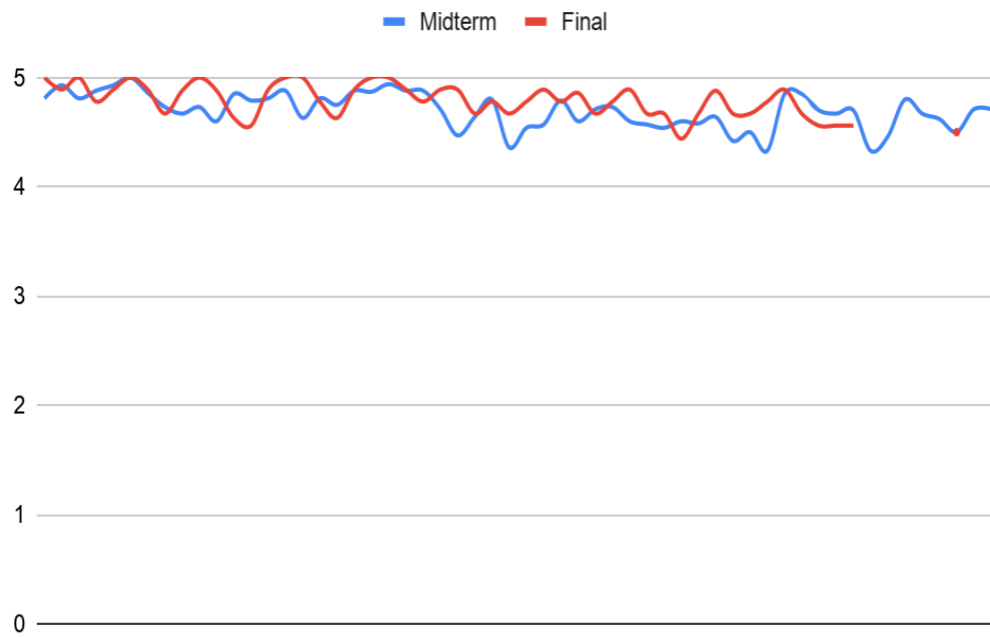
### Online CCSD Internship DSKCA Fall 2019



