

NC STATE UNIVERSITY

College of Education

Educational Leadership, Policy, and Human Development

Summary of Master's and Doctoral Program Evaluation

Counselor Education Program

2018-2019

Prepared by

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Summary: Recommendations for Curriculum/Program Changes

1. Graduating Students Survey:

Overall, the findings of entry-level graduating student responses (n=22) showed excellent to average ratings across a variety of domains with the most favorable areas being adequacy of the overall faculty and the experience with the research/dissertation committees. No curriculum/program changes are recommended.

The responses of the graduating doctoral students (n=2) showed excellent to average ratings across a variety of domains with the most favorable areas being adequacy of the overall faculty and the experience with the research/dissertation committees. No curriculum/program changes are recommended. The number of responses was small. It is recommended that faculty/advisors should encourage graduating students to complete the survey upon dissertation completion, which should help increase completion rates. Also, given the small size of the doctoral student group, interviews or other methods can be considered for collecting student responses in addition to the surveys.

2. Master's Practicum (DSKCA Assessment):

Based on the results, the Counselor Education Program should consider specific ways to improve their teaching and training in related classes as follows:

- . advanced skills, application of counseling theory into practice, and use of evidenced based therapeutic intervention strategies in theories and techniques of counseling (ECD 530), and techniques of counseling (ECD 562)
- . diagnostic process in clinical assessment in counseling (ECD 561)
- . impacts of psychopharmacological medications on client outcomes in substance abuse in counseling (ECD 590)
- . application of counseling theory into practice, use of evidence-based therapeutic intervention strategies, and record-keeping, third-party reimbursement and other practice in practicum in counseling (ECD 642)

Since there are classes covering the above topics, there is no need for program-level changes.

3. Doctoral Internship Survey (DSKCA Assessment)

This survey shows that our students have very high mean scores overall. The findings are excellent and affirm our good teaching and quality programs. At this time, there are no recommendations for curriculum/program changes.

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 both 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 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.

Survey of Graduating Master's Students

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 gleaned from the surveys are just one component of the comprehensive assessment of the program's effectiveness.

Method

In April of 2019, surveys were distributed electronically to each of the 39 graduating master's program students. Twenty-three electronic surveys were returned and 22 of them were complete.

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. 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

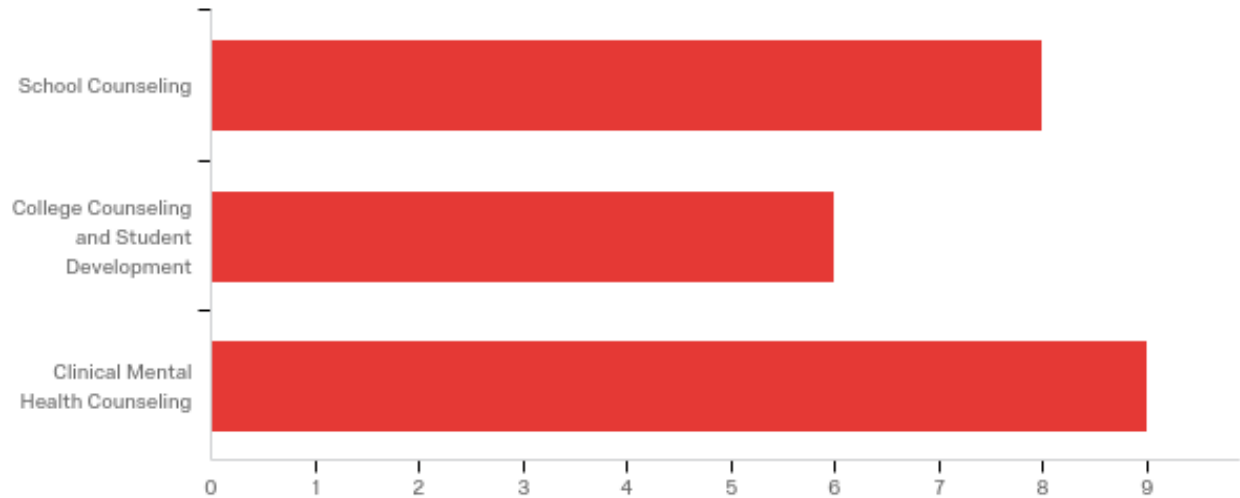


Table 1

Respondent's Area of Concentration

Area of Concentration	%	Count
School Counseling	34.78	8
College Counseling and Student Development	26.09	6
Clinical Mental Health Counseling	39.13	9
Total	100	23

Survey of Graduating Master's Students

Question 2: Rate the adequacy of the faculty in general

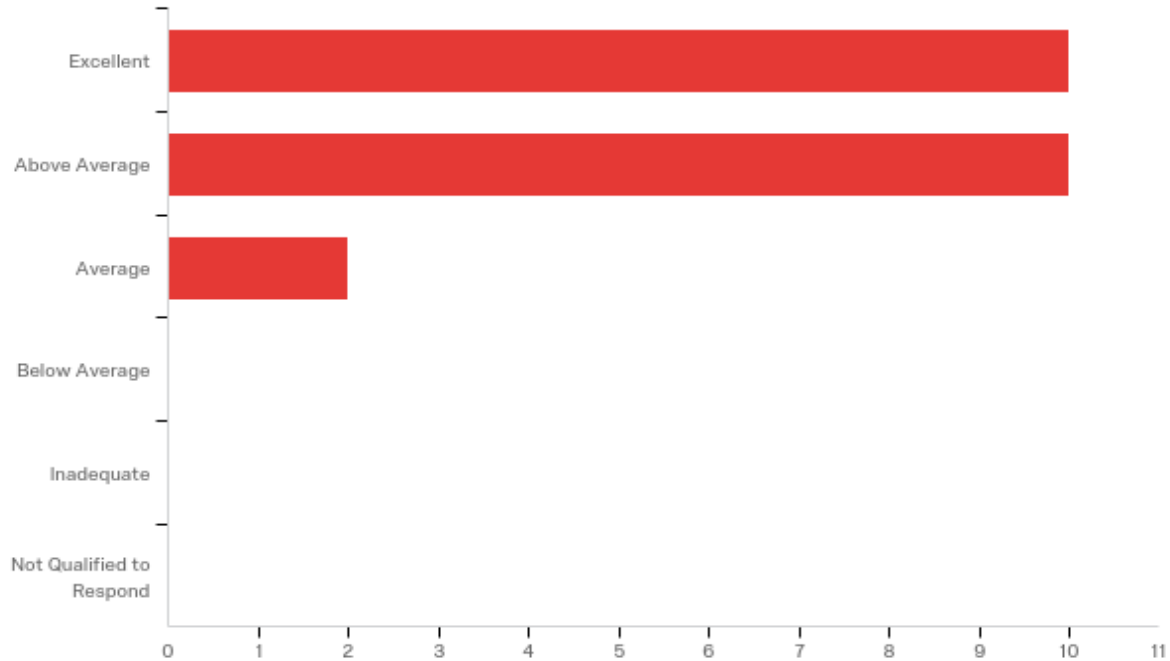


Table 2

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

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Excellent	67.00(6)	20.00(1)	62.50(5)	46.00	10
Above Average	33.00(3)	40.00(2)	37.50(3)	46.00	10
Average	0.00	40.00(2)	0.00	8.00	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 (5)	100.00 (8)	100.00	22

Note. Total program sample $M = 4.36$; $SD = .66$ (M = mean; SD = sample standard deviation).

Survey of Graduating Master's Students

Question 3: Rate the adequacy of your advisor:

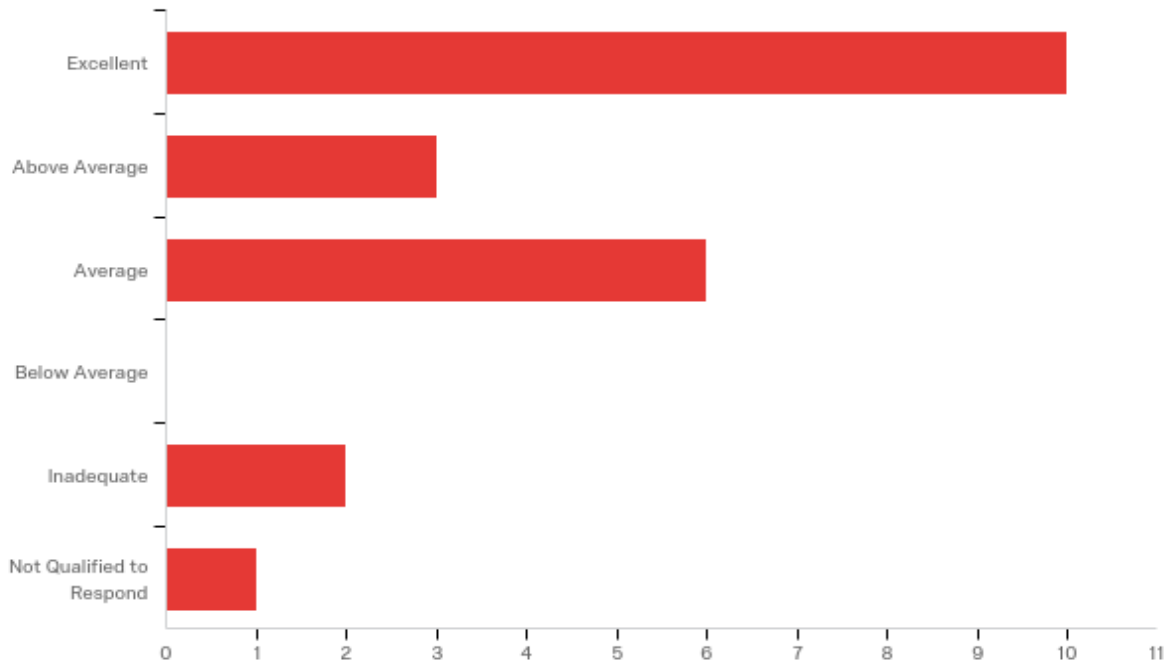


Table 3

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

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Excellent	45.00 (4)	33.00 (2)	50.00 (4)	45.00	10
Above Average	22.00 (2)	0.00	12.50(1)	14.00	3
Average	11.00 (1)	50.00(3)	25.00(2)	27.00	6
Below Average	0.00	0.00	0.00	0.00	0
Inadequate	22.00(2)	17.00(1)	0.00	9.00	2
Not Qualified to Respond	11.00(1)*	0.00	0.00	0.00	1
Total	100.00 (9)	100.00 (6)	100.00 (7)	100.00	22

Note. *Was not counted toward totals. Total program sample $M = 3.77$; $SD = 1.42$ (M = mean;

SD = sample standard deviation).

Survey of Graduating Master's Students

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

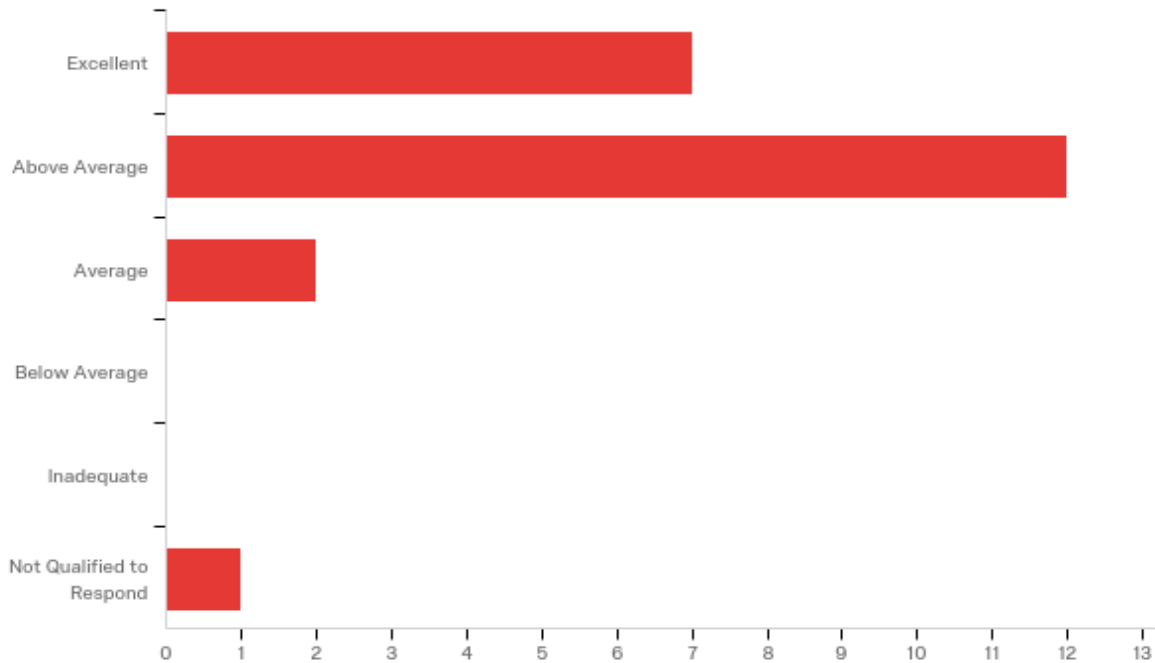


Table 4

Percentage of Respondent's Rating of Curricular Experiences

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Excellent	44.50 (4)	17.00(1)	29.00 (2)	31.82	7
Above Average	44.50 (4)	66.00 (4)	57.00 (4)	54.55	12
Average	11.00 (1)	17.00(1)	0.00	9.09	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	14.00(1)	4.55	1
Total	100.00 (9)	100.00 (6)	100.00 (7)	100.00	22

Note. Total program sample $M = 4.14$; $SD = .79$ (M = mean; SD = sample standard deviation).

