**Evaluation of the**

**Counselor Education Program at**

**Texas Tech University for the**

**Period between summer 2011 and summer 2013**

**By**

**Nicole Noble**

This program evaluation builds upon the four previous reports. Previous reports cited the importance of program evaluation and overviewed the basic elements of an evaluation. The literature review for those reports is relevant currently and will be summarized below. I appreciate the assistance of Drs. Parr, Bradley, and Gould.

The need for program evaluation in higher education generally (Alkin, 2003; Alkin & Christie, 1999; Alkin & Taut, 2003; Astin, 1991; Banta, 1988, Crisp, 2004; Gray & Diamond, 1989; Hyde, Lamb, & Chavis, 2008; Jennings, 1989; Loots, 2008; Mizikaci, 2006; Praslova, 2010; Venter & Bezuidenhout, 2008) and counselor education specifically (Bradley & Fiorini, 1999; Engels & Wilborn, 1984; Gaubatz & Vera, 2002; Hadley & Mitchell, 1995; Hansen, 2004; Hayes & Paisley, 2002; Kerri, Garcia, & McCullough, 2002; Loesch, 2001; Lusky & Hayes, 2001; Miller, 2004; Osborne & House, 1995; Sayers, Carroll, & Loesch, 1996; Whiston & Aricak, 2008) has been well-documented. In the above manuscripts, the authors document the importance of systematic program evaluation. Although program improvement was the most frequently cited rationale for conducting program evaluation, other frequently mentioned reasons include (a) accountability required by accreditation bodies, (b) compliance with state departments of education, (c) information to make available to administrators, (d) information to make available to students (prospective and current), (e) identification of strengths and weaknesses, (f) curriculum changes, and (g) the opportunity to have feedback from graduates of the program and the employers of the graduates of the program.

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

In addition to the universal need for program evaluation, the counseling program (EPCE) at Texas Tech University (TTU) has a mandate to conduct evaluations from The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and from the College of Education (COE). To achieve consistency with the two previous evaluations, questionnaires were completed by current students, by graduates from the summer 2011, to the summer 2013, and by employers of graduates. This questionnaire, the Program Graduate Survey, is based on assessment inventories developed by Sayers, Carroll, and Loesch (1996). It consists of demographic information, 29 items pertaining to program graduates’ professional knowledge and professional skills, 11 items on program graduates’ attributes, and 2 open ended questions on the strengths and areas that need improving of the person being evaluated. Items were rated on a 5-point Likert Scale with a 1=very poor performance and 5=very good performance.

This evaluation will first consider findings relevant to the admission process, followed by a summarization of student evaluations of faculty instruction, outcomes for students who exit the program, and for students who seek LPC licensure and school counseling certification in the state of Texas.

**Student Evaluation of Faculty Instruction**

Similarly to the previous evaluation, this evaluation looked at student evaluations of instruction in counselor education classes. The data are based on a required evaluation form used at Texas Tech University. The form consists of twenty three items for online courses and 16 items for face-to-face courses on a five-point scale with higher scores indicating positive perceptions of the course and instructor. Full-time faculty members (N=6) in counselor education over the period of summer 2011 through summer 2013 obtained a mean rating of 4.66. This mean exceeds the mean ratings for the College of Education (COE) and Texas Tech University (TTU), which typically fall near a mean of 4.5. Mean rating by item ranged from a low of 4.45 to a high of 4.83. The mean rating for adjunct instructors (N=3) equaled 4.23. Means by item ranged from a low of 4.01 to a high of 4.53. A *t*-test revealed that the difference between the ratings of full-time faculty members compared to adjunct instructors was significant 5 of the 7 semesters: in summer 2011 *t*(22) = -8.679,  *p* < .001, in fall 2011 *t*(22) = -10.804,  *p* < .001, in spring 2012 *t*(22) = -7.244,  *p* < .001, in summer 2012 *t*(22) = -8.652,  *p* < .001, and in summer 2013 *t*(22) = -4.396, *p* < .001. The two semester that the *t-*test did not reveal a significant different between full-time faculty members and adjunct instructors, fall 2012 *t*(15) = 1.122,  *p* =.279, and spring 2013 *t*(15) = -3.192,  *p* =.006, may have been related to the few items on the evaluation. These analyses point to several conclusions and recommendations. First, full-time faculty members receive very favorable student evaluations of their classes. Second, adjunct faculty fair less well and on average are rated below the mean of the COE and TTU. Thus, whenever administratively possible, instruction should be delivered by full-time, tenured or tenure-acquiring faculty rather than adjunct faculty.

**Master's Comprehensive Examination Performance**

Table 1 provides the mean percentile equivalents of our graduates on the CPCE Exam. Percentile equivalent scores were calculated using national and normative values provided by the CCE. The scores span semesters beginning in the spring, 2007, and ending in the fall, 2013.

Table 1

*TTU Graduate’s Exam Scores and Percentile Equivalents on CPCE Exam*

|  |  |  |  |
| --- | --- | --- | --- |
| Aspect of the program | TTU Mean  (n=135) | National Mean (n=17487) | TTU EPCE Percentile |
| Human Growth and Development | 12.25 | 11.75 | 57.93 |
| Social and Cultural Foundations | 10.43 | 10.27 | 52.79 |
| Helping Relationships | 12.22 | 11.53 | 61.41 |
| Group Work | 12.76 | 11.84 | 64.06 |
| Career and Lifestyle Development | 11.30 | 10.17 | 68.79 |
| Appraisal | 11.04 | 10.38 | 61.79 |
| Research and Program Evaluation | 11.64 | 10.68 | 64.43 |
| Professional Ethics | 13.05 | 11.99 | 67.72 |
| **Overall Mean** | **94.69** | **88.61** | **68.79** |

The relative performance of students taking the CPCE exam from the spring 2007 through the fall 2013 indicates strengths in content areas related to helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional while relative weakness was evident in the area of social foundations. It is noteworthy that the overall mean percentile equivalent score of our students placed them in the upper 1/3 of all students taking this exam. This data support the conclusion that masters-level students exit the program with high levels of knowledge in the major areas of counseling.

**Licensed Professional Counseling (LPC) Scores**

Graduates majoring in the previously titled, Community Counseling Program, now titled Clinical Mental Health Counseling program take an exam to obtain licensure as professional counselors (LPCs). Table 2 summarizes the results of TTU graduates, compared to graduates of other training programs in Texas, on the licensure exam used by the Texas Board of Examiners of Licensed Professional Counselors from April 1, 2011 through March 31, 2013. The exam is developed and scored by the National Board of Certified Counselors (NBCC). The NBCC uses several forms, and the following tables report the results for the various forms of the exam. Results are reported for both our graduates and graduates of the other training programs in Texas.

Table 2

*TTU Graduate’s Exam Scores and Percentile Equivalents on the NCE Exam for Licensure in Texas*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic areas | Form 146108  TTU  Mean Scores  (n=15) | Form  146108  Statewide  Mean Scores  (N=1,040) | Form 146208  TTU  Mean Scores  (n=21) | Form  146208  Statewide  Mean Scores  (N=1039) | Form 146212  TTU  Mean Scores  (n=6) | Form 146212  Statewide  Mean Scores  (N=160) |
| Human Growth & Dev. | 74 | 71 | 73 | 72 | 74 | 67 |
| Social & Cultural Found | 68 | 70 | 71 | 71 | 79 | 79 |
| Helping Relationships | 72 | 70 | 71 | 71 | 73 | 72 |
| Group Dynamics | 70 | 69 | 73 | 72 | 73 | 69 |
| Career Development | 67 | 64 | 67 | 64 | 72 | 66 |
| Appraisal | 63 | 63 | 68 | 66 | 66 | 69 |
| Research & Evaluation | 62 | 60 | 69 | 61 | 74 | 71 |
| Professional Orientation | 83 | 79 | 73 | 71 | 76 | 71 |
| **Overall mean** | **70.8** | **69.1** | **70.8** | **68.7** | **73.1** | **70.5** |
| **Passing rate** | **93%**  **(14 of 15)** | **81%**  **(844 of 1,040)** | **91%**  **(19 of 21)** | **87%**  **(899 of 1,039)** | **100%**  **(6 of 6)** | **91%**  **(145 of 160)** |

Taken together, for the period spanning the spring 2011 through the spring of 2013, thirty-nine of forty-two students passed the LPC exam for licensure in Texas, for a pass rate of ninety-three percent. By comparison, the pass rate at the state level for the same period was eighty-four percent. The relative performance of our students by area compared to other students in Texas indicated strength in the following areas: group dynamics, career development, ethics, and professional orientation.

**Certification of School Counselors in Texas**

Graduates majoring in the School Counseling Program take the TExES Exam to obtain certification in the state of Texas. The exam has 3 domains:

Domain I= Understanding students consists of 30% of the exam score.

Domain II= Planning and Implementing the Developmental Guidance and Counseling Program consists of 40% of the exam score.

Domain III= Collaboration, Consultation and Professionalism consists of 30% of the exam score.

Students are given 5 hours to complete the exam and there are 100 multiple choice test questions.   The following information is from the preparation manual:

The TExES School Counselor (152) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the School Counselor test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

Results of TTU graduates of the School Counseling Program on the TExES Exam for certification in School Counseling shows a passing rate of 100% from fall 2010 to fall 2013. Table 3 depicts the number of students taking the exam from the TTU and the Texas examinees across the three domain areas from fall 2009 to fall 2013.

Table 3

*TExES Mean Scores by Domain Areas for EPCE and State Graduates*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain Areas | EPCE Mean Scores | State Mean Scores | EPCE Mean Scores | State Mean Scores | EPCE Mean Scores | State Mean Scores | EPCE Mean Scores | State Mean Scores |
|  | **Fall 2009-**  **Fall 2010** | | **Fall 2010-**  **Fall 2011** | | **Fall 2011-**  **Fall 2012** | | **Fall 2012-**  **Fall 2013** | |
| Number | 7 | 1234 | 7 | 1208 | 2 | 1288 | 1 | 1407 |
| Understanding Students | 274.9 | 256.9 | 263.0 | 257.1 | 266 | 260 | 266 | 260 |
| Planning and Implementing the Developmental Guidance and Counseling Program | 263.9 | 256.2 | 258.0 | 257.7 | 262 | 260 | 262 | 260 |
| Collaboration, Consultation, and Professionalism | 264.0 | 256.6 | 258.3 | 257.9 | 276 | 268 | 276 | 268 |
| **Overall Means** | **269.4** | **256.6** | **260.9** | **257.9** | **266.0** | **258.8** | **261.0** | **259.1** |

Table 3 clearly indicates that EPCE graduates perform well on the state examination for school counseling certification. Comparisons with state means show that EPCE graduates excelled in all domain areas of the TExES.

**Perceptions of Graduates Regarding the Counseling Program**

A questionnaire was completed by TTU graduates from the masters and doctoral programs for the period beginning in the summer, 2011, and ending in the fall, 2013. This questionnaire, the Program Graduate Survey, is based on assessment inventories developed by Sayers, Carroll, and Loesch (1996). It consists of demographic information, 29 items pertaining to Knowledge Areas and Skill Development in the Program, 11 items on Program Graduate’s Attributes, and 15 items on general aspects of the program. Items were rated on a 5-point Likert Scale with a 1=very poor performance and 5=very good performance.

