



**North Carolina Central University**

Department of Allied Professionals

**Counselor Education Program**

**Program Evaluation**

**2009-2012**

The Counselor Education program developed a self-assessment plan as it completed its CACREP self-study in the spring of 2004. The plan provides the program with feedback from students, alumni and employers. This data has been used to improve the three counselor education program tracks (career, school, community agency/mental health counseling). This report will examine the most recent results and compare them to the 2007-2009 program evaluation.

### **Counselor Education Student/Alumni Satisfaction**

#### **Practicum/Internship Satisfaction**

Practicum and Internship students complete the *Practicum/Internship Evaluation Form*, to evaluate their field site, site supervisor and university supervisor (at the completion of their practicum). Internship students complete the survey again at the completion of their internship. This assessment tool was first utilized in 2004. The survey involves rating satisfaction on a scale of 1-4, with 1 being very dissatisfied and 4 being very satisfied. *Practicum/Internship Evaluation* results were very similar to the results from the 2007-2009 evaluation. The average ratings ranged from 3.52 to 3.85 indicating that students were satisfied with their internship sites and supervisors as well as their university supervisor. These average ratings have increased since 2009. See Table 1 for Student Evaluation of Practicum/Internship Site comparisons from 2006-2009 and 2009-2011.

Prior to graduation, during the last semester of enrollment, students complete the *Completer Survey (CS)*. This is a survey designed by the School of Education and is used for all School of Education graduate students. The survey involves rating satisfaction with 1 being very dissatisfied and 4 being very satisfied.

The Counselor Education Program also utilizes a graduate follow-up study which is referred to as the *Alumni Survey (AS)*. The survey involves rating satisfaction on a scale of 1-4, with 1 being very dissatisfied and 4 being very satisfied. This instrument was sent to alumni two years after they graduate via the alumni email listserv and the internship experience is evaluated on both the *CS* and the *AS*. On the *CS*, the internship mean rating was 3.84 indicating satisfaction with the experience. The *AS* was also used to probe satisfaction with the internship and practicum experience and on that survey; the mean rating for internship was 3.91 and 3.83 for practicum indicating alumni were very satisfied with their practicum and internship experience. See Tables 2 and 3 for comparisons. These results indicate that generally the former students were pleased with their internship experience. Alumni with the added benefit of work experience continued to be pleased with their internship experience and rated the experience as effectively preparing them for the counseling profession.

### **Coursework Satisfaction**

On the CS students evaluate their satisfaction with course offerings, instructors and instruction. The most recent results indicate a high level of satisfaction with average ratings ranging from 3.49 for integrating technology to 3.84 for the internship experience. Table 2 provides CS results for 2006-2009 as well as 2009-2011 for completers.

In addition, the program receives feedback from alumni on a course-by-course basis from the AS. Tables 3 and 4 show the results of the present evaluation as well as the previous program evaluations. Alumni were asked about the effectiveness of each of their courses for the work they had encountered as counselors. On this evaluation, ratings ranged from 2.85 to 3.91. The lowest ratings were for Group Counseling. See Table 3 for satisfaction with coursework inside the program and table 4 for satisfaction with coursework outside the program.

The AS was used to obtain feedback with this statement: "Please identify and list any areas of study that were not offered as part of your counselor education program that you think are needed in your current job/position as a counselor." The most prevalent comments from alumni indicated a need for more coursework about play therapy. There were also comments from alumni recommending a course in human sexuality, advanced study in evidence based theories and classes that may lead to specialty certifications.

### **Overall Satisfaction**

Students and alumni overall satisfaction was also assessed. The CS (Table 2) assessed the satisfaction with advising, Praxis preparation, and preparation for working with counselees, as well as other satisfaction indicators. Mean ratings ranged from 3.49 to 3.84. During the last evaluation period, integrating technology received the lowest mean rating of 3.16. This was area was addressed by the faculty and the rating increased to 3.49 for this rating period.

Results from the AS indicated that alumni felt they were prepared effectively to perform counseling duties with average ratings ranging from 3.43 to 3.68. See Table 5 for comparisons. Alumni were also asked about their level of satisfaction with support issues. All of the mean ratings were between 3.24 and 3.53. Ratings from the previous evaluations were included to aid with comparison in Table 6.