### On Campus SC Internship DSKCA Fall 2019

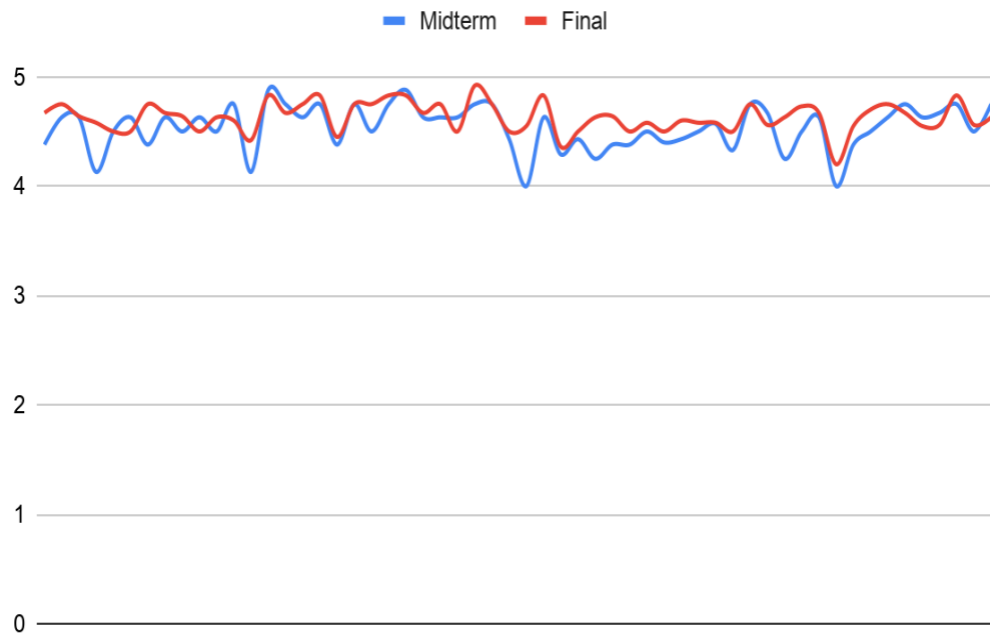


### Online SC Internship Fall 2019 DSKCA

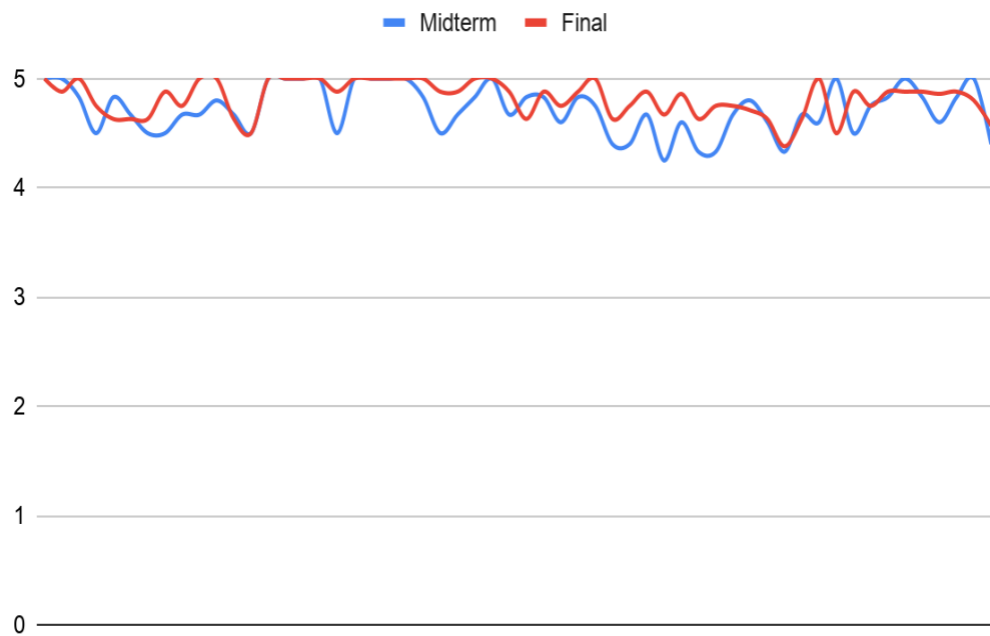




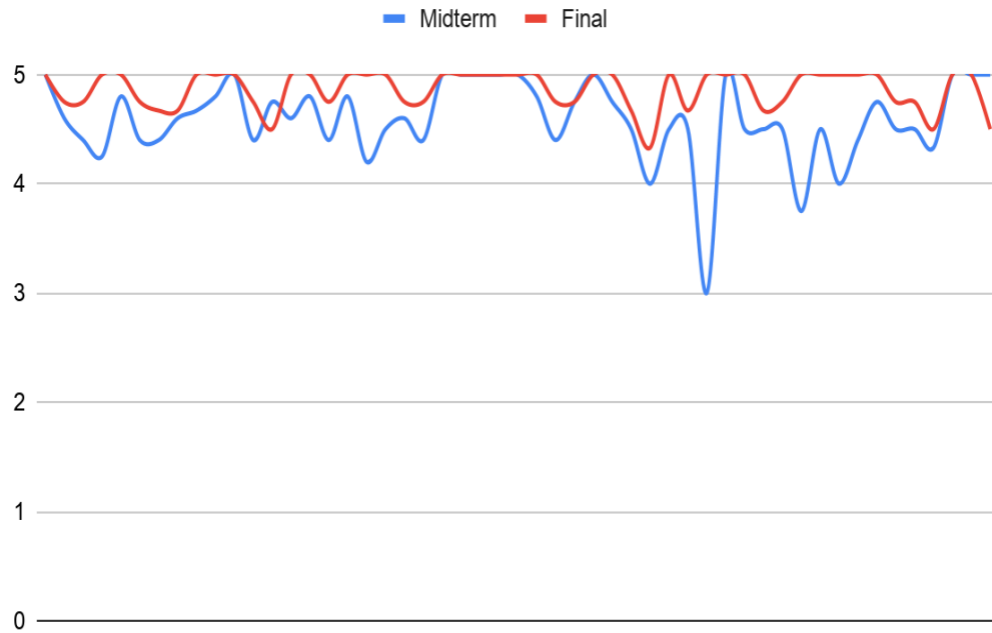
### On Campus CMHC Internship DSKCA Spring 2020



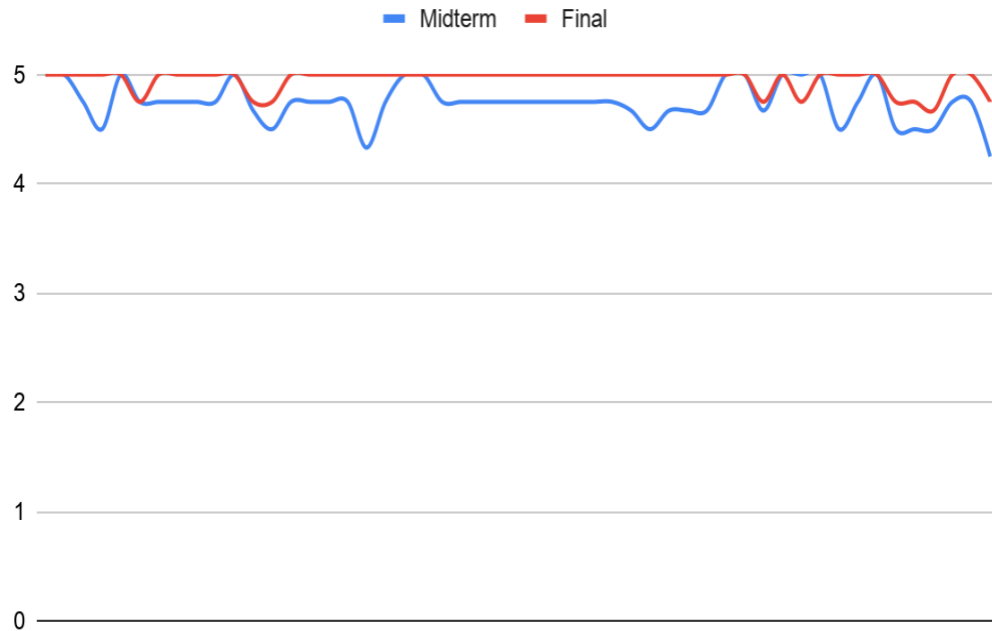
### Online CMHC Internship DSKCA Spring 2020