Survey of Graduating Master's Students

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

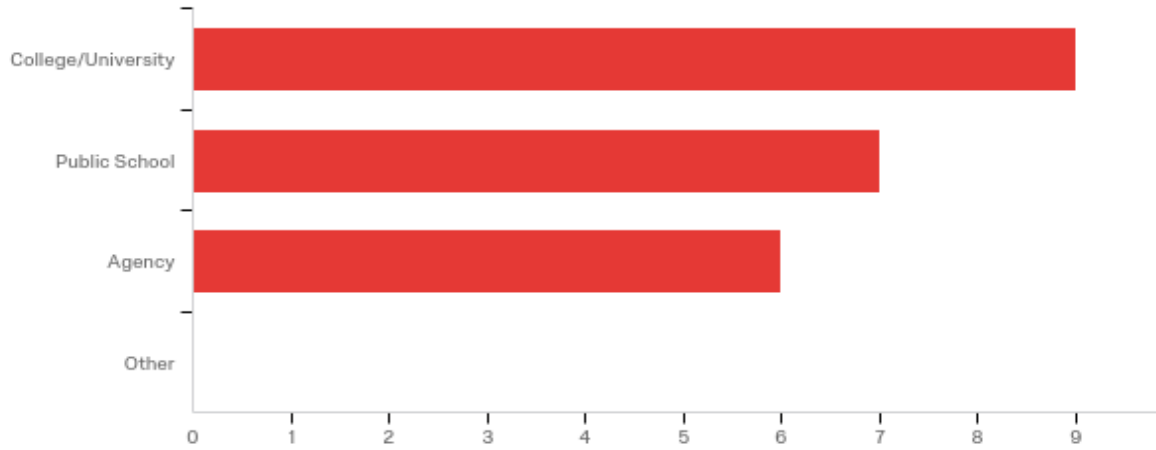


Table 5

Percentage of Respondent's Internship Setting

Setting	%	Count
College/University	40.91	9
Public School	31.82	7
Agency	27.27	6
Other	0.00	0
Total	100	22

Survey of Graduating Master's Students

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

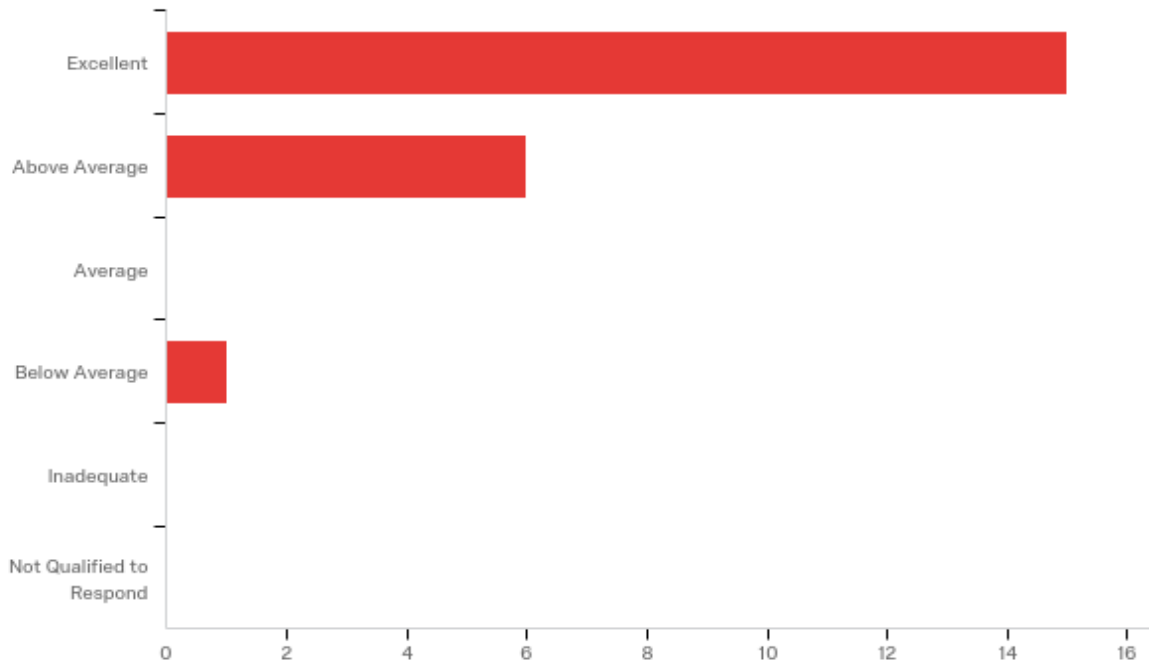


Table 6

Percentage of Respondent's Rating of Practicum and Internship Objectives

Rating	Clinical % / (n)	College %/ (n)	School % /(n)	Total Program%	Total Count
Excellent	67.00 (6)	33.00 (2)	100.0 (7)	68.18	15
Above Average	33.00 (3)	50.00(3)	0.00	27.27	6
Average	0.00	0.00	0.00	0.00	0
Below Average	0.00	17.00(1)	0.00	4.55	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 (6)	100.00 (7)	100	22

Note. Total program sample $M = 4.59$; $SD = .73$ (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 this report, due to the 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 slightly in 2018-2019 ($n=22$, 56%), compared to 2017-2018 ($n=16$; 55%). The number of respondents has also risen since 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 45% of the time and above average 45%. This was a slight decrease from the previous year ($M = 4.36$, $SD = .66$, 2018-2019; $M = 4.63$; $SD = .72$, 2017-2018). Adequacy of the advising relationship was the most significant decrease from last year to this year ($M = 3.77$, $SD = 1.42$, 2018-2019; $M = 4.67$, $SD = .72$, 2017-2018) Two respondents (9% of sample) rated the faculty as being below average or inadequate. Comparatively, respondents rated their advisor as excellent and above average 59% of the time. In regard to curricular experience, 86.37% of respondents rated their experience as excellent (31.82%) to above average (54.55%). This is almost identical to reports from the previous year ($M = 4.14$; $SD = .79$, 2018-2019; $M = 4.27$, $SD = .88$, 2017-2018). In the final question, internship experience was viewed favorably, with 95.45% of respondents rating their experience as excellent or above average, with only one respondent (4.55%) rating experience as below average. This finding was an increase from the prior year ($M = 4.59$, $SD = .73$, 2018-2019; $M = 4.47$, $SD = .74$, 2017-2018). After the program opened a second CCERC clinic on campus in Spring 2018, more opportunities for internships were arranged there.

Recommendations for Curriculum/Program Changes

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. The rating on the adequacy of the advising relationship decreased this year, the program faculty should pay more attention to this area and increase their support for their advisees. The faculty will work toward ensuring all students receive quality advising and support that is consistent across advisors in the different Masters level counseling tracks. No specific curriculum changes are recommended. The survey results 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 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 results of this survey are one component of the ongoing process for programmatic feedback and improvement. To ensure participant confidentiality, respondents completed an electronic survey via Qualtrics, a web-based survey data analysis service.

Method: In April of 2019, surveys were distributed electronically to the three graduating doctoral program students. Two of the three 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. Due to small number of graduating doctoral students, only two students responded to the survey. 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.

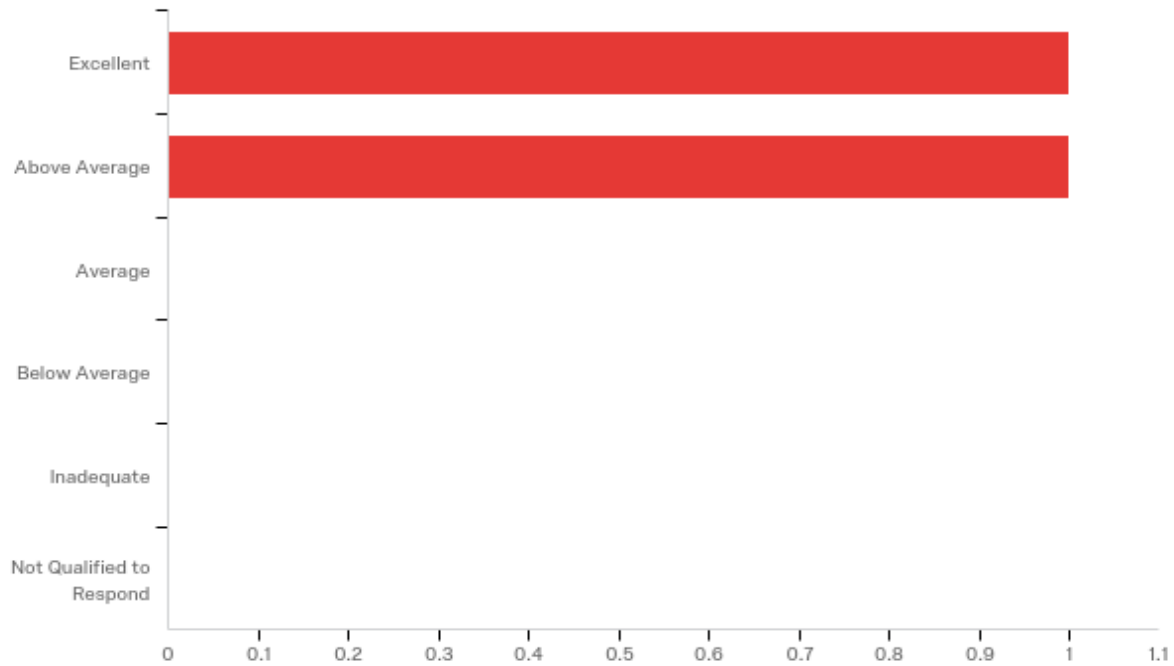


Table 7

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

Rating	%	Count
Excellent	50.00	1
Above Average	50.00	1
Average	0.00	0
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	100	2

Note. Total program sample $M = 4.5$; $SD = .71$ (M = mean; SD = sample standard deviation).

Survey of Graduating Doctoral Students

Question 2: Rate the adequacy of your advisor:

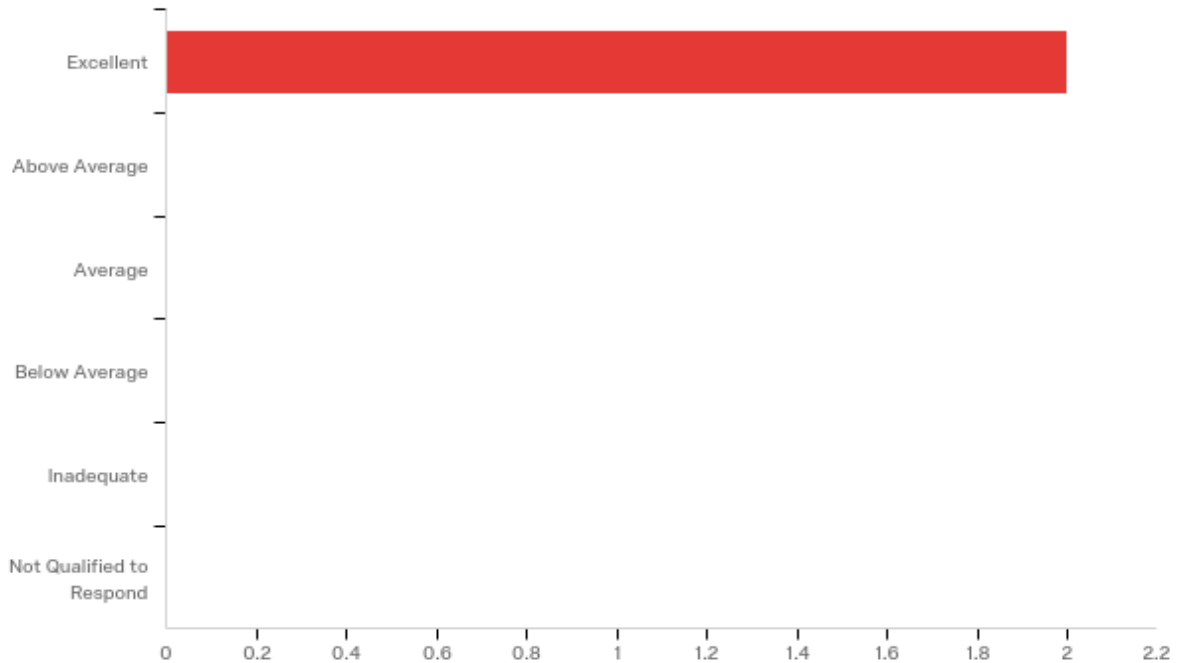


Table 8

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

Rating	%	Count
Excellent	100.00	2
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	2

Note. Total program sample $M = 5$; $SD = 0.00$ (M = mean; SD = sample standard deviation).

