Introduction

Annually, the C/CE program faculty at IUPUI conducts an evaluation of its curriculum, field experiences, advising services, faculty, and students. The evaluation is based on the impressions of our most important constituents: (1) our current students and graduates, (2) the professionals in our practicum and internship sites who train our students in the field, and (3) the employers of our graduates. In addition, the report includes results from the annual evaluation of practicum students and interns by their supervisors, and the students' evaluation of their sites and supervisors.

This report presents the results of program surveys from each of these constituent groups during the calendar year 2015.

Evaluation Method

The site supervisor and employer survey instrument was created to assess respondents' ratings of our students on several characteristics in two categories, counseling skills and professional behaviors. The survey of our graduates was created to assess their ratings of the course content, field experiences, advising, and support services while they were students in the program.

In addition, graduation and employment rates for 2015 were computed. Graduation rate was determined by computing the percentage of students in the matriculating classes of 2011 and 2012 who graduated in 2015. Given that the typical student in our program requires two and one-half to three years to complete the program, these percentages provide an estimate (albeit an incomplete estimate) of the graduation rate. Employment rate was defined as the percentage of job-seeking graduates who successfully obtained the types jobs they were seeking within six months after graduating, even if the employment was not directly in counseling.

An addition to the 2015 survey was the percentage of graduates passing the state school counseling examination. This examination was adopted in 2014 as a requirement for licensure as a school counselor in Indiana.

Respondents

Program graduates were identified based on records maintained by the C/CE Field Experience Office, the IUPUI School of Education Student Services Office and the Indiana University Alumni Association. Evaluation forms were mailed to graduates for whom email or physical addresses could be located.

Graduates were asked to identify their current or most recent employers an asked if they would consent to asking their employer to complete a survey on the program. Graduates' supervisors were identified from their field experience records. Forty-seven students graduated from the C/CE program in 2015.

Return rates

Of the 47 graduates surveyed, five forms were returned or rejected as undeliverable. 18 graduates returned completed surveys. Thus, the return rate of evaluations assumed delivered was 18/42, or 43
percent (39.3 percent of the original sample). Supervisors' return rate was 31/47 or 66 percent. Of 16 employers identified, 11 returned completed evaluations for a return rate of 68.7 percent.

**Graduation and Employment Data**

Using the procedures described above, the graduation rate for 2015 was approximately 80 percent. Employment rate was approximately 70 percent. In 2015, 17 graduates took the state school counseling examination and 15 passed, for a pass rate of 88.2 percent.

**Survey Results**

**Employers**

Means and standard deviations of responses to each item on the evaluation are presented below. Respondents used a scale of 5 (high/very good) to 1 (very low/poor) to indicate their satisfaction with their IUPUI employees in the following skill areas (N=33).

- Overall job performance: 4.4, .76
- Individual counseling skills: 4.2, .72
- Group counseling skills: 4.4, .67
- Psychoeducational (structured) group skills: 4.3, .86
- Multicultural counseling skills: 4.7, .57
- Career/lifestyle counseling skills: 4.3, 1.13
- Classroom guidance: 4.5, .77
- Crisis counseling skills: 4.5, .38
- Play therapy skills: 3.4 (N=5), 1.26
- Child and adolescent counseling skills: 4.6, .49
- Human growth and development: 4.0, .45
- Assessment/appraisal/testing skills: 4.2, .58
- Program development skills: 4.2, .67
- Consultation skills: 4.2, .57
- Ethical/legal decision-making skills: 4.8, .24
- Self-care skills: 4.4, .86
- Skills working in a school setting: 4.5, .38

Using the same five-point scale, respondents rated their satisfaction with the IUPUI practicum student and interns as an employee:

- Ethical/legal behavior: 4.8, .29
- Responsiveness to supervision, feedback, and/or suggestions: 4.6, .25
- Professional demeanor: 4.8, .25
- Relationships with other employees/coworkers: 4.6, .18
- Collaboration with other school personnel/community agencies: 4.2, 1.46
- General work attitude/enthusiasm: 4.8, .29
- Dependability/conscientiousness/responsibility: 4.8, .29
- Professional development: 4.4, .46
Respondent comments on program strengths included the following: (1) students came to their jobs able to "hit the ground running" with good counseling and case management skills, (3) students were prepared to lead groups, (4) students were prepared to be strong advocates for social justice and "leveling the playing field in terms of making educational opportunities available for all students."