### On Campus CCSD Internship DSKCA Spring 2020

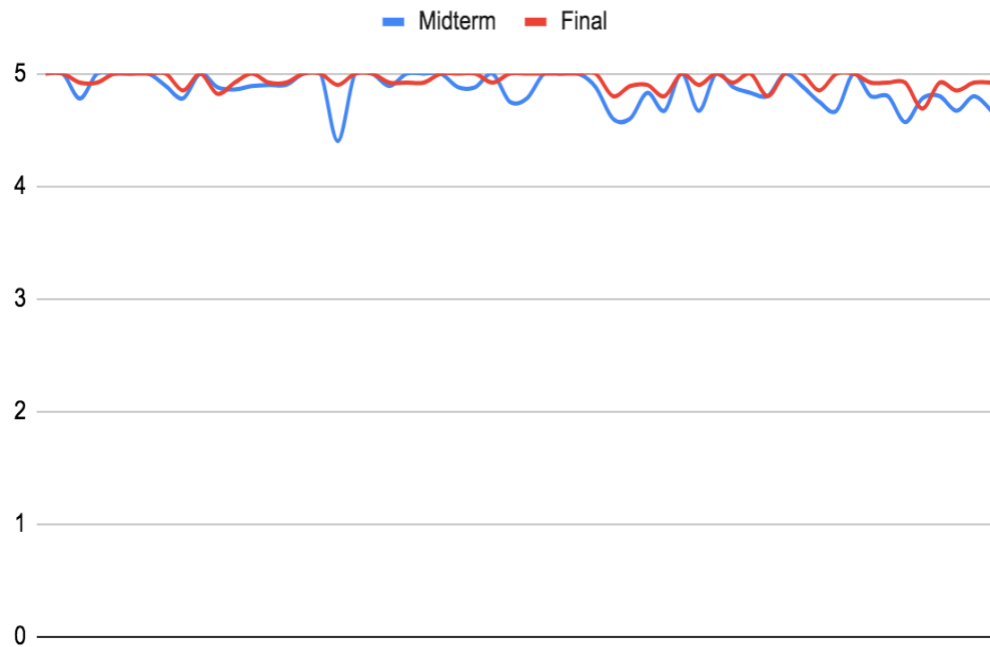


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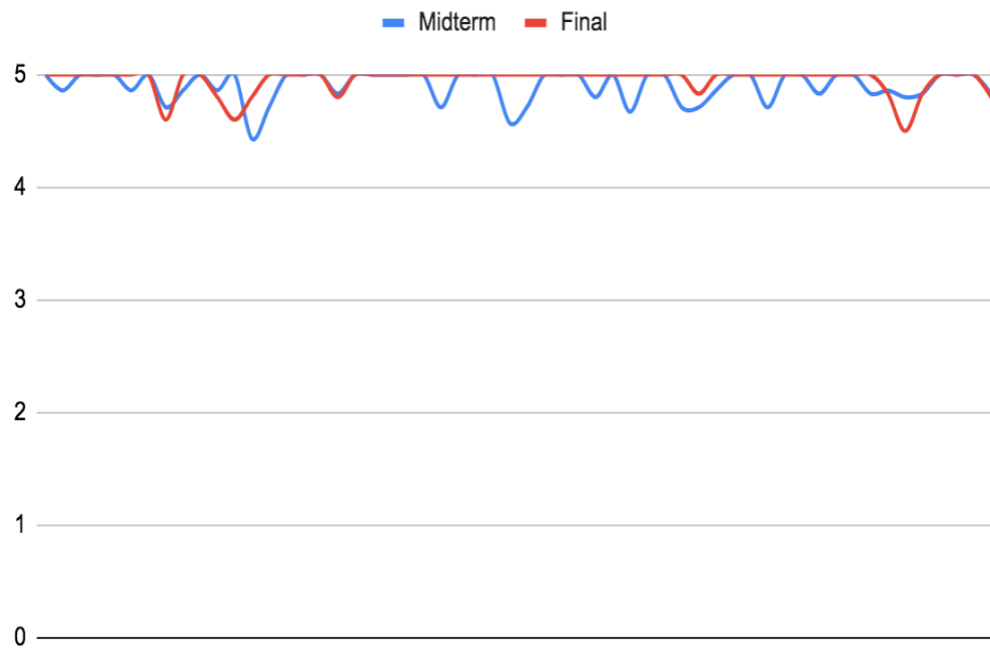




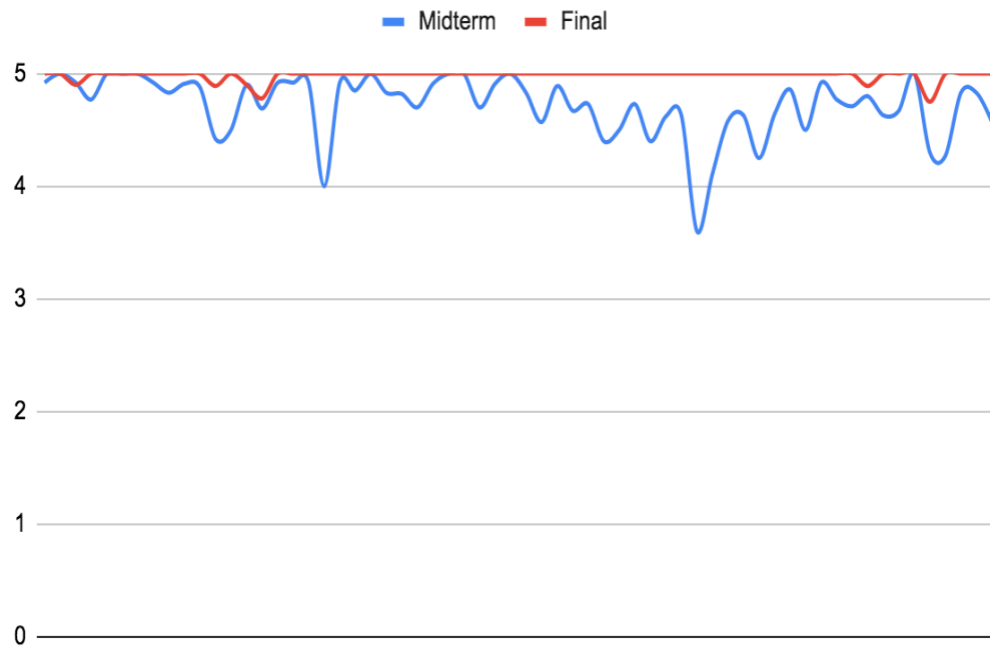
### On Campus SC Internship DSKCA Spring 2020



