

**CACREP Program Evaluation**  
**2008**

## SECTION VI

### EVALUATIONS

A. Program mission, objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.

Our advisory board consisting of faculty, current and former students and personnel in cooperating agencies meets semi-annually for the purpose of reviewing and revising program objectives. (See Exhibit II-I). Objectives have been developed in accord with pertinent professional organization positions such as NBCC, CACREP, and the State of Indiana. When personnel in cooperating agencies are asked to evaluate their current practicum or internship student, they are also invited to comment on the program's objectives.

#### **2007-08 Advisory Board, Counseling Program**

##### All Program faculty are members of the Advisory Board

Kelly Dunn:	Former State Dept of Education, Counseling Consultant. Placement coordinator for IUPUI
Matt Fleck: State	Dept of Education, Counseling Consultant. Former school counselor.
Kathy Burnell:	Director of Guidance, Plainfield High School
Kimble Richardson, LMHC:	St. Vincent's Hospital
Danny Waddle, LMHC:	St. Vincent's Hospital
Gina Woodward: School Counselor,	Clark Pleasant Middle School
Sharon Yarber: School Counselor,	Eastern Greene High School
Gwen Holey:	student member

In addition to the CCE Advisory Board, input concerning the program mission, objectives, and student learning outcomes is also solicited from current and former students via regular surveys and through focus groups with current students.

**B. The program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.**

Annually, a counseling faculty meeting is devoted to student assessment in which consideration is given to student academic performance, professional development, and personal development. The student handbook (See Exhibit 1-6) contains information concerning student retention as follows:

In the School of Education Graduate Bulletin, policies governing graduate programs are described. There is a specific section entitled "Retention in Graduate Programs."

In addition to terminating students for academic reasons, students maybe terminated from the Counseling/Counselor Education program for ethical violations and / personnel unsuitability for the profession." (Please see Exhibit V-13 for a copy of the student evaluation form.) All students are routinely evaluated annually by the entire faculty. This evaluation includes ~ section on personal (clinical, professional, interpersonal) functioning. Where there is sufficient concern, the evaluation will be written, with a copy signed by the student and placed in the student's file.

As a result of the evaluation, the faculty may decide that further monitoring is needed and a committee will be formed, which will consist of the students advisor and two other faculty members who are familiar with the student. A meeting will be held with the student, where the concerns and recommendations of the faculty are clearly explained (both verbally and in written form) to the student. ~the student will have an opportunity to discuss his or her thoughts, feelings, and reactions.

If appropriate, a written plan for remediation will be approved by the full counseling faculty and presented to the student (with a filed copy, signed by the student). This plan will clearly specify what changes are expected and what time limits are operative. It will also include a statement indicating that failure to remediate may result iii termination from the program. (This constitutes due process" the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure,) Please refer to Student Handbook, Exhibit 1-6, page 9.

Student progress is also regularly monitored throughout the course of the program. For example, the Counseling Laboratory (G522) instructor must assess each student's

readiness for the Counseling Practicum (G524) and sign the practicum application before the student is allowed to enroll. Similarly, the practicum instructor must sign the Counseling Internship (G550) application to indicate readiness of the student for the internship experience. These formal assessment points, along with exams, papers, projects, observations, etc. in each course, serve to provide an ongoing assessment of each student's academic performance, professional development, and personal development throughout the program. Additionally, course instructors are asked to complete a Student Report Form for any student who is not making satisfactory progress in academic, clinical skills, and/or personal/social areas.

*C. Faculty establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows: Programs must be evaluated at least every three years. The formal evaluation include, but not be limited to, the following:*

**1. An annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi;**

One counseling faculty meeting each year is specifically devoted to the MS and Ed.S. degree programs. As a portion of this meeting, program objectives are reviewed and include consideration of how, where, and the extent to which these objectives are addressed in course syllabi. These issues are also addressed in other counseling faculty meetings as needed.

**2. A review by program faculty of programs, curricular offerings, and characteristics of program applicants;**

Annually, a counseling faculty meeting is specifically devoted to a review of the MS degree program in Counseling/Counselor Education. During this review, curricular offerings and professional trends are considered. Types of students seeking admission to the program are reviewed and analyzed. Additionally, the counseling faculty holds regularly scheduled meetings at least twice a month during the academic year to discuss program issues.

**3. At least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;**

Surveys of program graduates have been conducted for 2001-03, 2004-05, and 2006-07. Summary reports of these survey studies are reported in the Counseling and Counselor Education Program Evaluation Report at the end of Section VI.

**4. At least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program**

**graduate employers to assess their perceptions and evaluations of major aspects of the program.**

Surveys of clinical site supervisors and employers are conducted each year. Summaries of these surveys are reported in the Counseling and Counselor Education Program Evaluation Report at the end of Section VI..

**5. At least once every three years, program faculty document use of findings from VI. C.1, 2, 3, and 4 above in program modifications**

Annually, a counseling faculty meeting is specifically devoted to a review of the MS degree program in Counseling/Counselor Education. During this meeting (as well as other faculty meetings when needed) consideration is given to needed modifications in the program. As a result of these deliberations (and feedback from current and former students) a number of modifications have been enacted. Examples of these modifications include:

- an increased focus on brief counseling approaches within the laboratory, practicum, and internship courses;
- an increased focus on issues of school counseling in urban schools (IUPUI);
- The offering of separate sections of the Individual Appraisal (G505) course for school or agency/mental health counseling students.
- increased use of guest speakers to discuss and demonstrate specific interventions and approaches for school settings;
- the addition of topics related to school law within the internship and other classes;
- the addition of a service learning component to G598(Seminar on Professional Issues)(IUPUI);
- the addition of employment portfolio development as part of the internship classes; and
- revisions to the Y520 (Strategies for Educational Inquiry) course.

D. An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors).

An official report (Counseling and Counselor Education Program Evaluation Report) is distributed (via e-mail) to students currently in the program, program faculty, institutional

administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) at the time the survey evaluations are updated and the results analyzed (this report also appears on the Counseling and Counselor Education website). The Counseling and Counselor Education Program Evaluation Report appears at the end of Section VI.

**E. Students have regular and systematic opportunities to formally evaluate faculty and the students' curricular experiences.**

Standardized procedures and forms are in place to execute confidential evaluation of each faculty member in each course taught. (SEE EXHIBIT VI-6) Student course evaluations are required to be on file with the faculty member's annual reports.

**F. Provide annual results of student course evaluations to faculty.**

Non-tenured faculty are required to have an annual conference with the Departmental Chair, at which time discussions include results of students' evaluations of the faculty member's teaching. Tenured faculty may request such a meeting. Additionally, the Department Chair may schedule appointments with faculty members whose teaching evaluations show areas of weakness to discuss strategies for improving teaching.

Teaching evaluations are a critical component of the annual merit review each faculty member undergoes. Summary information is provided to all faculty including results that are norm-referenced to both all-university faculty as well as School of Education faculty.

**G. Present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures.**

Written evaluation procedures are given to all faculty members annually. Instructions and procedures for faculty evaluation are denoted in an annual memo from the Dean's office in the School of Education. Please see Exhibit VI-7.

# **Counseling and Counselor Education Program Evaluation Report (2003-05 and 2006-07) Indiana University, Core Campus**

The following program evaluation report summarizes survey data from the 2003-05 and 2006-07 time periods. This evaluation represents data for the core campus program (both Indianapolis and Bloomington) and follows an earlier evaluation submitted to CACREP in the year 2000. This evaluation report is available for public review on our program website (<http://site.educ.indiana.edu/counsel>)

## **Introduction Scope**

Four groups of stakeholders were surveyed: alumni; current students; field based practicum and internship supervisors; and employers of our recent graduates. These surveys were conducted in either a “pencil and paper” or a website medium over the past four years. Although the specific items vary slightly between each version, all versions were recently consolidated and formatted into web survey pages to ensure consistency in future data collection efforts.

These surveys are included in this report and electronic versions may be reviewed at the following Web addresses:

<http://156.56.1.127/coufac/StudentSurveyForm.asp>

<http://156.56.1.127/coufac/AlumniSurveyForm.asp>

<http://156.56.1.127/coufac/SupervisorSurveyForm.asp>

<http://156.56.1.127/coufac/EmployerSurveyForm.asp>.

The survey forms address four areas:

- a) the quality of preparation in skill areas;
- b) the structure and delivery of the curriculum;
- c) program advising and support; and
- d) the quality of the practicum and internship experiences.

Additional demographic data representing the circumstances of the respondents are included in the first part of each survey.

All four surveys include one or more series of Likert type items and an open invitation “to provide your impressions of the major strengths and weaknesses of the Counseling and Counselor Education Program.” Respondents indicated their levels of satisfaction with the Counseling/Counselor Education Program in the evaluated areas. Survey forms varied in length. Some of the pencil and paper surveys include a four-point scale,

others a six-point scale. The data is reported as collected. Where comparisons were made, the scales were converted for consistency.