## **Counselor Education Student/Alumni Competence**

### **Counseling Competence**

Site supervisors complete an evaluation called the *Site Supervisor Survey (SSS)* of the practicum and internship student skills. They also evaluate the practicum and internship university supervisors. For example, these site supervisors evaluate how prepared their student was for conducting group counseling as well as other areas of professional development. The SSS also provides the site supervisor with an opportunity to evaluate their interaction with the university supervisor.

The SSS instrument provided ratings range from 1 to 5, with 1 very poor and 5 being very good. Results from this survey indicate that supervisors were quite pleased with the preparation of our students with mean ratings ranging from 3.9 to 4.5. The supervisors did indicate a need for greater student preparation for group counseling. See Table 7.

Regarding satisfaction with the faculty, site supervisors provided a mean rating of 4.4. Again, there was a slight improvement in satisfaction with information received, number of visits and contacts, interactions with faculty and internship/practicum process. Concerted attention has been devoted to interactions with site supervisors and these ratings appear to indicate that those efforts have been fruitful.

During the summer of 2005, the Department began utilizing the *Employer Survey (ES)*. Alumni were mailed (and emailed) the survey and asked to assist the Department with getting their employer to complete the *ES*.

The rating instrument for alumni ranged from 1 to 3 with 1=fair, 2=good and 3=excellent. Employers were asked to evaluate NCCU graduates employed by them on skills, competence and demeanor. The mean ratings for the group ranged from 2.18 to 2.90. Alumni received excellent ratings for professionalism, ethical behavior, ability to be supervised and relationships with colleagues. See Table 8.

The raters had supervised an average of 2.1 NCCU graduates, as well as 9.0 graduates from other universities for an average of 5.12 years. Twenty three percent of the supervisors rated NCCU graduates as superior to other program while 69% rated them as about the same.

### **Comments from Alumni**

The following themes were identified under the comment section where alumni evaluated various courses and at the end of the *AS* where input upon how the respondents program of study could have been improved.

The program feedback was positive overall. One respondent stated “I feel very well prepared to enter into the professional world and enjoy being ahead of my cohorts in the workplace”. Another student said “the instruction, supervision, and experience at NCCU have been instrumental in developing me into a confident, self-aware individual which in part translates into my effectiveness and level of preparation for entering into the professional field”. Students wanted more training in trauma counseling, play therapy, evidence-based interventions, and marketing for career counselors. There was interest expressed in offering classes that might lead to specialty certifications such as play therapy, grief counseling, and substance abuse.

The feedback was critical regarding instruction by professors outside of counselor education. For example, one student said about the statistics class, “if I had studied the text chapters for a few weeks, I could have taught the class better than he did”. We have received previous recommendation that “a statistics course specifically for counselors may help” and “it would be helpful to have a class on setting up research and using data for accountability in schools”.

Students were not pleased with the instruction associated with group counseling. The program has addressed these comments by revamping this required course with new texts and a new instructor. Related to the foliotek portfolio, one comment was made regarding preferring “to have a project that

would span the entire two years, and present to my colleagues/professors". The program has made some changes regarding the use of the foliotek assignments as midpoint and final reviews of student competencies. This change may assist in increasing the meaningfulness of the foliotek portfolio.

Students expressed positive comments regarding their field site experiences. "I have gained valuable experience in my Internship from both my supervisors, on-site and at school". Students experienced the weekly supervision dyads on campus as "extremely beneficial".

### **Coursework Competence**

The Department has been using the *Counseling Preparatory Comprehensive Examination (CPCE)* as the comprehensive examination since 2002. This examination is used by over 260 counselor education programs throughout the United States as a comprehensive examination. For the purpose of this report, mean scores were obtained from the results of all 72 counseling students who have taken the examination since the last program evaluation. Those NCCU counseling student means were compared to the 2010 national means for this examination as well as the 2009-2011 NCCU counseling student means. See Table 9.

Overall, NCCU students scored higher than the 2010 national norms, with a mean score from 2009-2011 of 84.41 (SD = 18.) in comparison to the national 2010 mean of 78.35 (SD = 12.41). Preparing students for the CPCE became a focus of the faculty after the previous evaluation. See Table 9 for 2009-2011 CPCE results.