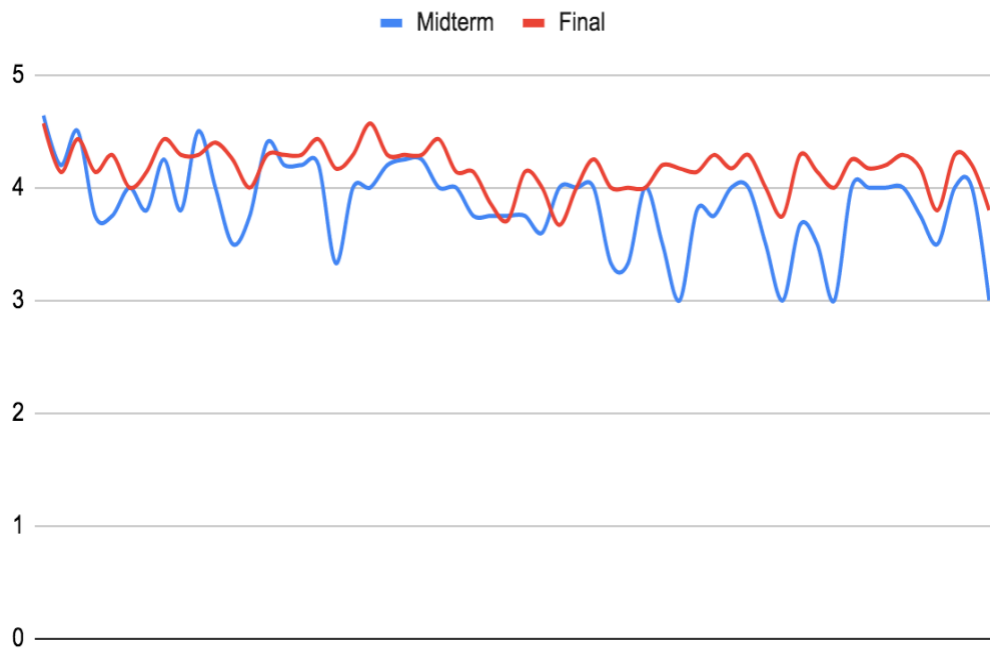
### Online School Counseling Internship DSKCA Spring 2020



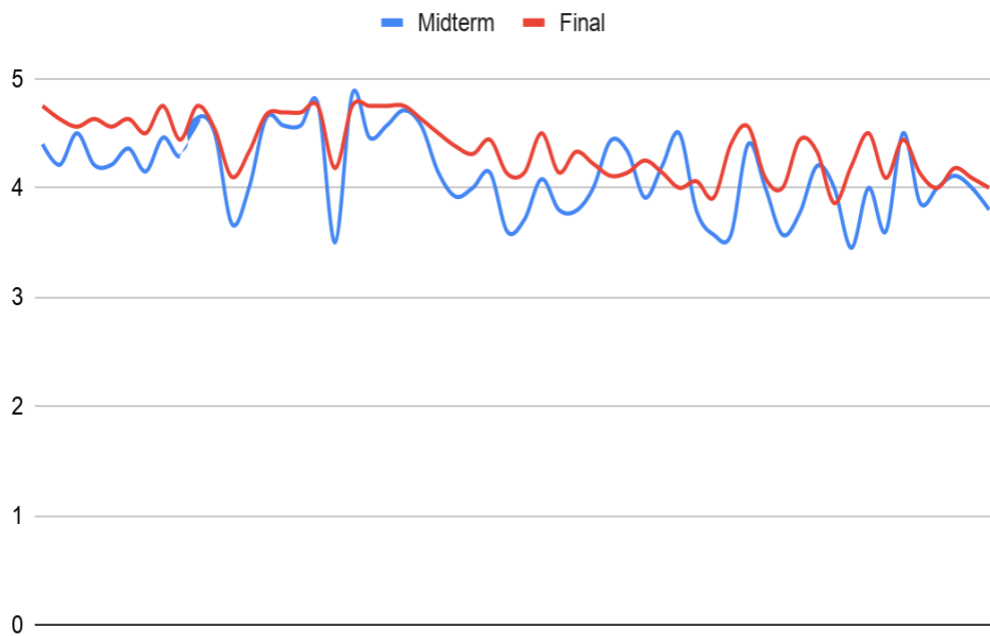
## PhD Practicum and Internship Course DSKCA Spring 2020



