

**Evaluation of the
Counselor Education Program at
Texas Tech University for the
Period between fall, 2004 and spring, 2008**

**By
Gerald Parr
Loretta Bradley
L.J. Gould
Dasha Cochran**

Evaluation of the Counselor Education Program at
Texas Tech University for the
Period between fall, 2004 and spring, 2008

This program evaluation builds upon the two previous reports. Both reports cite importance of program evaluation and overview the basic elements of an evaluation (Bradley, 2004).

The need for program evaluation in higher education generally (Alkin, 2003; Alkin & Christie, 1999; Alkin & Taut, 2003; Astin, 1991; Banta, 1988, Crisp, 2004; Funk & Klomparens, 2006; Gaudet, Annulist, & Kmiec, 2008; Golde, Jones, Bueschel, & Walker, 2006; Gray & Diamond, 1989; Jennings, 1989; Reardon & Hartley, 2007) and counselor education specifically (Astramovich & Coker, 2007; Bradley & Fiorini, 1999; Engels & Wilborn, 1984; Gaubatz & Vera, 2002; Hadley & Mitchell, 1995; Hansen, 2004; Hayes & Paisley, 2002; Isaacs, 2003; Kerri, Garcia & McCullough, 2002; Loesch, 2001; Lusky & Hayes, 2001; Miller, 2004; Neimeyer, Saferstein, & Rice, 2005; Osborne & House, 1995; Sayers, Carroll & Loesch, 1996; Studer, Oberman, & Womack, 2006) has been well-documented. In the above manuscripts, the authors document the importance of systematic program evaluation. Although program improvement was the most frequently cited rationale for conducting program evaluation, other frequently mentioned reasons include (a) accountability required by accreditation bodies, (b) compliance with state departments of education, (c) information to make available to administrators, (d) information to make available to students (prospective and current), (e) identification of strengths and weaknesses, (f) curriculum changes and (g) the opportunity to have feedback from graduates of the program and the employers of the graduates of the program.

Although total consensus does not exist regarding all aspects of program evaluation, researchers (Cooksy, 2008; Durlak, 2008; Goudolf, 2008; Jacobs, Roberts & Vernberg, 2008; Jerry, 2005; Matsuba, Elder, Marleau & Petnucci, 2008; Vernberg, 2008) do agree on the importance of program evaluation. Further, many researchers agree on the basic components. For example, Astramovich and Cocker (2007), Corone, Barker and Hill (2007), Ewell (1997), Jerry (2005), Hansen (2004), and Luskey and Hayes (2001) suggest that the quality of a program must contain more than the perceptions of the faculty. Ewell (1997), Hansen (2004), and Lusky and Hayes (2001) suggest that the quality of a program must contain more than the perceptions of the faculty. They advocated that program evaluation must include information from the graduates of the program and the employers of the graduates. Further, Engles and Wilborn (1984), Hayes & Paisley (2002), Loesch (2001), Osborne and House (1995) and Sayers, Carroll and Loesch (1996) concluded that effective program evaluation must not only include the systematic collection of data from students and graduates, but in addition, it must include data from other sources.

In addition to the universal need for program evaluation, the counseling program at Texas Tech University (TTU) has a mandate to conduct evaluations from The Council for Accreditation of Counseling and Related Programs (CACREP) and from the College of Education (COE). To achieve consistency with the two previous evaluations, questionnaires were completed by current students, by graduates from the fall 2004 to the fall 2007, and by employers of graduates. This questionnaire, the Program Graduate Survey, is based on

assessment inventories developed by Sayers, Carroll & Loesch (1996). It consists of demographic information, 16 items pertaining to general aspects of the program, 20 items on knowledge areas from the program, and 13 items on skill development in the program. Items were rated on a 10-point Likert Scale with a 1=low/poor and 10=high/very good.

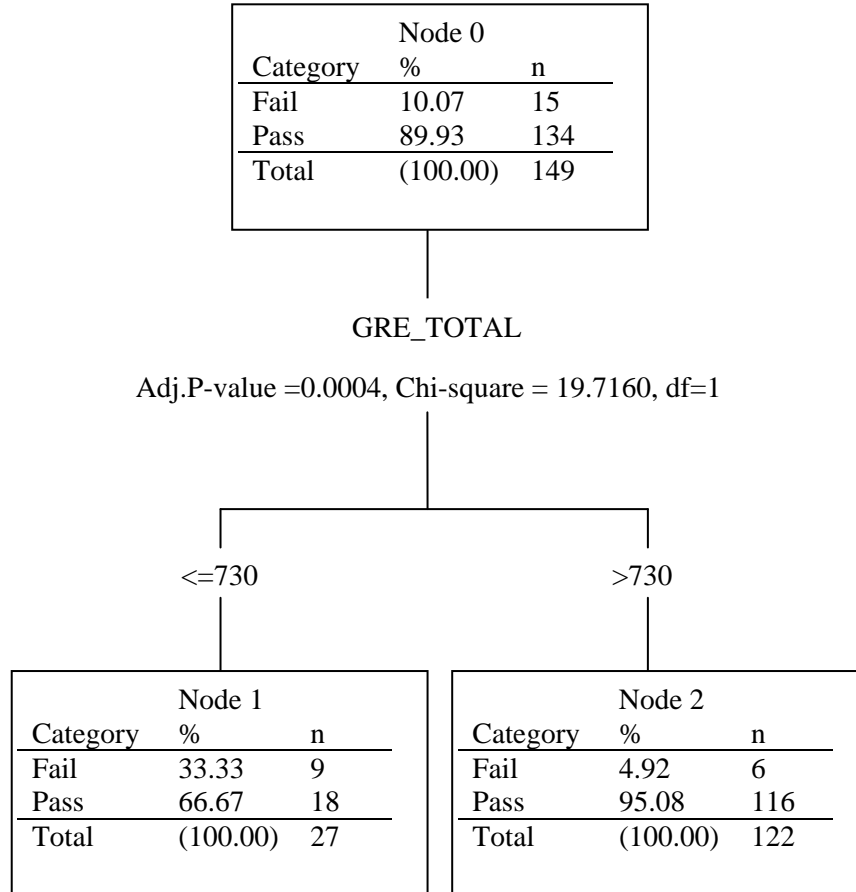
This evaluation will first consider finding relevant to the admission process, followed by outcomes for students to exit the program and for students to obtain LPC licensure and school counseling certification in the Texas.

Evaluation Findings for the Master's and Doctoral Degree Programs

Admissions

Dr. Eugene Wang analyzed students' GRE scores in terms of their ability to predict their performance on the Master's Comprehensive Examination. The Master's Comprehensive Examination is a national exam, the Counselor Preparation Comprehensive Examination (CPCE), which is developed and scored by the Center for Credentialing and Education (CCE), a branch of the National Board of Certified Counselors (NBCC). Dr. Wang (personal communication) found that 40% of the variance on the CPCE could be explained by the students' GRE scores (Verbal plus Quantitative). The following graph depicts percentage of students who would pass the CPCE based on the GRE scores below and above 730.