# Results of Surveys

## Alumni Survey

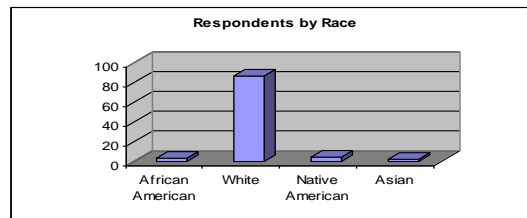
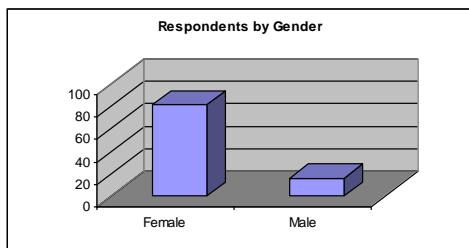
### Evaluation of the Indiana University (Bloomington and IUPUI campuses) Counselor Education Program

*Your responses to this confidential survey will be used to evaluate the current strengths and weaknesses of the program, and to identify needs for specific curriculum modifications in the future.*

#### Part I: About You

**Sex:** Female 81 Male 16

**Race:** African American 3 Native American 4 Asian 2  
Caucasian 87

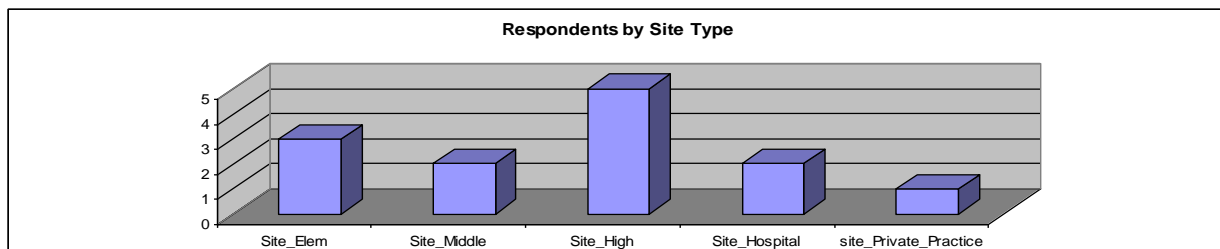


**Program:** School MS 98

#### Site Information:

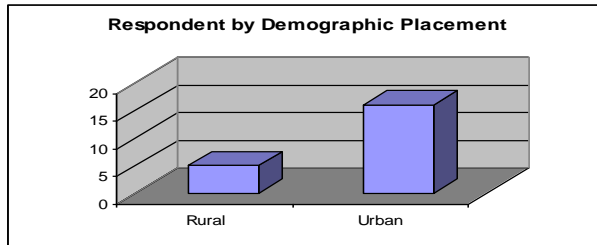
Type of Site

Elementary school	3	Hospital	2
Middle school	2	Residential Facility	
High school	5	Private Practice	1
College/University		Business/Industry	
Post-Secondary school		Corrections	
Community agency		other (please specify):	



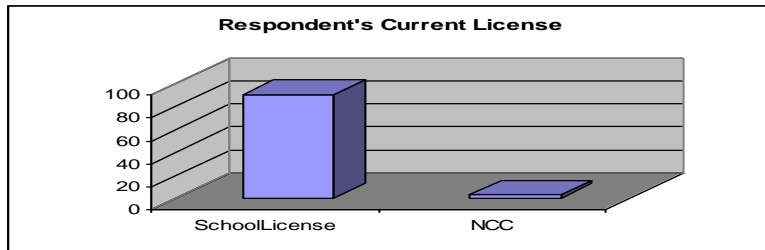
**Average Salary:** 33,845

**Demographic:** Urban 16 Rural 5



**Certificates/ Licenses:**

State school counseling license	91	LMHC
NCC	3	LMFT
HSPPP		LCSW
Other		Please specify:



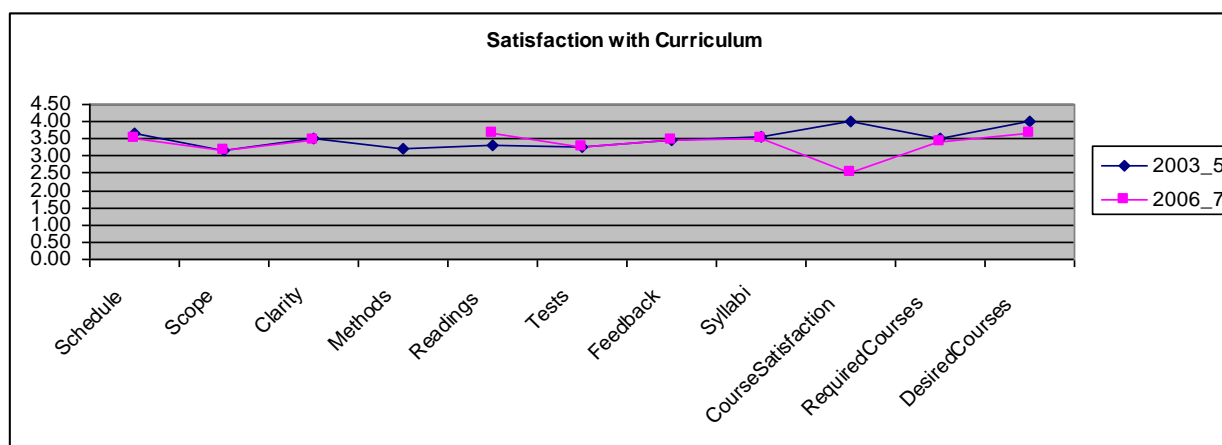
**Part II: Counseling Courses**

Please respond to each of the following questions in terms of your overall satisfaction with the counseling courses you took in your program, excluding practicum and internship courses. Mark the response that best reflects your opinion, using the following scale:

- 1: Very Dissatisfied(VD)
- 2: Mildly Dissatisfied(MD)
- 3: Mildly Satisfied(MS)
- 4: Very Satisfied(VS)
- N/A: Does not apply to this site

	<b>2003-2005 Responses</b>	<b>2006-2007 Responses</b>
1. Days and times when counseling courses were scheduled	<b>3.64</b>	<b>3.50</b>
2. Scope of content in the courses	<b>3.16</b>	<b>3.15</b>
3. Clarity of course expectations and assignments	<b>3.53</b>	<b>3.47</b>
4. Teaching methods used by the instructors	<b>3.24</b>	
5. Quality of texts used in the courses	<b>3.33</b>	<b>3.67</b>
6. Quality of other assigned readings	<b>3.25</b>	<b>3.27</b>

7. Relevance of tests and other assignments	<b>3.45</b>	<b>3.44</b>
8. Quality of feedback on performance	<b>3.55</b>	<b>3.52</b>
9. Quality of syllabi	<b>3.59</b>	<b>3.57</b>
10. Overall satisfaction with courses taken to date	<b>4.00</b>	<b>2.50</b>
11. Availability of needed courses each semester	<b>3.49</b>	<b>3.41</b>
12. Availability of courses on specific topics related to your interests	<b>4.00</b>	<b>3.67</b>



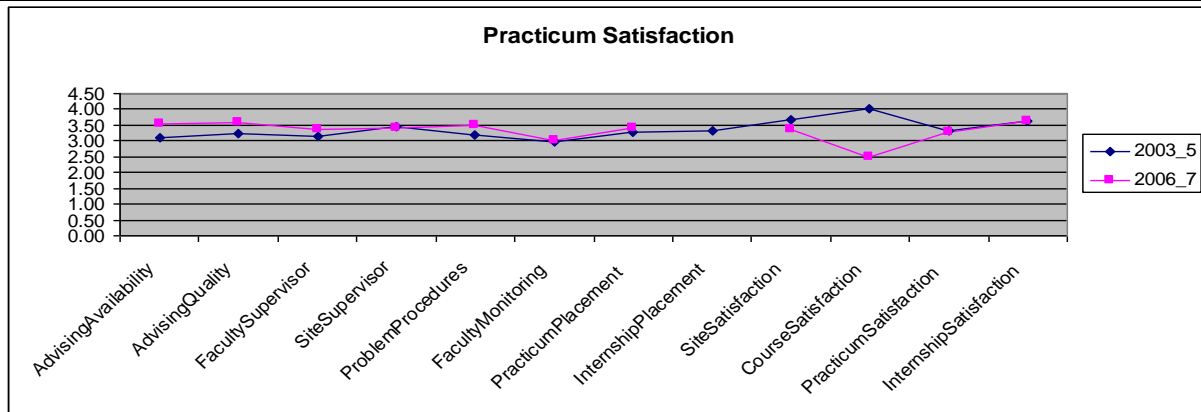
**Comments on Trends:** The drop in course satisfaction among alumni in the 2006-2007 surveys reflect the recent requirement in our sister states of Ohio, Michigan, and Illinois that added a course in substance abuse as a requirement for licensure, which we do not currently offer. To address this need we are currently recruiting a faculty member with the skills in the substance-abuse area and will include more substance-abuse training in our program in 2008-2009. Unfortunately data on teaching methods is not surveyed in the 2006-2007 data set. (See above chart)

### Part III: Practicum and Internship Experiences

- 1: Very Dissatisfied (VD)
- 2: Mildly Dissatisfied (MD)
- 3: Mildly Satisfied (MS)
- 4: Very Satisfied (VS)
- N/A: Does not apply to this site

	<b>2003-2005 Responses</b>	<b>2006-2007 Responses</b>
1. Availability of information on sites	<b>3.09</b>	<b>3.55</b>
2. Assistance in obtaining a site	<b>3.22</b>	<b>3.58</b>
3. Quality of supervision received by faculty supervisor	<b>3.15</b>	<b>3.36</b>
4. Quality of supervision received by site	<b>3.43</b>	<b>3.39</b>

supervisor		
5. Procedures used to deal with problems on site	<b>3.18</b>	<b>3.48</b>
6. Amount and types of monitoring of progress by faculty	<b>2.95</b>	<b>3.00</b>
7. Overall satisfaction with practicum placement procedures	<b>3.27</b>	<b>3.41</b>
8. Overall satisfaction with internship placement procedures	<b>3.33</b>	
9. Overall satisfaction with site(s)	<b>3.68</b>	<b>3.38</b>
10. Overall satisfaction with courses taken to date	<b>4.00</b>	<b>2.50</b>
11. Overall satisfaction with practicum component of program	<b>3.33</b>	<b>3.26</b>
12. Overall satisfaction with internship component of program	<b>3.63</b>	<b>3.65</b>