Survey of Graduating Doctoral Students

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

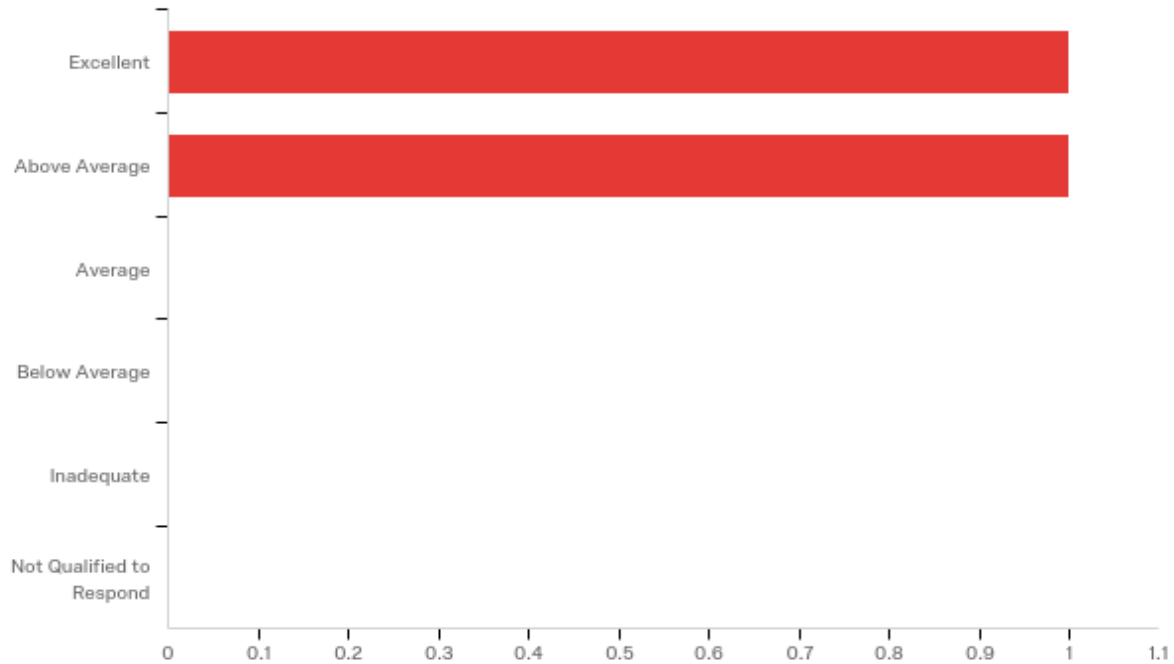


Table 9

Percentage of Respondent's Rating of Curricular Experiences

Rating	%	Count
Excellent	50.00	1
Above Average	50.00	1
Average	0.00	0
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	50.00	1

Note. Total program sample $M = 4.5$; $SD = .71$ (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.

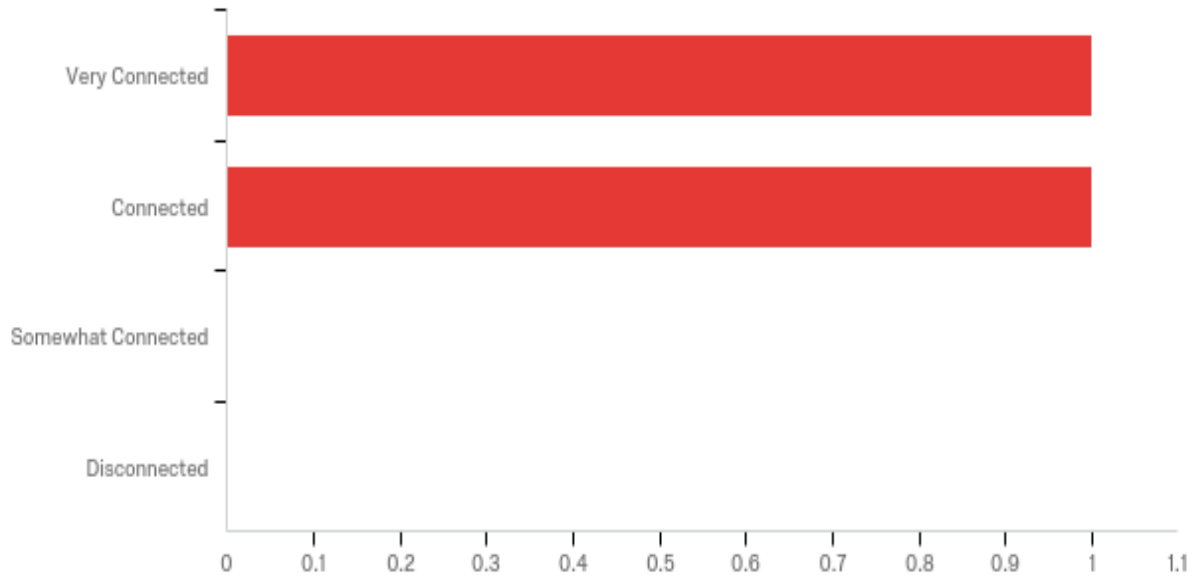


Table 10

Percentage of Respondent's Rating of Connection to Community

Rating	%	Count
Excellent	50.00	1
Above Average	50.00	1
Average	0.00	0
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	50.00	1

Note. Total program sample $M = 4.5$; $SD = .71$ (M = mean; SD = sample standard deviation).

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

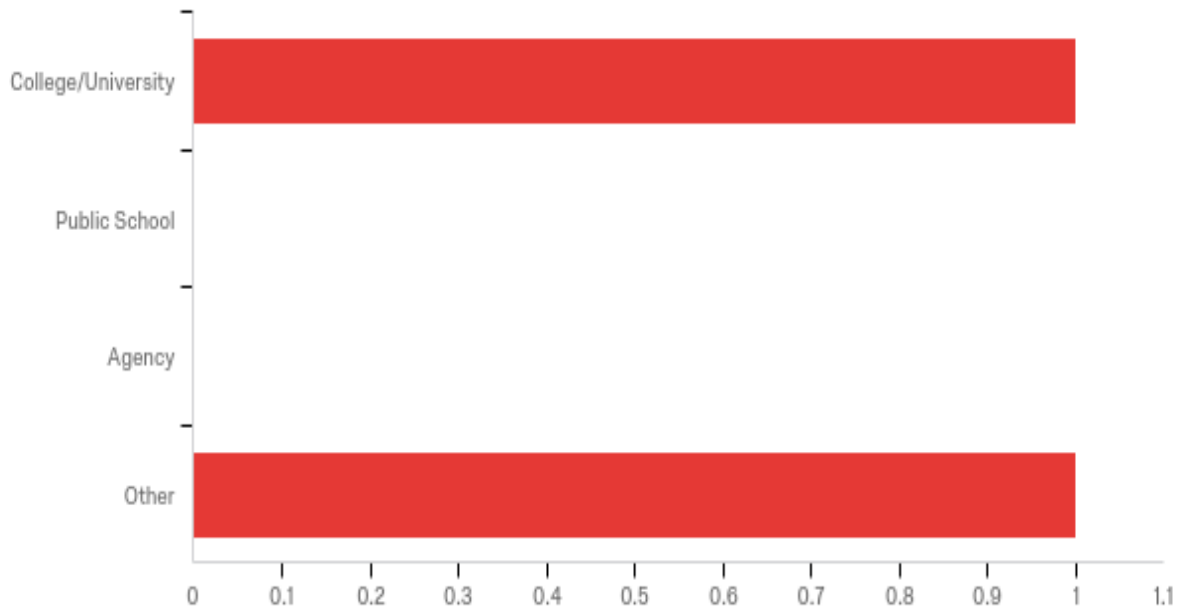


Table 11

Percentage of Respondent's Internship Setting

Setting	%	Count
College/University	50.00	1
Public School	0.00	0
Agency	0.00	0
Other	50.00	1
Total	100	2

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).

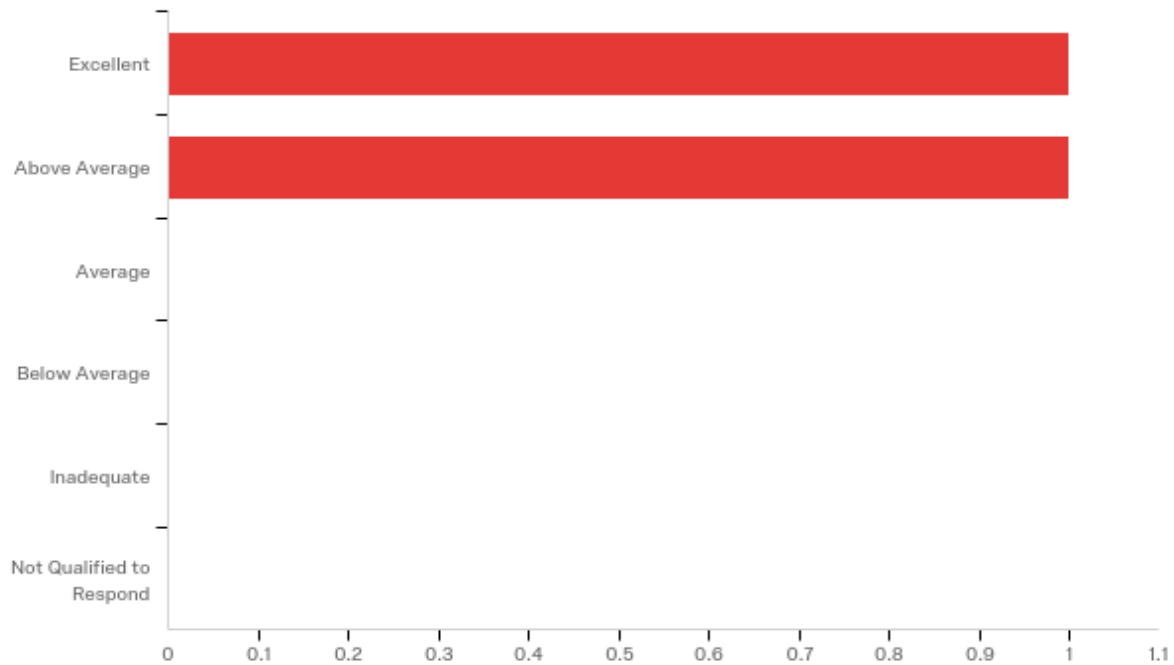


Table 12

Percentage of Respondent's Rating of Clinical Coursework Objectives

Rating	%	Count
Excellent	50.00	1
Above Average	50.00	1
Average	0.00	0
Below Average	0.00	0
Inadequate	0.00	0
Not Qualified to Respond	0.00	0
Total	100	2

Note. Total program sample $M = 4.5$; $SD = 0.71$ (M = mean; SD = sample standard deviation).