Tree Predicting Performance on the CPCE Based on GRE Scores



This flow chart indicates that a third of students with a combined Verbal and Quantitative score on the GRE of less than 730 are likely to fail the Master's Comprehensive Exam whereas those with a combined score of 730 or higher are likely to pass the Exam. Thus, GRE scores should and do weight heavily in admission decisions along with other factors in the program's review of applications for admissions.

Master's Comprehensive Examination Performance

Table #1 provides the means and their Z score equivalents of our graduates on the CPCE Exam. Z-scores were calculated using national and normative values provided by the CCE.

Table 1.

TTU graduates z-scores and percentile equivalents on CPCE Exam (N = 118)

Aspect of the program	Z-Score	Percentile Rank
Human Growth and Development	0.16	56%
Social and Cultural Foundations	-0.25	40%
Helping Relationships	0.16	56%
Group Work	0.24	60%
Career and Lifestyle Development	0.62	73%
Appraisal	0.25	60%
Research and Program Evaluation	0.18	57%
Professional Ethics	0.21	58%
<i>Overall Mean</i>	<i>0.20</i>	<i>58%</i>

This summary indicates relative strength in how students score in the area of career and lifestyle development and relative weakness in the area of social and cultural foundations. Overall, TTU graduates score better than their counterparts on the CPCE Exam.

Licensed Professional Counseling (LPC) Scores

Graduates majoring in the community counseling track take an exam to obtain licensure as professional counselors (LPCs). Table #2 summarizes the results of TTU graduates, compared to graduates of other training programs in Texas, on the licensure exam used by the Texas Board of Examiners of Licensed Professional Counselors.

Table 2.

TTU Graduates' Means for LPC Examination

Content Areas	9/1/04-8/31/05		9/1/05 – 2/29/08			
	TTU Mean n=15	State Mean n=1033	NBCC Form 146105		NBCC Form 14620	
			TTU Mean n= 30	State Mean n=1685	TTU Mean n= 37	State Mean n=1696
Human Growth and Development	85	84	71	71	70	67
Social and Cultural Foundations	80	80	65	67	62	60
The Helping Relationship ³			77	76	77	76
Group Dynamics, Processing & Counseling (Group Dynamics, Theories & Techniques ¹)	85	83	74	76	81	78
Lifestyle and Career Development	83	78	70	66	65	62
Appraisal of Individuals (Appraisal and Assessment ¹)	83	82	72	71	68	64
Research and Evaluation (Research Methods ¹)	71	76	61	58	63	63
Professional Orientation	81	80	78	78	82	80
Abnormal Human Behavior ²	82	78				
Counseling Theories ²	79	82				
Counseling Methods & Techniques ²	82	81				
<i>Overall Mean</i>	<i>81</i>	<i>81</i>	<i>72.5</i>	<i>71.8</i>	<i>72.9</i>	<i>70.6</i>
<i>Passing Rate</i>			<i>90%</i>	<i>86%</i>	<i>97%</i>	<i>90%</i>
			<i>(27)</i>	<i>(1,454)</i>	<i>(36)</i>	<i>(1,532)</i>

¹ Topic area name used on the Texas LPC examination before 8/31/05

² Topic areas found only on the Texas LPC examination before 8/31/05

³ Topic areas found only on the National Counselor Exam (NCE) used after 9/1/05

These results indicate that TTU's program compares favorably with other Texas programs in terms of its passing rate on the Texas Exam for licensure as a LPC. Interestingly, the relative weakness evident in the area of social and cultural foundations on the Master's Comprehensive Exam does not show the same trend on the LPC Exam. No clear and significant pattern of strengths or weakness by topical area appears in these findings.

Certification of School Counselors in Texas

Results of TTU graduates of the school counseling track on the TExES Exam for certification in School Counseling shows a passing rate of 100 %. Efforts to obtain normative data on the TExES Exam at the state level was unsuccessful, thus meaningful information, Z-scores by domain, for example, could not be calculated.

Table 3.

Means and Standard Deviation for the School Counselor Examination for TTU Graduates

Test Domains	Mean	Standard Deviation
Domain 1: Understanding Students	273.53	13.82
Domain 2: Planning and Implementing the Developmental Guidance and Counseling Program	267	14.42
Domain 3: Collaboration, Consultation, and Professionalism	272.02	12.51
<i>Overall Mean</i>	<i>271</i>	<i>10.34</i>

Perceptions of Graduates Regarding the Counseling Program

A questionnaire was completed by TTU graduates for the period beginning in the fall 2004 ending in the fall 2007. This questionnaire, the Program Graduate Survey, is based on assessment inventories developed by Sayers, Carroll & Loesch (1996). It consists of demographic information, 16 items pertaining to General Aspects of the program, 20 items on Knowledge Areas from the program, and 13 items on Skill Development in the program. Items were rated on a 10-point Likert Scale with a 1=low/poor and 10=high/very good. Table 4 presents means and standard deviations by item on the Survey for the 2004 and the current, 2008, program evaluation. Significance testing comparing the results from these two evaluation periods is also presented in Table 4, where negative values indicate higher ratings for 2008 and where an * denotes differences that are significant at the .05 level.

Table 4.

Descriptive Statistics from Ratings of General Aspect of the Program by Graduates

Aspects of the Program	Year						t- Statistics
	2004			2008			
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
The duration (i.e., academic length) of	22	8.50	1.23	24	8.63	1.36	-0.340

the program(s)							
The accessibility/availability of the program faculty	22	8.41	1.56	25	8.79	1.17	-0.934
The faculty as mentors to you	22	8.14	1.98	25	8.37	2.28	-0.370
The facilities and resources available for the program(s)	21	8.14	1.71	25	8.39	1.45	-0.529
The supervised, field-based experiences (i.e., practica or internships) overall	22	8.14	1.52	25	8.70	2.15	-1.040
The site host supervisors for supervised, field-based experiences	21	8.00	1.55	25	8.79	1.26	-1.873
The on-campus, individual supervisors for supervised, field-based experiences	21	7.86	1.71	25	9.07	1.94	-2.248*
The program's curriculum (i.e., the curriculum in general)	22	7.64	1.29	25	8.71	1.08	-3.060*
The academic/professional knowledge taught to you	22	7.64	1.59	25	9.00	0.90	-3.543*
The in-program, on-campus supervised practice experiences	20	7.60	1.67	24	8.04	2.27	-0.739
The on-campus, group supervisors for supervised field-based experiences	21	7.52	1.66	24	9.07	1.96	-2.872*
The academic advisement you received	22	7.46	1.99	25	7.54	2.19	-0.131
The professional competence of the program faculty	22	7.39	2.09	24	9.07	1.96	-2.805*
The in-program student evaluation procedures	22	7.27	2.14	25	8.21	1.40	-1.756
The professional skills taught to you	22	7.18	1.84	25	8.75	0.97	-3.587*
The instructional, classroom (i.e., teaching) effectiveness	22	7.00	1.77	24	8.44	1.84	-2.705*
<i>Overall Mean and Standard Deviation</i>		<i>7.74</i>	<i>1.71</i>		<i>8.59</i>	<i>1.65</i>	<i>-1.729</i>

Graduates from the program from 2004-2008 uniformly rated the program's General Aspects more positively than graduates in the 2004 evaluation. Of particular note, the following areas were rated as the most positive: supervision of field experience, academic and professional knowledge, and competence of the faculty. Although not low per se, the area rated relatively least favorably was advisement. The next table, #5, summarizes the results from the Knowledge Based Area on the Survey.

