Counselor Education Department

Student Exit Evaluation Report

2012-2013 Academic Year

Prepared by Dr. John Patrick, Outcomes Assessment Coordinator
September 2, 2013
Fall 2011 Semester

At the end of the Fall 2012 semester, graduating counselor education students were asked to voluntarily complete a 12 question exit evaluation asking them to rate how well the department prepared them in 9 core academic areas (Ethical/legal, Professional Identity, Cultural Diversity, Human Development, Career Counseling, Helping Skills, Group, Assessment, and Research) as well as globally (The department adequately prepared me). Each area was rated employing a likert-type scale (1=Excellent, 2=Very Good, 3= Fair, 4=Poor, and 5=Not Applicable).

In response to question 1 in which we asked if the counselor education department adequately prepared me, the mean was 1.4 (SD=.51, Mdn=1, N=15). The results indicated that overall students rated their academic performance as very good to excellent.

The results for the 9 core areas of the counseling curriculum were as follows:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical/Legal</td>
<td>1.4</td>
<td>.51</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>1.27</td>
<td>.46</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>1.4</td>
<td>.51</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Human Development</td>
<td>1.47</td>
<td>.52</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>1.33</td>
<td>.49</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Helping Skills</td>
<td>1.2</td>
<td>.41</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Group</td>
<td>1.64</td>
<td>.63</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Assessment</td>
<td>1.4</td>
<td>.63</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Research</td>
<td>1.57</td>
<td>.65</td>
<td>1.5</td>
<td>15</td>
</tr>
</tbody>
</table>

Overall, the results indicate that students felt their education in Human Development, Assessment, Research, Ethical/Legal, Cultural Diversity, and Group core areas were rated as very good. Professional Identity, Helping Skills and Career Counseling, were rated as excellent.
Students were asked to indicate those areas that they felt best prepared them to be counselors. Their responses were as follows:

- Skills & Techniques, Counselor Identity
- Group Facilitation, Multicultural competencies, ethics
- Ethical issues, types of counseling skills and techniques
- Counseling skills, Career Development
- Consultation, the counseling process, role of the counselor
- individual counseling, assess situations, counseling skills
- Cultural diversity and counseling a diverse population
- Skills
- Understanding needs of the individual, better awareness of myself
- Work with a number of populations
- Career counseling, multicultural diversity, skills and techniques
- Theory, PCT, ethics, and consultation
- Foundations of school counseling, program development, skills and techniques, career counseling

Students were also asked to indicate where and what the department could improve upon. Their responses were as follows:

- Alcohol/Drug, Test & Measurement, Child Development, more electives, workshops
- Tests & Measurements, Human Development, Would like an advanced skills class.
- Wanted more Higher education classes taught
- Research
- Developmental stages and growth, theories
- Techniques and theory
- About things that school counselors will face in the school
- Other types of therapies and areas like art therapy or working with animals
- Group work
- Specific skills and techniques, more emphasis on application
- Program evaluation, tests and measurements

**Spring 2013 Semester**

At the end of the Spring 2013 semester, graduating counselor education students were asked to voluntarily complete a 12 question exit evaluation asking them to rate how well the department prepared them in 9 core academic areas (Ethical/legal,
Professional Identity, Cultural Diversity, Human Development, Career Counseling, Helping Skills, Group, Assessment, and Research) as well as globally (The department adequately prepared me). Each area was rated employing a likert-type scale (1=Excellent, 2=Very Good, 3= Fair, 4=Poor, and 5=Not Applicable).

In response to question 1 in which we asked if the counselor education department adequately prepared me, the mean was 1.25 (SD=.44, Mdn=1, N=13). The results indicated that overall students rated their academic performance as very good to excellent.

The results for the 9 core areas of the counseling curriculum were as follows:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical/Legal</td>
<td>1.3</td>
<td>.47</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>1.5</td>
<td>.61</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>1.5</td>
<td>.61</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Human Development</td>
<td>1.6</td>
<td>.68</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>1.7</td>
<td>.66</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Helping Skills</td>
<td>1.26</td>
<td>.45</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Group</td>
<td>1.55</td>
<td>.69</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Assessment</td>
<td>1.85</td>
<td>.74</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
<td>.65</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

Overall, the results indicate that students felt their education in the professional identity, cultural diversity, career counseling, human development, assessment, group counseling and the research core areas were rated as very good. Ethical/Legal and helping skills were rated as excellent.

Students were asked to indicate those areas that they felt best prepared them to be counselors. Their responses were as follows:

- Consultation, ethics, assessment
- Counseling theories, ethics
- Diagnosis, ethics, skills, group
- All
- Ethical issues/group
- Multiculturalism; research, group work
- Skills and Techniques, Ethics
• Making sure that I am taking care of myself, the importance of referring, and developmental levels of future clients.
• Counseling theories, ethics and legal issues, understanding the counseling process.
• Theories, skills, techniques, ethics, multi-cultural competencies.
• Hands-On Experience
• Identity development. Skill development, career, and higher ed.
• Counseling Skills, Roles of the Counselor, Ethics
• Group work, my self as a person, skills and techniques
• Being open and patient with the process
• Multiculturalism and counseling
• Client assessment and evaluation, counseling, and group work
• Career development, assessment, evaluations, client empathy

Students were also asked to indicate where and what the department could improve upon. Their responses were as follows:

• Multicultural, research
• Career preparation relevant to HS students
• Need special topics class that incorporated art, music, or therapy with animals
• I would have liked a Skills II and a theory II
• Practical application of theories, more information on credentialing and what to do after graduation
• Nothing
• More lesson planning and computer work
• Practical application for school counselors (learning how to create student schedules, handle teacher/staff conflicts, administer state assessments, etc)
• Younger Children Skills and Techniques
• I was told to broaden my theoretical orientation instead of being set in one.
• Career, Research, Group Work, Other service lines besides %
• Clients with disabilities-autism
• Career counseling. May be biased because it was the first class that I took.
• More school focus.
• Nature and needs of individuals at various developmental levels