**Knowledge Areas in the Program(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following knowledge areas in your program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 4.1

*Graduates Program Evaluation of Knowledge Areas Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) |  |  | 1 |  | 2 | 4.33 | 3 | 6 |
| Clinical Mental Health Counseling |  |  |  | 2 | 4 | 4.67 |  | 6 |
| Group Counseling |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Theories of Counseling |  |  | 1 |  | 5 | 4.67 |  | 6 |
| Career and Lifestyle Counseling |  | 1 |  | 1 | 4 | 4.33 |  | 6 |
| Multicultural Counseling |  |  | 1 |  | 5 | 4.67 |  | 6 |
| Human Growth and Development |  | 1 |  | 4 | 1 | 3.83 |  | 6 |
| Testing and Assessment |  |  | 1 | 2 | 2 | 4.20 | 1 | 6 |
| Crisis Counseling |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Family Counseling |  |  | 1 | 2 | 2 | 4.20 | 1 | 6 |
| Dysfunctional Behavior (Abnormal) |  |  |  | 3 | 2 | 4.40 | 1 | 6 |
| Consultation |  | 1 | 1 | 2 | 2 | 3.83 |  | 6 |
| Techniques of Counseling |  |  |  | 3 | 3 | 3.00 |  | 6 |
| Addictions |  | 1 |  | 2 | 3 | 4.17 |  | 6 |
| Supervision Given |  |  |  | 2 | 3 | 3.40 | 1 | 6 |
| Supervision Received |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Research/ Statistics/ Evaluation |  |  | 1 | 3 | 2 | 4.17 |  | 6 |
| Diagnosis |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Child and Adolescent Counseling |  |  |  | 1 | 4 | 4.80 | 1 | 6 |
| Counseling Persons with Special Needs |  |  | 3 |  | 3 | 4.00 |  | 6 |
| Ethical and Legal Matters |  |  |  |  | 6 | 5.00 |  | 6 |
| Advocacy |  |  | 1 | 1 | 4 | 4.50 |  | 6 |
| Treatment Planning/ Case Management |  | 1 | 1 | 1 | 3 | 4.00 |  | 6 |
| Technology |  |  | 1 | 2 | 3 | 4.33 |  | 6 |
| Psychopharmacology |  | 2 | 1 |  | 3 | 3.67 |  | 6 |
| Couples/ Marriage Counseling | 1 |  |  | 2 | 3 | 4.00 |  | 6 |
| Professional Credentialing |  |  |  | 1 | 3 | 4.75 | 2 | 6 |
| Professional Organizations |  |  |  | 1 | 4 | 4.80 | 1 | 6 |
| Individual Counseling |  |  |  |  | 5 | 5.00 | 1 | 6 |

Knowledge areas rated highest (≥4.0) were School Counseling (ASCA Model), Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Career and Lifestyle Counseling, Multicultural Counseling, Testing and Assessment, Crisis Counseling, Family Counseling, Dysfunctional Behavior (Abnormal), Addictions, Supervision Received, Research/Statistics/Evaluation, Diagnosis, Child and Adolescent Counseling, Counseling Persons with Special Needs, Ethical and Legal Matters, Advocacy, Treatment Planning/Case Management, Technology, Couples/ Marriage Counseling, Professional Credentialing, Organizations, and Individual Counseling. There were no scores that fell below a rating of 3.0, which would indicate a relative weakness in that area.

**Skill Development in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following application of skill in your program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 4.2

*Graduates Program Evaluation of Skill Development Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) | 1 |  |  |  | 2 | 3.67 | 3 | 6 |
| Clinical Mental Health Counseling |  |  |  | 2 | 4 | 4.67 |  | 6 |
| Group Counseling |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Theories of Counseling |  |  | 1 |  | 5 | 4.67 |  | 6 |
| Career and Lifestyle Counseling |  | 1 |  | 2 | 3 | 4.17 |  | 6 |
| Multicultural Counseling |  |  | 1 | 1 | 4 | 4.50 |  | 6 |
| Human Growth and Development | 1 |  | 1 | 3 | 2 | 3.71 |  | 7 |
| Testing and Assessment |  |  | 2 | 1 | 3 | 4.17 |  | 6 |
| Crisis Counseling |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Family Counseling |  | 1 | 1 | 1 | 3 | 4.00 |  | 6 |
| Dysfunctional Behavior (Abnormal) |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Consultation |  |  | 3 | 1 | 2 | 3.83 |  | 6 |
| Techniques of Counseling |  |  |  | 2 | 4 | 3.67 |  | 6 |
| Addictions |  | 1 | 1 | 1 | 3 | 4.00 |  | 6 |
| Supervision Given |  |  |  | 2 | 3 | 3.40 | 1 | 6 |
| Supervision Received |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Research/ Statistics/ Evaluation |  |  | 2 |  | 4 | 4.33 |  | 6 |
| Diagnosis |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Child and Adolescent Counseling |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Counseling Persons with Special Needs |  | 1 | 2 | 1 | 2 | 3.67 |  | 6 |
| Ethical and Legal Matters |  |  |  |  | 6 | 5.00 |  | 6 |
| Advocacy |  | 1 |  | 1 | 4 | 4.33 |  | 6 |
| Treatment Planning/ Case Management |  | 2 |  | 1 | 3 | 3.83 |  | 6 |
| Technology |  |  | 1 | 2 | 3 | 4.33 |  | 6 |
| Psychopharmacology | 1 | 1 | 1 | 1 | 2 | 3.33 |  | 6 |
| Couples/ Marriage Counseling | 1 |  | 1 | 2 | 2 | 3.67 |  | 6 |
| Professional Credentialing |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Professional Organizations |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Individual Counseling |  |  |  |  | 6 | 5.00 |  | 6 |

Skills development rated highest (≥4.0) were Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Career and Lifestyle Counseling, Multicultural Counseling, Testing and Assessment, Crisis Counseling, Family Counseling, Dysfunctional Behavior (Abnormal), Addictions, Supervision Received, Research/Statistics/Evaluation, Diagnosis, Child and Adolescent Counseling, Ethical and Legal Matters, Advocacy, Technology, Professional Credentialing, Organizations, and Individual Counseling. There were no scores that fell below a rating of 3.0, which would indicate a relative weakness in that area.

**Graduate's Attributes**

Please use the following scale and rate your personal attributes as a Counselor Education

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 4.3

*Graduates Program Evaluation of Their Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Professional/ Legal/ Ethical Behavior |  |  |  |  | 6 | 5.00 |  | 6 |
| Responsiveness to Supervision, Feedback, and/ or Suggestions |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Professional Demeanor |  |  |  | 2 | 4 | 4.67 |  | 6 |
| Multicultural and Gender Sensitivity |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Relationships with Others in the Work Setting |  |  |  | 2 | 4 | 4.67 |  | 6 |
| General Work Attitude/ Enthusiasm |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Dependability/ Conscientiousness Responsibility |  |  |  |  | 6 | 5.00 |  | 6 |
| Professional Development |  |  |  | 4 | 2 | 4.33 |  | 6 |
| Adaptability as Needed |  |  |  | 2 | 4 | 4.67 |  | 6 |
| Interpersonal Effectiveness and Appropriateness |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Overall Competence |  |  |  | 2 | 4 | 4.67 |  | 6 |

Overall, graduates rated their attributes positively with their lowest rating in Professional Development. This lower score in professional development may indicate a need to inform students about joining professional organizations such as Chi Sigma Iota in order to learn more about professional development in counseling.

**Program Attributes**

*General Aspects of the Program*

Please use the table below to indicate your personal evaluation of each of the following *general aspects* of TTU’s program:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 4.4

*Graduates Evaluation of Program Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Comprehensiveness of the Curriculum |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Supervision Received Overall (TTU + Site) |  |  |  | 2 | 4 | 4.67 |  | 6 |
| Site Supervision from Practicum/ Internship |  |  |  | 3 | 3 | 4.50 |  | 6 |
| On-Campus Individual Supervision |  | 1 | 1 | 1 | 3 | 4.00 |  | 6 |
| On-Campus Group Supervision |  | 1 |  | 1 | 4 | 4.33 |  | 6 |
| Instructional Classroom (i.e., Teaching) |  |  | 1 | 1 | 4 | 4.50 |  | 6 |
| Professional Competence of Faculty |  |  |  | 1 | 5 | 4.83 |  | 6 |
| Accessibility/ Availability of the Faculty |  |  |  | 2 | 4 | 4.67 |  | 6 |
| Academic Advisement Provided by Faculty |  |  | 1 | 1 | 4 | 4.50 |  | 6 |
| Facilities and Resources |  |  | 1 | 1 | 4 | 4.50 |  | 6 |
| In Class Role-Play Practice with Feedback |  |  | 1 | 2 | 3 | 4.33 |  | 6 |
| Faculty as Mentors |  |  | 1 |  | 5 | 4.67 |  | 6 |
| Evaluation/ Assessment of Student Performance by Faculty |  | 1 |  | 1 | 4 | 4.33 |  | 6 |
| Duration (i.e., Academic Length) of the program(s) |  |  |  | 3 | 3 | 4.50 |  | 6 |
| Timely and Meaningful Feedback on Student Work by Faculty |  |  | 1 | 1 | 4 | 4.50 |  | 6 |

Overall, it appears that the 2013 evaluation ratings indicate very positive perceptions of the program aspects by the graduates. On a relative basis, the lowest rating was given to on campus individual supervision, which may be related to most of the supervision conducted on campus occurring in groups.

**Perceptions of Masters Students Regarding the Counseling Program**

**Knowledge Areas in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following knowledge areas in the program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 5.1

*Current Masters Students’ Evaluation of Knowledge Areas Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) | 1 |  | 4 | 6 | 7 | 4.00 | 12 | 30 |
| Clinical Mental Health Counseling | 1 |  | 2 | 10 | 13 | 4.31 | 4 | 30 |
| Group Counseling | 1 |  | 3 | 10 | 13 | 4.26 | 3 | 30 |
| Theories of Counseling | 1 | 1 | 3 | 11 | 13 | 4.17 | 1 | 30 |
| Career and Lifestyle Counseling | 1 | 2 | 5 | 13 | 7 | 3.82 | 2 | 30 |
| Multicultural Counseling | 1 | 2 | 2 | 8 | 13 | 4.15 | 4 | 30 |
| Human Growth and Development | 1 |  | 5 | 9 | 12 | 4.15 | 3 | 30 |
| Testing and Assessment | 2 |  | 9 | 10 | 6 | 3.67 | 3 | 30 |
| Crisis Counseling | 1 | 1 | 8 | 6 | 7 | 3.74 | 7 | 30 |
| Family Counseling | 1 | 2 | 3 | 11 | 7 | 3.88 | 6 | 30 |
| Dysfunctional Behavior | 1 |  | 3 | 9 | 11 | 4.21 | 6 | 30 |
| Techniques of Counseling | 1 |  | 2 | 7 | 17 | 4.44 | 3 | 30 |
| Addictions | 2 |  | 5 | 9 | 10 | 3.96 | 4 | 30 |
| Supervision Received | 1 | 1 | 4 | 5 | 13 | 4.17 | 6 | 30 |
| Research/ Statistics/ Evaluation | 2 | 1 | 13 | 2 | 7 | 3.44 | 5 | 30 |
| Diagnosis | 3 | 1 | 6 | 6 | 9 | 3.68 | 5 | 30 |
| Child and Adolescent Counseling | 1 | 1 | 4 | 6 | 12 | 4.13 | 6 | 30 |
| Counseling Persons with Special Needs | 2 | 2 | 10 | 4 | 6 | 3.42 | 6 | 30 |
| Ethical and Legal Matters | 1 | 1 | 2 | 5 | 18 | 4.41 | 3 | 30 |
| Advocacy | 1 |  | 6 | 9 | 11 | 4.07 | 3 | 30 |
| Treatment Planning/ Case Management | 1 | 1 | 5 | 7 | 11 | 4.04 | 5 | 30 |
| Technology | 1 | 2 | 5 | 9 | 10 | 3.93 | 3 | 30 |
| Psychopharmacology | 4 | 9 | 4 |  | 5 | 2.68 | 9 | 31 |
| Couples/ Marriage Counseling | 1 | 2 | 8 | 8 | 5 | 3.58 | 7 | 31 |
| Professional Credentialing | 2 | 4 | 4 | 5 | 11 | 3.73 | 4 | 30 |
| Professional Organizations | 1 | 1 | 6 | 9 | 10 | 3.96 | 4 | 31 |
| Individual Counseling | 1 |  | 1 | 11 | 14 | 4.37 | 3 | 30 |

Knowledge areas rated highest (≥4.0) were School Counseling (ASCA Model), Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Multicultural Counseling, Human Growth and Development, Dysfunctional Behavior, Techniques of Counseling, Supervision Received, Child and Adolescent Counseling, Ethical and Legal Matters, Advocacy, Treatment Planning/Case Management, and Individual Counseling. There was one score that fell below a rating of 3.0, which indicate relative weakness. The area of relative weakness is Psychopharmacology.