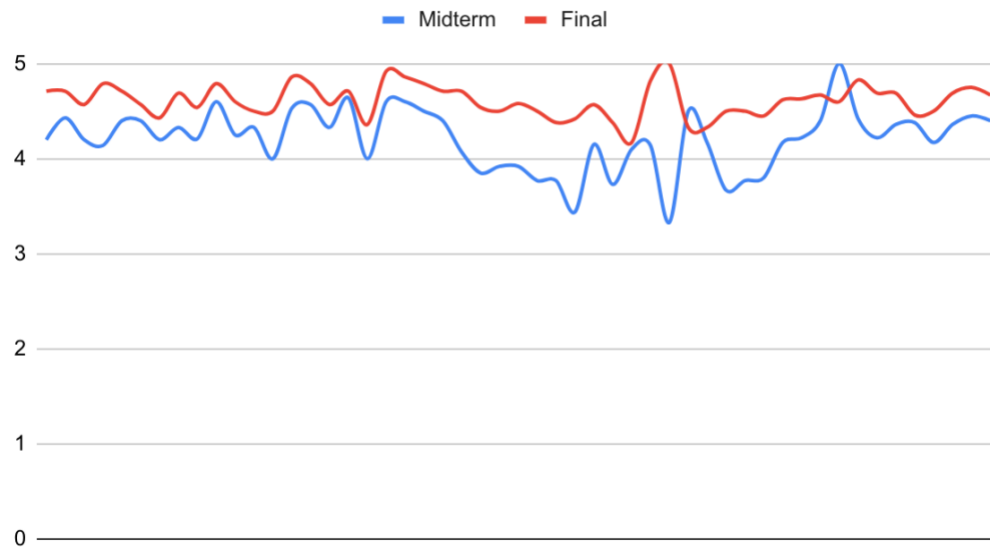
## On Campus CMHC Practicum DSKCA Spring 2020



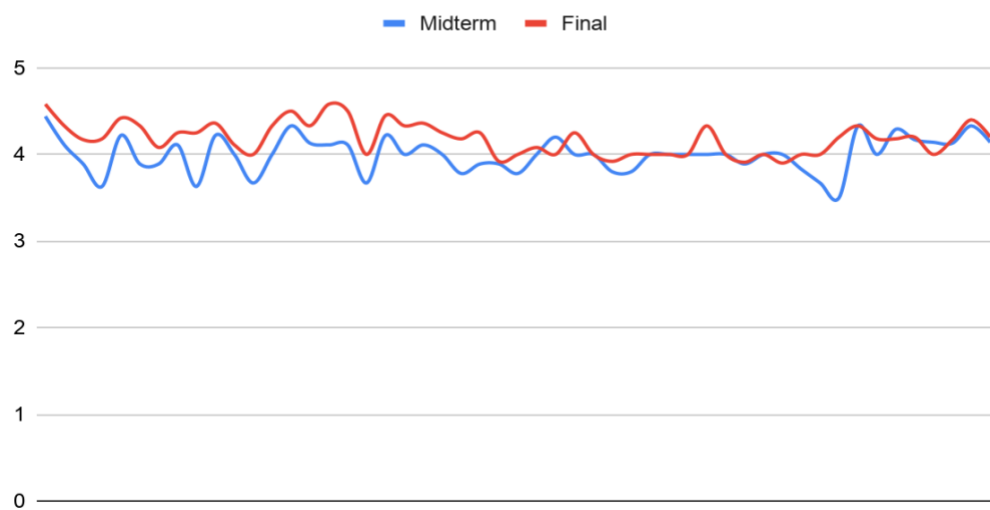
## Online CMHC Practicum DSKCA Spring 2020



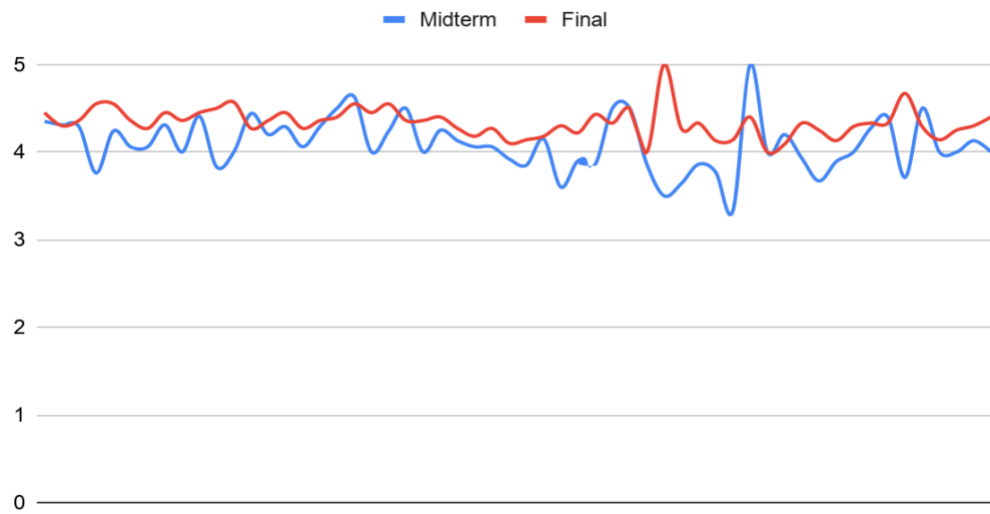
### On Campus CCSD Practicum DSKCA Spring 2020