Survey of Graduating Doctoral Students

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

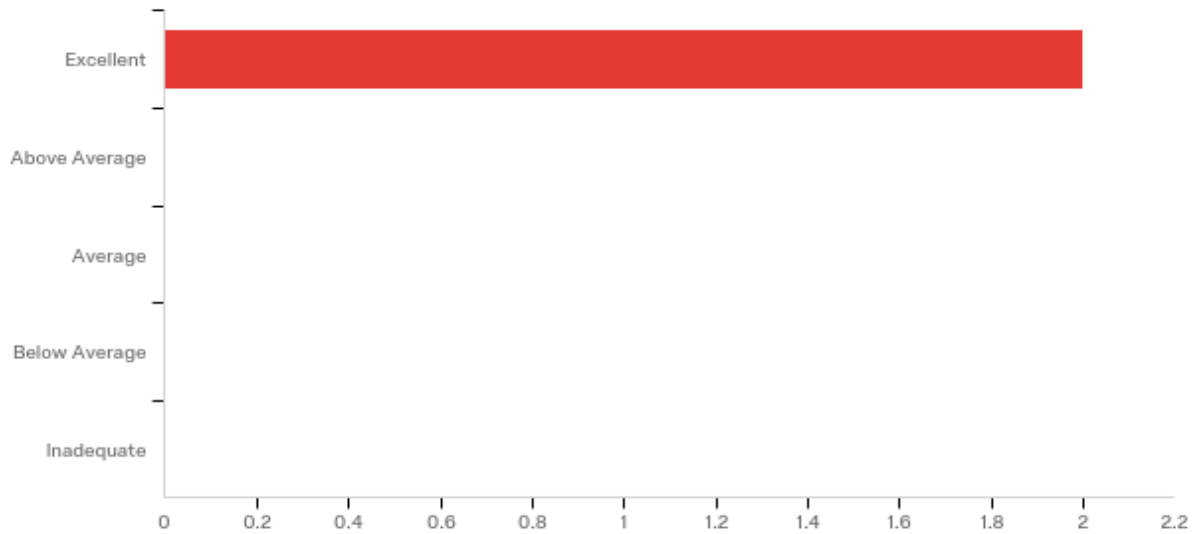


Table 13

Percentage of Respondent's Rating of Research/Dissertation Committee

Rating	%	Count
Excellent	100.00	2
Above Average	0.00	0
Average	0.00	0
Below Average	0.00	0
Inadequate	0.00	0
Total	100.00	2

Note. Total program sample $M = 5.0$; $SD = 0$ (M = mean; SD = sample standard deviation).

Discussion and Recommendations for Curriculum/Program Changes

The 2018-19 year was the second year that graduating doctoral information was collected via survey. Although the number of students is small, the survey yielded a response rate of 67%.

However, the program should continue to increase the response rate of the survey.

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 experience with the research/dissertation committees. No curriculum/program changes are recommended. It is recommended that faculty/advisors should encourage graduating students to complete the survey upon dissertation completion, which should help increase completion rates. Also, given the small size of the doctoral student group, interviews or other methods can be considered for collecting student responses in addition to the surveys.

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 perspective. Additionally, it allows us to continually 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 supervisors' ratings of master's level students' preparation and interaction with the university supervisor. Of the 36 site supervisors, 22 were returned, and 20 complete responses were analyzed. Data are presented via individual survey questions, bar graphs, percentages, frequency counts, and total population means and standard deviations. Data for the current and previous year can be found in Appendix F.

Survey of Internship Site Supervisors

Question 1: Identify your intern's area of concentration.

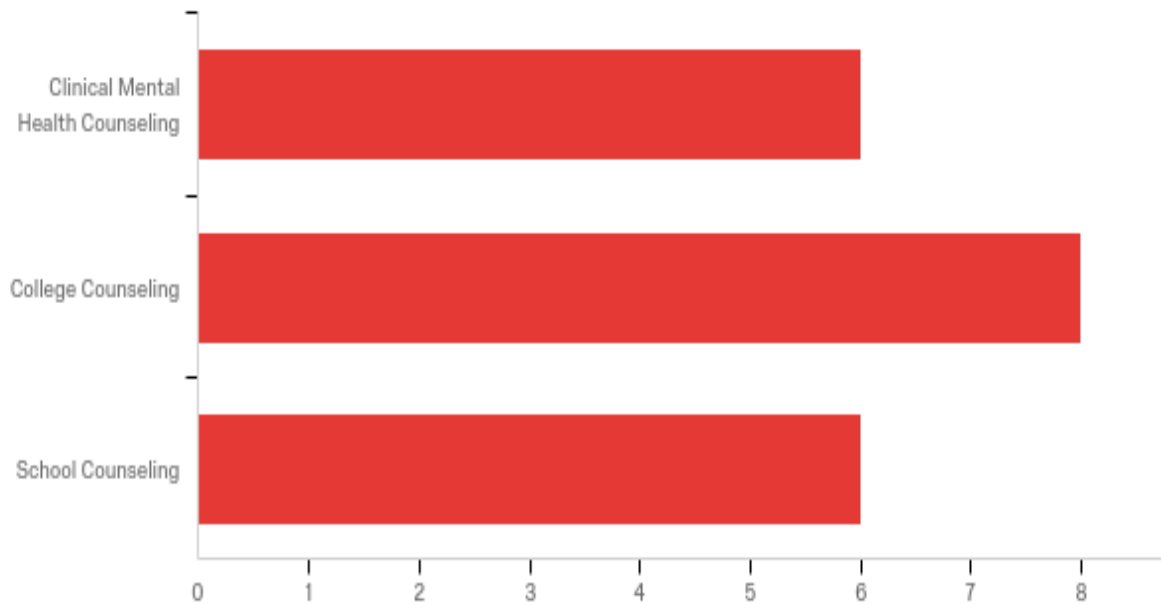


Table 14

Intern's Area of Concentration

Area of Concentration	%	Count
School Counseling	30.00	6
College Counseling and Student Development	40.00	8
Clinical Mental Health Counseling	30.00	6
Total	100	20

Survey of Internship Site Supervisors

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

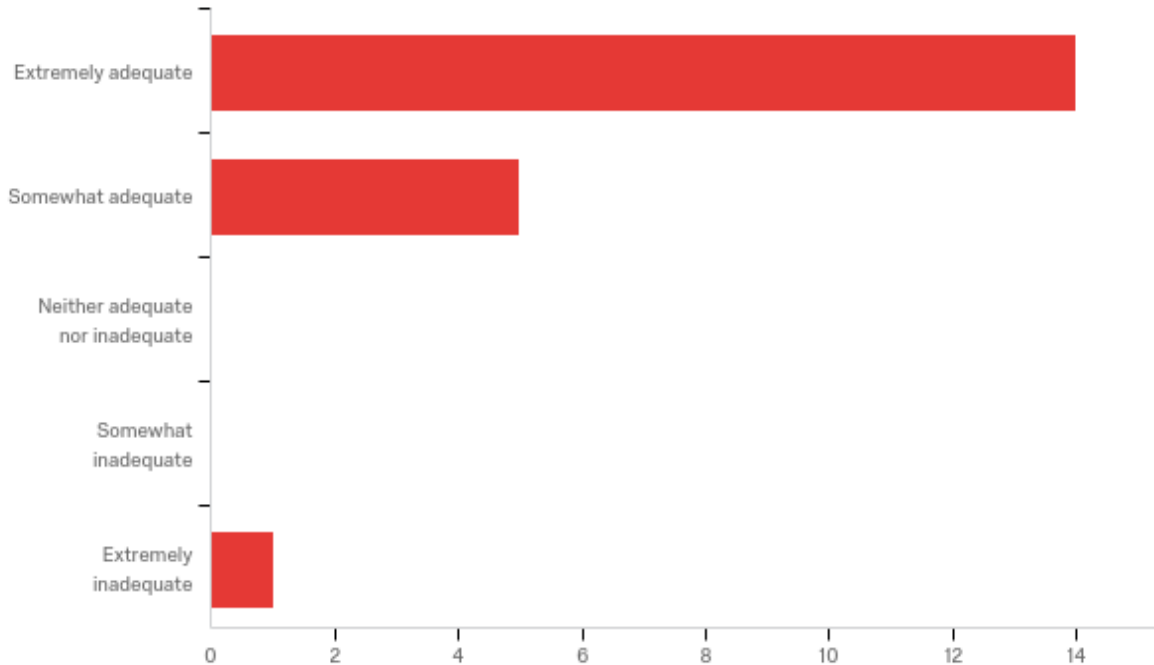


Table 15

Percentage of Respondent's Rating of Intern Training Preparation

Rating	Clinical % / (n)	College % / (n)	School % / (n)	Total Program%	Total Count
Extremely Adequate	67.00 (4)	87.50 (7)	50.00 (3)	70.00	14
Somewhat Adequate	33.00 (2)	12.50 (1)	33.00 (2)	25.00	5
Neither Adequate nor Inadequate	0.00	0.00	0.00	0.00	0
Somewhat Inadequate	0.00	0.00	0.00	0.00	0
Extremely Inadequate	0.00	0.00	17.00(1)	5.00	1
Total	100.00 (6)	100.00 (8)	100.00 (6)	100	20

Note.

Total program sample $M = 4.55$; $SD = .94$ (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?

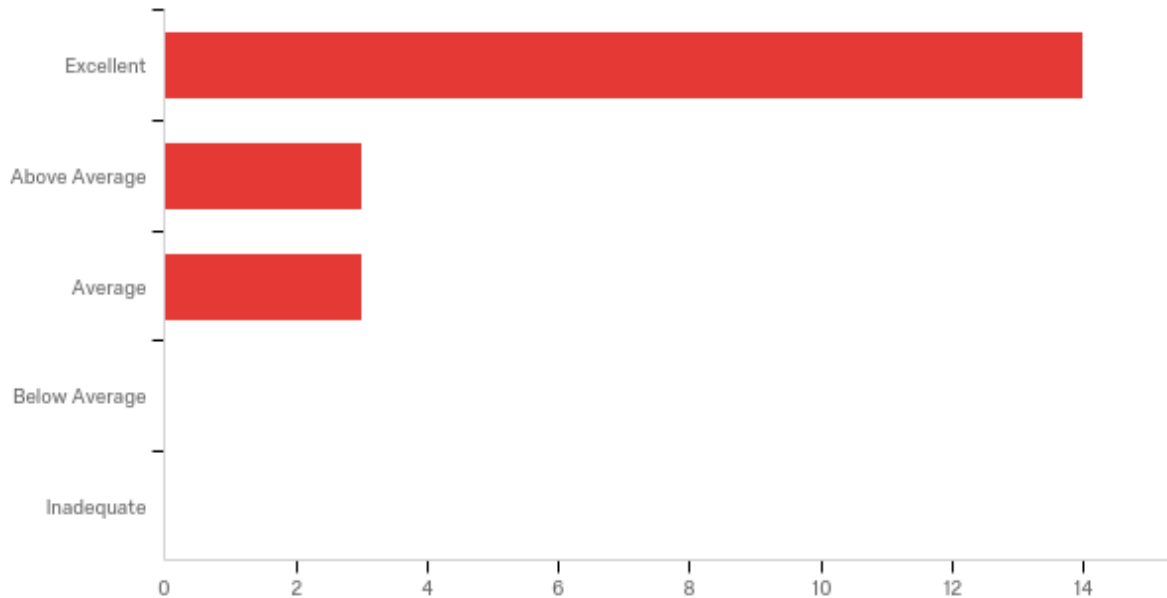


Table 16

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	83.00 (5)	50.00 (4)	83.00 (5)	70.00	14
Above Average	17.00 (1)	12.50 (1)	17.00 (1)	15.00	3
Average	0.00	37.50 (3)	0.00	15.00	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 (6)	100.00 (8)	100.00 (6)	100	20

Note. Total program sample $M = 4.55$; $SD = 0.76$ (M = mean; SD = sample standard deviation).