### **Professional Competence**

How are counselor education students doing two years removed from completing their programs? Results from the *Alumni Survey* provide valuable information about this question. In the *Alumni Survey*, 40.5% of the respondents were alumni of the school counseling program, 47.6% completed the community agency program and 16.7% were alumni of the career program. Seventy-two percent were female and 27.3% were male. Seventy-seven percent were working in a full time counseling position, 2.5% in a part-time counseling position, 7.5% in a non-counseling full-time position and 5% indicated they had part-time work in a non-counseling position.

Forty percent of the respondents were currently receiving counselor supervision. Eight percent (compared to 4% in the last evaluation) were licensed in North Carolina as a Licensed Professional Counselor (LPC), 43% (compared to 41% in the last evaluation) were National Certified Counselors (NCC) and 27% (compared to 37% in the last evaluation) were Licensed School Counselors. Fifty-one percent (compared to 33% in the last evaluation) were members of the American Counseling Association, 35% (compared to 24% in the last evaluation) were members of the North Carolina Counseling Association, 3% were members of the National

Career Development Association and 32% (compared to 29% in the last evaluation) were members of the American School Counseling Association. Regarding income, 13.5% reported earning 0-\$15,000, 2.7% earned \$15,000-\$25,000, 18.9% earned \$25,000-\$35,000, 40.5% earned \$35,000-\$45,000, 16% earned \$45,000-\$55,000, and 8.1% earned \$55,000 or more.

### **Other Measures**

The program began participating in offering the National Counselor Examination (NCE) prior to graduation or within five months of graduation. During this evaluation period, 88% of our students passed the NCE in comparison to 75% passing during the previous evaluation period. Mean passing scores on the NCE ranged from 100.67 to 107.5 and were higher than the national results for each semester. School counseling students must take the Praxis II to become a Licensed School Counselor. The pass rate has increased to 100% during this evaluation period. A passing score on the Praxis II is a 570. The mean score has increased from the previous program evaluation to 678.

### **Changes Implemented**

#### **Departmental Reorganization**

As a result of ongoing analysis of this data and the new 2009 CACREP standards, the department conducted a program review. All courses now include curricular experiences that meet the 2009 competencies. In the fall 2012, a departmental reorganization occurred within the School of Education whereby we condensed five existing departments into three. The counselor education program tracks were integrated with those programs associated with communication disorders and combined into a newly named Department of Allied Professions. Dr. Edward Moody remains the Chair of this new group. All programs within the Department of Allied Professions are graduate only. In accordance with this new structuring of departments, the School of Education has a revised strategic plan with three primary goals focused on students, faculty/staff, and community engagement.

#### **IRCEP**

In September 2010, we made application for inclusion in the International Registry of Counselor Education Programs (IRCEP) which was created to “foster excellence in the education and training of professional counselors worldwide”. IRCEP describes itself as “purposefully designed to empower programs to develop counselor training curricula appropriate to their country, regions, and /or culture, while simultaneously recognizing the broad tenets of education and training common to the practice of counseling regardless of practice location”. The NCCU counselor education program intends to expand its international presence, recognition, and

audience. As one of the initial steps toward this goal, NCCU is now one of the 31 IRCEP approved counselor education programs. Table 12 displays the IRCEP Standards.

### **Additional faculty**

Dr. Heloisa Portela is a new tenure track Assistant Professor in the Counselor Education Program at North Carolina Central University. She is also a Licensed Professional Counselor and Supervisor in North Carolina, a National Certified Counselor, an Approved Clinical Supervisor, and a Registered Play Therapist and Supervisor. She earned a doctorate in Counselor Education and Supervision with a minor in Psychology from North Carolina State University and has extensive clinical experience working with children, adolescents, and adults since 1994 in the United States and abroad.

Dr. Portela is the current president of the North Carolina chapter of the Association for Play Therapy. She is also working towards her Sandplay Therapist of America certification. Her theoretical framework for counseling and supervision practices is integrative and developmental in nature, with a psychoanalytical/psychodynamic foundation, which assumes people's needs for healthy attachment, intimacy, and relationships. In addition, being an immigrant herself, Dr. Portela is a committed advocate for cultural diversity issues and for a healthy global community.