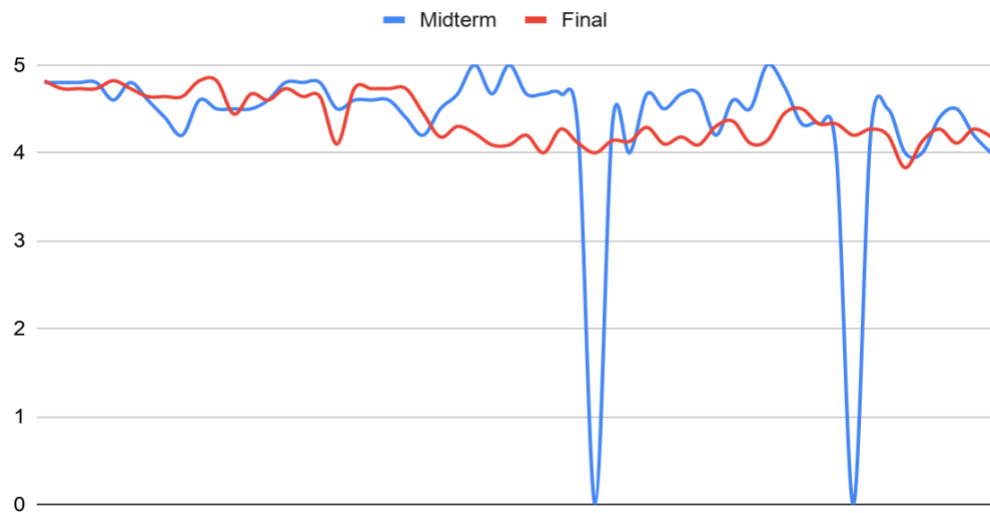
### Online CCSD Practicum DSKCA Spring 2020



### On Campus SC Practicum DSKCA Spring 2020



### Online SC Practicum DSKCA Spring 2020



## **Counselor Education Student Progress Assessment (CESPA)**

The CESPA is an instructor assessment of student progress related to expectations (i.e., below, meets, exceeds) for a particular content (i.e., non-clinical) course (e.g., multicultural counseling) related to 10 categories:

1. Course Assignments
2. Feedback Implementation
3. Self-Awareness
4. Professional Behavior
5. Ethical Behavior
6. Interpersonal Skills
7. Counseling Skills
8. Writing Skills
9. Research Skills
10. Multicultural and Social Justice Counseling Competence.

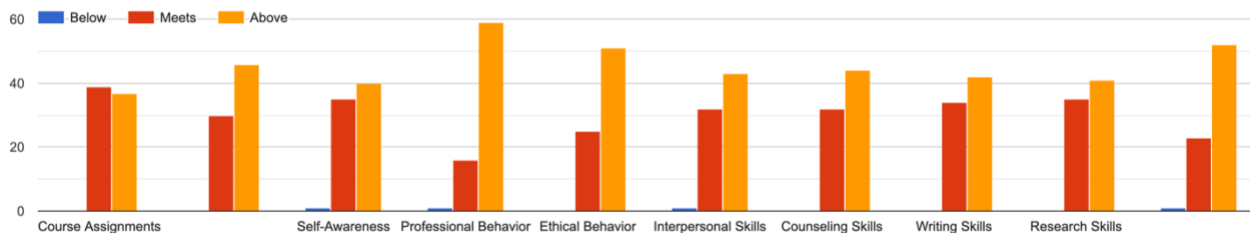
This assessment is a part of the *comprehensive and systematic counselor education program effectiveness assessment plan*. The CESPA measures Data from the CESPA are used with other program assessments for student and program development. In Spring 2020, the NC Counselor Education developed and initiated the first use of the CESPA.

### **CESPA Results Summary**

#### **Spring 2020**

Instructors for four courses: *Group Counseling, Clinical Assessment in Counseling, Multicultural Counseling, and Career Development and Counseling*, completed the CESPA in Spring 2020 for a total of 67 students. The majority of students were assessed to be above expectations in all categories with all students, except one, at least meeting expectations.

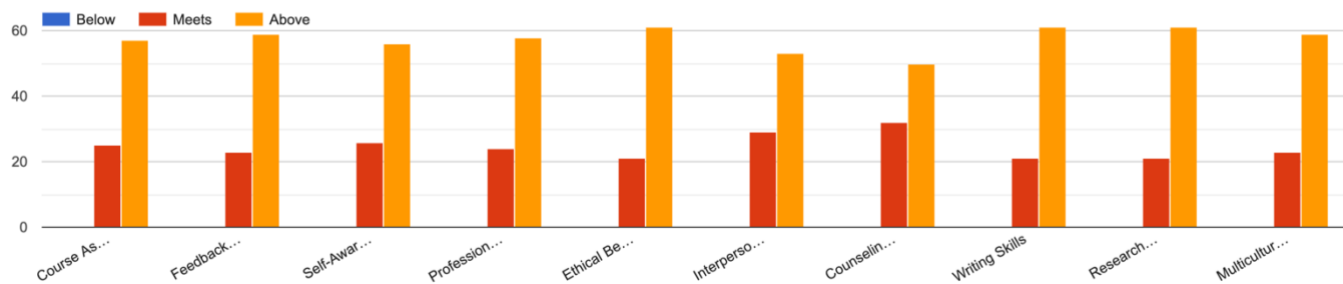
Please assess this student's progress related to EXPECTATIONS for this course using the categories and scale provided.