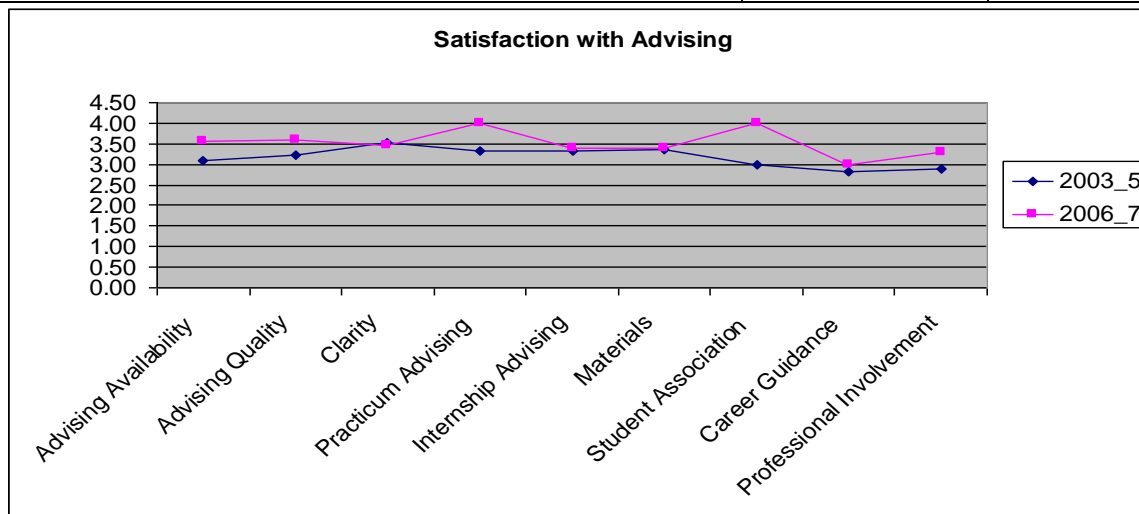


**Comments on Trends:** The drop in course satisfaction stems from the lack of substance abuse training in our curriculum. While we are satisfied with the fieldwork component of our program, fieldwork is difficult to manage, supervise, and evaluate. We continue to work with our field supervisors and look for ways to improve the service to our students.

## Part IV: Advising and Student Support Services

- 1: Very Dissatisfied (VD)
- 2: Mildly Dissatisfied (MD)
- 3: Mildly Satisfied (MS)
- 4: Very Satisfied (VS)
- N/A: Does not apply to this site

	2003-2005 Responses	2006-2007 Responses
1. Availability of advising	3.09	3.55
2. Quality of advising	3.22	3.58
3. Clarity of requirements for completing program	3.53	3.47
4. Accessibility of information on practicum requirements and application procedures	3.33	4.00
5. Accessibility of information on internship requirements and application procedures	3.32	3.41
6. Helpfulness of descriptive materials on the program (e.g. student handbook, practicum and internship guidelines)	3.37	3.41
7. Counseling student association	3.00	4.00
8. Career guidance provided by faculty	2.81	3.00
9. Opportunities for professional involvement as a student	2.90	3.29

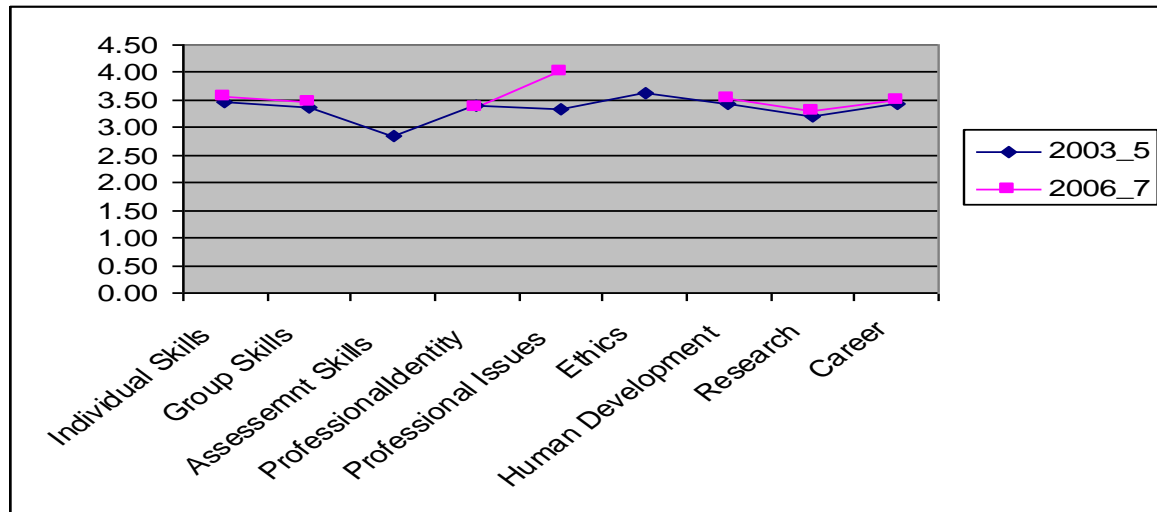


**Comments on Trends:** The program is pleased with our continuing success in student advising. We are particularly pleased with the growing role of our alumni in leadership positions in the Indiana Counseling Association and the Indiana School Counseling Association.

## Part V: Quality of Preparation

- 1: Very Dissatisfied (VD)
- 2: Mildly Dissatisfied (MD)
- 3: Mildly Satisfied (MS)
- 4: Very Satisfied (VS)
- N/A: Does not apply to this site

	2003-2005 Responses	2006-2007 Responses
1. Individual counseling skills	3.46	3.55
2. Group counseling skills	3.35	3.45
3. Appraisal/assessment skills	2.83	
4. Professional Identity	3.39	3.36
5. Current professional issues	3.33	4.00
6. Ethics	3.62	
7. Human growth and development	3.44	3.53
8. Research skills	3.20	3.31
9. Career Counseling Skills	3.43	3.50



**Comments on Trends:** The program continues to place a significant amount of faculty resources in the area of ethics. Our faculty embeds ethical issues into the curriculum of lectures, discussions, and fieldwork. We are disappointed that data were not collected representing alumni satisfaction with our work on ethics. We believe the redesign of our data collection process will eliminate this error in the future. We are similarly pleased with our alumni's acknowledgment of our focus on current professional issues throughout the curriculum.

## **Part VI:**

**In this space, please provide your impressions of the major strengths of the IU Counseling and Counselor Education Program. (Comments reflect those of the students who rank the program highest.)**

The personal attention given to students.

The flexibility and quick response to questions about program.

The IUPUI campus is a convenient location for those seeking a counseling degree. The knowledge of the advisors.

Professors who work in the field of counseling.

Professors know their field. The course dealt with real world situations.

It was very easy for people w/other jobs.

My professors and teachers who have or are working in counseling field. Various activities and projects to teach concepts (career inventories, counseling groups, journals, etc.)

Great support form students and a welcoming environment. The ability to work some while in school.

Some very strong faculty:

Good menu of counseling courses offered.

Advisor readily available for help at all times. Relaxed, comfortable class atmosphere.

Feedback was helpful.

The professors were very competent and knowledgeable toward their area of expertise.

Career counseling & research courses were among the best in the program.

I liked the mostly smaller classes, though they get bigger toward the end of my time there; discussions in class.

It was very flexible. Faculty was generally knowledgeable.

**In this space, please provide your impressions of the major weaknesses of the IU Counseling and Counselor Education Program. (Comments reflect those of the students who rank the program lowest.)**

The DSM should be studied more! A counselor should know more things to look for.

Practicum & internship classes would have been more meaningful if the faculty supervisors had had school counseling experience.

I felt like the statistics class should have focused more on

tests/measurements/assessments etc. Rather than focusing in writing a research paper.

This would be more practical.

More help with advising.

I was extremely dissatisfied that the requirements for graduating & state license were changed half way through my program (Did not consider this fair treatment).

The only limitation I found was the absence of job placement assistance. It would be helpful to have these services. I am still seeking full time employment.

Not enough focus on School counseling.  
Perhaps more information on special education students would be beneficial to students in the program. Staff knowing their audience and the varying levels of experiences and abilities.