**Skill Development in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following application of skill in the program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 5.2

*Current Masters Students’ Evaluation of Skills Development Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) | 1 |  | 4 | 5 | 7 | 4.00 | 13 | 30 |
| Clinical Mental Health Counseling |  | 1 | 2 | 10 | 13 | 4.35 | 4 | 30 |
| Group Counseling |  | 1 | 4 | 10 | 12 | 4.22 | 3 | 30 |
| Theories of Counseling |  | 3 | 4 | 11 | 11 | 4.03 | 1 | 30 |
| Career and Lifestyle Counseling | 1 | 4 | 5 | 9 | 10 | 3.79 | 1 | 30 |
| Multicultural Counseling | 1 | 2 | 3 | 10 | 11 | 4.04 | 3 | 30 |
| Human Growth and Development | 1 | 1 | 6 | 9 | 11 | 4.00 | 2 | 30 |
| Testing and Assessment | 2 | 1 | 10 | 9 | 6 | 3.57 | 2 | 30 |
| Crisis Counseling | 1 | 2 | 9 | 6 | 6 | 3.58 | 6 | 30 |
| Family Counseling | 2 | 2 | 6 | 8 | 7 | 3.64 | 5 | 30 |
| Dysfunctional Behavior | 1 | 2 | 4 | 7 | 12 | 4.04 | 5 | 31 |
| Techniques of Counseling | 2 |  | 2 | 11 | 13 | 4.18 | 2 | 30 |
| Addictions | 3 |  | 7 | 9 | 8 | 3.70 | 3 | 30 |
| Supervision Received | 2 | 2 | 3 | 5 | 12 | 3.96 | 6 | 30 |
| Research/ Statistics/ Evaluation | 3 | 2 | 10 | 5 | 6 | 3.35 | 4 | 30 |
| Diagnosis | 4 | 1 | 4 | 9 | 8 | 3.62 | 4 | 30 |
| Child and Adolescent Counseling | 2 | 1 | 5 | 5 | 12 | 3.96 | 5 | 30 |
| Counseling Persons with Special Needs | 3 | 3 | 7 | 7 | 4 | 3.25 | 6 | 30 |
| Ethical and Legal Matters | 2 | 1 | 2 | 6 | 17 | 4.25 | 2 | 30 |
| Advocacy | 2 |  | 6 | 10 | 10 | 3.93 | 2 | 30 |
| Treatment Planning/ Case Management | 3 |  | 4 | 8 | 11 | 3.92 | 4 | 30 |
| Technology | 2 | 1 | 5 | 8 | 12 | 3.96 | 2 | 30 |
| Psychopharmacology | 6 | 5 | 6 | 1 | 4 | 2.64 | 8 | 30 |
| Couples/ Marriage Counseling | 1 | 3 | 6 | 9 | 5 | 3.58 | 6 | 30 |
| Professional Credentialing | 3 | 3 | 4 | 7 | 9 | 3.62 | 4 | 30 |
| Professional Organizations | 1 | 1 | 5 | 10 | 10 | 4.00 | 2 | 29 |
| Individual Counseling | 2 | 1 |  | 10 | 15 | 4.25 | 2 | 30 |

Skill development rated highest (≥4.0) were School Counseling (ASCA Model), Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Multicultural Counseling, Human Growth and Development, Dysfunctional Behavior, Techniques of Counseling, Ethical and Legal Matters, Professional Organizations, and Individual Counseling. There were no scores falling below a rating of 3.0, which indicate relative weakness.

**Master's Students’ Attributes**

Please use the following scale and rate your personal attributes as a Counselor Education TTU student in the table below:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 5.3

*Current Masters Students’ Evaluation of Their Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Professional/ Legal/ Ethical Behavior | 1 |  | 1 | 10 | 18 | 4.47 |  | 30 |
| Responsiveness to Supervision, Feedback, and/ or Suggestions | 1 |  | 1 | 8 | 18 | 4.5 |  | 28 |
| Professional Demeanor | 1 |  | 1 | 10 | 18 | 4.47 |  | 30 |
| Multicultural and Gender Sensitivity | 1 |  | 1 | 10 | 18 | 4.47 |  | 30 |
| Relationships with Others in the Work Setting | 1 |  |  | 8 | 21 | 4.6 |  | 30 |
| General Work Attitude/ Enthusiasm | 1 |  |  | 4 | 25 | 4.73 |  | 30 |
| Dependability/ Conscientiousness Responsibility | 1 |  | 1 | 5 | 22 | 4.62 |  | 29 |
| Professional Development | 1 |  | 2 | 8 | 18 | 4.45 |  | 29 |
| Adaptability as Needed | 1 |  |  | 9 | 19 | 4.55 |  | 29 |
| Interpersonal Effectiveness and Appropriateness | 1 |  |  | 7 | 21 | 4.62 |  | 29 |
| Overall Competence | 1 |  |  | 6 | 22 | 4.66 |  | 29 |

Overall, current students rated their attributes positively with their lowest rating in Professional Development. This lower score in professional development may indicate a need to inform students about joining professional organizations such as Chi Sigma Iota in order to learn more about professional development in counseling.

**Program Attributes**

General Aspects of the Program

Please use the table below to indicate your personal evaluation of each of the following general aspects of TTU’s program:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 5.4

*Current Masters Students’ Evaluation of Program Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Comprehensiveness of the Curriculum | 1 |  | 2 | 11 | 13 | 4.30 |  | 27 |
| Supervision Received Overall (TTU + Site) | 1 |  | 2 | 7 | 11 | 4.67 | 6 | 27 |
| Site Supervision from Practicum/ Internship | 2 |  |  | 3 | 12 | 4.96 | 10 | 27 |
| On-Campus Individual Supervision | 1 |  | 3 | 4 | 12 | 4.74 | 7 | 27 |
| On-Campus Group Supervision |  |  | 3 | 8 | 11 | 4.67 | 5 | 27 |
| Instructional Classroom (i.e., Teaching) |  | 1 | 2 | 7 | 14 | 4.59 | 3 | 27 |
| Professional Competence of Faculty |  | 1 |  | 4 | 21 | 4.78 | 1 | 27 |
| Accessibility/ Availability of the Faculty |  | 1 | 4 | 6 | 15 | 4.41 | 1 | 27 |
| Academic Advisement Provided by Faculty |  | 1 | 6 | 4 | 15 | 4.33 | 1 | 27 |
| Facilities and Resources | 1 | 1 | 1 | 8 | 15 | 4.41 | 1 | 27 |
| In Class Role-Play Practice with Feedback | 1 |  | 2 | 7 | 15 | 4.52 | 2 | 27 |
| Faculty as Mentors |  | 1 | 2 | 7 | 15 | 4.56 | 2 | 27 |
| Evaluation/ Assessment of Student Performance by Faculty | 1 | 1 | 2 | 8 | 13 | 4.37 | 2 | 27 |
| Duration (i.e., Academic Length) of the program(s) | 1 |  | 3 | 11 | 10 | 4.30 | 2 | 27 |
| Timely and Meaningful Feedback on Student Work by Faculty |  | 1 | 3 | 9 | 13 | 4.37 | 1 | 27 |

Overall, it appears that the 2013 evaluation ratings indicate very positive perceptions of the program aspects by the current students. On a relative basis, the lowest rating was given to the campus on the comprehensiveness of the curriculum, duration (i.e., academic length) of the program(s), and the academic advisement provided by faculty.

**Perceptions of Current Doctoral Students Regarding the Counseling Program**

**Knowledge Areas in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following knowledge areas in the doctoral program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 6.1

*Current Doctoral Students’ Evaluation of Knowledge Areas Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) | 1 | 1 | 4 | 1 | 2 | 3.22 | 4 | 13 |
| Clinical Mental Health Counseling |  |  | 1 | 4 | 7 | 4.50 | 1 | 13 |
| Group Counseling |  |  |  | 5 | 7 | 4.58 | 1 | 13 |
| Theories of Counseling |  |  |  | 5 | 8 | 4.62 | 1 | 14 |
| Career and Lifestyle Counseling |  |  | 4 | 4 | 3 | 3.91 | 2 | 13 |
| Multicultural Counseling |  |  | 1 | 3 | 8 | 4.58 | 1 | 13 |
| Human Growth and Development |  |  | 2 | 4 | 5 | 4.27 | 2 | 13 |
| Testing and Assessment |  | 2 | 3 | 4 | 2 | 3.55 | 2 | 13 |
| Crisis Counseling |  | 1 | 3 | 3 | 3 | 3.80 | 3 | 13 |
| Family Counseling | 1 |  | 1 | 5 | 4 | 4.00 | 2 | 13 |
| Dysfunctional Behavior |  |  | 2 | 5 | 4 | 4.18 | 2 | 13 |
| Consultation |  |  | 3 | 6 | 3 | 4.00 | 1 | 13 |
| Techniques of Counseling |  |  |  | 4 | 7 | 4.64 | 2 | 13 |
| Addictions | 1 |  | 1 | 6 | 2 | 3.80 | 3 | 13 |
| Supervision Given |  |  | 2 | 2 | 8 | 4.50 | 1 | 13 |
| Supervision Received |  |  |  | 3 | 9 | 4.75 | 1 | 13 |
| Research/ Statistics/ Evaluation |  |  | 1 | 4 | 7 | 4.50 | 1 | 13 |
| Diagnosis |  |  | 3 | 6 | 2 | 3.91 | 2 | 13 |
| Child and Adolescent Counseling |  | 1 |  | 4 | 5 | 4.30 | 3 | 13 |
| Counseling Persons with Special Needs |  | 2 |  | 5 | 4 | 4.00 | 2 | 13 |
| Ethical and Legal Matters |  |  |  | 3 | 9 | 4.75 | 1 | 13 |
| Advocacy |  |  | 1 | 2 | 9 | 4.67 | 1 | 13 |
| Treatment Planning/ Case Management | 1 |  | 2 | 6 | 3 | 3.83 | 1 | 13 |
| Technology |  |  | 1 | 7 | 3 | 4.18 | 2 | 13 |
| Psychopharmacology | 1 | 2 | 5 | 2 |  | 2.80 | 3 | 13 |
| Couples/ Marriage Counseling |  | 1 | 2 | 5 | 2 | 3.80 | 3 | 13 |
| Professional Credentialing |  |  | 2 | 3 | 6 | 4.36 | 2 | 13 |
| Professional Organizations |  |  |  | 2 | 10 | 4.83 | 1 | 13 |
| Individual Counseling |  |  | 1 | 4 | 7 | 4.50 | 1 | 13 |
| Teaching |  |  | 1 | 4 | 6 | 4.45 | 2 | 13 |
| Professional Writing |  |  | 3 | 2 | 6 | 4.27 | 2 | 13 |

Knowledge areas rated highest (≥4.0) were Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Multicultural Counseling, Human Growth and Development, Family Counseling, Dysfunctional Behavior, Consultation, Techniques of Counseling, Supervision Given, Supervision Received, Research/Statistics/Evaluation, Child and Adolescent Counseling, Counseling Persons with Special Needs, Ethical and Legal Matters, Advocacy, Technology, Professional Credentialing, Professional Organizations, Individual Counseling, Teaching, and Professional Writing. There were no scores falling below a rating of 3.0, which indicate relative weakness.