## Fall 2020

The instructors for two courses, *Techniques in Counseling* and *Multicultural Counseling*, completed the CESPA in Fall 2020 for a total of 82 students. Seventy percent of the students were in the online courses while thirty percent were in on-campus courses. Student progress for the majority of students was assessed as above expectations in all categories, with every student at least meeting expectations.

Please assess this student's progress related to EXPECTATIONS for this course using the categories and scale provided.



## Appendix A: DSKCA Questions

Q17	Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.
Q18	Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).
Q19	Student actively engages in learning and takes initiative in developing his or her counseling knowledge, skills, dispositions, and cultural competencies.
Q20	Student demonstrates adaptability with changing circumstances, unexpected events, and new situations.
Q21	Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.
Q22	Student demonstrates self-acceptance (i.e., being comfortable in his or her own skin); and is able to interact with others authentically and without pretense.
Q23	Student demonstrates self-awareness regarding his or her own belief systems, values, needs and limitations, and the effect of "self" on his or her work with others.
Q24	Student recognizes the limits of her or his counseling competencies and actively seeks to improve.
Q25	Student engages in an appropriate level of self-reflective practice through both verbal and written means.
Q26	Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.
Q27	Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.
Q28	Student engages in appropriate advocacy efforts on behalf of the profession.
Q29	Student utilizes appropriate self-care strategies.
Q30	Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.
Q31	Student completes all assigned tasks in an ethical and effective fashion.
Q32	Student appropriately seeks support and/or consultation and supervision.
Q33	Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.
Q34	Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.
Q35	Student utilizes technology responsibly and effectively.
Q36	Students demonstrates strong interpersonal skills with peers and university/site supervisors
Q37	Student is dependable in following through with professional responsibilities
Q39	Student conveys nonjudgmental attitude, unconditional positive regard, genuineness, respect, empathy, and caring for client through actions and words; is present with and open to client.
Q40	Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.
Q41	Student incorporates appropriate encouragers and open-ended prompts e.g., "tell me more about..." and minimizes unintentional agreements and repetitive phrasing, e.g., OK/right/yeah.
Q42	Student utilizes appropriate open and closed questioning and avoids overuse of leading, closed, and compound questions.
Q43	Student integrates appropriate paraphrasing (reflection of content and summarizing).
Q44	Student accurately reflects client feelings.
Q45	Student demonstrates advanced skills such as reflection of meaning, interpretation, and appropriate self-disclosure



Q46	Student uses empathic confrontation and notes discrepancies in client content, affect, and/ or nonverbal cues.
Q47	Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.
Q48	Student incorporates advanced counseling skills such as immediacy and humor when appropriate.
Q49	Student addresses relevant systemic factors that impact client functioning.
Q50	Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.
Q51	Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.
Q52	Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.
Q53	Student assesses if and/or how past and present crisis and trauma may impact client functioning.
Q54	Student explores and assesses the role addiction of any kind may play in client functioning, e.g., actively engages and broaches the topics.
Q55	Student screens for potential abuse and applies appropriate protocols based on information gathered.
Q58	Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.
Q59	Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research.
Q60	Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.
Q61	Student accurately and promptly completes necessary, record keeping, third party reimbursement, and other practice and/or management requirements.
Q62	Student effectively utilizes a range of environmental assessments, systematic behavioral observations, symptom checklists, personality, and psychological testing as appropriate.
Q63	Student effectively utilizes diagnostic process, including differential diagnosis and the use of diagnostic classification systems, such as the DSM-5 and/or the ICD.
Q64	Student effectively incorporates principles, models, and documentation for case conceptualization and client treatment planning.
Q65	Student conducts appropriate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
Q66	Student considers the impact of psychopharmacological medications on client outcomes including classifications, indications, and contraindications; assesses need for appropriate medical referral and consultation.
Q67	Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
Q68	Student mindfully concludes the counseling relationship using appropriate termination practices.
Q69	Student integrates crisis interventions and trauma-informed strategies in their counseling.
Q70	Students will demonstrate knowledge of and skills related to ethical professional counseling practice.
Q71	Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.
Q72	Students will demonstrate knowledge and application of career development to the practice of professional counseling.
Q73	Students will demonstrate knowledge and skills of consultation and wellness models.
Q74	Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques.
Q77	Students will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings.

Q78	Students will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.
Q79	Students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all K–12 students through data-informed school counseling programs.
Q80	Students will develop and/or follow school counseling program mission statements and objectives.
Q81	Students will design and evaluate school counseling programs.
Q82	Students will demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
Q83	Students will use interventions to promote academic development.
Q84	Students will use developmentally appropriate career counseling interventions and assessments.
Q85	Students will demonstrate techniques of personal/social counseling in school settings.
Q86	Students will apply strategies to facilitate school and postsecondary transitions.
Q87	Student actively engages in learning and developing his or her knowledge, skills, dispositions, and cultural competencies in the field of counselor supervision (e.g., investigates opportunities for developing a personal style of clinical supervision).
Q88	Student engages in appropriate leadership efforts on behalf of the profession.
Q89	Student demonstrates advanced integration and application of appropriate constructs of counseling theory and/or supervision models and theory in his or her clinical practice.
Q90	Student utilizes appropriate instructional and curriculum design methods (including blended and online) relevant to counselor education.
Q91	Student utilizes appropriate instructional and curriculum delivery methods relevant to counselor education.
Q92	Student understands and demonstrates effective screening, remediation, and gatekeeping functions and strategies relevant to teaching.