## Survey of Current Students

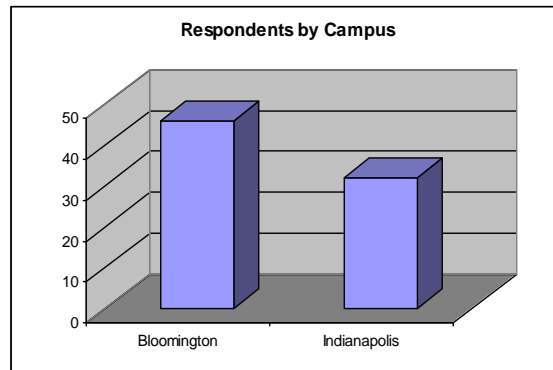
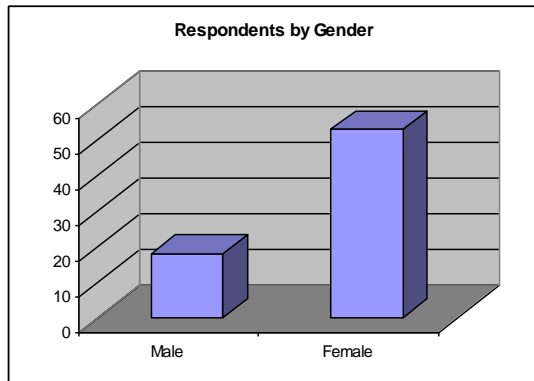
### Evaluation of the Indiana University (Bloomington and IUPUI campuses) Counselor Education Program

*Your responses to this confidential survey will be used to evaluate the current strengths and weaknesses of the program, and to identify needs for specific curriculum modifications in the future.*

#### Part I: About You

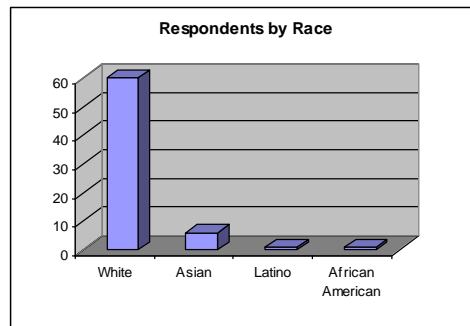
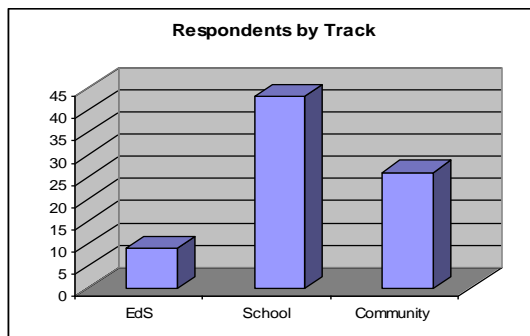
**Age:** 27.58

**Sex:** Female = 53  
Male = 18



**Campus:**  
IUPUI = 312  
BMG = 46

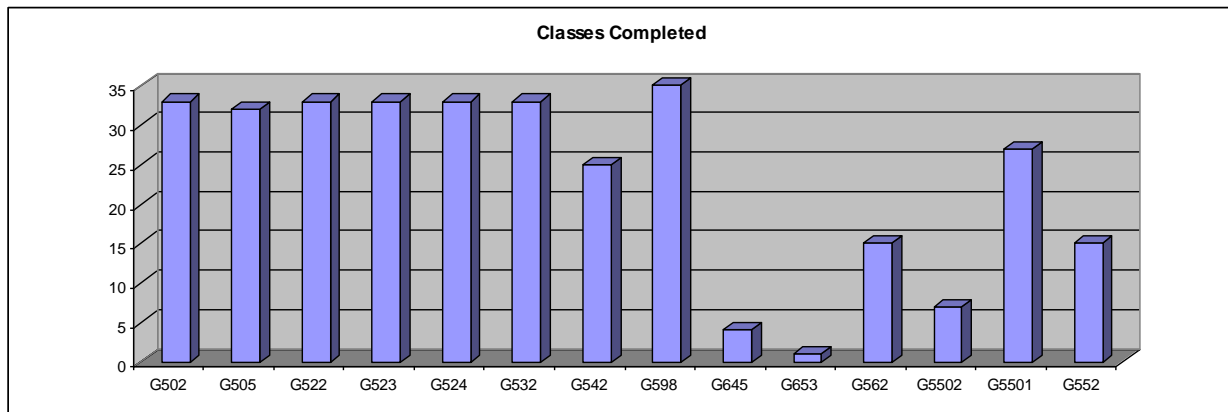
**Racial/Ethnic:** African/American = 1 Native American = 0  
Latino = 1 Asian/PI = 6 White = 59 other



**Program:** School MS = 56 Community MS = 25  
Mental Health EdS = 9

**Completed Classes**

G505	<b>32</b>	G550-1	<b>27</b>
G522	<b>33</b>	G547	<b>0</b>
G523	<b>33</b>	G580	<b>0</b>
G524	<b>33</b>	G590	<b>0</b>
G532	<b>33</b>	G552	<b>15</b>
G542	<b>25</b>	G672	<b>0</b>
G598	<b>35</b>	G568	<b>0</b>
G645	<b>4</b>	G550-2	<b>7</b>
G567	<b>0</b>	G502	<b>33</b>
G653	<b>1</b>	G562	<b>15</b>
G550	<b>0</b>		



**Completion Month:**

**Certificates/ Licenses you are pursuing :**

State school	<b>5</b>	LMHC	<b>0</b>
counseling license			
NCC	<b>15</b>	LMFT	<b>0</b>
HSPF	<b>0</b>	CSW	<b>0</b>
Other	<b>0</b>	Please specify:	<b>0</b>

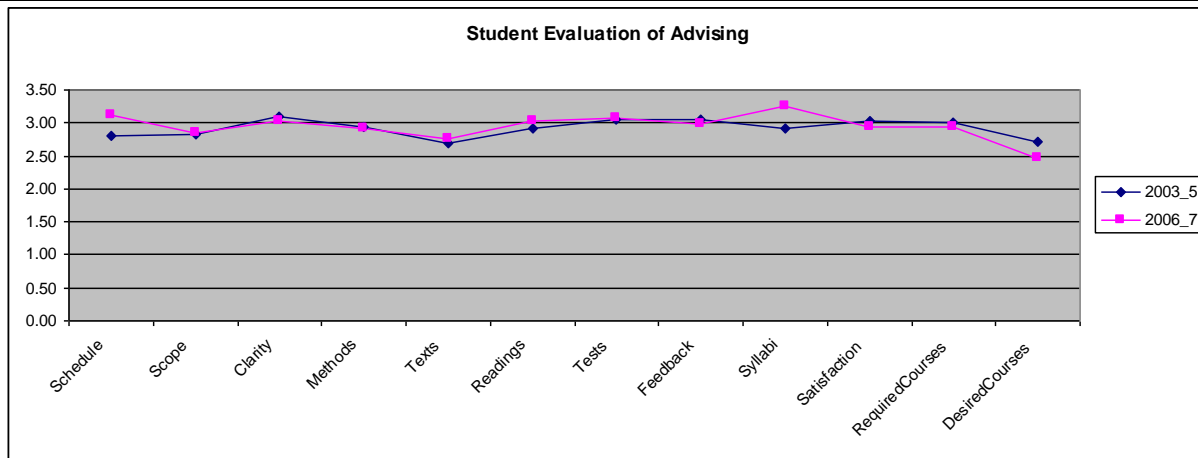
**Part II: Satisfaction with Counseling Curriculum**

Please respond to each of the following questions in terms of your overall satisfaction with the counseling courses you took in your program, excluding practicum and internship courses. Mark the response that best reflects your opinion, using the following scale:

- 1: Very Dissatisfied (VD)
- 2: Mildly Dissatisfied (MD)

- 3: Mildly Satisfied (MS)
- 4: Very Satisfied (VS)
- N/A: Does not apply to this site

	2003-2005 Responses	2006-2007 Responses
1. Days and times when counseling courses were scheduled	2.81	3.13
2. Scope of content in the courses	2.83	2.85
3. Clarity of course expectations and assignments	3.09	3.03
4. Teaching methods used by the instructors	2.94	2.92
5. Quality of texts used in the courses	2.69	2.77
6. Quality of other assigned readings	2.91	3.03
7. Relevance of tests and other assignments	3.06	3.08
8. Quality of feedback on performance	3.06	2.97
9. Quality of syllabi	2.91	3.26
10. Overall satisfaction with courses taken to date	3.03	2.95
11. Availability of needed courses each semester	3.00	2.95
12. Availability of courses on specific topics related to your interests	2.71	2.46

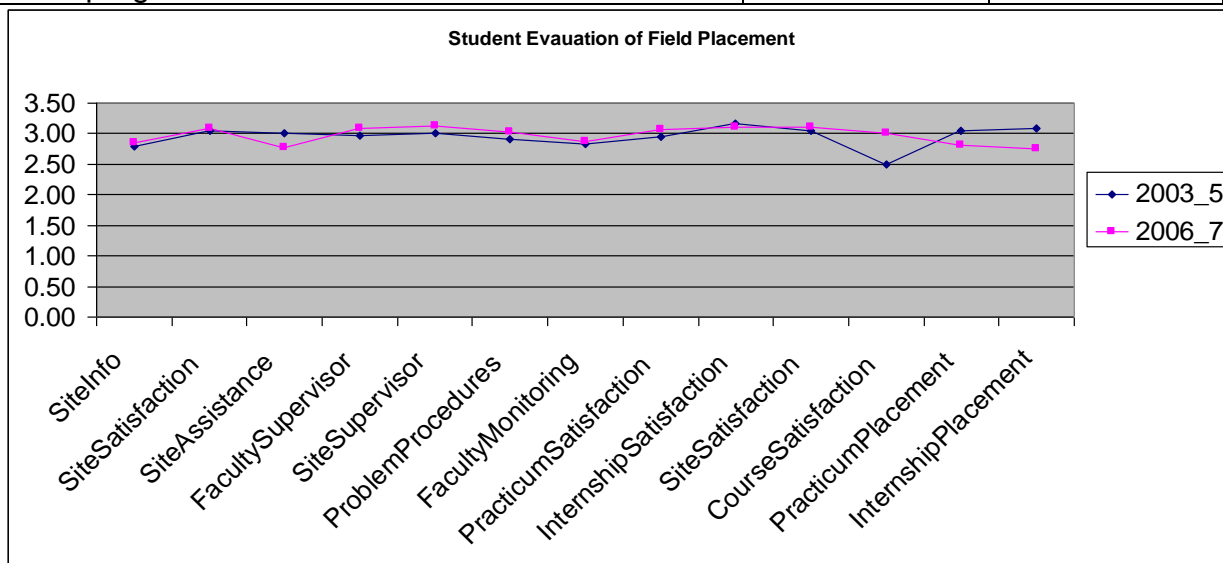


**Comments on Trends:** The program regrets the missing information regarding teaching methods. We are pleased with the increase in quality of our syllabi, but are still unable to totally address the students' requests for courses related to their specific interests. These limitations will continue be a problem for students, as the demands by licensing and accrediting agencies for specific skill training increase. We are pleased with our ability to offer more evening classes throughout the curriculum to serve part-time students as well as students completing field work requirements at more distant locations from our campus.