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

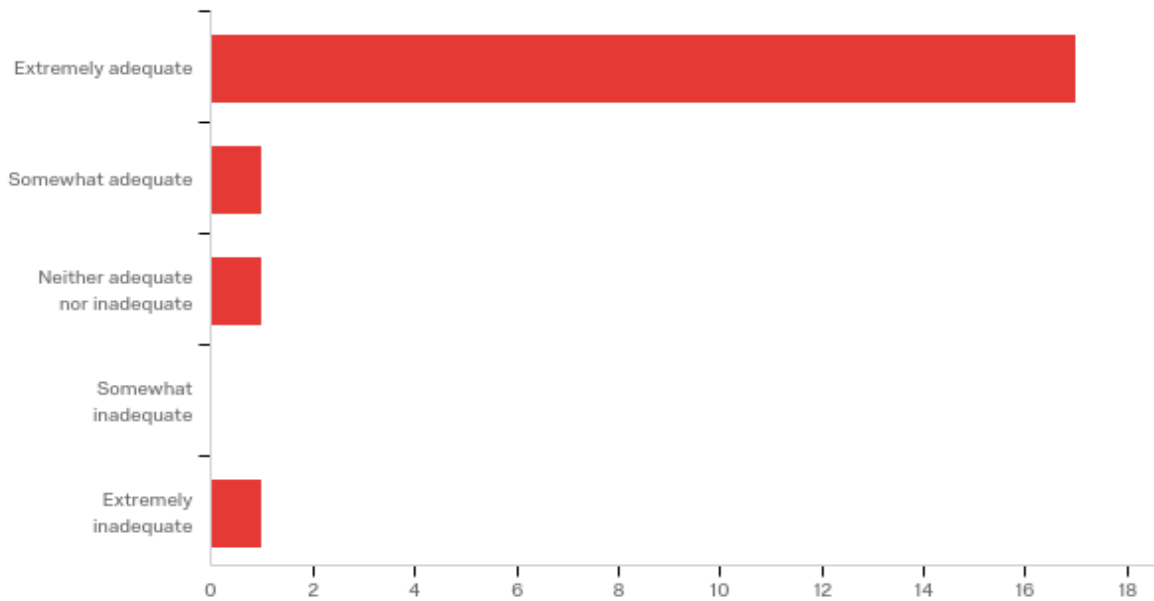


Table 17

Percentage of Respondent's Rating of Faculty Support with Intern

Rating	Clinical % / (n)	College %/ (n)	School % /(n)	Total Program%	Total Count
Extremely Adequate	100.00 (6)	75.00 (6)	83.00 (5)	85.00	17
Somewhat Adequate	0.00	12.50 (1)	00.00	5.00	1
Neither Adequate nor Inadequate	0.00	12.50 (1)	0.00	5.00	1
Somewhat Inadequate	0.00	0.00	0.00	0.00	0
Extremely Inadequate	0.00	0.00	17.00 (1)	5.00	1
Total	100.00 (6)	100.00 (8)	100.00 (6)	100	20

Note. Total program sample $M = 4.65$; $SD = 0.99$ (M = mean; SD = sample standard deviation).

Survey of Internship Site Supervisor

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

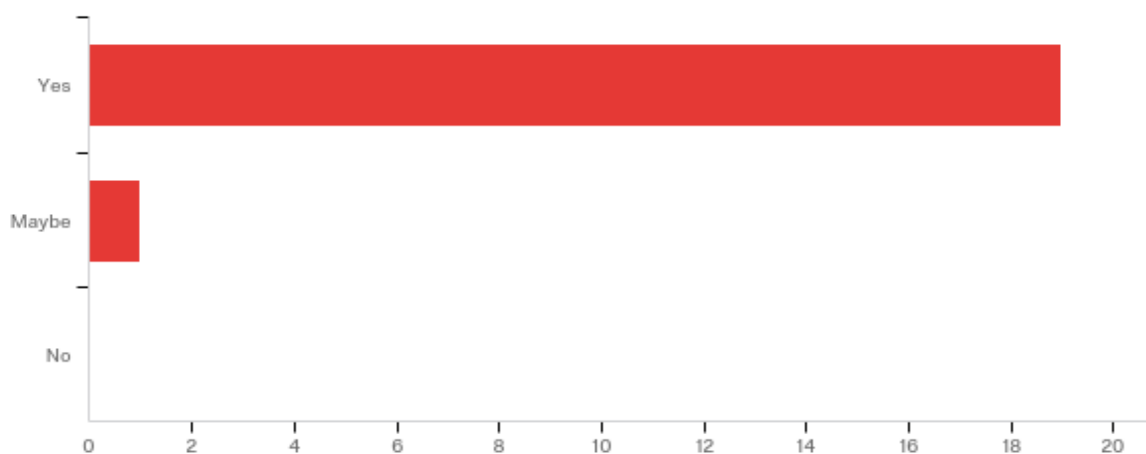


Table 18

Percentage of Respondent's Agreeing to Supervise NCSU Student Again

Rating	Clinical % / (n)	College %/ (n)	School % /(n)	Total Program%	Total Count
Yes	100.00 (6)	87.50 (7)	100.00 (6)	95.00	19
Maybe	0.00	12.50 (1)	0.00	5.00	1
No	0.00	0.00	0.00	0.00	0
Total	100.00 (6)	100.00 (8)	100.00 (6)	100	20

Discussion/Proposed changes

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 current report, due to the small number of students 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. Thirty-seven surveys were sent out and the number of respondents was 20 (54%). This rate is higher than that in 2017-2018 (61%) compared to 2016-2017 (50%). Overall, the site supervisors' responses indicated some significant increases compared to the previous year.

The adequacy of intern training was rated Somewhat Adequate to Extremely Adequate 95% of the time. This was a considerable improvement from last year ($M = 4.55$, $SD = .94$, 2018-2019; 4.55 , $SD = .60$, 2017-2018). Comparatively, site supervisors rated the level of faculty preparation for their role as a site supervisor as Above Average to Excellent 85% of the time, and no respondent rated their preparatory experience as Below Average or Inadequate. This was also an increase from the previous year ($M = 4.55$, $SD = 0.76$, 2019-2019; $M = 4.14$; $SD = 1.13$, 2017-2018). In regard to faculty working with the site supervisor, 85% of respondents rated their experience as Extremely Adequate, compared to Somewhat Adequate (5%) to Adequate (5%). This was the one area that showed a considerable increase from the previous year ($M = 4.65$, $SD = 0.99$, 2018-2019; $M = 3.95$, $SD = 1.29$, 2017-2018). Lastly, 95% of internship site supervisors reported that they would agree to supervise an NCSU Counselor Education intern in the future. This is an increase compared to last year, when 90% of internship site supervisors agreed to supervise an NCSU Counselor Education intern in the future.

Recommendations for Curriculum/Program Changes

Overall, site supervisor ratings were in the above average (somewhat adequate) to excellent (extremely adequate) categories, indicating that site supervisors were generally pleased with their intern's training and NCSU faculty assistance. No changes in the curriculum/program are recommended. Regarding the survey, measures should be taken to increase the response rate by having the internship instructor encourage graduating students to complete the survey before the last course, which would allow for an adequate amount of follow-up time to help increase completion rates.

Universal Dispositions Skills Knowledge Competency Assessment (DSKCA)

Spring, 2019

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 course, including clinical field experiences, 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 4-point Likert scale (1-4), 1: poor; 4: excellent. The Counselor Education faculty conducts a review of all students on an 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.

Data Collected:

In spring of 2019, DSKCA information of the following classes were collected: doctoral practicum, master's practicum, school counseling internship, college counseling internship and clinical counseling internship. The students include the following majors: 22 clinical mental health, 22 school counseling, 14 college counseling, and 24 doctoral students. The evaluation covers 233 final valuation and 8 mid-term evaluation. The classes include master's practicum (n=80) and doctoral internship (n=15). Table 1 shows the results by class.

Table 1 : DSCKA Student Assessment Results by Track, 2019

Clinical Course	Min	Max	Mean	SD	Count
Practicum	0	4	3.31	.54	80
College counseling internship	2	4	3.79	.44	14
School counseling Internship	1	4	3.71	.54	22
Clinical mental health counseling internship	2	4	3.50	.65	22
Doctoral internship	2	4	3.98	.14	16

Doctoral Internship (Unique items 105, 106, 107, 108, 109, 110)

Overall, all items were rated well above average to excellent, with item mean scores ranging from 3.67 to 4.00 (See Table 2). Many perfect scores were found; for example, professional behavior (item3), multicultural diversity (item 4), developing in counseling knowledge, skills, dispositions, and cultural competencies (item 5), emotional stability (item 7), self-awareness (item 9), understanding limits of counseling competencies (item 11), advocacy effort (item 15), reflecting feelings (item 29), systemic factors impacting client's functioning (item 36), and implementing counseling strategies (items 55-56, items 60-62), to name just a few.

Five out of six unique items in the survey show a perfect mean score (4.0 out of 4), and the remaining item has a mean score of 3.92 (demonstrate effective counseling and teaching). The four items are: (1) developing knowledge, skills, dispositions and cultural competencies; (2) engaging in leadership efforts, demonstrating advanced integration and application of counseling theory and/or supervision models and theory in clinical practice; (3) utilizing instructional and

curriculum design methods relevant to counselor education; and (4) using appropriate instructional and curriculum delivery methods relevant to counselor education.

Recommendations for Curriculum/Program Changes

This survey shows that our students have very high mean scores overall. The findings are excellent and affirm our good teaching and quality programs. At this time, there are no recommendations for curriculum/program changes.

Table 2

Doctoral DSKCA Student Assessment Results, Spring, 2019

item	Assessment Item	Min	Max	Mean	STD	Count
3	Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.	4.00	4.00	4.00	0.00	16.00
4	Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).	4.00	4.00	4.00	0.00	16.00
5	Student actively engages in learning and takes initiative in developing his or her counseling knowledge, skills, dispositions, and cultural competencies.	4.00	4.00	4.00	0.00	16.00
6	Student demonstrates adaptability with changing circumstances, unexpected events, and new situations.	3.00	4.00	3.94	0.25	16.00
7	Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.	4.00	4.00	4.00	0.00	16.00
8	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.	4.00	4.00	4.00	0.00	16.00
9	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.	4.00	4.00	4.00	0.00	16.00
11	Student recognizes the limits of her or his counseling competencies and actively seeks to improve.	4.00	4.00	4.00	0.00	16.00
12	Student engages in an appropriate level of self-reflective practice through both verbal and written means.	4.00	4.00	4.00	0.00	16.00
13	Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.	4.00	4.00	4.00	0.00	16.00
14	Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.	4.00	4.00	3.92	0.28	13.00
15	Student engages in appropriate advocacy efforts on behalf of the profession.	4.00	4.00	4.00	0.00	14.00
16	Student utilizes appropriate self-care strategies.	4.00	4.00	4.00	0.00	14.00
17	Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.	2.00	4.00	3.80	0.58	15.00
18	Student completes all assigned tasks in an ethical and effective fashion.	4.00	4.00	4.00	0.00	16.00
19	Student appropriately seeks support and/or consultation and supervision.	4.00	4.00	4.00	0.00	16.00
20	Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.	4.00	4.00	4.00	0.00	15.00

21	Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.	4.00	4.00	4.00	0.00	12.00
22	Student utilizes technology responsibly and effectively.	4.00	4.00	4.00	0.00	16.00
Q116	Students demonstrates strong interpersonal skills with peers and university/site supervisors	3.00	4.00	3.87	0.36	15.00
Q117	Student is dependable in following through with professional responsibilities	4.00	4.00	3.94	0.26	16.00
24	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.	4.00	4.00	4.00	0.00	14.00
25	Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.	4.00	4.00	4.00	0.00	14.00
26	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.	4.00	4.00	4.00	0.00	8.00
27	Student utilizes appropriate open and closed questioning and avoids overuse of leading, closed, and compound questions.	4.00	4.00	4.00	0.00	11.00
28	Student integrates appropriate paraphrasing (reflection of content and summarizing).	4.00	4.00	4.00	0.00	11.00
29	Student accurately reflects client feelings.	4.00	4.00	4.00	0.00	7.00
30	Student demonstrates advanced skills such as reflection of meaning, interpretation, and appropriate self-disclosure	4.00	4.00	4.00	0.00	2.00
31	Student uses empathic confrontation and notes discrepancies in client content, affect, and/ or nonverbal cues.	4.00	4.00	4.00	0.00	4.00
32	Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.	4.00	4.00	4.00	0.00	13.00
35	Student incorporates advanced counseling skills such as immediacy and humor when appropriate.	4.00	4.00	4.00	0.00	2.00
36	Student addresses relevant systemic factors that impact client functioning.	4.00	4.00	4.00	0.00	13.00
38	Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.	4.00	4.00	4.00	0.00	12.00
39	Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.	4.00	4.00	4.00	0.00	10.00
40	Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.	4.00	4.00	4.00	0.00	6.00
41	Student assesses if and/or how past and present crisis and trauma may impact client functioning.	4.00	4.00	4.00	0.00	10.00
42	Student explores and assesses the role addiction of any kind may play in client functioning, e.g., actively engages and broaches the topics.	4.00	4.00	4.00	0.00	6.00
43	Student screens for potential abuse and applies appropriate protocols based on information gathered.	4.00	4.00	4.00	0.00	6.00