Program Type	DSKCA Program Specific Items	
PhD, CMH	Q54	Student explores and assesses the role addiction of any kind may play in client functioning, e.g., actively engages and broaches the topics.
PhD, CMH	Q61	Student accurately and promptly completes necessary, record keeping, third party reimbursement, and other practice and/or management requirements.
PhD, CMH	Q62	Student effectively utilizes a range of environmental assessments, systematic behavioral observations, symptom checklists, personality, and psychological testing as appropriate.
PhD, CMH	Q63	Student effectively utilizes diagnostic process, including differential diagnosis and the use of diagnostic classification systems, such as the DSM-5 and/or the ICD.
PhD, CMH	Q64	Student effectively incorporates principles, models, and documentation for case conceptualization and client treatment planning.
PhD, CMH	Q65	Student conducts appropriate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
PhD, CMH	Q66	Student considers the impact of psychopharmacological medications on client outcomes including classifications, indications, and contraindications; assesses need for appropriate medical referral and consultation.
CC	Q77	Students will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings.
PhD, CMH	Q78	Students will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.
SC	Q79	Students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all K–12 students through data-informed school counseling programs.
SC	Q80	Students will develop and/or follow school counseling program mission statements and objectives.
SC	Q81	Students will design and evaluate school counseling programs.
SC	Q82	Students will demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
SC, CC	Q83	Students will use interventions to promote academic development.
SC	Q85	Students will demonstrate techniques of personal/social counseling in school settings.
SC	Q86	Students will apply strategies to facilitate school and postsecondary transitions.
PhD	Q87	Student actively engages in learning and developing his or her knowledge, skills, dispositions, and cultural competencies in the field of counselor supervision (e.g., investigates opportunities for developing a personal style of clinical supervision).
PhD	Q88	Student engages in appropriate leadership efforts on behalf of the profession.
PhD	Q89	Student demonstrates advanced integration and application of appropriate constructs of counseling theory and/or supervision models and theory in his or her clinical practice.
PhD	Q90	Student utilizes appropriate instructional and curriculum design methods (including blended and online) relevant to counselor education.
PhD	Q91	Student utilizes appropriate instructional and curriculum delivery methods relevant to counselor education.
PhD	Q92	Student understands and demonstrates effective screening, remediation, and gatekeeping functions and strategies relevant to teaching.

**Appendix B: Master's Graduate Exit Survey Annual Data**

*Rate the adequacy of the faculty in general.*

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

2017-2018  $M = 4.55$ ;  $SD = 0.60$

2018-2019  $M = 4.36$ ;  $SD = 0.66$

2019-2020  $M = 3.69$ ;  $SD = 0.77$

*Rate the adequacy of your advisor.*

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

2017-2018  $M = 4.67$ ;  $SD = 0.72$

2018-2019  $M = 3.77$ ;  $SD = 1.42$

2019-2020  $M = 4.00$ ;  $SD = 1.31$

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

2016-2017  $M = 4.08$ ;  $SD = 0.79$

2017-2018  $M = 4.27$ ;  $SD = 0.88$

2018-2019  $M = 4.14$ ;  $SD = 0.79$

2019-2020  $M = 3.64$ ;  $SD = 0.89$

*Rate how well your internship met its objectives.*

2016-2017  $M = 4.36$ ;  $SD = 0.67$

2017-2018  $M = 4.47$ ;  $SD = 0.74$

2018-2019  $M = 4.59$ ;  $SD = 0.73$

2019-2020  $M = 4.43$ ;  $SD = 0.73$

**Appendix C: Doctoral Graduate Exit Survey Annual Data**

*Rate the adequacy of the faculty in general.*

2017-2018  $M = 4.67$ ;  $SD = 0.58$

2018-2019  $M = 4.50$ ;  $SD = 0.71$

2019-2020  $M = 3.20$ ;  $SD = 0.40$

*Rate the adequacy of your advisor.*

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

2018-2019  $M = 5.00$ ;  $SD = 0.00$

2019-2020  $M = 5.00$ ;  $SD = 0.00$

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

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

2018-2019  $M = 4.50$ ;  $SD = 0.71$

2019-2020  $M = 4.00$ ;  $SD = 0.82$

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

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

2018-2019  $M = 4.50$ ;  $SD = 0.71$

2019-2020  $M = 3.67$ ;  $SD = 0.94$

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

2017-2018  $M = 4.0$ ;  $SD = 1.00$

2018-2019  $M = 5.0$ ;  $SD = 0.00$

2019-2020  $M = 4.67$ ;  $SD = 0.47$

**Appendix D: Internship Site Supervisor Exit Survey Annual Data**

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

2016-2017  $M = 3.92$ ;  $SD = 0.67$

2017-2018  $M = 4.55$ ;  $SD = 0.60$

2018-2019  $M = 4.55$ ;  $SD = 0.94$

2019-2020  $M = 4.48$ ;  $SD = 0.58$

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

2016-2017  $M = 4.58$ ;  $SD = 0.67$

2017-2018  $M = 4.14$ ;  $SD = 1.13$

2018-2019  $M = 4.55$ ;  $SD = 0.76$

2019-2020  $M = 4.09$ ;  $SD = 0.97$

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

2016-2017  $M = 4.42$ ;  $SD = 0.52$

2017-2018  $M = 3.95$ ;  $SD = 1.29$

2018-2019  $M = 4.65$ ;  $SD = 0.99$

2019-2020  $M = 4.48$ ;  $SD = 0.77$