### Part III: Practicum and Internship Experiences

- 1: Very Dissatisfied (VD)
- 2: Mildly Dissatisfied (MD)
- 3: Mildly Satisfied (MS)
- 4: Very Satisfied (VS)
- N/A: Does not apply to this site

	<b>2003-2005 Responses</b>	<b>2006-2007 Responses</b>
1. Availability of information on sites	<b>2.80</b>	<b>2.80</b>
2. Assistance in obtaining a site	<b>3.00</b>	<b>2.76</b>
3. Quality of supervision received by faculty supervisor	<b>2.96</b>	<b>3.10</b>
4. Quality of supervision received by site supervisor	<b>3.00</b>	<b>3.12</b>
5. Procedures used to deal with problems on site	<b>2.91</b>	<b>3.04</b>
6. Amount and types of monitoring of progress by faculty	<b>2.84</b>	<b>2.88</b>
7. Overall satisfaction with practicum placement procedures	<b>2.96</b>	<b>3.07</b>
8. Overall satisfaction with internship placement procedures	<b>3.17</b>	<b>3.12</b>
9. Overall satisfaction with site(s)	<b>3.04</b>	<b>3.10</b>
10. Overall satisfaction with courses taken to date	<b>2.50</b>	<b>3.00</b>
11. Overall satisfaction with practicum component of program	<b>3.04</b>	<b>2.81</b>
12. Overall satisfaction with internship component of program	<b>3.08</b>	<b>2.76</b>



**Comments on Trends:** The program is pleased to see that students are increasingly

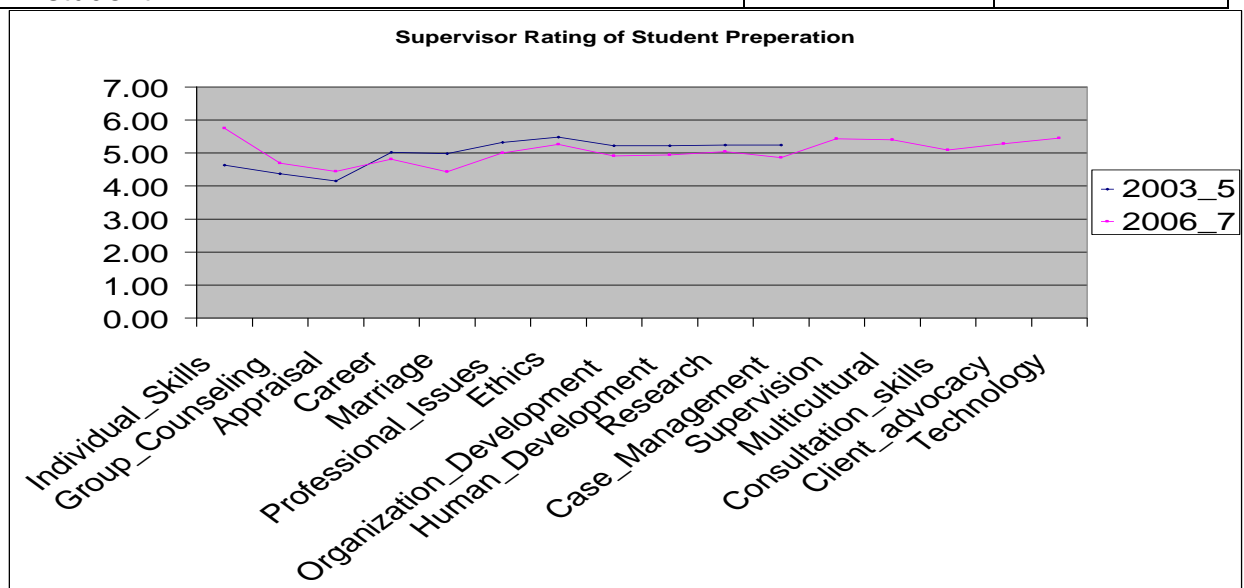
satisfied with their coursework. This increase reverses the trend when we had to restrict the community and mental health tracks to the Bloomington campus. Students are now taking advantage of the ability to take courses on both campuses to compensate for the lack of mental health and community counseling courses in Indianapolis. We are increasingly concerned about our ability to locate and maintain field sites for our students given the increasing competition from programs in social work and family therapy in the sites where we typically place students.

## Part IV: Advising and Student Support Services

Please respond to each of the following questions in terms of your overall satisfaction with the **advising and student support services** you received in your program. Circle the response that best reflects your opinion, using the following scale:

- 1: Very Dissatisfied (VD)
- 2: Mildly Dissatisfied (MD)
- 3: Mildly Satisfied (MS)
- 4: Very Satisfied (VS)
- N/A: Does not apply to this site

	2003-2005 Responses	2006-2007 Responses
1. Availability of advising	3.09	2.77
2. Quality of advising	3.17	2.97
3. Clarity of requirements for completing program	3.37	2.72
4. Accessibility of information on practicum requirements and application procedures	3.03	2.80
5. Accessibility of information on internship requirements and application procedures	2.93	2.92
6. Helpfulness of descriptive materials on the program (e.g. student handbook, practicum and internship guidelines)	3.06	2.95
7. Counseling student association	2.47	2.33
8. Career guidance provided by faculty	2.63	2.61
9. Opportunities for professional involvement as a student	2.66	2.81

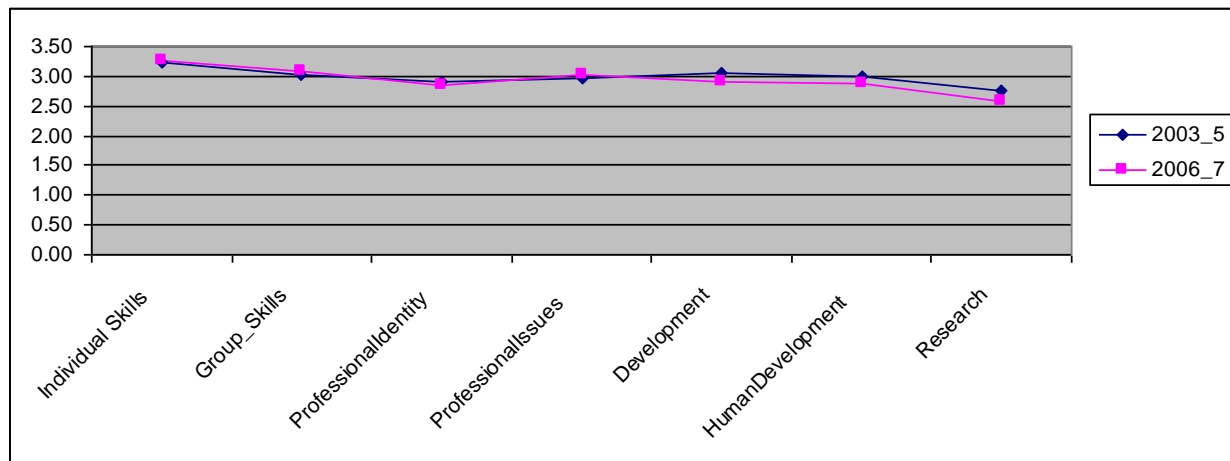


**Comments on Trends:** In general, the program is pleased with the student satisfaction in our advising activities. However, the program is increasingly concerned about our ability to clarify licensing requirements for mental health track students. Inconsistencies across state licensing requirements and frequent additions make advising students in the school track tenuous and difficult. School counseling students seem well pleased with the clarity of requirements for their program. The significant demands of the program make it difficult for students to involve themselves in professional organizations as much as we would like. However, as noted previously, our alumni are increasingly satisfied with their opportunities for professional involvement.

### Part V: Quality of Skills Preparation

- 1: Very Dissatisfied (VD)
- 2: Mildly Dissatisfied (MD)
- 3: Mildly Satisfied (MS)
- 4: Very Satisfied (VS)
- N/A: Does not apply to this site

	2003-2005 Responses	2006-2007 Responses
1. Individual counseling skills	3.22	3.27
2. Group counseling skills	3.03	3.09
3. Professional Identity	2.90	2.84
4. Current professional issues	2.96	3.04
5. Organization and development of counseling programs/consultation	3.07	2.92
6. Human growth and development	3.00	2.86
7. Research skills	2.75	2.58



**Comments on Trends:** In general, the program is pleased with the consistency in our skills training program for counselors. We are concerned that several skill areas were not evaluated in the past “pencil and paper” surveys. We are more confident that, in moving our survey process to a web-based system, future data will be consistent and of greater depth, reflecting the scope of our entire skill-based curriculum. We are working with the inquiry faculty in the school of education to develop more appropriate coursework to facilitate our students’ skills in the evaluation of their counseling and psychotherapy.