Respondent comments on areas for further growth in the program included the following: (1) some students who had not been teachers needed to learn "how schools work." Thus, more preparation in the "school milieu," including policies, formal and informal communication channels and faculty-counselor relationships would be useful, (2) students needed more preparation in routine counseling department procedures, including scheduling, academic advising, and school administrative procedures, (3) students would benefit from more intensive preparation on standardized achievement testing, including the state standardized assessments.

**Practicum and internship Site Supervisors**

**Employers**

Means and standard deviations of responses to each item on the evaluation are presented below. Respondents used a scale of 5 (high/very good) to 1 (very low/poor) to indicate their satisfaction with their IUPUI employees in the following skill areas (N=11).

- **Overall performance** 4.4 .31
- **Individual counseling skills** 4.3 .54
- **Group counseling skills** 4.4 .38
- **Psychoeducational (structured) group skills** 4.3 .45
- **Multicultural counseling skills** 4.5 .28
- **Career/lifestyle counseling skills** 4.5 .88
- **Classroom guidance** 4.7 .31
- **Crisis counseling skills** 4.3 .27
- **Play therapy skills** 4.0 (N=6) 1.55
- **Child and adolescent counseling skills** 4.8 .27
- **Human growth and development** 4.8 .84
- **Assessment/appraisal/testing skills** 4.2 .92
- **Program development skills** 4.3 .52
- **Consultation skills** 4.0 .67
- **Ethical/legal decision-making skills** 4.8 .10
- **Self-care skills** 4.4 .77
- **Skills working in a school setting** 4.5 .83
Using the same five-point scale, respondents rated their satisfaction with the IUPUI practicum student and interns as an employee:

- Ethical/legal behavior 4.8 .13
- Responsiveness to supervision, feedback, and/or suggestions 4.3 .22
- Professional demeanor 4.5 .26
- Relationships with other employees/coworkers 4.5 .26
- Collaboration with other school personnel/community agencies 4.2 .58
- General work attitude/enthusiasm 4.5 .34
- Dependability/conscientiousness/responsibility 4.5 .22
- Professional development 4.7 .20
- Student advocacy 4.8 .17
- Leadership skills 4.5 .71

Respondent comments on program strengths included the following: (1) strong preparation in basic assessment and counseling skills, (2) curricular emphasis on strong social justice, (2) excellent communication with the field experience coordinator throughout each semester, (3) good preparation of supervisors as to the program’s expectations of the field experience, (4) program faculty and staff were responsive to problems that arose during field experiences, and (5) the curriculum generally was well-rounded and thorough.

Respondent comments on areas for further growth in the program included the following: (1) some students needed to learn more about the “school milieu,” including policies, formal and informal communication channels and faculty-counselor/faculty-administrator relationships, (2) some students needed additional guidance on “professional behaviors,” including professional dress and mannerisms, punctuality, and stronger general “work ethic,” and (3) students needed in a stronger background in standardized assessments, particularly the Indiana “end of course” examinations.

Program Graduates

Gender: Male: 3 Female: 15 Total: 18

Race/Ethnicity: White: 14 Black: 3 Hispanic: 1 Asian: 0

The following responses are reported in percent of total responses (42, unless otherwise noted).

Current place of employment:

- Public School 83.2
- College or university 0.0
- Corporation 0.0
- Private practice 0.0
- Private School 5.6
- Government agency 0.0
- Not-for-profit agency 0.0
• Other 11.2

• What is your current job title?
  • School counselor 88.8
  • Counselor 0.0
  • Other: 11.2

What was your initial, post-graduation salary?
  • $15-20,000 5.6
  • $21-25,000 0.0
  • $26,000-30,000 0.0
  • $31-35,000 22.3
  • $36-40,000 83.2
  • $41-50,000 0.0
  • $51,000+ 0.0

What is your current salary?
  • $15-20,000 5.6
  • $21-25,000 0.0
  • $26,000-30,000 0.0
  • $31-35,000 22.3
  • $36-40,000 83.2
  • $41-50,000 0.0
  • $51,000+ 0.0

What professional certifications and/or licenses do you currently hold?
  • School Counselor (Student Services Personnel)/IN 100.0
  • School Counselor/other state 0.0
  • LMHC 0.0
  • LMHC-A 0.0
  • National Certified Counselor 11.2
  • National Certified School Counselor 0.0
  • Other 0.0

Do you currently receive supervision of your counseling work?
  • Yes 72.0
  • No 28.0