45	Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.	4.00	4.00	4.00	0.00	12.00
46	Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research.	4.00	4.00	4.00	0.00	10.00
47	Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.	4.00	4.00	4.00	0.00	13.00
48	Student accurately and promptly completes necessary, record keeping, third party reimbursement, and other practice and/or management requirements.	4.00	4.00	4.00	0.00	9.00
49	Student effectively utilizes a range of environmental assessments, systematic behavioral observations, symptom checklists, personality, and psychological testing as appropriate.	4.00	4.00	4.00	0.00	2.00
51	Student effectively utilizes diagnostic process, including differential diagnosis and the use of diagnostic classification systems, such as the DSM-5 and/or the ICD.	4.00	4.00	4.00	0.00	3.00
52	Student effectively incorporates principles, models, and documentation for case conceptualization and client treatment planning.	4.00	4.00	4.00	0.00	13.00
53	Student conducts appropriate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	4.00	4.00	4.00	0.00	7.00
54	Student considers the impact of psychopharmacological medications on client outcomes including classifications, indications, and contraindications; assesses need for appropriate medical referral and consultation.	4.00	4.00	4.00	0.00	4.00
55	Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	4.00	4.00	4.00	0.00	12.00
56	Student mindfully concludes the counseling relationship using appropriate termination practices.	4.00	4.00	4.00	0.00	12.00
57	Student integrates crisis interventions and trauma-informed strategies in their counseling.	3.00	4.00	3.89	0.33	9.00
60	Students will demonstrate knowledge of and skills related to ethical professional counseling practice.	4.00	4.00	4.00	0.00	12.00
62	Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.	4.00	4.00	4.00	0.00	13.00
63	Students will demonstrate knowledge and application of career development to the practice of professional counseling.	3.00	4.00	3.67	0.58	3.00
64	Students will demonstrate knowledge and skills of consultation and wellness models.	4.00	4.00	4.00	0.00	12.00
65	Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques.	3.00	4.00	3.91	0.30	11.00
32a	Students will use developmentally appropriate career counseling interventions and assessments.	4.00	4.00	4.00	0.00	3.00

Q105	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).	4.00	4.00	4.00	0.00	12.00
Q106	Student engages in appropriate leadership efforts on behalf of the profession.	4.00	4.00	4.00	0.00	8.00
Q107	Student demonstrates advanced integration and application of appropriate constructs of counseling theory and/or supervision models and theory in his or her clinical practice.	4.00	4.00	4.00	0.00	11.00
Q108	Student utilizes appropriate instructional and curriculum design methods (including blended and online) relevant to counselor education.	4.00	4.00	4.00	0.00	7.00
Q109	Student utilizes appropriate instructional and curriculum delivery methods relevant to counselor education.	4.00	4.00	4.00	0.00	8.00
Q110	Student understands and demonstrates effective screening, remediation, and gatekeeping functions and strategies relevant to teaching.	4.00	4.00	3.92	0.29	12.00

Master's Practicum (Items 48 - 54)

Overall, all items were rated from above average to excellent, ranging from 2.83 to 3.65 (See Table 3). Some strengths were found (mean scores over 3.5), for example: professional behavior (item 3), emotional stability (item 7), openness to feedback (item 13), seeking support or consultation (item 19), understanding and following the course and site policies and procedure (item 20), interpersonal skills with peers and site supervisors (item 116), multicultural skills (item 24), basic skills (item 25), advanced counseling skills (item 35), and group skills (item 36), to name just a few. This survey shows that our students have high scores in general. The overall findings are excellent and affirm our good teaching and quality programs.

Some scores were lower. These scores are acceptable because this was the first practical class for the students and most of them were in a developmental process.

Relatively low mean scores of a few items (below 3.0) were also identified, in addition to some unique items reported above, such as item 48, item, 49, item 51, and item 54.

Recommendations for Curriculum/Program Changes

Based on the above results, the CEP may consider specific ways to improve their teaching and training in related classes as follows:

- advanced skills, application of counseling theory into practice, and use of evidenced based therapeutic intervention strategies in theories and techniques of counseling (ECD 530), and techniques of counseling (ECD 562)
- diagnostic process in clinical assessment in counseling (ECD 561)
- impacts of psychopharmacological medications on client outcomes in substance abuse in counseling (ECD 590)

- application of counseling theory into practice, use of evidence-based therapeutic intervention strategies, and record-keeping, third-party reimbursement and other practice in practicum in counseling (ECD 642)

Since there are classes covering the above topics, there is no need for program-level changes.

Table 3

Practicum DSKCA Student Assessment Results, Spring, 2019

item	Assessment Item	Min	Max	Mean	STD	Count
3	Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.	3.00	4.00	3.65	0.48	78.00
4	Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).	3.00	4.00	3.38	0.49	77.00
5	Student actively engages in learning and takes initiative in developing his or her counseling knowledge, skills, dispositions, and cultural competencies.	2.00	4.00	3.38	0.54	77.00
6	Student demonstrates adaptability with changing circumstances, unexpected events, and new situations.	3.00	4.00	3.41	0.50	78.00
7	Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.	3.00	4.00	3.53	0.50	78.00
8	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.	3.00	4.00	3.34	0.48	76.00
9	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.	2.00	4.00	3.32	0.50	76.00
11	Student recognizes the limits of her or his counseling competencies and actively seeks to improve.	3.00	4.00	3.45	0.50	78.00
12	Student engages in an appropriate level of self-reflective practice through both verbal and written means.	3.00	4.00	3.31	0.47	77.00
13	Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.	2.00	4.00	3.51	0.53	78.00
14	Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.	2.00	4.00	3.33	0.50	67.00
15	Student engages in appropriate advocacy efforts on behalf of the profession.	2.00	4.00	3.20	0.58	49.00
16	Student utilizes appropriate self-care strategies.	3.00	4.00	3.25	0.43	69.00
17	Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.	0.00	4.00	3.55	0.66	76.00
18	Student completes all assigned tasks in an ethical and effective fashion.	3.00	4.00	3.48	0.50	77.00
19	Student appropriately seeks support and/or consultation and supervision.	3.00	4.00	3.52	0.50	77.00

20	Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.	2.00	4.00	3.59	0.52	78.00
21	Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.	2.00	4.00	3.07	0.46	56.00
22	Student utilizes technology responsibly and effectively.	3.00	4.00	3.43	0.50	77.00
Q116	Students demonstrates strong interpersonal skills with peers and university/site supervisors	2.00	4.00	3.57	0.52	76.00
Q117	Student is dependable in following through with professional responsibilities	3.00	4.00	3.55	0.50	78.00
24	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.	3.00	4.00	3.65	0.48	77.00
25	Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.	3.00	4.00	3.55	0.50	77.00
26	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.	2.00	4.00	3.45	0.55	76.00
27	Student utilizes appropriate open and closed questioning and avoids overuse of leading, closed, and compound questions.	2.00	4.00	3.20	0.52	74.00
28	Student integrates appropriate paraphrasing (reflection of content and summarizing).	2.00	4.00	3.26	0.50	74.00
29	Student accurately reflects client feelings.	2.00	4.00	3.20	0.46	75.00
30	Student demonstrates advanced skills such as reflection of meaning, interpretation, and appropriate self-disclosure	2.00	4.00	2.99	0.55	70.00
31	Student uses empathic confrontation and notes discrepancies in client content, affect, and/ or nonverbal cues.	1.00	4.00	3.05	0.59	66.00
32	Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.	2.00	4.00	3.26	0.47	76.00
35	Student incorporates advanced counseling skills such as immediacy and humor when appropriate.	2.00	4.00	3.11	0.52	73.00
36	Student addresses relevant systemic factors that impact client functioning.	2.00	4.00	3.10	0.50	62.00
38	Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.	2.00	4.00	3.23	0.51	53.00
39	Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.	2.00	4.00	3.13	0.52	39.00
40	Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.	2.00	4.00	3.20	0.53	35.00
41	Student assesses if and/or how past and present crisis and trauma may impact client functioning.	2.00	4.00	3.17	0.49	46.00
42	Student explores and assesses the role addiction of any kind may play in client functioning, e.g., actively engages and broaches the topics.	3.00	4.00	3.18	0.40	11.00

43	Student screens for potential abuse and applies appropriate protocols based on information gathered.	2.00	4.00	3.23	0.55	35.00
45	Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.	2.00	4.00	2.99	0.49	73.00
46	Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research.	2.00	4.00	2.97	0.50	64.00
47	Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.	2.00	4.00	3.19	0.46	69.00
48	Student accurately and promptly completes necessary, record keeping, third party reimbursement, and other practice and/or management requirements.	2.00	3.00	2.92	0.29	12.00
49	Student effectively utilizes a range of environmental assessments, systematic behavioral observations, symptom checklists, personality, and psychological testing as appropriate.	2.00	3.00	2.90	0.32	10.00
51	Student effectively utilizes diagnostic process, including differential diagnosis and the use of diagnostic classification systems, such as the DSM-5 and/or the ICD.	2.00	3.00	2.83	0.41	6.00
52	Student effectively incorporates principles, models, and documentation for case conceptualization and client treatment planning.	2.00	4.00	3.00	0.49	18.00
53	Student conducts appropriate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	3.00	3.00	3.00	0.00	14.00
54	Student considers the impact of psychopharmacological medications on client outcomes including classifications, indications, and contraindications; assesses need for appropriate medical referral and consultation.	2.00	3.00	2.88	0.35	8.00
55	Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	2.00	4.00	3.11	0.54	54.00
56	Student mindfully concludes the counseling relationship using appropriate termination practices.	2.00	4.00	3.26	0.50	70.00
57	Student integrates crisis interventions and trauma-informed strategies in their counseling.	2.00	4.00	3.05	0.56	39.00
60	Students will demonstrate knowledge of and skills related to ethical professional counseling practice.	3.00	4.00	3.43	0.50	76.00
62	Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.	3.00	4.00	3.25	0.44	71.00
63	Students will demonstrate knowledge and application of career development to the practice of professional counseling.	3.00	4.00	3.23	0.43	56.00
64	Students will demonstrate knowledge and skills of consultation and wellness models.	2.00	4.00	3.20	0.44	60.00
65	Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques.	2.00	4.00	3.14	0.52	57.00

68	Students will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings.	3.00	4.00	3.48	0.51	23.00
70	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.	2.00	4.00	3.22	0.55	32.00
28a	Students will develop and/or follow school counseling program mission statements and objectives.	3.00	4.00	3.34	0.48	32.00
29a	Students will design and evaluate school counseling programs.	2.00	4.00	3.09	0.60	23.00
30a	Students will demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	2.00	4.00	3.17	0.66	29.00
31a	Students will use interventions to promote academic development.	2.00	4.00	3.35	0.52	57.00
32a	Students will use developmentally appropriate career counseling interventions and assessments.	2.00	4.00	3.29	0.51	45.00
33a	Students will demonstrate techniques of personal/social counseling in school settings.	2.00	4.00	3.37	0.55	35.00
34a	Students will apply strategies to facilitate school and postsecondary transitions.	2.00	4.00	3.20	0.58	25.00

College Counseling Internship (Unique items: 31a, 32a, 68)

Overall, all items were rated from above average to excellent, with item mean scores ranging from 3.54 to 4.00 (Table 4). Many strong scores above 3.5 were found many areas, for example: professional behavior (item 3), emotional stability (item 7), self-awareness (item 9), understanding limits of counseling competencies (item 11), constructive feedback (item 13), advocacy effort (item 15), using technology (item 22), multicultural skills (item 24), basic skills (item 25 – item 29), advanced counseling skills (items 30-35), group skills (item 36), assessing crisis and trauma (item 41), and ethical practice (item 60), among others. The survey shows that our students have high mean scores overall. The findings are excellent and affirm our good teaching and quality programs.

Three unique items show high mean scores: using interventions to promote academic development (item 31a, mean score = 3.92) and use developmentally appropriate career counseling interventions and assessment (item 32a, mean score = 3.69); and knowledge and skills to promote academic, career, personal and social development of students in higher education (mean score = 3.92).

Recommendations for Curriculum/Program Changes

The survey shows that our college counseling students have high mean scores on most items. The findings are excellent and affirm our good teaching and quality programs. At this time there are no recommendations for curriculum/program changes.