## **Part VI:**

**In this space, please provide your impressions of the major strengths of the IU Counseling and Counselor Education Program. (Comments reflect those of the students who rank the program highest.)**

Very knowledgeable faculty who seem to want to teach us how to be good counselors. The faculty that care and are helpful.

The faculty who are currently working in the field.

Professors teach a wide variety of topics, well rounded education. Good communication w/students, advisors, and professors.

I feel that the tenured faculty here are excellent. They know their material and are very accessible for consultation.

**In this space, please provide your impressions of the major weaknesses of the students who rank the program lowest.**

I really feel as if I would have been benefited greatly from an entire course on the DSM. I felt as if I'm adequately trained in using it however, I had to learn much of it on my own and from colleagues from my internship sites, etc

As a first semester student focused on school counseling, there has been limited referencing to our roles within schools as well as the school culture.

Not all practicum and internships are of equal caliber, leaving some students to struggle in developing as a professional; also, less than adequate opportunities for students to engage in research (even under mentorship of professors).

The program is currently set up in a manner that one must complete certain courses during specific semesters and appears to lack flexibility in this area.

The previous director of placements responsible for helping students locate practicum and internship sites was abysmal. Her complete lack of commitment and the feeling of abandonment by the rest of the faculty left me as if I were solely responsible for the placement process.

## *Site Supervisor Survey*

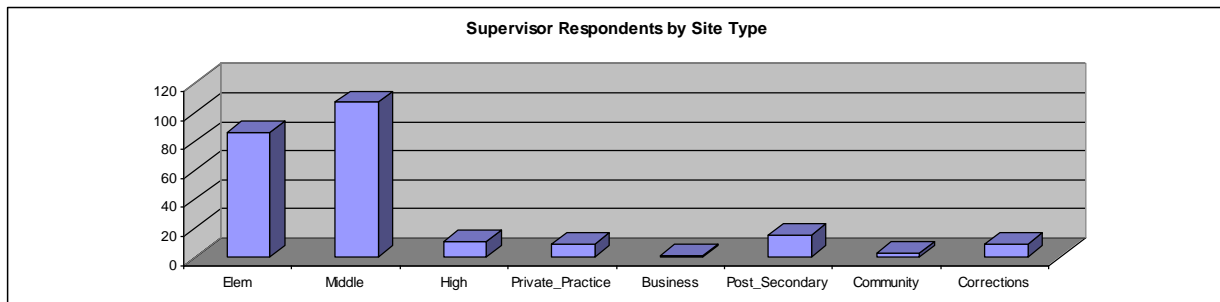
### **Evaluation of the Indiana University (Bloomington and IUPUI campuses) Counselor Education Program**

***Your responses to this confidential survey will be used to evaluate the current strengths and weaknesses of the program, and to identify needs for specific curriculum modifications in the future.***

#### **Part I: Site Information:**

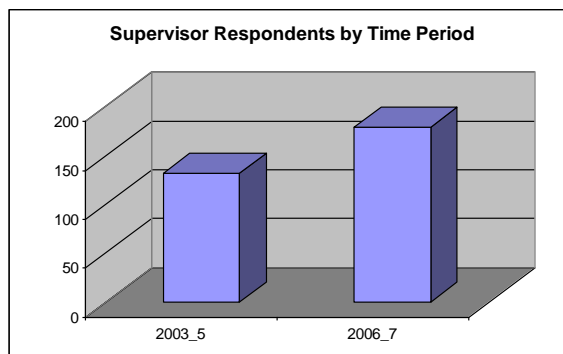
1. Type of Site (please check only one):

Elementary school	<b>86</b>	Hospital	<b>3</b>
Middle school	<b>107</b>	Residential Facility	<b>0</b>
High school	<b>11</b>	Private Practice	<b>9</b>
College/University	<b>0</b>	Business/Industry	<b>0</b>
Post-Secondary school	<b>15</b>	Corrections	<b>9</b>
Community agency	<b>3</b>	other :	



2. Please indicate the year in which you are filling out this evaluation.

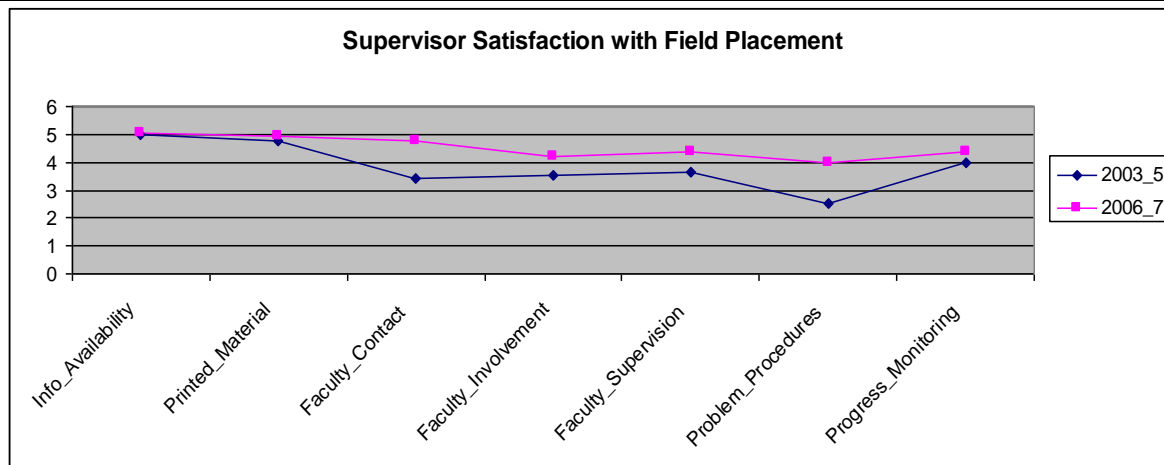
**2003-2005 = 71 / 2005-2006 = 79**



**Part II: Using the rating scale below, please indicate your level of satisfaction with the IU practicum and internship program in Counseling & Counselor Education**

- 1: Very Dissatisfied (VD)
- 2: Generally Dissatisfied (GD)
- 3: Mildly Dissatisfied (MD)
- 4: Mildly Satisfied (MS)
- 5: Generally Satisfied (GS)
- 6: Very Satisfied (VS)
- N/A: Does not apply to this site

	<b>2003-2005 Responses</b>	<b>2006-2007 Responses</b>
1. Availability of information on practicum and internship requirements	<b>4.98</b>	<b>5.07</b>
2. Usefulness of printed material on practicum/internship	<b>4.78</b>	<b>4.91</b>
3. Ease in contacting faculty with questions or problems	<b>3.40</b>	<b>4.76</b>
4. Level of faculty involvement in student's on-site activities	<b>3.56</b>	<b>4.22</b>
5. Quality of supervision received by faculty supervisor	<b>3.62</b>	<b>4.35</b>
6. Procedures used to deal with problems on site	<b>2.50</b>	<b>3.99</b>
7. Amount and types of student progress monitoring by faculty	<b>3.99</b>	<b>4.40</b>

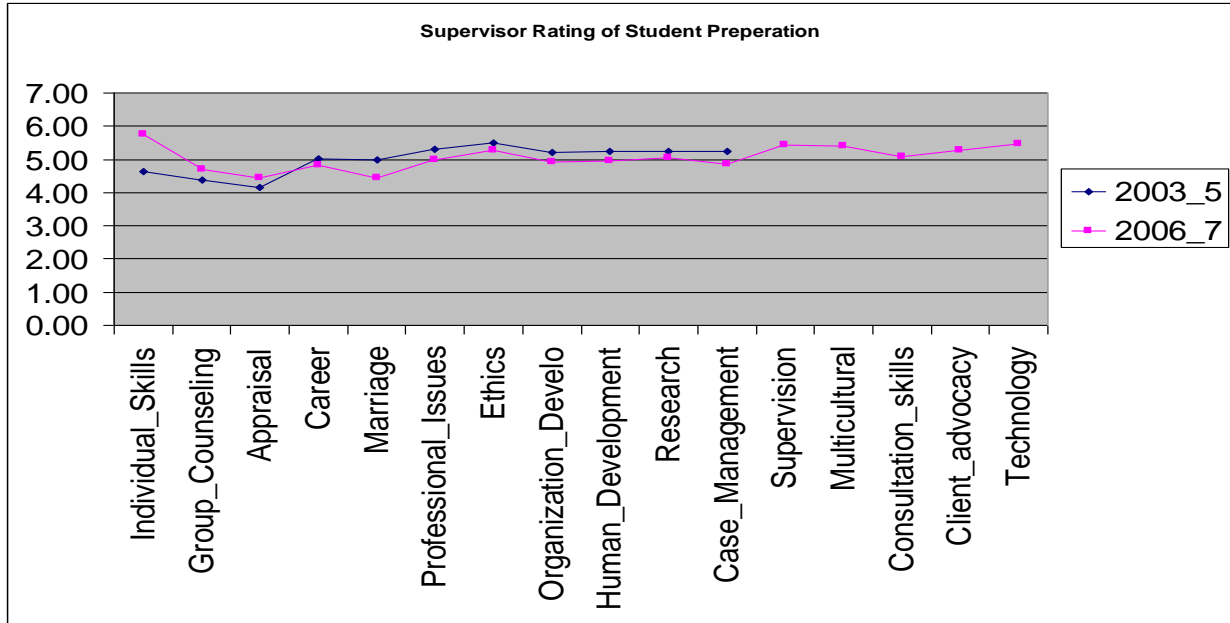


**Comments on Trends:** In general, the counseling psychology faculty is pleased that our site supervisors are increasingly satisfied with our process of field placement. We are particularly pleased with the noted increases in faculty contact with the sites and our procedures to resolve problems with our students on sites.

