



**North Carolina Central University**

Department of Allied Professionals

**Counselor Education Program**

**Program Evaluation**

**2012-2015**

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 2009-2012 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 higher than the 2009-2012 evaluation. The average ratings ranged from 4.32 to 4.62 indicating that students were satisfied with their internship sites and supervisors as well as their university supervisor. These average ratings have increased since 2012. See Table 1 for Student Evaluation of Practicum/Internship Site comparisons from 2009-2012.

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 3.85 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 3.96 and 3.82 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 3.36 to 3.85. Table 2 provides CS results for 2009-2011.

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 3.06 to 3.96. The lowest ratings were for Substance Abuse Counseling and highest for internship. 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 and more classes in substance abuse that would lead to certification. There were also comments from alumni recommending a course in human sexuality.

## **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 3.36 to 3.85.

Results from the AS indicated that alumni felt they were prepared effectively to perform counseling duties with average ratings ranging from 3.65 to 3.87. See Table 5 for comparisons. Alumni were also asked about their level of satisfaction with support issues. All of the mean ratings were between 3.27 and 3.65. 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 4.0 to 4.6. 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 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 2.0 to 3.0. Alumni received excellent ratings for professionalism, disposition, ethical behavior, working with groups, working with children, research skills, ability to be supervised, professional development and relationships with colleagues. See Table 8.

### **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 “Exceptional program in preparing for the field. Having met peers from other programs, I feel more prepared then they are based on conversations at conferences. Exceedingly happy I chose the School of Education Counseling Program at NCCU and that they accepted me!” Another student said “As a student from a different background, this course emphasized my individual strengths and not my differences. I have grown to be confident in myself and my skills. It has been a pleasure to attend such an all rounded course that nurtures you gradually to an accomplished career path. My practicum/internship site praised my counseling skills.”. Students wanted more training in trauma counseling, play therapy, human sexuality, evidence-based interventions, and psychopharmacology. 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, “This is a very good, solid program. It could be improved by adding more electives, moving Statistics and Ed Research into the Counseling department (with Counseling faculty), and not using adjunct faculty.”

Students also listed suggestions for improvement which included a “greater emphasis and preparation with Educational research as a Counselor and specialty tracks would be more beneficial.” Students also had recommendations for internship and practicum placement. “Please do not allow students to work in private settings or centers that do not have a large volume of clients, it will cause them to split sites, which is not a great situation for either party.” “A class on how to open and operate a private practice, which I may do one day. Also, it may have been helpful to have a class on how to get published and how to write so that you can get published. I am interested in writing articles, but I'm not sure how to choose a topic, how much research I need to do, etc.”

Students expressed positive comments regarding their field site experiences. “My internship experience

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prepared me for my employment placement in a middle school. The supervision was effective and allowed me to grow as beginning professional.” “Even though my choice of the site was not optimal for many reasons, it still was a valuable learning experience. I am thankful for the support of an internship group/class/professor!”

### **Coursework Competence**

The Counseling Program 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 our counseling students who have taken the examination since the last program evaluation. The mean average score during the 2009-2011 was 84.41. The mean score (88.89) during this period has increased since the last period. Preparing students for the CPCE continues to be a focus of the faculty. See Table 9.

### **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*, 39.1% of the respondents were alumni of the school counseling program, 43.4% completed the mental health program and 17.4% were alumni of the career program. Seventy-eight percent were female and 21.7% were male. Approximately, 91.3% were employed. Approximately eighty-two percent of alumni reported working in a counseling setting.

Forty-three percent of the respondents were currently receiving counseling supervision. Thirty-nine percent (compared to 8% in the last evaluation) were licensed in North Carolina as a Licensed Professional Counselor (LPC), 47.8% (compared to 43% in the last evaluation) were National Certified Counselors (NCC) and 26.1% (compared to 27% in the last evaluation) were Licensed School Counselors. Forty-three percent (compared to 51% in the last evaluation) were members of the American Counseling Association, 17.4% (compared to 35% in the last evaluation) were members of the North Carolina Counseling Association,

Counselor Education Program 6 and 26.1% (compared to 32% in the last evaluation) were members of the American School Counseling Association. Regarding income, 13% reported earning 0-\$15,000, 4.3% earned \$15,000-\$25,000, 21.7% earned \$25,000-\$35,000, 43.4% earned \$35,000-\$45,000, 8.7% earned \$45,000-\$55,000, and 4.3% 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, 96% of our students passed the NCE in comparison to 88% passing during the previous evaluation period. Mean passing scores on the NCE ranged from 109 to 121.75 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.