**Skill Development in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following application of skill in the doctoral program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 6.2

*Current Doctoral Students’ Evaluation of Skill Development Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) |  | 2 | 2 | 3 | 2 | 3.56 | 5 | 14 |
| Clinical Mental Health Counseling |  |  | 1 | 4 | 7 | 4.50 | 1 | 13 |
| Group Counseling |  |  |  | 6 | 6 | 4.50 | 1 | 13 |
| Theories of Counseling |  |  | 1 | 5 | 6 | 4.42 | 1 | 13 |
| Career and Lifestyle Counseling |  | 1 | 3 | 6 | 1 | 3.64 | 2 | 13 |
| Multicultural Counseling |  |  | 2 | 4 | 7 | 4.38 | 1 | 14 |
| Human Growth and Development |  |  | 3 | 3 | 5 | 4.18 | 2 | 13 |
| Testing and Assessment |  | 2 | 4 | 4 | 1 | 3.36 | 2 | 13 |
| Crisis Counseling |  | 1 | 3 | 3 | 3 | 3.80 | 3 | 13 |
| Family Counseling |  | 2 | 1 | 5 | 3 | 3.82 | 2 | 13 |
| Dysfunctional Behavior |  |  | 3 | 4 | 4 | 4.09 | 2 | 13 |
| Consultation |  |  | 5 | 4 | 3 | 3.83 | 1 | 13 |
| Techniques of Counseling |  |  |  | 4 | 7 | 4.64 | 2 | 13 |
| Addictions | 1 |  | 1 | 5 | 3 | 3.90 | 3 | 13 |
| Supervision Given |  |  | 2 | 2 | 8 | 4.50 | 1 | 13 |
| Supervision Received |  |  |  | 3 | 8 | 4.73 | 2 | 13 |
| Research/ Statistics/ Evaluation |  |  | 1 | 6 | 5 | 4.33 | 1 | 13 |
| Diagnosis |  |  | 4 | 5 | 2 | 3.82 | 2 | 13 |
| Child and Adolescent Counseling |  |  | 1 | 4 | 5 | 4.40 | 3 | 13 |
| Counseling Persons with Special Needs |  | 2 | 1 | 5 | 3 | 3.82 | 2 | 13 |
| Ethical and Legal Matters |  |  |  | 4 | 8 | 4.67 | 1 | 13 |
| Advocacy |  |  | 2 | 3 | 7 | 4.42 | 1 | 13 |
| Treatment Planning/ Case Management | 1 |  | 2 | 5 | 4 | 3.92 | 1 | 13 |
| Technology |  |  | 2 | 6 | 3 | 4.09 | 2 | 13 |
| Psychopharmacology | 3 | 1 | 4 | 2 |  | 2.50 | 3 | 13 |
| Couples/ Marriage Counseling | 1 | 1 | 1 | 4 | 3 | 3.70 | 3 | 13 |
| Professional Credentialing |  |  | 2 | 2 | 6 | 4.40 | 3 | 13 |
| Professional Organizations |  |  | 1 | 2 | 9 | 4.67 | 1 | 13 |
| Individual Counseling |  |  | 2 | 3 | 7 | 4.42 | 1 | 13 |
| Teaching |  |  | 2 | 4 | 5 | 4.27 | 2 | 13 |
| Professional Writing |  | 2 | 1 | 3 | 6 | 4.08 | 2 | 14 |

Skills development rated highest (≥4.0) were Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Multicultural Counseling, Human Growth and Development, Dysfunctional Behavior, Techniques of Counseling, Supervision Given, Supervision Received, Research/Statistics/Evaluation, Child and Adolescent Counseling, Ethical and Legal Matters, Advocacy, Technology, Professional Credentialing, Professional Organizations, Individual Counseling, Teaching, and Professional Writing. There was one score, which fell below a rating of 3.0 indicating relative weakness this was in Psychopharmacology. This weakness indicates a need to address the topic of psychopharmacology in doctoral level classes.

**Doctoral Students’ Attributes**

Please use the following scale and rate your personal attributes as a Counselor Education TTU doctoral student in the table below:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 6.3

*Current Doctoral Students’ Evaluation of Their Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Professional/ Legal/ Ethical Behavior |  |  |  | 3 | 10 | 4.77 |  | 13 |
| Responsiveness to Supervision, Feedback, and/ or Suggestions |  |  |  | 4 | 9 | 4.69 |  | 13 |
| Professional Demeanor |  |  |  | 3 | 10 | 4.77 |  | 13 |
| Multicultural and Gender Sensitivity |  |  |  | 6 | 7 | 4.54 |  | 13 |
| Relationships with Others in the Work Setting |  |  |  | 4 | 9 | 4.69 |  | 13 |
| General Work Attitude/ Enthusiasm |  |  |  | 3 | 10 | 4.77 |  | 13 |
| Dependability/ Conscientiousness Responsibility |  |  |  | 3 | 10 | 4.77 |  | 13 |
| Professional Development |  |  |  | 5 | 8 | 4.62 |  | 13 |
| Adaptability as Needed |  |  |  | 5 | 8 | 4.62 |  | 13 |
| Interpersonal Effectiveness and Appropriateness |  |  |  | 4 | 9 | 4.69 |  | 13 |
| Overall Competence |  |  |  | 5 | 8 | 4.62 |  | 13 |

Overall, it appears that the 2013 evaluation ratings indicate very positive perceptions of the program aspects by the current doctoral students. On a relative basis, the lowest rating was given to the campus on multicultural and gender sensitivity.

**Program Attributes General Aspects of the Program**

Please use the table below to indicate your personal evaluation of each of the following general aspects of TTU’s doctoral program:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 6.4

*Current Doctoral Students’ Evaluation of Program Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Comprehensiveness of the Curriculum |  | 1 | 1 | 4 | 6 | 4.38 | 1 | 13 |
| Supervision Received Overall (TTU + Site) |  |  | 1 | 3 | 8 | 4.69 | 1 | 13 |
| Site Supervision from Practicum/ Internship |  |  |  | 5 | 7 | 4.69 | 1 | 13 |
| On-Campus Individual Supervision |  |  |  | 3 | 7 | 5 | 3 | 13 |
| On-Campus Group Supervision |  |  | 1 | 2 | 9 | 4.77 | 1 | 13 |
| Instructional Classroom (i.e., Teaching) |  |  | 1 | 4 | 7 | 4.62 | 1 | 13 |
| Professional Competence of Faculty |  |  |  | 2 | 10 | 4.92 | 1 | 13 |
| Accessibility/ Availability of the Faculty |  |  |  | 5 | 7 | 4.69 | 1 | 13 |
| Academic Advisement Provided by Faculty |  |  |  | 5 | 7 | 4.69 | 1 | 13 |
| Facilities and Resources |  |  | 2 | 3 | 7 | 4.54 | 1 | 13 |
| In Class Role-Play Practice with Feedback |  |  |  | 6 | 6 | 4.62 | 1 | 13 |
| Faculty as Mentors |  |  | 1 | 2 | 9 | 4.77 | 1 | 13 |
| Evaluation/ Assessment of Student Performance by Faculty |  |  | 1 | 3 | 8 | 4.69 | 1 | 13 |
| Duration (i.e., Academic Length) of the program(s) |  |  |  | 5 | 7 | 4.69 | 1 | 13 |
| Timely and Meaningful Feedback on Student Work by Faculty |  |  | 1 | 5 | 6 | 4.54 | 1 | 13 |

Overall, it appears that the 2013 evaluation ratings indicate very positive perceptions of the program aspects by the current students. On a relative basis, the lowest rating was given to the campus on the comprehensiveness of the curriculum.

**Perceptions of Advisory Board Members (constituents) of TTU Graduates**

**Knowledge Areas in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following knowledge areas in the doctoral program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 7.1

*Advisory Board Members’ Evaluation of Knowledge Areas Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) |  |  |  |  | 2 | 5 |  | 2 |
| Clinical Mental Health Counseling |  |  |  |  | 2 | 5 |  | 2 |
| Group Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Theories of Counseling |  |  |  |  | 2 | 5 |  | 2 |
| Career and Lifestyle Counseling |  |  |  |  | 2 | 5 |  | 2 |
| Multicultural Counseling |  |  |  |  | 2 | 5 |  | 2 |
| Human Growth and Development |  |  |  |  | 2 | 5 |  | 2 |
| Testing and Assessment |  |  | 1 | 1 |  | 3.5 |  | 2 |
| Crisis Counseling |  |  | 1 | 1 |  | 3.5 |  | 2 |
| Family Counseling |  |  |  | 2 |  | 4 |  | 2 |
| Dysfunctional Behavior |  |  |  |  | 2 | 5 |  | 2 |
| Consultation |  |  |  |  | 2 | 5 |  | 2 |
| Techniques of Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Addictions |  |  | 1 | 1 |  | 3.5 |  | 2 |
| Supervision Given |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Supervision Received |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Research/ Statistics/ Evaluation |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Diagnosis |  |  |  |  | 2 | 5 |  | 2 |
| Child and Adolescent Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Counseling Persons with Special Needs |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Ethical and Legal Matters |  |  |  |  | 2 | 5 |  | 2 |
| Advocacy |  |  |  |  | 2 | 5 |  | 2 |
| Treatment Planning/ Case Management |  |  |  |  | 2 | 5 |  | 2 |
| Technology |  |  |  |  | 2 | 5 |  | 2 |
| Psychopharmacology |  | 1 |  | 1 |  | 3 |  | 2 |
| Couples/ Marriage Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Professional Credentialing |  |  |  |  | 2 | 5 |  | 2 |
| Professional Organizations |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Individual Counseling |  |  |  |  | 2 | 5 |  | 2 |

Knowledge areas rated highest (≥4.0) were School Counseling (ASCA Model) Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Career and Lifestyle Counseling, Multicultural Counseling, Human Growth and Development, Family Counseling, Dysfunctional Behavior, Consultation, Techniques of Counseling, Supervision Given, Supervision Received, Research/Statistics/Evaluation, Diagnosis, Child and Adolescent Counseling, Counseling Persons with Special Needs, Ethical and Legal Matters, Advocacy, Technology, Couples/Marriage Counseling, Professional Credentialing, Professional Organizations, Individual Counseling. There were no scores falling below a rating of 3.0, which indicate relative weakness.