Dr. Portela's research interests follow her passions and include: play therapy, immigrant experience, Latino culture, international counseling affairs, and human sexuality. She has designed and taught NCCU's first play therapy class in the summer of 2012, which was highly received by the students. She regularly presents at the state and national level.

### **Portfolio Mid-Program Review**

The counselor education program faculty developed the portfolio mid-program review as a gateway for students into the second phase of the program. The interview incorporates the use of the students Foliotek account as a way to demonstrate their skills, knowledge, and dispositions critical to faculty endorsement to enter into field site placement. This is an evaluation of the student's competence, orientation, and professionalism to date. In order to evaluate the interview, the counselor education program faculty completes a counseling student disposition rating form for each student.

### **Final Portfolio Defense**

During a student's last semester in the counselor education program, students are required to participate in a final portfolio defense. The final portfolio defense consists of a presentation to the counselor education program faculty of the student's best work with the use of their Foliotek account. This new requirement is the concluding evaluation of the student's competencies prior to graduation. Students bring to this defense a current resume and a professional disclosure statement articulating their scope of practice, theoretical orientation, and relevant information for clients who may have ethical or other complaints about the counseling experience. Students are

instructed to treat this experience like an interview for employment, presenting themselves with employable professionalism.

Each student completes a clinical project specific to their counseling program track with foliotek evidences associated with competencies of knowledge, skills, and dispositions. Students expressed positive feedback in regards to the final portfolio defense. “This defense helps to become more prepared for other professional work that may come in the future”. Other students shared this positive experience by saying “overall the experience was beneficial and has prepared me for future professional experiences like seeking a job”. We are pleased with the addition of both the mid program review and final defense as markers of competence for our students.

### **Site Supervisor Orientation**

In order to familiarize site supervisors with the essential elements of a practicum/internship experience in counseling through North Carolina Central University, the Counselor Education Program started offering a site supervisor’s orientation meeting in the spring 2012. This meeting happens twice per year and provides information regarding the standards for a practicum/internship experience for our students as required by the national accrediting organization, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The meeting also identifies the qualifications required of site supervisors and provides information regarding logistical matters such as assessment of the practicum/internship student and the practicum/internship experience, liability insurance requirements, and the formal “memorandum of agreement” utilized by North Carolina Central University.

### **NCE Workshop**

The Nu Chi Chi chapter of Chi Sigma Iota and the Counselor Education Program sponsored their first a 6-hour long workshop on the National Counselor Exam (NCE). The workshop covered the eight content areas of the NCE and also included: tips for the Comprehensive Examination preparation, test taking strategies and other counseling profession hot topic.

The Nu Chi Chi chapter of Chi Sigma Iota and the Counselor Education Program also sponsored a 1-hour long workshop on professional counselor licensure and the process of becoming a Licensed Professional Counselor Associate in the state of North Carolina.

### **Enhanced Admission Interview Assessments**

The Counselor Education Program has incorporated a new interview assessment system during this program review. New assessments are used for the applications essay topic and the evaluation of this essay. The “Ratings for Moral Dilemma” assessment allows the faculty member to assess the applications writing skills, thought organization, thoughtfulness, and ethics/values. If the application is accepted the applicant is invited for an intake interview. The “Interview Evaluation Sheet” was developed for this interview to allow the faculty to rate the



student on their personal attributes, professional attributes, interpersonal skills, preparedness for interview, and overall dispositions.

**Table 1**

## Student Evaluation of Practicum/Internship Site

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	2006- 2009	2009- 2011
<b>The Site</b>		
Opportunities to conduct Individual and group counseling	3.59	3.65
Opportunities to observe	3.57	3.52
Opportunities to work with Diverse populations	3.53	3.63
Appropriateness of facilities	3.47	3.53
<b>The Site Supervisor</b>		
Availability	3.61	3.60
Effectiveness of Supervision	3.57	3.70
Assistance with working with Diverse populations	3.53	3.56
<b>University Supervisor</b>		
Availability	3.67	3.85
Effectiveness of Supervision	3.62	3.80
Assistance with working with Diverse populations	3.57	3.78

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*Note:* 4=Very Satisfied, 3=Somewhat Satisfied, 2=Dissatisfied, 1=Very Dissatisfied