### **Changes Implemented**

#### **Courses Added**

Our program is always endeavoring to meet the needs of the students as well as provide course content that is in line with what is happening in the research literature as well as our state and local governments. Based on our exit interviews over the past few years students have requested more courses to meet the needs in the community for co-occurring disorders (mental health and addiction related disorders). Furthermore a recent CACREP visit and programmatic review report, many alumni and students indicated the desire for more instruction in substance abuse counseling. Further, CACREP's new standards require advanced substance abuse competencies.

Three additional substance abuse courses have been added as partial requirements for certification and licensure in substance abuse counseling. These courses will allow the Department to meet the curricular requirements for an accredited program with a mental health counseling specialization/program. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires that specialized curricular experiences and demonstrated knowledge and skills are required for mental health counseling majors beyond the common core curricular experiences. It will aid in providing an equalized and comprehensive training for mental health counseling students.

The following three substance abuse classes received university approval and are now being offered through the counseling program. These classes are in addition to CON 5306, Introduction to Substance Abuse Counseling, now required of all mental health counseling majors. It is important to note that these approvals were the initial step in the program's intention to move forward with endorsement toward the LCAS (Licensed Clinical Addiction Specialist) credential. The course descriptions are as follows:

- **CON 5326 :Traditional and Contemporary Issues in Addictions (3 semester hr. credit)**

Course Description: The course is designed to give insight into the complex fields of traditional and current drug abuse, compulsive behaviors, treatment, recovery, and prevention. Additionally, this course will provide insight on: a) traditions and philosophies of recovery treatment models

and support groups; and b) ethics, confidentiality, and legal issues. It is further designed to give a global perspective on current issues in the addiction treatment field. This course consists of selected readings based on: a) traditional models of treatment and recovery; b) substance use related ethical concerns; c) empirical research; d) relevant evidence –based practices; and e) current issues in the substance and process addictions. Traditional issues impacting addiction include but are not limited to: traditional views of addiction and addiction treatment; the development of self-help addiction groups; and the formation of professional addiction services. Current issues impacting addiction include but are not limited to: Living with drugs, dependency and addiction; major drugs of use and abuse; drugs and crime; the social impact of drugs; as well as prevention, treatment and education are addressed.

- **CON 5327: Prevention, Treatment, and Intervention of Alcohol, Drug and Behavioral Addictions (3 semester hr. credit)**

Course Description: This course focuses on substance use and behavioral health issues as related to addiction prevention, treatment, intervention, and their effective implementation with all individuals. The course will cover the 12 core functions of addiction counseling. Additionally, this course will cover prevention, treatment and intervention methodologies related to substance use. The program is designed and delivered from a substance use and clinical mental health counseling perspective. The clinical areas, issues, and interventions presented and discussed can be applied by a variety of substance use and behavioral health professionals to assist individuals and groups in need of substance use and/or behavioral health intervention.

- **CON 5328: Alcohol, Drug and Behavioral Addictions: Family & Crisis Interventions (3 semester hr. credit)**

Course Description: An examination of the range of substance abuse issues impacting the family system, including crisis intervention. Topics will include: a) etiology of substance abuse and addiction within the family; b) impact upon members of the system and its dynamics; c) family and crisis interventions and treatment approaches; and d) long-term recovery issues associated with family and crisis interventions. This course will address the dynamics of substance abuse in the family system in terms of theory, prevention, and treatment. Additionally, this course will address crisis intervention techniques that can be used with individuals and families. Treatment will involve an examination of assessment, treatment, and aftercare approaches with families. Finally multicultural issues as they relate to families will be discussed.

The program also responded to requests from current and former students to offer additional instruction related to counseling methodologies specific to children and adolescents. This feedback has particularly come from the school counseling majors and the mental health majors who intend to work with this population. As a result, the following course received university approval and is now being offered as an elective.

- **CON 5308: Counseling Children and Adolescents (3 semester hr. credit)**

Course Description: Counseling Children and Adolescents expands on the Counseling Theories (CON 5310) course by providing a further evaluation of the theories, techniques, and strategies especially helpful when working with school aged populations and their families. The course explores counseling issues and provides specific techniques and strategies for working with children and adolescents with emphasis on supervised practice sessions. Discussions include methods for designing and evaluating treatment plans and the application of ethical standards and legal requirements with K-12 children.