Do you regularly attend counseling professional conferences/workshops?
  • Yes 44.6
How many Continuing Education Units (CEUs)/Professional Growth Points have you earned since you graduated?
- 0 0.0
- 2-20 0.0
- 21-40 0.0
- 41-60 0.0
- 60+ 0.0

Do you currently belong to the following organizations? (Check all that apply)
- American Counseling Association 27.9
- American School Counselor Association 39.0
- Indiana Counseling Association 72.2
- Indiana School Counselor Association 72.2
- Other ACA Division(s) 11.2
- Chi Sigma Iota International 0.0
- Iota Sigma Tau 0.0

How often did you meet with your advisor during your studies?
- Not at all: 5.6
- 1-2 times: 50.0
- 3-4 times: 22.3
- 5-6 times: 16.8
- more than 6 times: 5.6

Which of the following areas of advising need to be improved? (Check all that apply)
- Developing a program of study 22.3
- Getting into the right classes 55.6
- Financial assistance 83.2
- Graduation 33.4
- Getting around campus 5.6

In general, were the lectures and class activities presented by the program faculty well-organized and designed to facilitate the understanding of subjects?
- Yes 77.7
- No 22.3

I am prepared to use a variety of technology for personal productivity.
- Yes 83.2
I am able to determine how educational technologies can be used to augment the learning environment.

- Yes 77.7
- No 22.3

I actively encourage the use and application of technology to solve problems.

- Yes 77.7
- No 22.3

I serve as a technology leader in the educational community.

- Yes 50.0
- No 50.0

Did you have opportunities to work with diverse populations (including English language learners and students with exceptionalities) during your field experience?

- Yes 83.2
- No 16.8

Do you have the knowledge and skills to incorporate diversity into your service delivery or establish a school/workplace climate that values diversity?

- Yes 94.4
- No 5.5

Do you exhibit cultural competency by incorporating multicultural perspectives into your counseling?

- Yes 94.4
- No 5.5

Do you have the knowledge and skills to work with diverse students and families?

- Yes 83.2
- No 16.8

Do you show proficiency related to diversity and develop a plan to improve your practices?

- Yes 94.4
- No 5.6

Please use the scale of 5=high/very good to 1=very low/poor to indicate your personal evaluation of each of the following general aspects of the IUPUI Counseling & Counselor Education graduate program:

- The program’s curriculum (i.e., the curriculum in general) 4.3
- The academic/professional knowledge taught to you 4.5
- The professional skills taught to you 4.5
- The supervised, field-based experiences (i.e., practicum/internship) overall 4.3
- The sites available for supervised field experiences 4.1
- The site supervisors for supervised field experiences 4.6
- The faculty supervisors for field experience courses and group supervision 4.8
- The instructional, classroom (i.e., effectiveness) 4.6
- The professional competence of the program faculty 4.8
- The accessibility/availability of the program faculty 4.2
- The academic advising you received 4.0
- The facilities and resources available for the program 4.6
- The faculty as mentors to you 4.6
- The in-program student evaluation procedures 4.4
- The duration (i.e., academic length) of the program 4.6

Please use the scale of 5=high/very good to 1=very low/poor to indicate your personal evaluation of each of the following general aspects of your preparation in each of the following knowledge areas in the IUPUI Counseling & Counselor Education graduate program:

- Ethical and legal issues in counseling 4.7
- Theories of counseling 4.7
- Small group dynamics and counseling 4.7
- Multicultural counseling 4.7
- Career and lifestyle counseling 4.7
- Human growth and development 4.4
- Professional credentialing 4.4
- Standardized (i.e., group) testing 3.8
- Large group dynamics and counseling 4.7
- Consultation 4.7
- Crisis intervention/counseling 4.7
- Professional organizations 5.0
- Program evaluation 4.2
- Counseling persons with special needs 4.4
- Case conceptualization 4.7
- Accountability procedures 4.2
- Research and statistics 3.7

Please use the scale of 5=high/very good to 1=very low/poor to indicate your personal evaluation of each of the following general aspects of your preparation in each of the following skills areas in the IUPUI Counseling & Counselor Education graduate program:

- Individual counseling 4.7
- Small group counseling 4.4
- Multicultural counseling 4.7
- Career and lifestyle counseling 4.7
- Large group counseling/guidance skills 3.7
- Crisis intervention/counseling 4.2
- Assessment 4.4
- Child and adolescent counseling 4.4
- Consultation 4.2
- Counseling persons with special needs 4.0
- Program evaluation 4.0
- Accountability procedures 4.2
- Research and statistics 3.7

Program Strengths

Respondents cited the following: (1) well organized field experience program, (2) most faculty member were responsive to student needs most of the time, (3) most faculty seemed genuinely interested in students' success, (4) program policies and procedures were sufficiently flexible to enable students to overcome hardships and complete their work successfully, ((5) faculty worked hard to accommodate students needs by making social sections of classes available or assisting in locating out of town field sites, (6) courses were relevant and useful to respondents in their employment, (7) faculty members were good mentors.