Table 5.

Descriptive Statistics from Ratings of Knowledge Based Items by Graduates

Knowledge Areas	Year						t- Statistics
	2004			2008			
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
Ethical and legal issues in your profession	22	8.32	2.1	25	9.18	1.47	-1.606
Dysfunctional behavior (abnormal)	22	7.91	1.31	22	7.75	3.06	0.225
Small group dynamics and counseling	22	7.82	1.97	25	9	0.9	-2.582*
Career and lifestyle counseling	22	7.5	1.79	25	7.54	1.84	-0.075
Family counseling	20	7.4	1.23	25	7.86	1.41	-1.168
Human growth and development	22	7.36	2.13	25	8.11	1.34	-1.422
Large group dynamics and counseling	22	7.32	1.99	25	8.32	1.39	-1.971
Theories of counseling (or student development)	22	7.18	2.11	25	8.29	1.44	-2.078*
Research and statistics	22	7	1.66	25	7.5	1.48	-1.084
Accountability procedures	21	6.91	2	24	7.67	2.91	-1.031
Theories of personality	22	6.77	2.05	24	7.48	2.03	-1.179
Multicultural counseling	22	6.75	2.67	25	8.64	1.45	-2.958*
Professional credentialing	21	6.67	2.27	25	7.89	2.11	-1.875
Professional organizations	22	6.59	2.3	25	8	1.89	-2.277*
Psychological (i.e., clinical) diagnosis	22	6.55	2.74	23	6.96	2.64	-0.511
Standardized (i.e. group) testing	22	6.5	1.97	24	7.04	1.99	-0.924
Consultation	22	6.05	2.4	24	7.15	2.38	-1.559
Case planning/management	20	5.8	1.94	24	6.93	2.58	-1.656
Crisis intervention/counseling	22	5.59	2.4	25	7.5	2.19	-2.836*
Counseling persons with special needs	22	5.55	2.41	25	6.96	1.67	-2.301*
	22	6.87	2.07	25	7.79	1.91	-1.576

Overall Mean and Standard Deviation

p* < .05

A pattern on this scale of the Survey is comparable to the pattern on the General Aspects Scale: graduates of this evaluation were uniformly and often significantly more positive than were graduates from the previous evaluation. Recent graduates were especially positive about their training in legal and ethical issues. Three areas of relative, but not absolute weakness, noted in these findings include: psychological diagnosis, abnormal behavior, and case management. The third area of Survey concerns Skills, and its results appear in table #6.

Table 6.

Descriptive Statistics from Ratings of Skills Based Items by Graduates

Skills	Year						t-Statistics
	2004			2008			
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
Individual counseling	22	7.61	1.63	25	8.71	1.18	-2.619*
Small group counseling	22	7.5	2.09	25	8.82	0.86	-2.764*
Career and lifestyle counseling	22	7.14	1.64	25	7.36	1.85	-0.432
Large group counseling/guidance skills	22	6.86	2.15	25	7.96	1.97	-1.820
Family counseling	21	6.71	1.82	25	7.75	1.62	-2.029*
Multicultural counseling	22	6.39	2.61	25	8.39	1.2	-3.300*
Clinical (psycho) diagnosis	22	6.23	2.49	23	7.04	2.76	-1.035
Consultation	21	6.19	2.18	25	7	2.34	-1.214
Child and adolescent counseling	22	6.18	1.79	25	7.41	2.45	-1.980
Crisis intervention/counseling	22	5.86	2.3	25	7.32	2.29	-2.176*
Assessment	22	5.86	2.36	25	7	1.7	-1.877
Counseling persons with special needs	22	5.73	2.1	25	7	1.68	-2.269*
Case planning/management	21	5.71	2.22	25	7.04	2.57	-1.883
<i>Overall Mean and Standard Deviation</i>		<i>6.46</i>	<i>2.11</i>		<i>7.6</i>	<i>1.88</i>	<i>-1.944</i>

p* < .05

Again, it is clear that recent graduates are highly satisfied with their training in skill areas and are more so than graduates from the past evaluation. Of note, graduates were especially

positive about their training in group and individual counseling. Three areas of relative, but not absolute, weakness were: consultation, assessment, and counseling persons with special needs.

Perceptions of Current Masters-Level Students Regarding the Counseling Program

The same Survey was used to assess the perceptions of current students. Table #7 summarizes the results of this information across three stages of the students' enrollment in the program.

Table 7.

Descriptive Statistics from Ratings of General Aspects of the Program by Current M Ed Students

Aspects of the Program	Stage in the program								
	<u>Stage 1 (0-16 hours)</u>			<u>Stage 2 (17-32 hours)</u>			<u>Stage 3 (>33 hours)</u>		
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation
The duration (i.e., academic length) of the program(s)	17	9.13	1.26	8	8.00	1.85	22	8.18	1.01
The accessibility/availability of the program faculty	17	9.18	1.13	8	8.63	1.19	22	8.68	1.04
The faculty as mentors to you	16	8.69	1.40	8	7.38	2.50	22	8.64	1.00
The facilities and resources available for the program(s)	16	8.81	1.13	8	8.50	0.93	22	7.64	1.43
The supervised, field-based experiences (i.e., practica or internships) overall	2	9.50	0.71	2	8.00	2.83	21	8.65	1.31
The site host supervisors for supervised, field-based experiences	1	10	-	2	8.50	2.12	21	8.57	1.12
The on-campus, individual supervisors for supervised, field-based experiences	4	8.50	2.38	2	7.5	3.54	22	8.71	0.96
The program's curriculum (i.e., the curriculum in general)	17	9.29	0.99	8	8.50	0.76	22	8.59	0.91
The academic/professional knowledge taught to you	17	8.88	1.36	8	8.63	1.41	22	8.50	1.01
The in-program, on-campus supervised practice experiences	10	9.09	1.14	7	8.14	1.57	21	8.52	0.93
The on-campus, group supervisors for supervised field-based experiences	3	9.67	0.58	2	7.00	2.83	21	8.71	1.15
The academic advisement you received	16	8.67	1.72	8	8.13	1.64	22	7.23	2.22
The professional competence of the program faculty	17	9.00	1.17	8	8.63	0.74	22	9.09	0.81