**Skill Development in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following application of skill in the doctoral program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 7.2

*Advisory Board Members’ Evaluation of Skill Development Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) |  |  |  |  | 1 | 5 | 1 | 2 |
| Clinical Mental Health Counseling |  |  |  | 1 |  | 4 | 1 | 2 |
| Group Counseling |  |  |  | 1 |  | 4 | 1 | 2 |
| Theories of Counseling |  |  |  |  | 1 | 5 | 1 | 2 |
| Career and Lifestyle Counseling |  |  |  |  | 1 | 5 | 1 | 2 |
| Multicultural Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Human Growth and Development |  |  |  |  | 1 | 5 | 1 | 2 |
| Testing and Assessment |  |  | 1 | 1 |  | 3.5 |  | 2 |
| Crisis Counseling |  | 1 |  | 1 |  | 3 |  | 2 |
| Family Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Dysfunctional Behavior |  |  |  |  | 1 | 5 | 1 | 2 |
| Consultation |  |  |  |  | 1 | 5 | 1 | 2 |
| Techniques of Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Addictions |  |  |  | 2 |  | 4 |  | 2 |
| Supervision Given |  |  |  | 1 |  | 4 | 1 | 2 |
| Supervision Received |  |  |  | 1 |  | 4 | 1 | 2 |
| Research/ Statistics/ Evaluation |  |  |  | 1 |  | 4 | 1 | 2 |
| Diagnosis |  |  |  |  | 1 | 5 | 1 | 2 |
| Child and Adolescent Counseling |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Counseling Persons with Special Needs |  |  |  |  | 2 | 5 |  | 2 |
| Ethical and Legal Matters |  |  |  |  | 1 | 5 | 1 | 2 |
| Advocacy |  |  |  |  | 1 | 5 | 1 | 2 |
| Treatment Planning/ Case Management |  |  |  |  | 1 | 5 | 1 | 2 |
| Technology |  |  |  | 1 |  | 4 | 1 | 2 |
| Psychopharmacology |  |  | 1 | 1 |  | 3.5 |  | 2 |
| Couples/ Marriage Counseling |  |  |  |  | 2 | 5 |  | 2 |
| Professional Credentialing |  |  |  |  | 1 | 5 | 1 | 2 |
| Professional Organizations |  |  |  | 1 |  | 4 | 1 | 2 |
| Individual Counseling |  |  |  |  | 1 | 5 | 1 | 2 |

Skills development rated highest (≥4.0) were School Counseling (ASCA Model), Clinical Mental Health Counseling, Group Counseling, Theories of Counseling, Career and Lifestyle Counseling, Multicultural Counseling, Human Growth and Development, Family Counseling, Dysfunctional Behavior, Consultation, Techniques of Counseling, Addictions, Supervision Given, Supervision Received, Research/Statistics/Evaluation, Diagnosis, Child and Adolescent Counseling, Counseling Persons with Special Needs, Ethical and Legal Matters, Advocacy, Treatment Planning/Case Management, Technology, Couples/Marriage Counseling, Professional Credentialing, Professional Organizations, Individual Counseling. There were no scores falling below a rating of 3.0, which indicate relative weakness.

**Graduates’ Attributes**

Please use the following scale and rate each attributes of Counselor Education/TTU students/graduates in the table below:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 7.3

*Advisory Board Members’ Evaluation of Students’ Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Response** |
| Professional/ Legal/ Ethical Behavior |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Responsiveness to Supervision, Feedback, and/ or Suggestions |  |  |  |  | 2 | 5 |  | 2 |
| Professional Demeanor |  |  | 1 |  | 1 | 4 |  | 2 |
| Multicultural and Gender Sensitivity |  |  |  |  | 2 | 5 |  | 2 |
| Relationships with Others in the Work Setting |  |  | 1 |  | 1 | 4 |  | 2 |
| General Work Attitude/ Enthusiasm |  |  |  |  | 2 | 5 |  | 2 |
| Dependability/ Conscientiousness Responsibility |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Professional Development |  |  |  |  | 2 | 5 |  | 2 |
| Adaptability as Needed |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Interpersonal Effectiveness and Appropriateness |  |  |  | 1 | 1 | 4.5 |  | 2 |
| Overall Competence |  |  |  |  | 2 | 5 |  | 2 |

Overall, it appears that the 2013 evaluation ratings indicate very positive perceptions of the program aspects by the advisory board members.

**Perceptions of Site Supervisors of the TTU Program**

**Knowledge Areas in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following knowledge areas in the doctoral program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 8.1

*Site Supervisors Evaluation of Knowledge Areas Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) |  |  |  | 2 | 8 | 4.80 | 10 | 20 |
| Clinical Mental Health Counseling |  |  | 2 | 7 | 6 | 4.27 | 5 | 20 |
| Group Counseling |  | 1 | 4 | 5 | 5 | 3.93 | 5 | 20 |
| Theories of Counseling |  |  | 2 | 7 | 11 | 4.68 | 1 | 20 |
| Career and Lifestyle Counseling |  | 1 | 2 | 5 | 5 | 4.08 | 7 | 20 |
| Multicultural Counseling |  | 1 |  | 3 | 12 | 4.63 | 4 | 20 |
| Human Growth and Development |  |  | 2 | 6 | 8 | 4.38 | 4 | 20 |
| Testing and Assessment |  | 1 | 1 | 5 | 6 | 4.23 | 7 | 20 |
| Crisis Counseling |  | 2 | 1 | 3 | 9 | 4.27 | 5 | 20 |
| Family Counseling |  |  | 3 | 3 | 4 | 4.10 | 10 | 20 |
| Dysfunctional Behavior |  |  | 4 | 6 | 7 | 4.18 | 3 | 20 |
| Consultation | 1 |  | 3 | 4 | 8 | 4.13 | 4 | 20 |
| Techniques of Counseling |  |  | 3 | 9 | 8 | 4.25 |  | 20 |
| Addictions |  | 1 | 1 | 2 | 8 | 4.42 | 8 | 20 |
| Supervision Given |  |  | 2 | 5 | 7 | 4.36 | 6 | 20 |
| Supervision Received |  |  | 2 | 7 | 10 | 4.67 | 2 | 20 |
| Research/ Statistics/ Evaluation |  |  | 1 | 1 | 5 | 4.57 | 13 | 20 |
| Diagnosis |  | 1 | 5 | 2 | 6 | 3.93 | 6 | 20 |
| Child and Adolescent Counseling |  |  | 1 | 3 | 8 | 4.58 | 8 | 20 |
| Counseling Persons with Special Needs |  | 1 | 1 | 5 | 5 | 4.17 | 8 | 20 |
| Ethical and Legal Matters |  |  | 1 | 6 | 12 | 4.58 | 1 | 20 |
| Advocacy |  |  | 2 | 4 | 9 | 4.47 | 5 | 20 |
| Treatment Planning/ Case Management |  |  | 4 | 4 | 7 | 4.20 | 5 | 20 |
| Technology |  |  | 1 | 6 | 12 | 4.58 | 1 | 20 |
| Psychopharmacology |  | 3 | 2 | 3 | 2 | 3.40 | 10 | 20 |
| Couples/ Marriage Counseling |  | 2 | 2 | 1 | 3 | 3.22 | 11 | 20 |
| Professional Credentialing |  |  | 4 | 2 | 6 | 4.17 | 8 | 20 |
| Professional Organizations | 1 |  | 3 | 2 | 7 | 4.08 | 7 | 20 |
| Individual Counseling |  |  | 1 | 6 | 12 | 4.58 | 1 | 20 |

Knowledge areas rated highest (≥4.0) were School Counseling (ASCA Model) Clinical Mental Health Counseling, Theories of Counseling, Career and Lifestyle Counseling, Multicultural Counseling, Human Growth and Development, Testing and Assessment, Crisis Counseling, Family Counseling, Dysfunctional Behavior, Consultation, Techniques of Counseling, Addictions, Supervision Given, Supervision Received, Research/Statistics/Evaluation, Child and Adolescent Counseling, Counseling Persons with Special Needs, Ethical and Legal Matters, Advocacy, Treatment Planning/Case Management, Technology, Couples/Marriage Counseling, Professional Credentialing, Professional Organizations, and Individual Counseling. There were no scores falling below a rating of 3.0, which indicate relative weakness.

**Skill Development in the Programs(s)**

Please use the table below to indicate your personal evaluation of your preparation in each of the following application of skill in the doctoral program.

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 8.2

*Site Supervisors Evaluation of Skill Development Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| School Counseling (ASCA Model) |  |  |  | 5 | 5 | 4.50 | 10 | 20 |
| Clinical Mental Health Counseling |  |  | 3 | 5 | 6 | 4.21 | 6 | 20 |
| Group Counseling |  | 2 | 3 | 6 | 4 | 3.80 | 5 | 20 |
| Theories of Counseling |  |  | 5 | 6 | 9 | 4.2 |  | 20 |
| Career and Lifestyle Counseling |  |  | 4 | 2 | 6 | 4.17 | 8 | 20 |
| Multicultural Counseling |  |  | 2 | 7 | 7 | 4.31 | 4 | 20 |
| Human Growth and Development |  |  | 4 | 6 | 6 | 4.13 | 4 | 20 |
| Testing and Assessment |  | 2 | 2 | 3 | 6 | 4 | 7 | 20 |
| Crisis Counseling |  | 2 | 3 | 3 | 8 | 4.33 | 5 | 20 |
| Family Counseling |  | 1 | 3 | 3 | 3 | 3.8 | 10 | 20 |
| Dysfunctional Behavior |  | 1 | 4 | 4 | 8 | 4.12 | 3 | 20 |
| Consultation |  | 1 | 3 | 4 | 9 | 4.24 | 3 | 20 |
| Techniques of Counseling |  | 2 | 2 | 10 | 6 | 4 |  | 20 |
| Addictions |  | 1 | 2 | 2 | 6 | 4.18 | 9 | 20 |
| Supervision Given |  |  | 3 | 3 | 9 | 4.4 | 5 | 20 |
| Supervision Received |  |  | 2 | 7 | 11 | 4.45 |  | 20 |
| Research/ Statistics/ Evaluation |  |  | 1 | 3 | 3 | 4.29 | 13 | 20 |
| Diagnosis |  | 3 | 3 | 4 | 3 | 3.54 | 7 | 20 |
| Child and Adolescent Counseling |  |  | 1 | 3 | 9 | 4.62 | 7 | 20 |
| Counseling Persons with Special Needs |  |  | 1 | 4 | 7 | 4.5 | 8 | 20 |
| Ethical and Legal Matters |  |  | 3 | 4 | 11 | 4.44 | 2 | 20 |
| Advocacy |  |  | 3 | 3 | 8 | 4.36 | 6 | 20 |
| Treatment Planning/ Case Management |  | 1 | 5 | 2 | 6 | 3.93 | 6 | 20 |
| Technology |  |  | 2 | 4 | 12 | 4.56 | 2 | 20 |
| Psychopharmacology |  | 4 | 2 | 2 | 2 | 3.2 | 10 | 20 |
| Couples/ Marriage Counseling | 2 | 1 | 3 |  | 2 | 3.29 | 13 | 20 |
| Professional Credentialing |  |  | 4 | 2 | 3 | 3.89 | 11 | 20 |
| Professional Organizations | 1 |  | 3 | 3 | 4 | 3.81 | 9 | 20 |
| Individual Counseling |  | 1 | 1 | 7 | 9 | 4.33 | 2 | 20 |

Skills development rated highest (≥4.0) were School Counseling (ASCA Model) Clinical Mental Health Counseling, Theories of Counseling, Career and Lifestyle Counseling, Multicultural Counseling, Human Growth and Development, Testing and Assessment, Crisis Counseling, Dysfunctional Behavior, Consultation, Techniques of Counseling, Addictions, Supervision Given, Supervision Received, Research/Statistics/Evaluation, Child and Adolescent Counseling, Counseling Persons with Special Needs, Ethical and Legal Matters, Advocacy, Technology, and Individual Counseling. There were no scores falling below a rating of 3.0, which indicate relative weakness.