Program Areas for Growth

(1) Some faculty were difficult to contact outside of class, (2) Some faculty had difficulty with advising, including giving inaccurate advice, (3) needed classes were not always available, (4) There was redundancy of material in some classes, (5) It would have been useful to see the faculty demonstrate counseling approaches and techniques more often in classes other than G522 and G523.

Field Experience Report

Every spring and fall semester, students in the practicum and internship courses evaluate their experiences in their sites, in terms of the quality of the supervision they received and the qualities of their sites. In turn, sites supervisors are asked to rate their supervisees on the quality of their work and the quality of their dispositions (i.e., their personal and professional characteristics) that are associated with effectiveness as professional school counselors. For this report, a total of 79 practicum students and interns completed the site evaluation. 79 site supervisors responded to the student evaluation form. The results of the survey are presented in Appendix 1.

Proposed Actions

After considering respondents' positive and corrective feedback, the faculty have initiated several changes to the curriculum and program logistics. These modifications include the following:

1. Faculty members will recommit to timely advising and contact with students.
2. The assistant program coordinator will devote two hours of her professional time to advise students as needed when the core faculty have commitments that make them less available for consultation and advising services.

3. More class time and material on the social context and working environment of schools will be added to G502 and G562, to better acquaint non-teachers with the school milieu.

4. Faculty will increase demonstrations in G505 and G532. Other faculty members will explore how their own or others demonstrations could be infused (or infused to a greater extent) in classes.

5. The G598 class will be infused with additional content pertaining to the job seeking process, including effective communication, appropriate dress, and other basic issues affecting success in obtaining counseling employment.

6. G598 will be infused with additional instructional material and class time on topics pertaining to program evaluation and theories and practices of counseling agency administration.
Appendix 1
Student and Site Supervisor Surveys
2015 Student Feedback Survey on Site Supervisor and Field Experience

5, Strongly Agree; 4 Agree; 3 Undecided or N/A; 2 Disagree; 1 Strongly Disagree

Mean

4.63 1. Amount of on-site supervision met or exceeded requirements.
4.61 2. I felt that my supervisor was committed to his/her role as a supervisor.
4.60 3. Supervisor facilitated clarification about my own ideas about counseling theory.
4.61 4. I was provided information about the site’s organization and procedures and given a tour of the site.
4.42 5. Supervisor facilitated my understanding about the role and function of counselors at my site.
4.38 6. Supervisor provided opportunities for me to learn about various professional roles and functions at my site (e.g., invited attendance and participation at meetings other than supervision)
4.11 7. Supervisor facilitated my understanding about various community resources.
4.35 8. Supervisor provided useful feedback about my role as a counselor.
4.32 9. Supervisor helped me to clarify my client’s issues.
4.13 10. Supervisor helped me to focus on specific counseling strategies to assist my client.
3.00 11. Supervision sessions facilitated my personal and professional growth.
4.52 12. Supervisor offered opportunities for me to participate in ongoing research on-site.
4.38 13. Supervisor helped promote legal and ethics practices through modeling appropriate professional behaviors.

Please check all applicable experiences that you had at your site: (percent of respondents)

57 1. Supervisor review and feedback on case notes.
53 2. Supervisor review and feedback on written assessments/reports
49 3. Supervisor review of treatment plans and goal setting
40 4. Supervisor review of audiotaped or videotaped portions of my counseling sessions
56 5. Shadowing counseling staff or sitting in on intakes, sessions, etc.
51 6. Opportunity to present a case conceptualization at a case conference or staffing
55 7. Co-facilitated a group with my supervisor or another staff member

Overall rating of this site: Excellent (5)  Good (4)  Fair (3)  Poor (2)  Not Recommended (1)
Average Rating: 4.27
Site Supervisor Performance Evaluations of Students
Practicum and Internship
2015

Supervisor ratings were converted to the following scale:

3 – **Exemplary**: Consistently performs or exhibits the skill/attitude in a manner that significantly exceeds a beginning level school counselor.