The in-program student evaluation procedures	14	8.64	1.39	8	8.13	1.13	22	7.91	1.02
The professional skills taught to you	17	8.82	1.47	8	8.38	1.19	22	8.32	1.04
The instructional, classroom (i.e., teaching) effectiveness	17	9.00	1.27	8	8.50	1.51	22	8.55	1.06
<i>Overall Mean and Standard Deviation</i>		<i>8.16</i>	<i>1.29</i>		<i>8.16</i>	<i>1.73</i>		<i>8.41</i>	<i>1.13</i>

p* < .05

The relatively high ratings given by students on items in the General Aspects of the program during the first stage of their training are unexpectedly high. This would appear to suggest that students are highly hopeful and positive in both their expectations and experiences during the early phase of the program. There appears to be a slight decline during the middle phase, although ratings were nevertheless very high. Students were again quite positive about their program in the final phase of their training. Faculty competence was rated very high at each stage of the students' training. Rating from the Knowledge Based items on the Survey appear in Table #8.

Table 8.

Descriptive Statistics from Ratings of Knowledge Based Items by Current M Ed Students

Knowledge Areas	Stage 1(0-16 hours)			Stage 2(17-32 hours)			Stage 3(>33 hours)		
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation
Ethic and Legal Issues in Counseling	12	8.75	2.01	7	7.43	1.72	24	8.54	1.41
Small Group Dynamics and Counseling	11	8.91	1.81	8	8.25	1.16	24	8.75	1.11
Theories of Counseling	13	8.46	1.51	8	8.63	0.74	24	8.21	1.25
Career and Lifestyle Counseling	10	8.5	2.22	6	7.67	1.97	24	7.42	1.69
Multicultural Counseling	12	9	1.95	7	8.86	0.9	23	8.22	1.17
Human Growth and Development	9	8.78	1.39	7	8	1.15	24	7.71	1.71
Large Group Dynamics and Counseling	10	8.3	2.21	8	8.13	1.13	23	7.61	1.95
Standardized (i.e., group) testing	8	8.25	3.06	8	8.25	1.16	23	6.65	1.75
Crisis Intervention/Counseling	10	7.4	3.06	8	6.38	1.41	23	6.39	1.9
Consultation	8	7.88	3.14	8	7.38	1.3	23	7.48	1.78
Psychological (i.e., Clinical) Diagnosis	10	7.3	2.5	8	7.25	1.83	23	6.96	1.64
Professional Credentials	12	8.5	1.62	7	7.71	1.7	23	7.74	1.36

Abnormal Psychology	9	7.67	2.6	8	8.5	1.2	22	7.23	1.07
Theories of Personality	10	7.4	2.63	8	8.13	1.55	21	7.05	1.43
Family Counseling	11	8.82	1.66	7	8.14	1.46	24	7.92	1.02
Case Planning/Management	7	6.57	3.46	7	7.57	1.72	22	7.09	1.6
Accountability Procedures	10	7.8	2.53	8	7.5	1.6	23	7.61	1.2
Counseling Persons with Special Needs	13	7.46	2.7	8	6.75	1.58	23	7.09	1.08
Professional Organizations	13	8.69	1.55	8	7.88	1.13	23	7.74	1.05
Research and Statistics	10	7.7	3.4	6	8	1.1	23	6.87	1.42

Overall Mean and Standard Deviation

		8.11	2.35		7.82	1.38		7.51	1.43
--	--	------	------	--	------	------	--	------	------

p* < .05

The same pattern on this scale is evident as was with the General Aspects scale. Although ratings in all Knowledge Based areas are above the mean, the following areas were rated as relatively low during the final phase of training: standardized testing, crisis intervention, and psychological diagnosis.

Of note, there is a slight decline in how favorably items were rated over the three stages of the students' program. The areas identified as relatively weak in the final stage of training were: standardized testing, crisis intervention, psychological diagnosis, and research and statistics. Table 9 summarizes current students' perceptions of the Skills Area.

Table 9.

Descriptive Statistics from Ratings of Skills Based Items by the Program by Current M Ed Students

Skills	Stage 1(0-16 hours)			Stage 2(17-32 hours)			Stage 3(>33 hours)		
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation
Individual Counseling	14	8.21	2.26	8	8.13	1.55	24	8.71	0.86
Small Group Counseling	11	8.09	2.91	8	8.63	1.06	24	8.58	0.97
Multicultural Counseling	12	8.25	2.22	8	8.13	1.55	23	7.78	1.54
Large Group Counseling/Guidance Skills	10	7.9	2.77	8	7.88	1.89	23	7.65	1.64
Career and Lifestyle Counseling	9	8.22	2.39	6	7.17	1.94	24	6.79	1.61
Crisis Intervention/Counseling	11	7.36	3.01	8	6.13	1.13	23	6.78	1.76
Child and Adolescent Counseling	12	7.42	2.61	7	7.43	1.4	21	7.52	1.5
Family Counseling	12	8.25	2.49	7	8.14	0.69	24	7.75	1.29
Consultation	9	6.33	3.43	7	6.86	1.86	23	7.52	1.83
Case Planning/ Management	9	6.33	3.12	7	6.57	1.81	22	7.27	1.8

Clinical (Psycho) Diagnosis Counseling Persons with Special Needs Assessment	11	7	2.41	8	7.25	2.12	23	7.13	1.39
	12	7.17	2.79	8	6.63	1.69	23	6.78	1.28
	9	7.33	3.24	8	7.88	1.55	23	7	1.48
<i>Overall Mean and Standard Deviation</i>		<i>7.53</i>	<i>2.74</i>		<i>7.45</i>	<i>1.56</i>		<i>7.48</i>	<i>1.46</i>

p* < .05

No significant trend appears in how students' perceived training in Skill Areas over the three stages of their program. Individual and group counseling are rated very highly whereas three areas of relative, but not absolute weakness, were: career and lifestyle counseling, crisis intervention, and counseling persons with special needs.

Perceptions of Current Doctoral-Level Students Regarding the Counseling Program

Table 10 summarizes how current doctoral students perceive the General Aspects of their program.

Table 10.