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**Table 2**

## Program Completer Survey

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Satisfaction with...	2006-2009	2009-2011
Course offerings	3.6	3.73
Instructors	3.49	3.77
Advisement	3.36	3.53
Instruction	3.4	3.68
Internship	3.64	3.84
Preparation for Praxis	3.24	3.66
General support & accommodation	3.52	3.71
Prepared to...		
Enter profession	3.32	3.67
Deal with clients	3.3	3.58
Put theory into practice	3.2	3.60
Use appropriate techniques	3.21	3.56
Integrate technology	3.16	3.49
Handle issues of diversity	3.47	3.71

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*Note:* 4=Very Satisfied, 3=Somewhat Satisfied, 2=Dissatisfied, 1=Very Dissatisfied

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**Table 3**

## Alumni Satisfaction with Coursework

Please indicate how well each of the following courses prepared you . . .

<i>Course</i>	<i>2006-2009</i>	<i>2009-2011</i>
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Counseling Theories	3.33	3.57
Group Counseling	3.29	2.85
Vocational Theory	3.57	3.33
Cultural Diversity	3.73	3.55
School Course		
<i>School-Intro to School</i>	3.0	3.77
<i>School-Advanced School</i>	3.0	3.86
Introduction to Agency	3.57	3.38
Psychosocial	3.48	3.41
Consultation	3.52	3.14
Assessment	3.67	3.74
Pre-practicum	3.78	3.54
Practicum/ Internship		
<i>Practicum</i>	3.82	3.83
<i>Internship</i>	3.81	3.91
Grief Counseling	3.75	3.62
Advanced Career Counseling	4.0	3.33

*Note:* 4=Very Satisfied, 3=Somewhat Satisfied, 2=Dissatisfied, 1=Very Dissatisfied

**Table 4**

Alumni Satisfaction with Coursework Offered Outside the Program

Please indicate how well each of the following courses prepared you . . .

*Course* *2006-2009* *2009-2011*

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Statistics	2.62	3.5
Educational Research	2.71	3.5

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*Note:* 4=Very Satisfied, 3=Somewhat Satisfied, 2=Dissatisfied, 1=Very Dissatisfied

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**Table 5**

Alumni Satisfaction with Preparation

How well did your counseling program prepare you in the following areas?

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	2006-2009	2009-2011
	<u><i>M</i></u>	<u><i>M</i></u>
Counseling Theories	3.37	3.65
As a practitioner	3.39	3.43
For your professional interests	3.52	3.51
For clinical experiences	3.32	3.49
Diverse Cultural settings	3.67	3.68

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*Note:* 4=Very Satisfied, 3=Somewhat Satisfied, 2=Dissatisfied, 1=Very Dissatisfied

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**Table 6**

Alumni Satisfaction with support issues

Please indicate how well each of the following courses prepared you to be a counselor

Satisfaction with...	2006-2009	2009-2011
Quality of advising	3.52	3.53
Electives offered	3.30	3.24
Availability of electives	3.30	3.45
Quality of Electives Offered	3.44	3.36

*Note:* 4=Very Satisfied, 3=Somewhat Satisfied, 2=Dissatisfied, 1=Very Dissatisfied

**Table 7**

## Site Supervisor Survey

Criteria	2007-2009	2009-2011
<b>Satisfaction with NCCU student</b>		
Preparation for individual counseling	4.67	4.3
Preparation for group counseling	4.43	3.9
Preparation for assessment of client/students	4.29	4.1
Preparation for consultation	4.29	4.1
Ethical and Professional preparation	4.51	4.5
Preparation for working with diverse Populations	4.63	4.5
Professional Demeanor	4.78	4.3
<b>Satisfaction with NCCU faculty</b>		
Information received	4.33	4.4
Number of visits/contacts	4.18*	4.4
Interactions with faculty	3.99	4.4
Internship/practicum process	4.33	4.4

\*=Combined these items in new site supervisor survey since some university supervisors also interact virtually and via telephone.