**Student's Attributes**

Please use the following scale and rate each attributes of Counselor Education/TTU students/graduates in the table below:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 8.3

*Site Supervisors’ Evaluation of Students’ Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Professional/ Legal/ Ethical Behavior |  |  | 1 | 3 | 16 | 4.75 |  | 20 |
| Responsiveness to Supervision, Feedback, and/ or Suggestions |  |  | 1 | 3 | 16 | 4.75 |  | 20 |
| Professional Demeanor |  |  | 1 | 3 | 16 | 4.75 |  | 20 |
| Multicultural and Gender Sensitivity |  |  | 3 | 3 | 12 | 4.5 |  | 18 |
| Relationships with Others in the Work Setting |  |  | 1 | 1 | 18 | 4.85 |  | 20 |
| General Work Attitude/ Enthusiasm |  | 1 |  | 1 | 18 | 4.8 |  | 20 |
| Dependability/ Conscientiousness Responsibility |  |  |  | 5 | 15 | 4.75 |  | 20 |
| Professional Development | 1 |  | 1 | 4 | 10 | 4.38 |  | 16 |
| Adaptability as Needed |  | 1 | 2 | 2 | 15 | 4.55 |  | 20 |
| Interpersonal Effectiveness and Appropriateness |  |  | 2 | 2 | 16 | 4.7 |  | 20 |
| Overall Competence |  |  | 2 | 3 | 15 | 4.65 |  | 20 |

Overall, it appears that the 2013 evaluation ratings indicate very positive perceptions of the program aspects by the current doctoral students. On a relative basis, the lowest rating was given to the campus on multicultural and gender sensitivity.

**Program Attributes General Aspects of the Program**

Please use the table below to indicate your personal evaluation of each of the following general aspects of the Counselor Education Program:

Very Poor Performance = 1

Mostly Poor Performance = 2

Adequate Performance = 3

Mostly Good Performance = 4

Very Good Performance = 5

Non-Applicable/Unknown = NA

Table 8.4

*Site Supervisors’* *Evaluation of Program Attributes Means by Item for 2011 to 2013*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **Mean** | **NA** | **Responses** |
| Comprehensiveness of the Curriculum |  |  | 3 | 4 | 10 | 4.59 | 2 | 19 |
| Supervision Received Overall (TTU + Site) |  |  | 2 | 2 | 14 | 4.74 | 1 | 19 |
| Site Supervision from Practicum/ Internship |  |  | 3 | 2 | 13 | 4.63 | 1 | 19 |
| On-Campus Individual Supervision |  |  | 1 | 4 | 11 | 4.84 | 3 | 19 |
| On-Campus Group Supervision |  |  | 1 | 4 | 8 | 5 | 6 | 19 |
| Instructional Classroom (i.e., Teaching) |  |  | 2 | 3 | 8 | 4.95 | 6 | 19 |
| Professional Competence of Faculty |  |  | 1 | 2 | 11 | 5 | 5 | 19 |
| Accessibility/ Availability of the Faculty |  |  | 1 | 2 | 12 | 5 | 4 | 19 |
| Academic Advisement Provided by Faculty |  |  | 2 | 1 | 10 | 5 | 5 | 18 |
| Facilities and Resources |  |  | 1 | 2 | 13 | 4.95 | 3 | 19 |
| In Class Role-Play Practice with Feedback |  |  | 1 | 1 | 6 | 5 | 11 | 19 |
| Faculty as Mentors |  |  | 1 | 2 | 8 | 5 | 8 | 19 |
| Evaluation/ Assessment of Student Performance by Faculty |  |  | 1 | 1 | 9 | 5 | 8 | 19 |
| Duration (i.e., Academic Length) of the program(s) |  |  | 1 | 4 | 11 | 4.84 | 3 | 19 |
| Timely and Meaningful Feedback on Student Work by Faculty |  |  | 1 | 2 | 9 | 5 | 7 | 19 |

Overall, it appears that the 2013 evaluation ratings indicate very positive perceptions of the program aspects by the site supervisors.

**Scholarly Productivity of Doctoral Students**

8 students were awarded a Ph.D. from the EPCE Program summer 2011 through summer 2013. Current students reported during this time period submitting several (7) manuscripts for publication in a referred journal, having several 3 manuscripts published in referred journals, attending over 35 professional conferences, and presenting over 65 presentations at these professional conferences. Current students hold professional memberships in the following organizations: American Counseling Association (ACA), International Association of Marriage and Family Counselors (IAMFC), Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC), Association for Counselor Education and Supervision (ACES), Association for Multicultural Counseling and Development (AMCD), American School Counselor Association (ASCA), Texas Counseling Association (TCA), West Texas Counseling Association (WTCA), North Central Texas Counseling Association, (NCTCA), Texas School Counselors Association (TSCA), Texas Association of Lesbian, Gay, Bisexual and Transgender Issues in Counseling (TALGBTIC), Texas Association of Adult Development and Aging (TAADA), Texas Rehab Association, and Chi Sigma Iota. All students from summer 2011 through summer 2013 who took qualifying exams passed their qualifying exam on the first try.

**Employment of Doctoral Students**

Of the eight graduates, six are teaching at the college/university level. One graduate is a supervisor health foundation, and the other graduate is a licensed professional counselor in private practice. These doctoral graduates also have 5 manuscripts under review and 22 published manuscripts. They have presented at 2 international conferences, over 35 national conferences, over 25 state conferences, and over 25 local conferences. They hold the following licensures/certifications: Licensed Professional Counselor-Supervisor (LPC-S), Licensed Professional Counselor (LPC), Licensed Professional Counselor-Intern (LPC-Intern), National Certified Counselor (NCC), Certified Anger Resolution Therapist (CART), Certified School Counselor, Infant Mental Health Specialist, and Early Intervention Specialist. Additionally, they are members of the following professional organizations: American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Texas Counseling Association (TCA), Texas Association for Counselor Education and Supervision (TACES), National Wellness Institute, American Association of Family and Consumer Sciences, National Board Certified Counselor (NBCC), Association for Play Therapy (APT), Texas Association for Play Therapy (TAPT), Animal Assisted Play Therapy (AAPT), Texas Association of Adult Development and Aging (TAADA), Association for Adult Development and Aging (AADA), Association of Counselors and Educators in Government (ACEG), International Association of Play Therapy, Texas Infant Mental Health Association, West Texas Infant Mental Health Association, and West Texas Counseling Association.

**Summary and Conclusions**

**Program Strengths**

Overall, the CPCE mean percentile scores in from spring 2007 to fall 2013 was (69), which surpassed the mean percentile scores of National Students by 19%. In addition, the perceptions of current students and graduates of the EPCE Program as measured by the Program Graduate Survey in 2013 were very positive. The pass rate on the exam for licensure as a LPC in Texas was quite high, achieving rates above 92%. All graduates who took the Texas state exam for certification as a school counselor passed. Student evaluations of regular faculty members were very favorable, exceeding the College and University mean ratings. Employers, site supervisors, and board members from both evaluation periods rated students and the program in a very positive light.

**Program Weaknesses**

On a relative basis, evaluations from 2013 indicated weakness in the following areas: psychopharmacology, counseling persons with special needs, social foundations, treatment planning/ case management, and couples/marriage counseling, testing and assessment, crisis counseling, and addictions. Although, on some surveys such as the advisory board survey, the area of addictions was viewed as a strength of the counselor education program. The findings also suggested that advisement was rated somewhat less favorably than most other areas, but this seemed incongruent with the finding that students viewed the faculty as highly competent and excellent mentors.

**Recommendations**

The aforementioned areas of relative weakness might be addressed through offering one-hour seminar courses. Elective coursework, in Special Education for example, outside the program could be encouraged to augment core course requirements. Given the very favorable outcomes evident in this evaluation, perhaps the program should insure that it preserves those aspects, which produce such stellar outcomes. Specifically, future hires should show evidence of outstanding teaching, as well as solid scholarship and professional involvement with the American Counseling Association.

**References**

Alkin, M. C. (2003). Evaluation Theory and Practice: Insights and New Directions. *New Directions for Evaluation, 97,* 81-89.

Alkin, M. C., & Christie, C. (1999). Further reflections of evaluation misutilization. *Studies in Educational Evaluation, 25,* 1-10.

Alkin, M., & Taut, S. (2003). Unbundling evaluation use. *Studies in Educational Evaluation, 29,* 1-12.

Astin, A. W. (1991). *Assessment for excellence.* New York: Macmillan.

Astramovich, R. L., & Coker, J. K. (2007). Program evaluation: The accountability bridge model for counselors. *Journal of Counseling and Development, 85,* 162-172.

Banta, T. W. (Ed.). (1988). *Implementing outcomes assessment: Promise and Peril.* San Francisco, CA: Jossey-Bass.

Bradley, C., & Fiorini, J. (1999). Evaluation of counseling practicum: A national study of programs accredited by CACREP. *Counselor Education and Supervision, 39,* 110-119.

Carone, S. S., & Burker, E. J. (2007). Student judgments regarding the effectiveness of a problem-based learning project in a rehabilitation counseling practicum. *Rehabilitation Education, 21,* 59-66.

Cooksy, L. J. (2008). Program evaluation: Forms and approaches. *American Journal of Evaluation, 29,* 108-112.

Crisp, B. (2004). Evidence-based practice and the borders of data in the global information era. *Journal of Social Work Education, 40,* 73-86.

Durlak, J. A. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41,* 327-350.

Engels, D. W., & Wilborn, B. L. (1984). Surveying graduating students and graduates of counselor education programs: Instruments, rationale, and genesis. *Counselor Education andSupervision, 23,* 234-243.

Ewell, P. T. (1987). Establishing a campus-based assessment program. In D. F. Halpern (Ed.), *Student outcomes assessment: What institutions stand to gain,* (pp. 9-26). San Francisco, CA: Jossey-Bass.

Gaubatz, M. D., & Vera, E. M. (2002). Do formalized gatekeeping procedures increase programs’ follow-up with deficient trainees: *Counselor Education and Supervision, 41,* 294-305.

Gondolf, E. (2008). Outcomes of case management for African-American men in batterer counseling. *Journal of Family Violence, 23,* 173-181.

Gray, P. J., & Diamond, R. M. (1989). Improving higher education: The need for a broad view of assessment. In P. J. Gray (Ed.), *Achieving assessment goals using evaluation techniques,* (pp. 89-109). San Francisco, CA: Jossey-Bass.

Hadley, R. G., & Mitchell, L. K. (1995). *Counseling research and program evaluation.* Pacific Grove, CA: Brooks/Cole.

Hansen, J. T. (2004). Evidence-based effective practices with older adults. *Journal of Counseling and Development, 82,* 207-218.

Hayes, R. L., & Paisley, P. O. (2002). Transforming school counselor preparation programs. *Theory into Practice, 41,* 169-176.

Hyde, M. M., Lamb, Y., Arteaga, S., & Chavis, D. (2008). National evaluation of the safe start demonstration project: Implications for mental health practice. *Best Practices in Mental Health: An International Journal, 4,* 108-122.