Descriptive Statistics from Ratings of General Aspects of the Program by Current PhD Students

Aspects of the program	N	Mean	Standard Deviation
Professional skills	9	9.44	0.73
The on-campus, individual supervision	5	9.80	0.45
The Program's curriculum (i.e., the curriculum in general)	9	9.22	0.83
The academic/professional knowledge taught to you	9	9.56	0.53
The supervised, field-based experience (i.e., practice or internship) overall	7	9.57	0.79
The site host supervisors for supervised, field-based experience	5	9.40	0.89
The on-campus, group supervisors for supervised field-based experience	6	9.50	0.55
The instructional class-room (i.e., teaching) effectiveness	9	9.44	0.73
The professional competence of the program faculty	9	9.78	0.44
The accessibility/availability of the program faculty	9	9.33	1.00
The academic advisement you received	8	8.50	1.77
The facilities and resources available for the program(s)	9	8.89	1.17

The in-program, on-campus supervised practice experience	8	9.38	0.74
Faculty as mentors	9	9.44	0.73
The in-program student evaluation procedures	9	9.44	0.73
The duration (i.e., academic length) of the program(s)	9	9.44	0.73
<i>Overall Mean and Standard Deviation</i>		9.38	0.80

Supervision was rated very favorably; advisement was also rated favorably but less so than all other areas. Table # 11 appears next, summarizing findings for the Knowledge Based areas.

Table 11.

Descriptive Statistics from Ratings of Knowledge Based Items by Current PhD Students

Knowledge Areas	N	Mean	Standard Deviation
Ethic and Legal Issues in Counseling	9	9.44	1.01
Small Group Dynamics and Counseling	9	9.56	0.53
Theories of Counseling	9	9.89	0.33
Career and Lifestyle Counseling	4	8.25	0.96
Multicultural Counseling	9	9.11	0.93
Human Growth and Development	6	8.67	1.03
Large Group Dynamics and Counseling	8	9.50	0.53
Standardized (i.e., group) testing	2	7.50	0.71
Crisis Intervention/Counseling	6	9.33	0.52
Consultation	9	8.89	0.93
Psychological (i.e., Clinical) Diagnosis	6	8.67	0.82
Professional Credentials	9	9.44	0.73
Abnormal Psychology	7	9.00	0.82
Theories of Personality	7	8.86	1.07
Family Counseling	6	8.33	0.82
Case Planning/Management	8	8.25	0.89
Accountability Procedures	9	9.22	0.83
Counseling Persons with Special Needs	8	8.63	0.74
Professional Organizations	8	9.38	0.74
Research and Statistics	4	9.00	0.82
<i>Overall Mean and Standard Deviation</i>		8.95	0.79

With an overall mean rating of 8.95, students were very favorable in their perceptions of Knowledge Based areas. Areas rated the highest were: theories of counseling, group dynamics, and professional credentials. On a relative basis, the three areas rated lowest were: standardized testing, family counseling, and case planning. Both theories and group work were offered during the first two semesters of their coursework, thus this might explain why they were rated so favorably. Table # 12 addresses the Skills area.

Table 12.

Descriptive Statistics from Ratings of Skill Based Items by Current PhD Students

Skills	N	Mean	Standard Deviation
Individual Counseling	9	9.56	0.53
Small Group Counseling	9	9.44	0.73
Multicultural Counseling	9	9.22	0.83
Large Group Counseling/Guidance skills	8	9.13	0.83
Career and Lifestyle Counseling	3	8.67	0.58
Crisis Intervention/ Counseling	6	9.50	0.55
Child Intervention/ Counseling	6	8.67	0.82
Family Counseling	6	8.33	1.03
Consultation	9	9.44	0.73
Case Planning/ Management	8	8.88	0.64
Clinical (Psycho) Diagnosis	6	8.83	0.75
Counseling Persons with Special Needs	8	8.25	0.71
Assessment	6	8.33	0.82
<i>Overall Mean and Standard Deviation</i>		<i>8.94</i>	<i>0.73</i>

All areas were rated very favorably with individual and group counseling rated highest. Career and child counseling were rated relatively less favorably.

Perceptions of Employers/Supervisors of TTU Graduates

Table 13.
Descriptive Statistics from Ratings of General Attributes of the Program by Employers/Supervisors

	2004	2008
--	------	------

Attributes of the Program	2004			2008			t-Statistic
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
Dependability, conscientiousness and responsibility	12	9.42	0.67	15	9.13	1.20	0.794
Responsiveness to supervision, feedback, and/or suggestions	12	9.25	0.75	15	9.07	1.18	0.490
Professional, ethical and legal behavior	12	9.17	0.94	15	9.40	0.95	-0.628
Professional development	12	9.08	0.79	15	9.27	1.12	-0.506
General work attitude and enthusiasm	12	9	0.95	15	9.20	1.11	-0.505
Relationships with other employees	12	8.83	0.94	15	9.13	1.09	-0.777
Professional demeanor	12	8.83	1.11	15	9.27	0.93	-1.091
Overall competence	12	8.58	0.9	15	9.33	0.79	-2.282*
Multicultural and gender sensitivity	12	8.58	1.24	15	9.20	0.91	-1.448
<i>Overall Mean and Standard Deviation</i>		<i>8.97</i>	<i>0.92</i>		<i>9.22</i>	<i>1.03</i>	<i>-0.671</i>

p < .05*

Employers/supervisors rated TTU students very positively during both evaluations. Their perceptions highlighted that students were found to be dependable, conscientious, responsible, and responsive to supervision. However, though recent students were rated very positively, they did not fare as well as their counterparts in the previous evaluation as indicated by eight of the nine areas were rated significantly higher in the previous evaluation. It should be noted that the current evaluation included both supervisors and employers (necessitated because of a small n) whereas the previous evaluation included only employers. Thus, the earlier evaluation may have included a more select sample.

Table 14.
Descriptive Statistics from Ratings of Skill Based Items by Employers/Supervisors

Skills	2004			2008			t-Statistics
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	

Child and adolescent counseling	10	8.5	1.72	13	9.15	0.86	-1.100
Consultation	9	8.44	1.33	14	8.57	1.40	-0.227
Individual counseling	12	8.33	1.37	15	9.20	1.22	-1.720
Crisis intervention/counseling	12	8.33	1.19	15	8.93	1.00	-1.405
Large group counseling and guidance skills	10	8.3	1.34	14	8.79	1.08	-0.947
Small group counseling	9	8.22	1.3	15	9.07	0.93	-1.710
Case planning and management	10	8.2	1.23	15	8.53	1.20	-0.670
Counseling persons with special needs	11	8.09	1.3	13	8.77	1.05	-1.391
Family counseling	10	7.9	1.6	14	8.29	1.03	-0.670
Assessment							
Clinical (psycho) diagnosis	8	7.88	1.46	11	8.00	1.21	-0.190
Assessment	10	7.6	1.58	15	8.80	1.17	-2.057
Multicultural counseling	11	7.55	1.37	15	8.47	1.15	-1.804
Career and lifestyle counseling	11	7.46	2.34	13	8.69	1.26	-1.564
Couples/marriage counseling	8	6.88	1.46	9	7.67	1.05	-1.260
<i>Overall Mean and Standard Deviation</i>		<i>7.98</i>	<i>1.47</i>		<i>8.64</i>	<i>1.12</i>	<i>-1.178</i>

p < .05*

The findings in the area of Skills show a pattern similar to that found in General Aspects: the current evaluation students were rated high but significantly less favorably than their counterparts from the previous evaluation. Of note, the skill areas child/adolescent counseling and consultation was rated very high whereas the skill area of couples/marriage counseling was rated relatively less favorably.