*Note:* 5=very good 4=good 3=average 2=poor 1=very poor

**Table 8**

Employer Survey Results	2007-2009	2009-2011
	<i>M</i>	<i>M</i>
Professionalism	2.92	2.80
Ethical Behavior	2.92	2.90
Working with Families	2.55	2.60
Working with Individuals	2.54	2.76
Working with Groups	2.46	2.46
Working with Children	2.80	2.58
Administrative Skills	2.42	2.40
Time Management	2.38	2.56
Counseling Skills	2.62	2.53
Research Skills	2.50	2.43
Assessment Skills	2.42	2.18
Career Counseling	2.55	2.27
Ability to be Supervised	2.54	2.82
Relationship with colleagues	2.38	2.82
Professional Development	2.58	2.54
Leadership	2.54	2.59

*Note:* 3=Excellent; 2=Good; 1=Fair



**Table 9**

CPCE Results 2009-2011

<i>Area</i>	<i>2009-2011</i>	<i>2010 National Norms</i>
Human Growth & Development	<i>M=10.28</i> <i>SD=2.378</i>	<i>M=10</i> <i>SD=2.27</i>
Social & Cultural Foundations	<i>M=10.12</i> <i>SD=2.07</i>	<i>M=8.1</i> <i>SD=1.83</i>
Helping Relationships	<i>M=10.41</i> <i>SD=2.24</i>	<i>M=9.39</i> <i>SD=2.41</i>
Group Work	<i>M=11.05</i> <i>SD=2.38</i>	<i>M=11.04</i> <i>SD=2.32</i>
Career & Lifestyle Development	<i>M=10.57</i> <i>SD=2.56</i>	<i>M=10.25</i> <i>SD=2.46</i>
Appraisal	<i>M=9.84</i> <i>SD=2.00</i>	<i>M=10.58</i> <i>SD=2.15</i>
Research & Program Evaluation	<i>M=10.34</i> <i>SD=2.37</i>	<i>M=9.05</i> <i>SD=2.31</i>
Professional Orientation & Ethics	<i>M=11.79</i> <i>SD=2.38</i>	<i>M=9.93</i> <i>SD=2.43</i>
Total	<i>M=84.41</i> <i>SD=18.00</i>	<i>M=78.35</i> <i>SD=12.41</i>

**Table 10**

NCE Results

<i>Year</i>	<i>University Results</i>	<i>National Results</i>
Spring 2010	<i>M=100.67</i> <i>SD=19.01</i>	<i>M=97.60</i> <i>SD=17.66</i>
Fall 2010	<i>M=106.80</i> <i>SD=20.62</i>	<i>M=96.70</i> <i>SD=19.38</i>
Spring 2011	<i>M=102.00</i> <i>SD=15.56</i>	<i>M=99.53</i> <i>SD=16.52</i>
Fall 2011	<i>M=104.27</i> <i>SD=11.05</i>	<i>M=95.72</i> <i>SD=16.73</i>
Spring 2012	<i>M=107.50</i> <i>SD=12.65</i>	<i>M=93.01</i> <i>SD=16.14</i>

**Table 11**

NCE Pass Rates

<i>Year</i>	<i>Number tested</i>	<i>Number Passed</i>
Spring 2010	6	4
Fall 2010	5	5
Spring 2011	2	1
Fall 2011	15	14
Spring 2012	6	6

**Table 12**

The IRCEP Standards	
Standard I	The program has a written mission statement, goals, curriculum, and criteria for student selection.
Standard II	The program has a designated individual responsible for the oversight of courses offered.
Standard III	The program employs counselor educators and trainers and has other resources of appropriate quality and sufficiency to achieve its mission and goals.
Standard IV	The program has procedures for assessing students.
Standard V	<p>The program offers curricular experiences that broaden the knowledge base and skill development of all students in the program based on the following domains. These two domains are considered necessary to the training of competent counselors regardless of culture, country, region, work setting, or educational system.</p> <p><b>Domain A – Counseling Skills and Practice</b></p> <ul style="list-style-type: none"> <li>• Communication/Counseling Skills</li> <li>• Theories and Techniques</li> <li>• Human Development</li> <li>• Supervised Field Practice</li> </ul> <p><b>Domain B – Understanding the Social Context and Norms of Working as a Counselor</b></p> <ul style="list-style-type: none"> <li>• Ethical Principles</li> <li>• Societal Norms</li> <li>• Diversity and Differences</li> <li>• Professional Identity</li> <li>• Research and Assessment</li> </ul>
Standard VI	The program can provide documentation of legitimacy to operate.