Table 4

College Counseling Internship DSKCA Student Assessment Results, Spring, 2019

item	Assessment Item	Min	Max	Mean	STD	Count
3	Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.	3.00	4.00	3.93	0.27	14.00
4	Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).	3.00	4.00	3.86	0.36	14.00
5	Student actively engages in learning and takes initiative in developing his or her counseling knowledge, skills, dispositions, and cultural competencies.	4.00	4.00	4.00	0.00	14.00
6	Student demonstrates adaptability with changing circumstances, unexpected events, and new situations.	3.00	4.00	3.79	0.43	14.00
7	Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.	3.00	4.00	3.86	0.36	14.00
8	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.	3.00	4.00	3.86	0.36	14.00
9	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.	3.00	4.00	3.86	0.36	14.00
11	Student recognizes the limits of her or his counseling competencies and actively seeks to improve.	3.00	4.00	3.71	0.47	14.00
12	Student engages in an appropriate level of self-reflective practice through both verbal and written means.	3.00	4.00	3.69	0.48	13.00
13	Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.	2.00	4.00	3.86	0.53	14.00
14	Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.	3.00	4.00	3.83	0.39	12.00
15	Student engages in appropriate advocacy efforts on behalf of the profession.	3.00	4.00	3.75	0.45	12.00
16	Student utilizes appropriate self-care strategies.	2.00	4.00	3.71	0.61	14.00
17	Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.	3.00	4.00	3.93	0.27	14.00
18	Student completes all assigned tasks in an ethical and effective fashion.	2.00	4.00	3.71	0.61	14.00
19	Student appropriately seeks support and/or consultation and supervision.	3.00	4.00	3.93	0.27	14.00

20	Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.	3.00	4.00	3.93	0.27	14.00
21	Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.	3.00	4.00	3.54	0.52	13.00
22	Student utilizes technology responsibly and effectively.	3.00	4.00	3.79	0.43	14.00
Q116	Students demonstrates strong interpersonal skills with peers and university/site supervisors	3.00	4.00	3.86	0.36	14.00
Q117	Student is dependable in following through with professional responsibilities	2.00	4.00	3.86	0.53	14.00
24	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.	3.00	4.00	3.93	0.27	14.00
25	Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.	2.00	4.00	3.86	0.53	14.00
26	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.	2.00	4.00	3.71	0.61	14.00
27	Student utilizes appropriate open and closed questioning and avoids overuse of leading, closed, and compound questions.	3.00	4.00	3.79	0.43	14.00
28	Student integrates appropriate paraphrasing (reflection of content and summarizing).	3.00	4.00	3.93	0.27	14.00
29	Student accurately reflects client feelings.	3.00	4.00	3.86	0.36	14.00
30	Student demonstrates advanced skills such as reflection of meaning, interpretation, and appropriate self-disclosure	3.00	4.00	3.85	0.38	13.00
31	Student uses empathic confrontation and notes discrepancies in client content, affect, and/ or nonverbal cues.	3.00	4.00	3.82	0.40	11.00
32	Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.	3.00	4.00	3.86	0.36	14.00
35	Student incorporates advanced counseling skills such as immediacy and humor when appropriate.	3.00	4.00	3.75	0.45	12.00
36	Student addresses relevant systemic factors that impact client functioning.	3.00	4.00	3.75	0.45	12.00
38	Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.	2.00	4.00	3.70	0.67	10.00
39	Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.	3.00	4.00	3.63	0.52	8.00
40	Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.	3.00	4.00	3.57	0.53	7.00
41	Student assesses if and/or how past and present crisis and trauma may impact client functioning.	3.00	4.00	3.70	0.48	10.00

43	Student screens for potential abuse and applies appropriate protocols based on information gathered.	3.00	4.00	3.57	0.53	7.00
45	Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.	3.00	4.00	3.62	0.51	13.00
46	Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research.	3.00	4.00	3.54	0.52	13.00
47	Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.	2.00	4.00	3.69	0.63	13.00
55	Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	3.00	4.00	3.83	0.39	12.00
56	Student mindfully concludes the counseling relationship using appropriate termination practices.	3.00	4.00	3.77	0.44	13.00
57	Student integrates crisis interventions and trauma-informed strategies in their counseling.	3.00	4.00	3.63	0.52	8.00
60	Students will demonstrate knowledge of and skills related to ethical professional counseling practice.	3.00	4.00	3.77	0.44	13.00
62	Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.	3.00	4.00	3.77	0.44	13.00
63	Students will demonstrate knowledge and application of career development to the practice of professional counseling.	3.00	4.00	3.69	0.48	13.00
64	Students will demonstrate knowledge and skills of consultation and wellness models.	3.00	4.00	3.85	0.38	13.00
65	Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques.	2.00	4.00	3.73	0.65	11.00
68	Students will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings.	3.00	4.00	3.92	0.28	13.00
31a	Students will use interventions to promote academic development.	3.00	4.00	3.92	0.28	13.00
32a	Students will use developmentally appropriate career counseling interventions and assessments.	3.00	4.00	3.69	0.48	13.00

Clinical Mental Health Internship (Unique Items 48 - 54, 32a)

Overall, all items were rated well from above average to excellent, with item mean scores ranging from 3.54 to 4.00 (See Table 5). A number of strong scores (above 3.5) were found in many areas; for example, professional behavior (item 3), emotional stability (item 7), understanding self-limits of one's counseling competencies (item 11), constructive feedback (items 13-14), using technology (item 22), basic skills (items 24-26, 28, 29), developing goals (item 32), group skills and leadership (item 38), assessing crisis and trauma (item 41), terminating a case (item 56), ethical practice (item 60), career counseling and skills (item 63), and knowledge and skills of consultation and wellness models (item 64), among others.

The survey shows that our clinical counseling students have high mean scores overall. The findings are excellent and affirm our good teaching and quality programs. No specific changes for the classes or the program are proposed.

Table 5

Clinical Mental Health Counseling Internship DSKCA Student Assessment Results, Spring, 2019

item	Assessment Item	Min	Max	Mean	STD	Count
3	Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.	3.00	4.00	3.82	0.39	22.00
4	Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).	2.00	4.00	3.50	0.67	22.00
5	Student actively engages in learning and takes initiative in developing his or her counseling knowledge, skills, dispositions, and cultural competencies.	2.00	4.00	3.57	0.60	21.00
6	Student demonstrates adaptability with changing circumstances, unexpected events, and new situations.	2.00	4.00	3.59	0.59	22.00
7	Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.	2.00	4.00	3.55	0.60	22.00
8	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.	2.00	4.00	3.36	0.79	22.00
9	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.	2.00	4.00	3.32	0.78	22.00
11	Student recognizes the limits of her or his counseling competencies and actively seeks to improve.	3.00	4.00	3.68	0.48	22.00
12	Student engages in an appropriate level of self-reflective practice through both verbal and written means.	2.00	4.00	3.50	0.74	22.00
13	Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.	2.00	4.00	3.64	0.66	22.00
14	Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.	3.00	4.00	3.67	0.49	18.00
15	Student engages in appropriate advocacy efforts on behalf of the profession.	2.00	4.00	3.44	0.70	18.00
16	Student utilizes appropriate self-care strategies.	2.00	4.00	3.29	0.64	21.00
17	Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.	3.00	4.00	3.81	0.40	21.00
18	Student completes all assigned tasks in an ethical and effective fashion.	2.00	4.00	3.68	0.57	22.00
19	Student appropriately seeks support and/or consultation and supervision.	2.00	4.00	3.64	0.66	22.00

20	Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.	2.00	4.00	3.68	0.57	22.00
21	Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.	2.00	4.00	3.48	0.68	21.00
22	Student utilizes technology responsibly and effectively.	3.00	4.00	3.68	0.48	22.00
Q116	Students demonstrates strong interpersonal skills with peers and university/site supervisors	3.00	4.00	3.55	0.51	22.00
Q117	Student is dependable in following through with professional responsibilities	3.00	4.00	3.86	0.35	22.00
24	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.	2.00	4.00	3.73	0.55	22.00
25	Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.	2.00	4.00	3.55	0.60	22.00
26	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.	2.00	4.00	3.50	0.67	22.00
27	Student utilizes appropriate open and closed questioning and avoids overuse of leading, closed, and compound questions.	2.00	4.00	3.43	0.75	21.00
28	Student integrates appropriate paraphrasing (reflection of content and summarizing).	2.00	4.00	3.52	0.68	21.00
29	Student accurately reflects client feelings.	2.00	4.00	3.45	0.74	22.00
30	Student demonstrates advanced skills such as reflection of meaning, interpretation, and appropriate self-disclosure	2.00	4.00	3.41	0.80	22.00
31	Student uses empathic confrontation and notes discrepancies in client content, affect, and/ or nonverbal cues.	2.00	4.00	3.29	0.85	21.00
32	Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.	2.00	4.00	3.60	0.68	20.00
35	Student incorporates advanced counseling skills such as immediacy and humor when appropriate.	2.00	4.00	3.30	0.73	20.00
36	Student addresses relevant systemic factors that impact client functioning.	2.00	4.00	3.33	0.73	21.00
38	Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.	2.00	4.00	3.57	0.65	14.00
39	Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.	2.00	4.00	3.45	0.60	20.00
40	Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.	2.00	4.00	3.48	0.60	21.00
41	Student assesses if and/or how past and present crisis and trauma may impact client functioning.	2.00	4.00	3.45	0.76	20.00
42	Student explores and assesses the role addiction of any kind may play in client functioning, e.g., actively engages and broaches the topics.	2.00	4.00	3.35	0.67	20.00

43	Student screens for potential abuse and applies appropriate protocols based on information gathered.	2.00	4.00	3.47	0.61	19.00
45	Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.	2.00	4.00	3.41	0.73	22.00
46	Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research.	2.00	4.00	3.36	0.73	22.00
47	Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.	2.00	4.00	3.35	0.75	20.00
48	Student accurately and promptly completes necessary, record keeping, third party reimbursement, and other practice and/or management requirements.	2.00	4.00	3.47	0.61	19.00
49	Student effectively utilizes a range of environmental assessments, systematic behavioral observations, symptom checklists, personality, and psychological testing as appropriate.	2.00	4.00	3.41	0.71	17.00
51	Student effectively utilizes diagnostic process, including differential diagnosis and the use of diagnostic classification systems, such as the DSM-5 and/or the ICD.	2.00	4.00	3.25	0.86	16.00
52	Student effectively incorporates principles, models, and documentation for case conceptualization and client treatment planning.	2.00	4.00	3.37	0.76	19.00
53	Student conducts appropriate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	2.00	4.00	3.39	0.70	18.00
54	Student considers the impact of psychopharmacological medications on client outcomes including classifications, indications, and contraindications; assesses need for appropriate medical referral and consultation.	2.00	4.00	3.31	0.60	16.00
55	Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	2.00	4.00	3.37	0.76	19.00
56	Student mindfully concludes the counseling relationship using appropriate termination practices.	2.00	4.00	3.61	0.61	18.00
57	Student integrates crisis interventions and trauma-informed strategies in their counseling.	2.00	4.00	3.47	0.62	17.00
60	Students will demonstrate knowledge of and skills related to ethical professional counseling practice.	3.00	4.00	3.62	0.50	21.00
62	Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.	2.00	4.00	3.45	0.60	20.00
63	Students will demonstrate knowledge and application of career development to the practice of professional counseling.	2.00	4.00	3.57	0.65	14.00
64	Students will demonstrate knowledge and skills of consultation and wellness models.	3.00	4.00	3.60	0.50	20.00
65	Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques.	2.00	4.00	3.43	0.65	14.00

32a	Students will use developmentally appropriate career counseling interventions and assessments.	2.00	4.00	3.23	0.83	13.00
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School Counseling Internship (Unique items 28a-34a)

Overall, all items were rated from well above average to excellent, with item mean scores ranging from 3.39 to 3.95 (See Table 6). Plenty of strong scores (above 3.5) were found many areas; for example, professional behavior (item 3), emotional stability (item 7), understanding self-limits of counseling competencies (item 11), constructive feedback (items 12-13), advocacy efforts (item 15), using technology (item 22), basic skills (item 24-30), advanced skills (items 31-35), group skills and leadership (item 38), terminating a case (item 56), ethical practice (item 60), career counseling and skills (item 63), knowledge and skills of consultation and wellness models (item 64), among others. A few items (item 28a - 34a) show high mean scores, a range from (3.53-3.70).

Recommendations for Curriculum/Program Changes

The results of the survey show that our school counseling students have high scores overall. The findings are excellent and affirm our good teaching and quality programs. At this time there are no recommendations for curriculum/program changes.