Table 15.

Descriptive Statistics from Ratings of Professional Knowledge Items By Employers/Supervisors

Professional Knowledge Areas	2004			2008			t-Statistics
	N	Mean	Standard Deviation	N	Mean	Standard Deviation	
Ethical and legal issues	12	8.75	0.97	15	9.33	0.87	-1.626
Professional credentialing	10	8.5	1.08	13	8.62	1.33	-0.229

Theories of counseling (or student development)	11	8.36	1.03	15	8.80	0.91	-1.130
Crisis intervention/counseling	12	8.33	1.67	15	8.73	1.12	-0.717
Counseling persons with special needs	11	8.18	1.33	13	8.92	1.00	-1.525
Consultation	9	8.11	1.62	15	9.00	1.10	-1.460
Small group dynamics and counseling	11	8	1.34	15	9.13	0.88	-2.442*
Case planning and management	11	8	2.19	15	8.80	0.91	-1.142
Accountability procedures	9	8	2.24	15	8.80	1.38	-0.967
Large group dynamics and counseling	11	7.91	1.22	14	8.93	1.10	-2.163*
Human growth and development	10	7.9	1.45	14	8.71	1.16	-1.471
Abnormal psychology	10	7.9	1.45	13	8.69	1.20	-1.398
Professional organizations	10	7.8	1.55	12	8.75	1.16	-1.599
Theories of personality	10	7.8	1.14	14	8.79	0.94	-2.244*
Psychological (i.e., clinical) diagnosis	8	7.75	1.83	13	8.15	1.35	-0.540
Multicultural counseling	10	7.6	1.27	15	8.60	0.95	-2.124*
Career and lifestyle counseling	10	7.5	1.96	14	8.50	1.18	-1.438
Family counseling	10	7.3	1.95	14	8.50	1.05	-1.771
Standardized (e.g., group) testing	8	7.25	2.25	13	8.85	1.23	-1.844
Research and statistics	10	6.8	1.32	12	8.58	1.11	-3.383*
<i>Overall Mean and Standard Deviation</i>		7.89	1.54		8.76	1.10	-1.530

p* < 0.05

Findings in the Knowledge area were similar to the other areas of the Survey, specifically, students evaluated in the current sample were rated favorably but not as favorably as those in the prior evaluation were. Two areas stand out in these findings about Professional

Knowledge: a relative strength in the area of ethics and legal issues and relative weakness in the areas of research/statistics, standardized testing, and family counseling.

Perception of the Advisory Board

Members of the Advisory Board to the Program in Counselor Education at TTU completed the same Survey as reported for other constituents in this report. The Board consists of 12 members from the professional and business community. The findings reported here are based on responses from 8 Board Members.

Table 16.

Descriptive Statistics from Ratings of the Advisory Board on Knowledge Based Items

Question	Mean	Standard Deviation
Ethical and legal issues	9.50	0.76
Small group dynamics and counseling	8.75	0.89
Theories of counseling (or student development)	9.00	1.69
Career and lifestyle counseling	6.88	1.64
Multicultural counseling	7.50	1.31
Human growth and development	8.50	0.93
Large group dynamics and counseling	8.14	1.07
Standardized (i.e., group) testing	7.71	1.50
Crisis intervention/counseling	8.50	0.93
Consultation	8.43	1.27
Psychological (i.e., clinical) diagnosis	8.13	0.99
Professional credentialing	8.29	1.50
Abnormal psychology	7.57	1.62
Theories of personality	8.00	1.63
Family counseling	7.75	2.25
Case planning/management	7.75	2.05
Accountability procedures	8.14	2.41
Counseling persons with special needs	7.57	2.07
Professional organizations	8.43	1.81
Research and statistics	7.00	1.91
<i>Overall Mean and Standard Deviation</i>	<i>8.09</i>	<i>1.60</i>

Areas of relative strength evident in Knowledge area include the following: ethical/legal issues, theories of counseling, and group work. Areas rated as relatively less favorably include: career and lifestyle counseling, abnormal psychology, counseling persons with special needs, family counseling, and case planning/management.

Table 17.

Descriptive Statistics from Ratings of the Advisory Board on Professional Skills

Question	Mean	Standard Deviation
Individual counseling	9.38	0.92
Small group counseling	8.75	0.89
Multicultural counseling	7.43	1.40
Large group counseling/guidance skills	8.00	0.82
Career and lifestyle counseling	7.14	0.90
Crisis intervention/counseling	8.25	1.39
Child and adolescent counseling	8.29	1.50
Family counseling	8.29	1.25
Consultation	8.57	1.51
Case planning/management	8.13	1.55
Clinical (psycho) diagnosis	7.75	1.67
Counseling persons with special needs	6.86	1.86
Assessment	7.38	1.92
Couples/marriage counseling	7.33	1.75
<i>Overall Mean and Standard Deviation</i>	<i>7.99</i>	<i>1.49</i>

N=8

The two Skill areas identified as most positive were individual and group counseling whereas two areas identified as relatively less positive were counseling persons with special needs and couples/marriage counseling. The third area that the Board rated was Attributes of TTU students, which was derived from the Survey sent to employers/supervisors of TTU students. It appears next.

Table 18.

Descriptive Statistics from Ratings by the Advisory Board on Program Student Attributes

Question	Mean	Standard Deviation
Overall competence	9.00	0.76
Professional/ethical/legal behavior	9.38	0.74
Responsiveness to supervision, feedback, and/or suggestions	9.63	0.52
Professional demeanor	9.00	1.20

Multicultural and gender sensitivity	8.25	1.28
Relationships with other employees	9.13	0.83
General work attitude/enthusiasm	9.38	0.74
Dependable/conscientious/responsible		
	9.13	0.99
Professional development	8.75	1.28
<i>Overall Mean and Standard Deviation</i>		
	9.07	0.98

N=8

Advisor Board members rated the Attributes of TTU students very favorably in all areas. Board members were asked to identify the strengths and weaknesses of the program. Areas of strengths included multicultural consciousness, professionalism and case management skills, ethics, and sensitivity to minorities/gender bias. One statement seems capture most of their qualitative comments, "Overall, graduates of the program have a number of very good strengths; they are knowledgeable and are able to apply their knowledge." Board members acknowledged appreciation of faculty members. In terms of areas mentioned that might need improvement one Board member stated, "It would benefit all the department to actually come into the schools and see what actually takes place. Paperwork duties such as supervision in halls, cafeteria, etc. are actually done by some counselors in school." In addition, Board members felt that more coursework should be devoted to crisis intervention and diagnosis.