**Part III: Please use the rating scale below to evaluate the quality of students' preparation in each of the following areas, upon entering their practicum/internships, compared to other students at the same levels of training when they enter your site.**

- 1: Very Dissatisfied (VD)
- 2: Generally Dissatisfied (GD)
- 3: Mildly Dissatisfied (MD)
- 4: Mildly Satisfied (MS)
- 5: Generally Satisfied (GS)
- 6: Very Satisfied (VS)
- N/A: Does not apply to this site

	<b>2003-2005 Responses</b>	<b>2006-2007 Responses</b>
1. Individual counseling skills	<b>4.63</b>	<b>5.75</b>
2. Group counseling skills	<b>4.38</b>	<b>4.69</b>
3. Appraisal/assessment skills	<b>4.15</b>	<b>4.44</b>
4. Career counseling skills	<b>5.02</b>	<b>4.81</b>
5. Marriage/family skills	<b>4.98</b>	<b>4.43</b>
6. Current professional issues	<b>5.32</b>	<b>5.00</b>
7. Ethics	<b>5.48</b>	<b>5.27</b>
8. Organization and development of counseling programs/consultation	<b>5.23</b>	<b>4.91</b>
9. Human growth and development	<b>5.23</b>	<b>4.94</b>
10. Research skills	<b>5.24</b>	<b>5.04</b>
11. Case management	<b>5.24</b>	<b>4.87</b>
12. Response to clinical supervision		<b>5.43</b>
13. Sensitivity to multicultural and social justice issues.		<b>5.40</b>
14. Consultation skills		<b>5.09</b>
15. Client advocacy		<b>5.28</b>
16. Use of technology		<b>5.45</b>



**Comments on Trends:** We are particularly pleased with the strong response from over 75 of our site supervisors to our recent web-based survey conducted in December 2007. In addition to the traditional areas of skill development, we have collected additional data on responses to clinical supervision, sensitivity to multicultural issues, consultation skills, client advocacy, and the use of technology, all recent foci of our training efforts. In subsequent surveys, we will collect information on substance abuse skill development, as we integrate those skills into our general curriculum. We are pleased with our supervisors' increased satisfaction with our students' skill bases in the areas of individual counseling, group counseling, and appraisal.

**Part IV: In this space, please provide your impressions of the major strengths and weaknesses of the IU Counseling and Counselor Education Program. (The strengths are from the Supervisors that rate the program the highest. The weaknesses are from the Supervisors that rate the program the lowest.)**

**Strengths:**

Her energetic spirit and willingness to contribute to the office proved to be her greatest asset.

We have had one practicum student so it is too early to judge the program. Our first experience was very enjoyable. The graduate student was well prepared in most areas. Outstanding!

Integrity, knowledge, strong moral standards of students.

The counseling faculty is excellent. Overall, the quality of graduates is high.

No issues. It seems to be a very good program.

It is a thorough and caring program.

The interns I have supervised from the IU program have been very prepared. In fact,

the last 2 counselors we have hired have come from this program. Fortunately, I have been very lucky in my choices of students to have intern with me.

We have had several students that seemed interested in School Counseling; however, after spending time at the facility they later pursue the LMHC program in Bloomington.

**Weaknesses:**

The faculty person did not visit the site. The student mentioned things she has learned. I really don't feel qualified to make these assessments

I was generally impressed with Wes Woodson's grasp of what needed to be done during the semester. He had a clear sense of direction and I felt that the relationship he had with his instructor.

No site visits.

This type of a practicum is not like the experience of a full time student visiting during specified hours just to complete hours. Accommodating an already busy profession takes more flexibility, sensitivity, and organizational skills.

During the time at our site, I never spoke or saw a faculty member. Luckily, I had an exemplary student with no problems.

NO faculty ever came here.

It would be helpful to have a meeting (site & faculty supervisors) re: expectations, provisions, etc. prior to placement.

I would appreciate personal contact with supervisor on campus at least once during the experience. I felt the same when I supervised an intern several years ago.

## Employer Survey

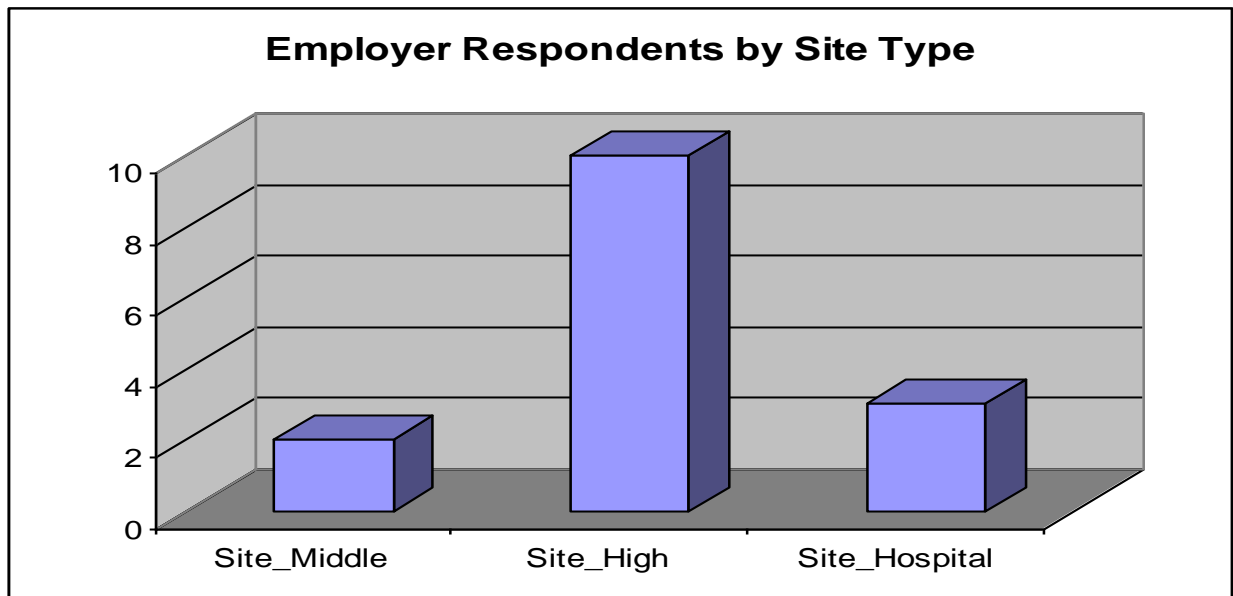
### Evaluation of the Indiana University (Bloomington and IUPUI campuses) Counselor Education Program

*Your responses to this confidential survey will be used to evaluate the current strengths and weaknesses of the program, and to identify needs for specific curriculum modifications in the future.*

#### Part I: Site Information:

1. Type of Site:

Elementary school	0	Hospital	3
Middle school	2	Residential Facility	0
High school	10	Private Practice	0
College/University	0	Business/Industry	0
Post-Secondary school	0	Corrections	0
Community agency	0	other (please specify):	



2. Please indicate the year in which you are filling out this evaluation. **2007**

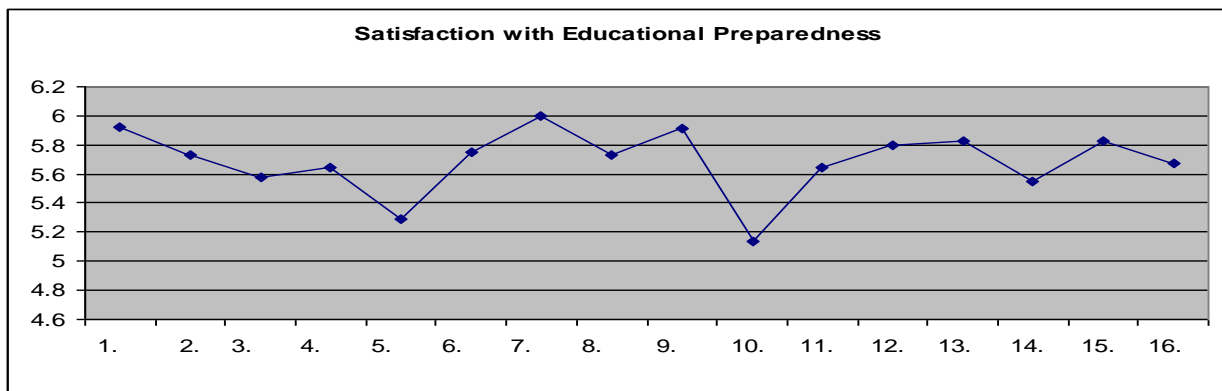
3. During the past three years, approximately how many students have you hired with a degree in counseling and counselor education from IU?