Table 6

School Counseling Internship DSKCA Student Assessment Results, Spring, 2019

item	Assessment Item	Min	Max	Mean	STD	Count
3	Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.	3.00	4.00	3.85	0.37	20.00
4	Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).	3.00	4.00	3.90	0.31	20.00
5	Student actively engages in learning and takes initiative in developing his or her counseling knowledge, skills, dispositions, and cultural competencies.	2.00	4.00	3.80	0.52	20.00
6	Student demonstrates adaptability with changing circumstances, unexpected events, and new situations.	2.00	4.00	3.75	0.55	20.00
7	Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.	3.00	4.00	3.89	0.32	19.00
8	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.	2.00	4.00	3.65	0.67	20.00
9	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.	3.00	4.00	3.84	0.37	19.00
11	Student recognizes the limits of her or his counseling competencies and actively seeks to improve.	3.00	4.00	3.85	0.37	20.00
12	Student engages in an appropriate level of self-reflective practice through both verbal and written means.	3.00	4.00	3.75	0.44	20.00
13	Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.	3.00	4.00	3.85	0.37	20.00
14	Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.	3.00	4.00	3.75	0.45	16.00
15	Student engages in appropriate advocacy efforts on behalf of the profession.	2.00	4.00	3.74	0.56	19.00
16	Student utilizes appropriate self-care strategies.	3.00	4.00	3.72	0.46	18.00
17	Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.	3.00	4.00	3.84	0.37	19.00
18	Student completes all assigned tasks in an ethical and effective fashion.	3.00	4.00	3.90	0.31	20.00
19	Student appropriately seeks support and/or consultation and supervision.	1.00	4.00	3.75	0.72	20.00

20	Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.	3.00	4.00	3.89	0.32	19.00
21	Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.	2.00	4.00	3.67	0.62	15.00
22	Student utilizes technology responsibly and effectively.	3.00	4.00	3.84	0.37	19.00
Q116	Students demonstrates strong interpersonal skills with peers and university/site supervisors	3.00	4.00	3.84	0.37	19.00
Q117	Student is dependable in following through with professional responsibilities	2.00	4.00	3.85	0.49	20.00
24	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.	3.00	4.00	3.95	0.22	20.00
25	Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.	3.00	4.00	3.85	0.37	20.00
26	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.	3.00	4.00	3.74	0.45	19.00
27	Student utilizes appropriate open and closed questioning and avoids overuse of leading, closed, and compound questions.	2.00	4.00	3.70	0.57	20.00
28	Student integrates appropriate paraphrasing (reflection of content and summarizing).	2.00	4.00	3.70	0.57	20.00
29	Student accurately reflects client feelings.	3.00	4.00	3.80	0.41	20.00
30	Student demonstrates advanced skills such as reflection of meaning, interpretation, and appropriate self-disclosure	2.00	4.00	3.58	0.61	19.00
31	Student uses empathic confrontation and notes discrepancies in client content, affect, and/ or nonverbal cues.	2.00	4.00	3.72	0.57	18.00
32	Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.	3.00	4.00	3.70	0.47	20.00
35	Student incorporates advanced counseling skills such as immediacy and humor when appropriate.	2.00	4.00	3.67	0.59	18.00
36	Student addresses relevant systemic factors that impact client functioning.	2.00	4.00	3.58	0.69	19.00
38	Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.	2.00	4.00	3.61	0.61	18.00
39	Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.	3.00	4.00	3.60	0.51	15.00
40	Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.	2.00	4.00	3.44	0.63	16.00
41	Student assesses if and/or how past and present crisis and trauma may impact client functioning.	3.00	4.00	3.69	0.48	16.00

43	Student screens for potential abuse and applies appropriate protocols based on information gathered.	3.00	4.00	3.79	0.43	14.00
45	Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.	2.00	4.00	3.50	0.63	16.00
46	Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research.	2.00	4.00	3.41	0.80	17.00
47	Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.	3.00	4.00	3.68	0.48	19.00
55	Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	2.00	4.00	3.63	0.60	19.00
56	Student mindfully concludes the counseling relationship using appropriate termination practices.	2.00	4.00	3.56	0.70	18.00
57	Student integrates crisis interventions and trauma-informed strategies in their counseling.	2.00	4.00	3.64	0.74	14.00
60	Students will demonstrate knowledge of and skills related to ethical professional counseling practice.	3.00	4.00	3.75	0.44	20.00
62	Students will demonstrate knowledge and application of human growth and development, as well as related contextual dimensions, to the practice of professional counseling.	2.00	4.00	3.53	0.61	19.00
63	Students will demonstrate knowledge and application of career development to the practice of professional counseling.	3.00	4.00	3.69	0.48	16.00
64	Students will demonstrate knowledge and skills of consultation and wellness models.	3.00	4.00	3.78	0.43	18.00
65	Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques.	2.00	4.00	3.50	0.69	20.00
70	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.	3.00	4.00	3.63	0.50	19.00
28a	Students will develop and/or follow school counseling program mission statements and objectives.	3.00	4.00	3.74	0.45	19.00
29a	Students will design and evaluate school counseling programs.	2.00	4.00	3.50	0.63	16.00
30a	Students will demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	1.00	4.00	3.39	0.92	18.00
31a	Students will use interventions to promote academic development.	2.00	4.00	3.68	0.67	19.00
32a	Students will use developmentally appropriate career counseling interventions and assessments.	2.00	4.00	3.53	0.74	15.00
33a	Students will demonstrate techniques of personal/social counseling in school settings.	2.00	4.00	3.70	0.66	20.00
34a	Students will apply strategies to facilitate school and postsecondary transitions.	2.00	4.00	3.69	0.60	16.00

Open-ended Responses

Students also responded to two open-ended questions about their areas of strengths and areas for future growths. Some themes were identified from the student responses and frequencies of the themes were noted below.

Strengths

A lot of strengths are found in building rapport (n=23), setting goals (n=14), growing confidence in counseling (n=14), open to feedback (n=13), open-ended question (n=9), providing feedback (n=2), listening and responding skills (n=14), empathy (n=8), assessment skills (n=6), planning counseling sessions (n=5), advocacy for clients (n=5), understanding how trauma affects mind and body and formulating accurate treatment goals and interventions (n=5), application of advanced skills (n=4), multicultural awareness and skills (n=3), self-advocacy (n=3), and improvements on suicide assessment and related skills (n=3). (Details see Q. 2 results, p. 58-59).

Areas of Future Growth and Recommendations for Curriculum/Program Changes

These includes group counseling and skills (n=19), confidence (n=18), professional development (n=11), risk assessment (n=7), treatment plan (n=7), lesson planning (n=8), goal-driven application (n=4), and deeper understanding of the pharmacology (n=2) (See Q. 3, p. 59-60).

Based on the above findings, it is recommended that more instructions and practice can be added to related classes as follows:

- group counseling and skills in group counseling (ECD 539),
- professional development in practicum (ECD 642) and the introduction classes in college, school, and clinical counseling (ECD 535, ECD 533 and ECD 536)
- risk assessment in clinical assessment in counseling (ECD 562),

- goal driven application and treatment plan in theories of counseling (ECD 530), techniques of counseling (ECD 562), and practicum (ECD 642)
- deeper understanding of the pharmacology in substance abuse and counseling (ECD 590).

Since there are already classes covering the above topics, no program changes are needed.

Q2 - Please comment on the student's strengths as shown throughout the semester.

Please comment on the student's strengths as shown throughout the semester.

Examples of Strengths:

a great deal of empathy and compassion towards her clients!

Interpersonal skills Adaptability Sincerity Organizational skills Flexibility Increased confidence Time management

Strengths for this clinical counseling doctoral practicum include dependability, organization, commitment, openness to feedback, general assessment and professional skills

Good insight and initial client assessment.

Student has demonstrated effective techniques and has shown growth to this point. Student's ability to establish rapport with others is effective and seems to come easy to her. Student exhibits a genuine concern for client's well-being and has been successful in creating a safe and comfortable environment for clients to share their thoughts and feelings.

Ability to be flexible and seek out information when needed!

Self-reflection Interest in improving skills and learning new theories

a natural way of connecting to his students in session. He asks thoughtful open-ended questions to learn more about the students presenting issue(s) as they both seek to develop career-related goals.

a very welcoming demeanor and builds rapport with her students very quickly. She seeks to meet her clients where they are and works collaboratively with her students to develop concrete career goals.

XXX demonstrated many strengths throughout her internship experience. She utilized her counseling and academic skills to support her students. She always met each student where they were at and often had reoccurring appointments due to the rapport, she was able to build with her student population. Her site supervisors spoke very highly of XXXX and her innate ability to build rapport with students.

XXXX had the opportunity to learn about academic advising and counseling skills during her internship experiences. During her internships, she was able to demonstrate her skills in all areas and incorporate the theory and practice of a variety of counseling and advising skills in these settings. XXXX is a well-rounded counselor and draws from an eclectic approach when working with each student as she seeks to meet them where they are at.

XXXX is great at building relationships with anyone she comes into contact with, which is a huge strength when working with students. XXXX has also seemed to build strong relationships with teachers and administration at her site. XXXX is clearly passionate about working with students and has gone above and beyond to collaborate with community and out-of-town speakers to discuss topics such as suicide and bullying. Also, XXXX has done an excellent job managing all the unexpected circumstances at her school and sought consultation/supervision when handling situations outside of her comfort zone.

XXXX has continued to grow as a school counselor throughout the semester. As the only and first school counselor at CPA, XXX has taken initiative to meet with students and start building a comprehensive school counseling program. XXX's clinical skills have also improved; she seems more confident in meeting with students and coming up with creative methods to engage students during sessions.

XXX is person-centered and meets her students where they are at in the moment. She draws from a strength-based approach and incorporates a variety of theories and techniques into her practice in order to support her clients from a holistic framework.

Q3 - Please comment on any areas of future growth for the student.

Please comment on any areas of future growth for the student.

Continue seeking leadership opportunities to represent the field of counseling Identify foundational theories that I believe in and see the benefit in using to support my clients

Future growth areas as with any professional include continued discussion around cultural competence. Trauma work and understanding and maybe a bit of growth, tolerance, and adaptability with challenges related to client situations not being so cut and dry and the different factors that may come in and impact and slow a process down.

Caseload planning, Goal driven application, Deeper understanding of the pharma and DSM5

Student can benefit from increasing her awareness of resources located in the area where her site and families are located. Student can benefit from using literature to support her work with clients and becoming comfortable using a variety of counseling theories in order to best support clients.

none

Conflict resolution

XXX has had a very busy semester as he interviewed with well over 12-15 employers/universities. I hope he is able to obtain some additional self-care after a long semester of traveling across the country.

XXX will continue to learn and grow in her clinical skills as she works in various settings. She already has a fantastic foundation, which has been demonstrated through her work with her students in the career center.

I hope for XXX that she can gain additional experience in another setting and university, which it looks like it will happen for her to continue to work with a variety of populations beyond NCSU.

XXX identified time management in her sessions and taking notes afterward as an area of growth. She successfully tackled this task and continues to make great strides in developing strategies for managing her time effectively.

XXX may need to continue working on lesson planning and implementation when it comes to groups and classroom guidance lessons. XXX will also need to continue practicing self-care methods so that she does not burn out.

As the only and first school counselor at CPA, XXX will have to continue to seek consultation and supervision from her administrator in order to collaborate on building the school counseling program. XXX will also have to seek ways to grow multiculturally competent, as she has shared with me that this piece was difficult for her to explore at a school with a homogenous population. XXX will also need to continue advocating for students and her role as a school counselor.

I know that XXX continues to manage her own pain management and she did such a great job of this throughout the semester. As she continues in the profession and begins to work longer hours and see more clients per week, I encourage her to continue to modify her strategies to ensure self-care to prevent and/or reduce burnout.

I encourage XXX to continue to attend conferences and think about doing research and/or presenting. Think about leadership opportunities and ways to continue to share your knowledge. So glad you are part of our community!!

I encourage XXX to keep presenting, researching, and being active at conferences as she is already doing. I also think we can build on the area of developing and training further new supervisors at CCERC which is an area I know you talked about in ECD 843. Malaika is perfectly suited for that role as a mentor and trainer. Thank you Malaika for all of your hard work!

XXX's site supervisor also says: Ms. M shows great care and encouragement to students. Her techniques and insights will grow with future counseling experience. I look forward to working with her next year during her internship!

Student can develop her knowledge base with YA SUD and best practices for this population. Student will need to let her personality out more in the relationship to deepen the emotional process in her sessions. It will also be important for her to not personalize her clients behavior in the program (eg. relapse was difficult for her)

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 $M = 4.55$; $SD = .6$

2018-2019 $M = 4.36$; $SD = .66$

Rate the adequacy of your advisor.

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

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

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

Rate the curricular experiences in which you participated overall.

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

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

2018-2019 $M = 4.14$; $SD = .79$

Rate how well your internship met its objectives.

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

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

2018-2019 $M = 4.59$; $SD = .73$

Appendix E
Data for Graduating Doctoral Survey

Rate the adequacy of the faculty in general.

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

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

Rate the adequacy of your advisor.

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

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

Rate the curricular experiences in which you participated overall.

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

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

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 $M = 4.50; SD = 0.71$

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

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

2018-2019 $M = 5.0; SD = 0$

Appendix F
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 $M = 4.55; SD = .60$

2018-2019 $M = 4.55; SD = .94$

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

2016-2017 $M = 4.58; SD = .67$

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

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

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

2016-2017 $M = 4.42; SD = .52$

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

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