### **Additional faculty**

During the past few years, the counselor education program has expanded its faculty with three new faculty lines. These additions occur as a result of increased student enrollment and the vision for the expansion of the program into addiction training and online course offerings.

**Dr. Jennifer Barrow** is an Assistant Professor whose affiliation will be primarily with the school program. She earned a doctorate in Counselor Education and Supervision from North Carolina State University and is a K-12 Licensed School Counselor, a National Certified Counselor and a Licensed Professional Counselor in NC. With over 10 years of professional school counseling experience, she has previous work experience in rural, urban, and Title 1 public high schools, as well as working in the private sector providing staff development. She has conducted groups related to female self-esteem, healthy relationships, and media influences.

**Dr. Levette S. Dames** is an Assistant Professor whose affiliation will be primarily with the school and career counseling program. She earned a doctorate in Counselor Education and Supervision from the University of South Florida and is a K-12 Licensed School Counselor in NC. She has been a registered nurse for more than twenty years and a school counselor for ten years specializing in career counseling. She has worked in hospital settings, high schools, and elementary schools. She served as the president of the Florida Career Development Association during the 2011-2012 academic year. Her research focuses on career development for student athletes and persons diagnosed with a chronic illness.

**Dr. Robert A. Horne** is an Assistant Professor whose affiliation will be primarily with the mental health program. He earned a doctorate in Counselor Education and Supervision from North Carolina State University and is a Licensed Clinical Addiction Specialist and Licensed Professional Counselor. Dr. Horne is also a SAMHSA and NBCC Substance Abuse Fellow. He is a National Board of Certified Counselors and Substance Abuse and Mental Health Services Administration Minority Fellow. He has extensive experience working with clients who are dually diagnosed with substance abuse and mental health disorders as well as trauma.

### **Online Career Counseling Program**

The UNC General Administration has recommended that all UNC affiliated schools continue to increase distance education offerings. Additionally, alumni data and current student interests have reflected a desire for online courses and programs. In response to these factors, the counselor education program created a curriculum in career counseling paralleling our CACREP accredited campus program. This addition was designed and received endorsement from NCCU and the UNC General Administration. The CACREP Board of Directors met in July of 2014 and reviewed and approved the Substantive Change Report submitted by NCCU. NCCU became the first CACREP accredited online career counseling program in the nation.

### **CACREP and IRCEP Renewals**

In 2013, NCCU submitted the self-study for CACREP reaccreditation of all counseling programs. In 2014, NCCU was granted an 8 year extension of its CACREP accreditation in mental health, school, and career counseling. We are fully CACREP accredited until March 31<sup>st</sup>, 2022. Additionally, the program renewed its standing for inclusion in the registry of IRCEP (International Registry of Counselor Education Programs). The program has absolute



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commitment to diversity and globalization efforts within the counseling profession.

### **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. This review assesses the readiness of students for placement in the field (Practicum and Internship).

### **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. While we have been conducting these for several years, students are now encouraged to create a webpage summarizing their best work and providing links to their resume and their professional disclosure statement required for licensure.

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. The program now provides this virtually for all site supervisors. The field site coordinator is designated from within the counseling faculty and serves as the facilitator for the orientation. Field site supervisors are compensated through NBCC approved continuing education credits available through the monthly webinar series provided by faculty in the counselor education program.

### **NCE Workshop**

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

### **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 students on their personal and professional attributes, interpersonal skills, preparedness for the interview, and overall dispositions.

**Table 1**

Student Evaluation of Practicum/Internship Site

	2009-2011	2012-2015
<b>The Site</b>		
Opportunities to conduct Individual and group counseling	3.65	4.57
Opportunities to observe	3.52	4.32
Opportunities to work with Diverse populations	3.63	4.46
Appropriateness of facilities	3.53	4.54
<b>The Site Supervisor</b>		
Availability	3.6	4.67
Effectiveness of Supervision	3.7	4.51
Assistance with working with Diverse populations	3.56	4.51
<b>University Supervisor</b>		
Availability	3.85	4.56
Effectiveness of Supervision	3.8	4.51
Assistance with working with Diverse populations	3.78	4.62

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

**Table 2**  
Program Completer Survey

	<b>2009-2011</b>	<b>2012- 2015</b>
<b>Satisfaction with...</b>		
Course offerings	3.73	3.84
Instructors	3.77	3.78
Advisement	3.53	3.65
Instruction	3.68	3.77
Internship	3.84	3.85
Preparation for Praxis	3.66	3.66
General support & accommodation	3.71	3.74
<b>Prepared to...</b>		
Enter profession	3.67	3.75
Deal with clients	3.58	3.68
Put theory into practice	3.6	3.64
Use appropriate techniques	3.56	3.61
Integrate technology	3.49	3.36
Handle issues of diversity	3.71	3.76