Summary and Conclusions

Program Strengths

Overall, the findings of this evaluation underscore how well the Counselor Education Program at TTU is perceived by current students, by graduates, by employers/supervisors, and by Board members. Similarly, TTU students scored above the mean on national exams on their Master's Comprehensive Examination and the exam for licensure as a LPC in Texas. All students passed the state exam for certification as a school counselor, a passing rate that exceeded the state norm. Academic areas identified as especially strong include the following; practicum/internships, ethics/legal issues, individual counseling, and group counseling. In general, faculty members were viewed as knowledgeable and caring.

Program Weaknesses

Although all aspects of the program were rated favorably, several areas were identified as relatively less favorable. These included the following: testing, diagnosis, research, crisis counseling, couples/family counseling, career and lifestyle counseling, and abnormal behavior. Several steps have been taken to improve the program. A new Director of School Counseling has been hired, and several of the courses in this area have been revised. A new Certificate in Mental Health has been approved by the Graduate School, and this promises to address several of the areas of relative weakness. Finally, the program has received approval to hire an additional

faculty member, and the findings of this evaluation will influence the search committee's efforts to find a new hire who can brace up the program in areas identified as relatively weak.

References

- Alkin, M. C. (2003). Evaluation Theory and Practice: Insights and New Directions. *New Directions for Evaluation, 97*, 81-89.
- Alkin, M. C., & Christie, C. (1999). Further reflections of evaluation misutilization. *Studies in Educational Evaluation, 25*, 1-10.
- Alkin, M., & Taut, S. (2003). Unbundling evaluation use. *Studies in Educational Evaluation, 29*, 1-12.
- Astin, A. W. (1991). *Assessment for excellence*. New York: Macmillan.
- Astramovich, R.L., & Coker, J.K. (2007). Program evaluation: The accountability bridge model for counselors. *Journal of Counseling & Development, 85*(2), 162-172
- Banta, T. W. (Ed.). (1988). *Implementing outcomes assessment: Promise and Peril*. San Francisco, CA: Jossey-Bass.
- Bradley, C., & Fiorini, J. (1999). Evaluation of counseling practicum: A national study of programs accredited by CACREP. *Counselor Education and Supervision, 39*, 110-119.
- Caron, S. S., Burkner, E. J., & Hill, N. C. (2007). Student judgments regarding the effectiveness of a problem-based learning project in a rehabilitation counseling practicum. *Rehabilitation Education, 21*, 59-66.
- Cooksy, L. J. (2008). Program evaluation: Forms and approaches. *American Journal of Evaluation, 29*, 108-112.
- Crisp, B. (2004). Evidence-based practice and the borders of data in the global information era. *Journal of Social Work Education, 40*, 73-86.
- Durlak, J. A. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41*, 327-350.
- Engels, D. W., & Wilborn, B. L. (1984). Surveying graduating students and graduates of counselor education programs: Instruments, rationale, and genesis. *Counselor Education and Supervision, 23*, 234-243.
- Ewell, P. T. (1987). Establishing a campus-based assessment program. In D. F. Halpern (Ed.), *Student outcomes assessment: What institutions stand to gain*, (pp. 9-26). San Francisco, CA: Jossey-Bass.
- Funk, K., & Klomparens, K.L. (2006). Using the assessment process to improve doctoral programs. In P.L. Maki & N.A. Borkowski (Eds.), *The assessment of doctoral education: Emerging criteria and new models for improving outcomes*, (pp. 145-162). Sterling, VA: Stylus.
- Gaubatz, M. D., & Vera, E. M. (2002). Do formalized gatekeeping procedures increase programs' follow-up with deficient trainees: *Counselor Education and Supervision, 41*, 294-305.
- Gaudet, C.H., Annulis, H.M., & Kmiec, J.J., Jr. (2008). Building and evaluation framework for a competency-based graduate program at the University of Southern Mississippi. *Performance Improvement, 47*(1), 26-36.
- Golde, C.M., Jones, L., Bueschel, A.C., & Walker, G.E. (2006). The challenges of doctoral program assessment. . In P.L. Maki & N.A. Borkowski (Eds.), *The assessment of*

- doctoral education: Emerging criteria and new models for improving outcomes*, (pp. 53-82). Sterling, VA: Stylus.
- Gondolf, E. (2008). Outcomes of case management. *Journal of Family Violence*, 23, 173-181.
- Gray, P. J., & Diamond, R. M. (1989). Improving higher education: The need for a broad view of assessment. In P. J. Gray (Ed.), *Achieving assessment goals using evaluation techniques*, (pp. 89-109). San Francisco, CA: Jossey-Bass.
- Hadley, R. G., & Mitchell, L. K. (1995). *Counseling research and program evaluation*. Pacific Grove, CA: Brooks/Cole.
- Hansen, J. T. (2004). Evidence-based effective practices with older adults. *Journal of Counseling and Development*, 82, 207-218.
- Hayes, R. L., & Paisley, P. O. (2002). Transforming school counselor preparation programs. *Theory into Practice*, 41, 169-176.
- Hyde, M. M., Lamb, Y., Arteaga, S., & Chavis, D. (2008). National evaluation of the safe start demonstration project: Implications for mental health practice. *Best Practices in Mental Health: An International Journal*, 4, 108-122.
- Isaacs, M.L. (2003). Data-driven decision making: The engine of accountability. *Professional School Counseling*, 6, 288-295.
- Jacobs, A., Roberts, M., & Vernberg, E. (2008). Outcomes and findings of program evaluation for the intensive mental health program. *Journal of Child and Family Studies*, 17, 178-190.
- Jennings, E. T. (1989). Accountability, program quality, outcome assessment and graduate education for public affairs administration. *Public Administration Review*, 49, 438-446.
- Jerry, P. (2005). Web-based education in the human services: Use of web-based video clips on counseling skills training. *Journal of Technology in Human Services*, 23, 183-199.
- Kerri, S. B., Garcia, J. L., & McCullough, S. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counselor Education and Supervision*, 41, 321-334.
- Loesch, L. (2001). Counseling program evaluation: Inside and outside the box. In D. Locke, J. Myers & E. Herr (Eds.). *The handbook of counseling*, (pp. 513-525). Thousand Oaks, CA: Sage.
- Lusky, M., & Hayes, R. L. (2001). Collaborative consultation and program evaluation. *Journal of Counseling and Development*, 79, 26-38.
- Matsuba, M., Elder, G., Petrucci, F., & Marleau, T. (2008). Employment training for at-risk youth: A program evaluation focusing on changes in psychological well-being. *Child and Youth Care Forum*, 37, 15-26.
- Miller, M. (2004). Implementing standardized client education in a combined BSW and MSW program. *Journal of Social Work*, 40, 87-102.
- Neimeyer, G.J., Saferstein, J., & Rice, K.G. (2005). Does the model matter? The relationship between science-practice emphasis and outcomes in academic training programs in counseling psychology. *Counseling Psychologist*, 33(5), 635-654
- Osborne, J. L., & House, R. M. (1995). Evaluation of counselor education programs: A proposed plan. *Counselor Education and Supervision*, 34, 253-269.
- Posavac, E., & Carey, R. (1997). *Program evaluation methods and case studies*. Upper Saddle River, NJ: Prentice Hall.