Jacobs, A., Roberts, M., & Vernberg, E. (2008). Outcomes and findings of program evaluation for the intensive mental health program. *Journal of Child and Family Studies, 17,* 178-- 190.

Jennings, E. T. (1989). Accountability, program quality, outcome assessment and graduate education for public affairs administration. *Public Administration Review, 49,* 438-446.

Jerry, P. (2005). Web-based education in the human services: Use of web-based video clips on counseling skills training. *Journal of Technology in Human Services, 23,* 183-199.

Kerri, S. B., Garcia, J. L., & McCullough, S. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counselor Education and Supervision, 41,* 321-334.

Loesch, L. (2001). Counseling program evaluation: Inside and outside the box. In D. Locke, J. Myers, & E. Herr (Eds.). *The handbook of counseling,* (pp. 513-525). Thousand Oaks, CA: Sage.

Loots, A. A. (2008). Programme evaluation: Maintaining quality in higher education. *South African Journal of Higher Education*, *22*(6), 1212-1228. http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=e322f6c6-05de-418f-bb38-1f077202db36%40sessionmgr11&vid=2&hid=12

Lusky, M., & Hayes, R. L. (2001). Collaborative consultation and program evaluation. *Journal of Counseling and Development, 79,* 26-38.

Matsuba, M., Elder, G., Petrucci, F., & Marleau, T. (2008). Employment training for at-risk youth: A program evaluation focusing on changes in psychological well-being. *Child and Youth Care Forum, 37,* 15-2

Miller, M. (2004). Implementing standardized client education in a combined BSW and MSW program. *Journal of Social Work, 40,* 87-102.

Mizikaci, F. (2006). A systems approach to program evaluation model for quality in higher education. *Quality Assurance in Education: An International Perspective*, *14*(1), 37-53. DOI: 10.1108/09684880610643601

Osborne, J. L., & House, R. M. (1995). Evaluation of counselor education programs: A proposed plan. *Counselor Education and Supervision, 34,* 253-269.

Praslova, L. (2010). Adaptation of kirkpatrick's four level model of training criteria to assessment of learning outcomes and program evaluation in higher education. *Educational Assessment, Evaluation and Accountability*, *22*(3), 215-225. DOI: 10.1007/s11092-010-9098-7

Sayers, R. D., Carroll, J. J., & Loesch, L. C. (1996). Follow-up survey for counselor preparation program graduates and their employers. *Counselor Education and Supervision, 35,* 179-189.

Venter, P. A., & Bezuidenhout, M. J. (2008). A mechanism for programme evaluation in higher education. *South African Journal of Higher Education*, *22*(5), 1114-1125. http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=12eaf0c7-6019-426f-84e3-186c1a49bda1%40sessionmgr13&vid=2&hid=12

Whiston, S., & Aricak, O. T. (2008). Development and initial investigation of the school counseling program evaluation scale. *Professional School Counseling, 11,* 253-261.

**Appendix A**

***TTU Counselor Education Program Graduate Survey***

*Please provide the following information as appropriate:*

Name: *(OPTIONAL)*

Age: \_\_\_\_\_\_ Gender: \_\_\_\_\_\_ Race/Ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree(s) you received from the counselor education program and the month(s) and year(s) you received it (them). For masters degree graduates, please indicate your major emphasis of study (school or community agency). For doctoral graduates, there is one major emphasis--counselor education.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

degree mo / yr major emphasis of study

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

degree mo / yr major emphasis of study

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

Job title:

Agency/Institution name:

Agency/Institution City/State Location:

Primary clientele:

Primary job functions:

What was your initial, post-graduation starting salary (to nearest thousand):$\_\_\_\_\_\_\_\_\_\_\_\_

What is your current salary (to nearest thousand): $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Do you provide professional (e.g., counseling or development) services other than in your primary employment setting (e.g., in a private practice)? If so, please briefly describe your activities in this capacity:

**Knowledge Areas and Skill Development in the Programs(s)**

Please use the table belowto indicate your personal evaluation of your preparation in each of the following **knowledge areas** and **application of skill** in your program(s):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas** | **Knowledge** | | | | | |  | **Skills** | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | NA |  | 1 | 2 | 3 | 4 | 5 | NA |
| School Counseling (ASCA Model) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinical Mental Health Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Theories of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Career and Lifestyle Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multicultural Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Growth and Development |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Testing and Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crisis Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Family Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dysfunctional Behavior (Abnormal) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Techniques of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Addictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Given |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Received |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research/Statistics/Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Diagnosis |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Child and Adolescent Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Counseling Persons with Special Needs |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethical and Legal Matters |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Treatment Planning/Case Management |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychopharmacology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Couples/Marriage Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Credentialing |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Program Graduate’s Attributes**

Please use the following scale and rate your personal attributes as a Counselor Education TTU graduate in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Attributes | Ratings | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |
| Professional/Legal/Ethical behavior |  |  |  |  |  |  |
| Responsiveness to supervision, feedback, and /or suggestions |  |  |  |  |  |  |
| Professional demeanor |  |  |  |  |  |  |
| Multicultural and gender sensitivity |  |  |  |  |  |  |
| Relationships with others in the work setting |  |  |  |  |  |  |
| General work attitude/enthusiasm |  |  |  |  |  |  |
| Dependability/conscientiousness/responsibility |  |  |  |  |  |  |
| Professional development |  |  |  |  |  |  |
| Adaptability as needed |  |  |  |  |  |  |
| Interpersonal effectiveness and appropriateness |  |  |  |  |  |  |
| Overall competence |  |  |  |  |  |  |

**Program Attributes**

***General Aspects of the Program***

Please use the table belowto indicate your personal evaluation of each of the following *general aspects* of the program(s) from which you graduated:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The Programs Performance in the following areas** | **1** | **2** | **3** | **4** | **5** | **NA** |
| Comprehensiveness of the curriculum |  |  |  |  |  |  |
| Supervision received overall (TTU + Site) |  |  |  |  |  |  |
| Site supervision from practicum/internship |  |  |  |  |  |  |
| On-campus individual supervision |  |  |  |  |  |  |
| On-campus group supervision |  |  |  |  |  |  |
| Instructional classroom (i.e., teaching) |  |  |  |  |  |  |
| Professional competence of faculty |  |  |  |  |  |  |
| Accessibility/availability of the faculty |  |  |  |  |  |  |
| Academic advisement provided by faculty |  |  |  |  |  |  |
| Facilities and resources |  |  |  |  |  |  |
| In class role-played practice with feedback |  |  |  |  |  |  |
| Faculty as mentors |  |  |  |  |  |  |
| Evaluation/assessment of student performance by faculty |  |  |  |  |  |  |
| Duration (i.e., academic length) of the program(s) |  |  |  |  |  |  |
| Timely and meaningful feedback on student work by faculty |  |  |  |  |  |  |

What were the major strengths of the preparation program(s) from which you graduated?

In what ways could the preparation program(s) from which you graduated have been improved?

***TTU Counselor Education Program Graduate Survey Of Current Masters Students***

*Please provide the following information as appropriate:*

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_ Gender: \_\_\_\_\_\_ Race/Ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Job title:

Agency/Institution name:

Agency/Institution City/State Location:

Primary clientele:

Primary job functions:

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

Do you provide professional (e.g., counseling or development) services other than in your primary employment setting (e.g., in a private practice)? If so, please briefly describe your activities in this capacity:

**Knowledge Areas and Skill Development in the Programs(s)**

Please use the table belowto indicate your personal evaluation of your preparation in each of the following **knowledge areas** and **application of skill** in the masters program.

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas** | **Knowledge** | | | | | |  | **Skills** | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | NA |  | 1 | 2 | 3 | 4 | 5 | NA |
| School Counseling (ASCA Model) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinical Mental Health Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Theories of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Career and Lifestyle Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multicultural Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Growth and Development |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Testing and Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crisis Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Family Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dysfunctional Behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Techniques of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Addictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Given |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Received |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research/Statistics/Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Diagnosis |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Child and Adolescent Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Special Needs Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethical and Legal Matters |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Treatment Planning/Case Management |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychopharmacology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Couples/Marriage Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Credentialing |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Program Masters Students’ Attributes**

Please use the following scale and rate your personal attributes as a Counselor Education TTU masters student in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Attributes | Ratings | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |
| Professional/Legal/Ethical behavior |  |  |  |  |  |  |
| Responsiveness to supervision, feedback, and /or suggestions |  |  |  |  |  |  |
| Professional demeanor |  |  |  |  |  |  |
| Multicultural and gender sensitivity |  |  |  |  |  |  |
| Relationships with others in the work setting |  |  |  |  |  |  |
| General work attitude/enthusiasm |  |  |  |  |  |  |
| Dependability/conscientiousness/responsibility |  |  |  |  |  |  |
| Professional development |  |  |  |  |  |  |
| Adaptability as needed |  |  |  |  |  |  |
| Interpersonal effectiveness and appropriateness |  |  |  |  |  |  |
| Overall competence |  |  |  |  |  |  |

**Program Attributes**

***General Aspects of the Program***

Please use the table belowto indicate your personal evaluation of each of the following *general aspects* of TTU’s masters program:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The Programs Performance in the following areas** | **1** | **2** | **3** | **4** | **5** | **NA** |
| Comprehensiveness of the curriculum |  |  |  |  |  |  |
| Supervision received overall (TTU + Site) |  |  |  |  |  |  |
| Site supervision from practicum/internship |  |  |  |  |  |  |
| On-campus individual supervision |  |  |  |  |  |  |
| On-campus group supervision |  |  |  |  |  |  |
| Instructional classroom (i.e., teaching) |  |  |  |  |  |  |
| Professional competence of faculty |  |  |  |  |  |  |
| Accessibility/availability of the faculty |  |  |  |  |  |  |
| Academic advisement provided by faculty |  |  |  |  |  |  |
| Facilities and resources |  |  |  |  |  |  |
| In class role-played practice with feedback |  |  |  |  |  |  |
| Faculty as mentors |  |  |  |  |  |  |
| Evaluation/assessment of student performance by faculty |  |  |  |  |  |  |
| Duration (i.e., academic length) of the program(s) |  |  |  |  |  |  |
| Timely and meaningful feedback on student work by faculty |  |  |  |  |  |  |

What were the major strengths of the preparation program(s) from which you graduated?

In what ways could the preparation program(s) from which you graduated have been improved?

***TTU Counselor Education Program Graduate Survey Of Current Doctoral Students***

*Please provide the following information as appropriate:*

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_ Gender: \_\_\_\_\_\_ Race/Ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When did you first enter your doctoral program in the Counselor Education Program in the College of Education at Texas Tech University?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

degree mo / yr major emphasis of study

Have you presented a program or a poster session at a local, state, national, or international conference since entering the doctoral program?

\_\_\_\_\_\_\_Yes

\_\_\_\_\_\_\_No

Have your submitted a manuscript for publication since working on your doctorate?

\_\_\_\_\_\_\_Yes

\_\_\_\_\_\_\_No

Do you belong to a professional organization?

\_\_\_\_\_\_\_Yes

\_\_\_\_\_\_\_No

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

Job title:

Agency/Institution name:

Agency/Institution City/State Location:

Primary clientele:

Primary job functions:

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

Do you provide professional (e.g., counseling or development) services other than in your primary employment setting (e.g., in a private practice)? If so, please briefly describe your activities in this capacity:

**Knowledge Areas and Skill Development in the Programs(s)**

Please use the table belowto indicate your personal evaluation of your preparation in each of the following **knowledge areas** and **application of skill** in the doctoral program.