**Total hired =19 (average 1.9)**

**Part II: Using the rating scale below, please indicate your level of satisfaction with the educational preparation of the IU counseling and counselor education graduate you have hired.**

- 1: Very Dissatisfied (VD)
- 2: Generally Dissatisfied (GD)
- 3: Mildly Dissatisfied (MD)
- 4: Mildly Satisfied (MS)
- 5: Generally Satisfied (GS)
- 6: Very Satisfied (VS)
- N/A: Does not apply to this site

	<b>2007 only</b>
1. Individual counseling skills	<b>5.92</b>
2. Group counseling skills	<b>5.73</b>
3. Appraisal/assessment skills	<b>5.58</b>
4. Career counseling skills	<b>5.64</b>
5. Marriage/family skills	<b>5.29</b>
6. Current professional issues	<b>5.75</b>
7. Ethics	<b>6.00</b>
8. Organization and development of counseling programs/consultation	<b>5.73</b>
9. Human growth and development	<b>5.91</b>
10. Research skills	<b>5.14</b>
11. Case management	<b>5.64</b>
12. Response to clinical supervision	<b>5.80</b>
13. Sensitivity to multicultural and social justice issues.	<b>5.83</b>
14. Consultation skills	<b>5.55</b>
15. Client advocacy	<b>5.83</b>
16. Use of technology	<b>5.67</b>



**Comments on Trends:** We are least satisfied with our employer survey. Our response was weak, because many of our students were hired in locations where they completed their fieldwork in the program, and their supervisors became their employers. They had already filled out surveys as supervisors. This double request resulted in a very low response rate from employers. In future surveys, we will query the supervisor respondents to ascertain how many of our alumni work at the site. This query will allow us to separate employer respondents from supervisor respondents. Because the response rate of employers is so low, although the data follow similar trends to the supervisor data, the reliability of this data is weak at best.

**Part IV: In this space, please provide your impressions of the major strengths and weaknesses of the IU Counseling and Counselor Education Program.**

**Strengths:**

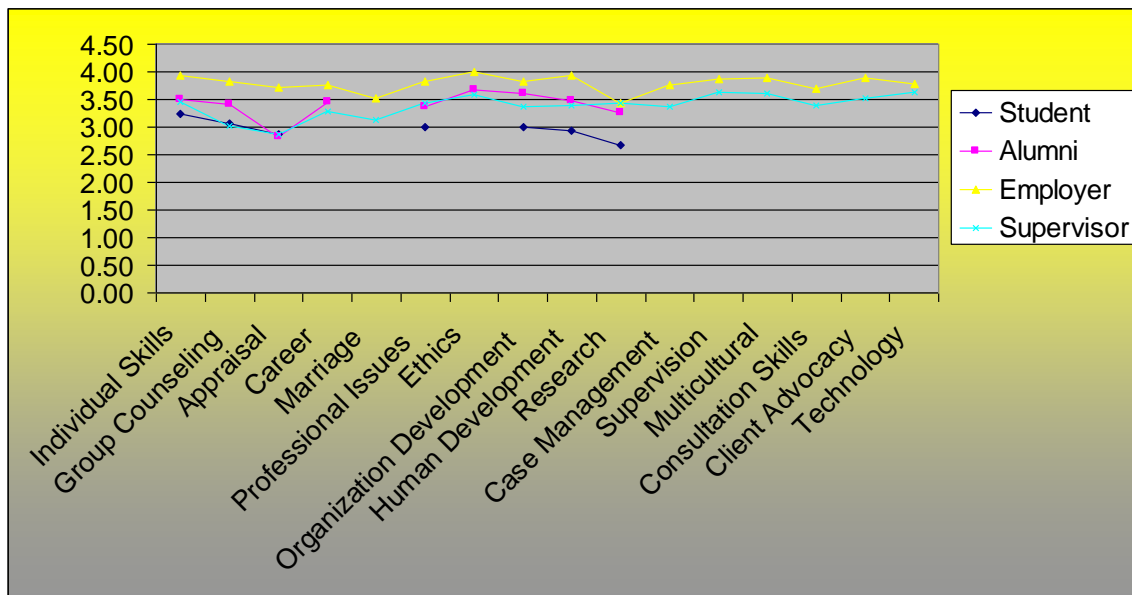
1. I am extremely impressed with the skill level of a master's prepared clinician. She was much more confident and experienced than I was at that level!
2. When I earned my degree there in 1987, I felt the need for more social work education in order to work within the schools as a school counselor. Emphasis was primarily on counseling technique. The two more recent graduates seem to have much more experience.
3. Strengths: Individual counseling skills; Ethics; Understanding growth and development; Very responsive to their job;
4. I feel that our practicum student/hire was very well prepared to counsel at the high school level. He has been a great addition to our staff.
5. Recent counselors we have hired were very prepared to walk into the position on the first day and begin functioning as a member of the team with relatively little additional instruction.
6. Too early to tell overall strengths as the person has only worked for us for a short time.  
I am impressed with the diversity of skills the person brings to the program.
7. Enjoy working with students and collaborating with the program. It has been a very good experience, and everyone is organized and pleasant to work with
8. Major strengths of the program are in the area of Counseling.
9. IU does a great job at developing new counselor. I have witnessed much empathy, compassion and core clinical skills from these students. Great job and keep up the wonderful work that you folks do!

**Weaknesses:**

1. Lack of understanding as to how the educational process works; How to find and use "important" data.

- Some of the pieces lacking may be information on special education paperwork and processes and legal issues related to school enrollment, IEP's (Individual Educational Plans) etc.

## Faculty Response to Evaluation of the Indiana University Core Campus Counselor Education Program



A review of recent and current survey data indicate that employers rate the program highest followed by alumni, and then supervisors. Current students evaluate the program lower than the other three groups. There is general agreement that we should work to increase skill development in the G505, Principles of Appraisal class. The appraisal skills of school counselors differ greatly from those working in community mental health settings. Beginning in 2008 2009 academic year we will offer a different focus in two sections of our appraisal course. The school section will be directed towards the assessment needs of school counselor students. A second section will be added to focus on the needs of students placed in community mental health centers. Mental health students have a greater need to focus on using the DSM system for appraisal and diagnosis. All four of all our constituencies feel the need for improvement in the area identified as research. The required research course, Y520, is a general introduction to research including qualitative, quantitative, and survey methodology. Our students are seeking an inquiry course that will assist them in the evaluation of counseling services. We are working with the inquiry faculty to provide such a course in

the near future.

As we compare our results across the four constituencies surveyed, the most notable aspect is the absence of data in our student survey on Career, Appraisal, Marriage and Family, Ethics, Case Management, Supervision, Multicultural, Consultation, Advocacy, and Technology. As we indicated earlier, we have revised our survey process to make it more consistent in its scope and more reliable in its administration. By creating a series of web forms through which the respondents directly enter their responses into a database, we will solve the problem of multiple survey versions and control data entry errors associated with variable data formats.

On-site supervisors of our practicum students and interns are generally positive in their evaluations. They consider our preparation program to be highly effective in developing in our students the counseling skills that are required to be successful in the field experience component of the program. Looking at these data and the alumni survey data reported earlier, it is clear that alumni and on-site supervisors share this perception and propose similar recommendations for improving the program.

## **Faculty Recommendations for Improvement**

### **A. Amount and Quality of Preparation through the Curriculum**

Since our last CACREP visit in 2000, major modifications have been made in the career development curriculum with more emphasis given to practical application of theories of career counseling and career development in K-16 schools and agency settings. We have accomplished this through the addition of a senior faculty member with a national reputation in the area of career development and career counseling.

We have a continuing need for differentiated preparation in the area of organization and development of counseling programs. This deficiency is being addressed by offering separate courses for school track, community counseling, and mental health counseling specializations.

These efforts should focus on helping students better understand and function more effectively in the K-16 “school culture” starting with their school practicum placement. In the past two years our field placement has been expanded to include services to two-year colleges in our catchment area.

This need for different tracks within courses became apparent as increasing numbers of our school track students matriculate into our program directly out of undergraduate school. In many cases, their only experience with K-16 environments is limited to their personal experience as students until they enroll in the practicum and internship. We are trying to ameliorate this deficiency by requiring that all students specializing in school counseling enroll in G562 School Counseling: Intervention, Consultation and Program Development and G542 Organization and Development of School Counseling Programs.

Survey data also point to the need for expanded pre-service preparation opportunities in the area of marriage and family counseling. This applies particularly to students whose internship placements and future employment require that they work with couples and families. This will be a continuing challenge because the marriage and family courses currently fall in the elective category and students' programs of study are already over-subscribed.

## **B. Structure and Delivery of the Curriculum**

With respect to structure and delivery of the curriculum, alumni, site supervisors, and current students are equally positive in their evaluations. Program faculty is competent, committed and caring. They, along with adjunct faculty, are excellent instructors, supervisors, and role models. Here too, however, there is room for improvement. One strong recommendation that surfaced had to do with making required courses available at least two times a year.

## **C. Program Advising**

Program advising receives good evaluations from alumni of the program and current students. There is a need for faculty to make more time available for working more closely with students on their individual needs, such as career guidance and job placement assistance. Our program maintains a comprehensive website that includes information to assist students and application to the program, registration for courses, and completion of degree requirements. All necessary forms to complete our degree programs are now available on the web. The revised Student Handbook is a good example of an effort that was guided by feedback derived from this survey. These improvements have freed up considerable faculty advising time to work more with advisees on an individual basis.

## **D. Practicum and Internship Program**

Evaluations by program alumni, field supervisors, and current students clearly indicate that they see practicum and internship experiences as the crown jewel in the curriculum. Placement sites and on-site supervision are perceived to be of high quality, and this translates into successful job searches and readiness to perform with professionalism and accountability right from the outset of the students' transition to full time employment. Most importantly, the placement process now operates smoothly.

## **E. Facilities and Physical Properties of Infrastructure**

Our alumni and students perceive the physical and electronic infrastructures as the best in the country. They single out the high tech features that are present in the building and across the campus including our clinics, The Center for Human Growth and the IUPUI Counseling Lab. The Core Campus, Indianapolis and Bloomington, stands out as the most "wired" campus in the country.

During the past year, the Center for Human Growth put a new video server into operation. All of our counseling sessions and training activities in the Center are captured in electronic video format, and then used immediately for review, analysis, and dissemination. High levels of security both guarantee client confidentiality and create immediate feedback for the supervision and evaluation of student work.

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