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

**Table 3**  
**Alumni Satisfaction with Coursework**

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

<i>Courses</i>	2009-2011	2012-2015
Counseling Theories	3.57	3.21
Group Counseling	2.85	3.47
Vocational Theory	3.33	3.47
Cultural Diversity	3.55	3.77
School Courses		
<i>School-Intro to School</i>	3.77	3.3
<i>School-Advanced School</i>	3.86	3.64
Introduction to Agency	3.38	3.47
Psychosocial	3.41	3.73
Consultation	3.14	3.47
Assessment	3.74	3.74
Pre-practicum	3.54	3.87
Practicum/ Internship		
<i>Practicum</i>	3.83	3.82
<i>Internship</i>	3.91	3.96
Grief Counseling	3.62	3.94
Advanced Career Counseling	3.33	3.76
Substance Abuse Counseling	N/A	3.06

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

**Table 4**  
**Alumni Satisfaction with Courses Taught Outside the Department**

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

Course	2009-2011	2012-2015
Statistics	3.5	2.95
Procedures in Research	3.5	2.53

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

**Table 5****Alumni Satisfaction with Preparation**

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

	2009- 2011	2012- 2015
	<i>M</i>	<i>M</i>
Counseling Theories	3.65	3.65
As a practitioner	3.43	3.78
For your professional interests	3.51	3.69
For clinical experiences	3.49	3.82
Diverse Cultural settings	3.68	3.87

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

**Table 6****Alumni Satisfaction with Support Issues**

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

Satisfaction with...	2009-2011	2012-2015
Quality of advising	3.53	3.65
Electives offered	3.24	3.27
Availability of electives	3.45	3.63
Quality of Electives Offered	3.36	3.45

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

**Table 7**  
Site Supervisor Survey

Criteria	2009- 2011	2012- 2015
<b>Satisfaction with NCCU student</b>		
Preparation for individual counseling	4.3	4.4
Preparation for group counseling	3.9	4
Preparation for assessment of client/students	4.1	4.1
Preparation for consultation	4.1	4
Ethical and Professional preparation	4.5	4.6
Preparation for working with diverse Populations	4.5	4.5
Professional Demeanor	4.3	4.4
<b>Satisfaction with NCCU faculty</b>		
Information received	4.4	4.4
Interactions with faculty	4.4	4.4
Internship/practicum process	4.4	4.4

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

**Table 8**  
Employer Survey Results

	2009-2011	2012-2015
	M	M
Professionalism	2.8	3
Disposition	N/A	3
Ethical Behavior	2.9	3
Working with Families	2.6	2.3
Working with Individuals	2.76	3
Working with Groups	2.46	2.6
Working with Children	2.58	3
Administrative Skills	2.4	2
Time Management	2.56	2.33
Counseling Skills	2.53	2.33
Research Skills	2.43	3
Assessment Skills	2.18	2.5
Career Counseling	2.27	2.5
Ability to be Supervised	2.82	2.6
Relationship with colleagues	2.82	3
Professional Development	2.54	2.6
Leadership	2.59	2.33

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

**Table 9**  
CPCE Results

Area	2009-2011	2012-2015
Human Growth & Development	10.28	11.08
Social & Cultural Foundations	10.12	10.53
Helping Relationships	10.41	10.33
Group Work	11.05	12
Career & Lifestyle Development	10.57	11.69
Appraisal	9.84	10.69
Research & Program Evaluation	10.34	10.14
Professional Orientation & Ethics	11.19	12.44
<b>Total</b>	<b>84.41</b>	<b>88.89</b>



**Table 10**  
NCE Results

<b>Year</b>	<b>University Results</b>	<b>National Results</b>
Fall 2012	115.89	98.91
Spring 2013	115.3	97.1
Fall 2013	115.91	96.75
Spring 2014	121.75	95.7
Fall 2014	109	91.94
Spring 2015	117	94.12

**Table 11**  
NCE Pass Rate

<b>Year</b>	<b>Number Tested</b>	<b>Number Passed</b>
Fall 2012	9	9
Spring 2013	20	20
Fall 2013	11	10
Spring 2014	12	11
Fall 2014	9	9
Spring 2015	7	6

**Pass Rate:**  
**96%**

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.