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas** | **Knowledge** | | | | | |  | **Skills** | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | NA |  | 1 | 2 | 3 | 4 | 5 | NA |
| School Counseling (ASCA Model) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinical Mental Health Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Theories of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Career and Lifestyle Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multicultural Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Growth and Development |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Testing and Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crisis Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Family Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dysfunctional Behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Techniques of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Addictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Given |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Received |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research/Statistics/Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Diagnosis |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Child and Adolescent Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Special Needs Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethical and Legal Matters |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Treatment Planning/Case Management |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychopharmacology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Couples/Marriage Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Credentialing |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teaching |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Program Doctoral Students’ Attributes**

Please use the following scale and rate your personal attributes as a Counselor Education TTU doctoral student in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Attributes | Ratings | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |
| Professional/Legal/Ethical behavior |  |  |  |  |  |  |
| Responsiveness to supervision, feedback, and /or suggestions |  |  |  |  |  |  |
| Professional demeanor |  |  |  |  |  |  |
| Multicultural and gender sensitivity |  |  |  |  |  |  |
| Relationships with others in the work setting |  |  |  |  |  |  |
| General work attitude/enthusiasm |  |  |  |  |  |  |
| Dependability/conscientiousness/responsibility |  |  |  |  |  |  |
| Professional development |  |  |  |  |  |  |
| Adaptability as needed |  |  |  |  |  |  |
| Interpersonal effectiveness and appropriateness |  |  |  |  |  |  |
| Overall competence |  |  |  |  |  |  |

**Program Attributes**

***General Aspects of the Program***

Please use the table belowto indicate your personal evaluation of each of the following *general aspects* of TTU’s doctoral program:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The Programs Performance in the following areas** | **1** | **2** | **3** | **4** | **5** | **NA** |
| Comprehensiveness of the curriculum |  |  |  |  |  |  |
| Supervision received overall (TTU + Site) |  |  |  |  |  |  |
| Site supervision from practicum/internship |  |  |  |  |  |  |
| On-campus individual supervision |  |  |  |  |  |  |
| On-campus group supervision |  |  |  |  |  |  |
| Instructional classroom (i.e., teaching) |  |  |  |  |  |  |
| Professional competence of faculty |  |  |  |  |  |  |
| Accessibility/availability of the faculty |  |  |  |  |  |  |
| Academic advisement provided by faculty |  |  |  |  |  |  |
| Facilities and resources |  |  |  |  |  |  |
| In class role-played practice with feedback |  |  |  |  |  |  |
| Faculty as mentors |  |  |  |  |  |  |
| Evaluation/assessment of student performance by faculty |  |  |  |  |  |  |
| Duration (i.e., academic length) of the program(s) |  |  |  |  |  |  |
| Timely and meaningful feedback on student work by faculty |  |  |  |  |  |  |

What were the major strengths of the preparation program(s) from which you graduated?

In what ways could the preparation program(s) from which you graduated have been improved?

***TTU Survey***

***of the Master’s Degree Program***

***in Counseling***

***College of Education***

**Directions:** As a member of the Counselor’s Education’s Advisory Board, your assessment of the College of Education’s Program in Counseling is important to program planning and revision. This assessment is also required by Texas Tech University and by the Council for Accreditation of Counseling and Related Educational Programs. Please complete the following survey and return to Dr. L. J. Gould by October 15 2013. Results of this survey will be discussed during the next meeting of the Board.

**Program Graduate’s Professional Knowledge**

Please use the following scale and rate each knowledge area and application of skills in the table below by placing an X in the appropriate cell:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Areas | Knowledge | | | | | |  | Skills | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |  | 1 | 2 | 3 | 4 | 5 | NA |
| School Counseling (ASCA Model) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinical Mental Health Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Theories of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Career and Lifestyle Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multicultural Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Growth and Development |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Testing and Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crisis Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Family Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Areas | Knowledge | | | | | |  | Skills | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |  | 1 | 2 | 3 | 4 | 5 | NA |
| Dysfunctional Behavior (Abnormal) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Techniques of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Addictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research/Statistics |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Diagnosis |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Child and Adolescent Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Counseling Persons with Special Needs |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Case Management |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethical and Legal Matters |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Treatment Planning |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychopharmacology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Couples/Marriage Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Program Graduate’s Attributes**

Please use the following scale and rate each attributes of Counselor Education/TTU students/graduates in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Attributes | Ratings | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |
| Professional/Legal/Ethical Behavior |  |  |  |  |  |  |
| Responsiveness to supervision, feedback, and /or suggestions |  |  |  |  |  |  |
| Professional demeanor |  |  |  |  |  |  |
| Multicultural and gender sensitivity |  |  |  |  |  |  |
| Relationships with others in the work setting |  |  |  |  |  |  |
| General work attitude/enthusiasm |  |  |  |  |  |  |
| Dependability/conscientiousness/responsibility |  |  |  |  |  |  |
| Professional development |  |  |  |  |  |  |
| Adaptability as needed |  |  |  |  |  |  |
| Interpersonal effectiveness and appropriateness |  |  |  |  |  |  |

What are the major professional strengths of the program graduates?

In what ways could the professional preparation of program graduates be most improved?

***Site Supervisor of a TTU Program Graduate Survey***

Please provide the following information as appropriate:

Name of the person being evaluated:

Name of your agency/institution:

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

How many counselors other than the person being evaluated are employed at your agency/institution?

**Program Graduate’s Professional Knowledge and Professional Skills**

Please use the following scale and rate each knowledge area and application of skills in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Areas | Knowledge | | | | | |  | Skills | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |  | 1 | 2 | 3 | 4 | 5 | NA |
| School Counseling (ASCA Model) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinical Mental Health Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Theories of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Career and Lifestyle Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multicultural Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Growth and Development |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Testing and Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crisis Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Family Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dysfunctional Behavior (Abnormal) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Techniques of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Addictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Given |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Received |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research/Statistics/Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Diagnosis |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Child and Adolescent Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Counseling Persons with Special  Needs |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethical and Legal Issues |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Treatment Planning/Case Management |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychopharmacology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Couples/Marriage Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Credentialing |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Program Graduate’s Attributes**

Please use the following scale and rate each attributes of Counselor Education/TTU students/graduates in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Attributes | Ratings | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |
| Professional/Legal/Ethical Behavior |  |  |  |  |  |  |
| Responsiveness to supervision, feedback, and /or suggestions |  |  |  |  |  |  |
| Professional demeanor |  |  |  |  |  |  |
| Multicultural and gender sensitivity |  |  |  |  |  |  |
| Relationships with others in the work setting |  |  |  |  |  |  |
| General work attitude/enthusiasm |  |  |  |  |  |  |
| Dependability/conscientiousness/responsibility |  |  |  |  |  |  |
| Professional development |  |  |  |  |  |  |
| Adaptability as needed |  |  |  |  |  |  |
| Interpersonal effectiveness and appropriateness |  |  |  |  |  |  |
| Overall competence |  |  |  |  |  |  |

**Program Attributes**

***General Aspects of the Program***

Please use a scale of the table below to indicate your personal evaluation of each of the following *general aspects* of the counselor education program:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The Programs Performance in the following areas** | **1** | **2** | **3** | **4** | **5** | **NA** |
| Comprehensiveness of the curriculum |  |  |  |  |  |  |
| Supervision received overall (TTU + Site) |  |  |  |  |  |  |
| Site supervision from practicum/internship |  |  |  |  |  |  |
| On-campus individual supervision |  |  |  |  |  |  |
| On-campus group supervision |  |  |  |  |  |  |
| Instructional classroom (i.e., teaching) |  |  |  |  |  |  |
| Professional competence of faculty |  |  |  |  |  |  |
| Accessibility/availability of the faculty |  |  |  |  |  |  |
| Academic advisement provided by faculty |  |  |  |  |  |  |
| Facilities and resources |  |  |  |  |  |  |
| In class role-played practice with feedback |  |  |  |  |  |  |
| Faculty as mentors |  |  |  |  |  |  |
| Evaluation/assessment of student performance by faculty |  |  |  |  |  |  |
| Duration (i.e., academic length) of the program(s) |  |  |  |  |  |  |
| Timely and meaningful feedback on student work by faculty |  |  |  |  |  |  |

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

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

***Employer of a TTU Program Graduate Survey***

Please provide the following information as appropriate:

Name of the person being evaluated:

Name of your agency/institution:

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

How many counselors other than the person being evaluated are employed at your agency/institution?

**Program Graduate’s Professional Knowledge and Professional Skills**

Please use the following scale and rate each knowledge area and application of skills in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Areas | Knowledge | | | | | |  | Skills | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |  | 1 | 2 | 3 | 4 | 5 | NA |
| School Counseling (ASCA Model) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clinical Mental Health Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Theories of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Career and Lifestyle Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multicultural Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Growth and Development |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Testing and Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crisis Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Family Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dysfunctional Behavior (Abnormal) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Techniques of Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Addictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Given |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supervision Received |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research/Statistics/Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Diagnosis |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Child and Adolescent Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Counseling Persons with Special  Needs |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethical and Legal Issues |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Treatment Planning/Case Management |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychopharmacology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Couples/Marriage Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Credentialing |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual Counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Program Graduate’s Attributes**

Please use the following scale and rate each attributes of Counselor Education/TTU students/graduates in the table below:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Attributes | Ratings | | | | | |
| 1 | 2 | 3 | 4 | 5 | NA |
| Professional/Legal/Ethical Behavior |  |  |  |  |  |  |
| Responsiveness to supervision, feedback, and /or suggestions |  |  |  |  |  |  |
| Professional demeanor |  |  |  |  |  |  |
| Multicultural and gender sensitivity |  |  |  |  |  |  |
| Relationships with others in the work setting |  |  |  |  |  |  |
| General work attitude/enthusiasm |  |  |  |  |  |  |
| Dependability/conscientiousness/responsibility |  |  |  |  |  |  |
| Professional development |  |  |  |  |  |  |
| Adaptability as needed |  |  |  |  |  |  |
| Interpersonal effectiveness and appropriateness |  |  |  |  |  |  |
| Overall competence |  |  |  |  |  |  |

**Program Attributes**

***General Aspects of the Program***

Please use a scale of the table below to indicate your personal evaluation of each of the following *general aspects* of the counselor education program:

Very Poor Performance = **1**

Mostly Poor Performance = **2**

Adequate Performance = **3**

Mostly Good Performance = **4**

Very Good Performance = **5**

Non-Applicable/Unknown = **NA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The Programs Performance in the following areas** | **1** | **2** | **3** | **4** | **5** | **NA** |
| Comprehensiveness of the curriculum |  |  |  |  |  |  |
| Supervision received overall (TTU + Site) |  |  |  |  |  |  |
| Site supervision from practicum/internship |  |  |  |  |  |  |
| On-campus individual supervision |  |  |  |  |  |  |
| On-campus group supervision |  |  |  |  |  |  |
| Instructional classroom (i.e., teaching) |  |  |  |  |  |  |
| Professional competence of faculty |  |  |  |  |  |  |
| Accessibility/availability of the faculty |  |  |  |  |  |  |
| Academic advisement provided by faculty |  |  |  |  |  |  |
| Facilities and resources |  |  |  |  |  |  |
| In class role-played practice with feedback |  |  |  |  |  |  |
| Faculty as mentors |  |  |  |  |  |  |
| Evaluation/assessment of student performance by faculty |  |  |  |  |  |  |
| Duration (i.e., academic length) of the program(s) |  |  |  |  |  |  |
| Timely and meaningful feedback on student work by faculty |  |  |  |  |  |  |

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

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