- Reardon, R.C., & Hartley, S.L. (2007). Program evaluation of e-portfolios. *New Directions for Student Services*, 2007(119), 83-97.
- Sayers, R. D., Carroll, J. J., & Loesch, L. C. (1996). Follow-up survey for counselor preparation program graduates and their employers. *Counselor Education and Supervision*, 35, 179-189.
- Studer, J.R., Oberman, A.H., & Womack, R.H. (2006). Producing evidence to show counseling effectiveness in the schools. *Professional School Counseling*, 9(5), 385-391.
- Whiston, S., & Aricak, O. T. (2008). Development and initial investigation of the school counseling program evaluation scale. *Professional School Counseling*, 11, 253-261.

Appendix A

Program Graduate Survey

TTU Counselor Education Program

Survey

Please provide the following information as appropriate:

Name:

(OPTIONAL)

Age: _____ Gender: _____ Race/Ethnicity: _____ Date _____

Degree(s) you are working toward from the counselor education program. For masters degree graduates, please indicate your major emphasis of study (school or community agency). For doctoral graduates, there is one major emphasis (counselor education).

1. Degree sought (x):

Ph.D.: _____

ME.D.: _____ (Community Counseling)

ME.D.: _____ (School Counseling)

2. How many hours have you completed in your program to date? _____

3. In regard to your ***current*** employment, what is (are) your:

Job Title:

Agency/Institution name:

City/State Location:

Primary Clientele:

Primary Job Functions:

4. What professional certifications and/or licensures do you currently hold?

Please complete this questionnaire in class, and return it to your professor. Please do not take the questionnaire more than once.

Thank you for your participation.

General Aspects of the Program

Please use a scale of **1 = low/poor to 10 = high/very good** to indicate your personal evaluation of each of the following *general aspects* of the counselor education program:

_____ The program's curriculum (i.e., the curriculum in general)

_____ The academic/professional knowledge taught to you

_____ The professional skills taught to you

_____ The supervised, field-based experiences (i.e., practice or internships) overall

_____ The site host supervisors for supervised, field-based experiences

_____ The on-campus, individual supervisors for supervised, field-based experiences

_____ The on-campus, group supervisors for supervised field-based experiences

_____ The instructional, classroom (i.e., teaching) effectiveness

- _____ The professional competence of the program faculty
- _____ The accessibility/availability of the program faculty
- _____ The academic advisement you received
- _____ The facilities and resources available for the program(s)
- _____ The in-program, on-campus supervised practice experiences
- _____ The faculty as mentors to you
- _____ The in-program student evaluation procedures
- _____ The duration (i.e., academic length) of the program(s)

Knowledge Areas in the Programs(s)

Please use a scale of **1 = low/poor to 10 = high/very good** to indicate your personal evaluation of your preparation in each of the following knowledge areas in the EPCE program:

- _____ Ethical and legal issues in your profession
- _____ Small group dynamics and counseling
- _____ Theories of counseling (or student development)
- _____ Career and lifestyle counseling
- _____ Multicultural counseling
- _____ Human growth and development
- _____ Large group dynamics and counseling
- _____ Standardized (i.e., group) testing
- _____ Crisis intervention/counseling
- _____ Consultation
- _____ Psychological (i.e., clinical) diagnosis

- _____ Professional credentialing
- _____ Abnormal psychology
- _____ Theories of personality
- _____ Family counseling
- _____ Case planning/management
- _____ Accountability procedures
- _____ Counseling persons with special needs
- _____ Professional organizations
- _____ Research and statistics

Skills Development in the Program

Please use a scale of **1 = low/poor to 10 = high/very good** to indicate your personal evaluation of the level of *skills areas* in your EPCE training program:

- _____ Individual counseling
- _____ Small group counseling
- _____ Multicultural counseling
- _____ Large group counseling/guidance skills
- _____ Career and lifestyle counseling
- _____ Crisis intervention/counseling
- _____ Child and adolescent counseling
- _____ Family counseling
- _____ Consultation
- _____ Case planning/management

_____ Clinical (psycho) diagnosis

_____ Counseling persons with special needs

_____ Assessment

What are the major strengths of your current counseling program?

In what ways could the counseling program be improved?

Appendix B

Employer/Supervisor of Program Graduate Survey

Employer/Supervisor of a TTU Program Graduate Survey

Please provide the following information as appropriate:

Name of the person being evaluated:

Name of your agency/institution:

What is/are the primary clientele served in your agency/institution?

How many counselors (or student development specialists) other than the person being evaluated are employed at your agency/institution?

Program Graduate's Professional Knowledge

Please use a scale of 1 = **low/poor** to 10 = **high/very good** to indicate your personal evaluation of the level of **knowledge** held by the program graduate being evaluated in each of the following areas:

- _____ Ethical and legal issues
- _____ Small group dynamics and counseling
- _____ Theories of counseling (or student development)
- _____ Career and lifestyle counseling
- _____ Multicultural counseling
- _____ Human growth and development
- _____ Large group dynamics and counseling
- _____ Standardized (i.e., group) testing
- _____ Crisis intervention/counseling
- _____ Consultation

_____ Psychological (i.e., clinical) diagnosis

_____ Professional credentialing

_____ Abnormal psychology

_____ Theories of personality

_____ Family counseling

_____ Case planning/management

_____ Accountability procedures

_____ Counseling persons with special needs

_____ Professional organizations

_____ Research and statistics

Program Graduate's Professional Skills

Please use a scale of **1** = low/poor to **10** = high/very good to indicate your personal evaluation of the level of *skill* held by the program graduate being evaluated in each of the following areas:

_____ Individual counseling

_____ Small group counseling

_____ Multicultural counseling

_____ Large group counseling/guidance skills

_____ Career and lifestyle counseling

_____ Crisis intervention/counseling

_____ Child and adolescent counseling

_____ Family counseling

_____ Consultation

_____ Case planning/management

_____ Clinical (psycho) diagnosis

_____ Counseling persons with special needs

_____ Assessment

_____ Couples/marriage counseling

Program Graduate's Attributes

Please use a scale of **1** = low/poor to **10** = high/very good to indicate your personal evaluation of

the level of the **attribute** held by the program graduate being evaluated for each of the following attributes:

- _____ Overall competence
- _____ Professional/ethical/legal behavior
- _____ Responsiveness to supervision, feedback, and/or suggestions
- _____ Professional demeanor
- _____ Multicultural and gender sensitivity
- _____ Relationships with other employees
- _____ General work attitude/enthusiasm
- _____ Dependability/conscientiousness/responsibleness
- _____ Professional development

What are the major professional strengths of the person being evaluated?

In what ways could the professional preparation of the person being evaluated be most improved?