2 – **Acceptable**: Consistently performs or exhibits the skill/attitude in a manner suitable for a beginning level school counselor.

1 – **Not Acceptable**: Does not consistently perform or exhibit the skill/attitude at an appropriate level

### Assessment of Skill Performance

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<thead>
<tr>
<th>Task Description</th>
<th>Mean</th>
<th>s.d.</th>
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<tbody>
<tr>
<td>1. Demonstrates a knowledge and understanding of theories and models of counseling:</td>
<td>2.47</td>
<td>0.51</td>
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<tr>
<td>2. Demonstrates effective communication skills:</td>
<td>2.57</td>
<td>0.44</td>
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<tr>
<td>3. Demonstrates effective collaboration skills for the benefit of all students:</td>
<td>2.42</td>
<td>0.41</td>
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<tr>
<td>4. Demonstrates effective skills related to assessment</td>
<td>2.34</td>
<td>0.55</td>
</tr>
<tr>
<td>5. Demonstrates effectiveness in working with students</td>
<td>2.28</td>
<td>0.57</td>
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<tr>
<td>6. Demonstrates effectiveness in implementing and evaluating programs</td>
<td>2.02</td>
<td>0.58</td>
</tr>
<tr>
<td>7. Provides effective career and educational services/programs</td>
<td>2.36</td>
<td>0.57</td>
</tr>
<tr>
<td>8. Demonstrates effective leadership skills and advocates for all students</td>
<td>2.40</td>
<td>0.57</td>
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### Assessment of Ethical Practice

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<th>Task Description</th>
<th>Mean</th>
<th>s.d.</th>
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<tbody>
<tr>
<td>1. Demonstrates ethical, professional, and legal behavior:</td>
<td>2.90</td>
<td>0.41</td>
</tr>
<tr>
<td>2. Is committed to the ethical and legal practice of school counseling:</td>
<td>2.87</td>
<td>0.44</td>
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### Assessment of Disposition/Attitudes

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<tr>
<th>Task Description</th>
<th>Mean</th>
<th>s.d.</th>
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<tbody>
<tr>
<td>1. Displays respect for the dignity and worth of all students</td>
<td>2.57</td>
<td>0.50</td>
</tr>
<tr>
<td>2. Values collaboration and systemic approaches to problem solving</td>
<td>2.45</td>
<td>0.57</td>
</tr>
<tr>
<td>3. Values positive and proactive approaches</td>
<td>2.40</td>
<td>0.56</td>
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<tr>
<td>4. Views the school counselor as an educational leader.</td>
<td>2.61</td>
<td>0.54</td>
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<tr>
<td>5. Values the importance of student achievement.</td>
<td>2.55</td>
<td>0.55</td>
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### GLOBAL ASSESSMENT

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<tr>
<th>Task Description</th>
<th>Mean</th>
<th>s.d.</th>
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<tbody>
<tr>
<td>1. Effectively applies principles of human growth and development (CACREP.1)</td>
<td>2.47</td>
<td>0.50</td>
</tr>
<tr>
<td>2. Demonstrates effective counseling skills with individuals (CACREP.2)</td>
<td>2.35</td>
<td>0.54</td>
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<tr>
<td>3. Demonstrates effective group facilitation skills (CACREP.3)</td>
<td>2.33</td>
<td>0.55</td>
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<tr>
<td>4. Demonstrates effective counseling and collaboration skills with families (CACREP.4)</td>
<td>2.28</td>
<td>0.54</td>
</tr>
<tr>
<td>5. Effectively counsels students from diverse social and cultural backgrounds (CACREP.5)</td>
<td>2.46</td>
<td>0.62</td>
</tr>
<tr>
<td>6. Effectively consults with individuals and groups (CACREP.6)</td>
<td>2.33</td>
<td>0.56</td>
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<tr>
<td>7. Demonstrates effective career counseling skills (CACREP.7)</td>
<td>2.45</td>
<td>0.55</td>
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<tr>
<td>8. Demonstrates effective assessment skills (CACREP.8)</td>
<td>2.40</td>
<td>0.41</td>
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<tr>
<td>9. Effectively integrates research into practice (CACREP.9)</td>
<td>2.36</td>
<td>0.57</td>
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10. Demonstrates effective program evaluation skills (CACREP: Research & Program Evaluation)  2.16  0.49
11. Demonstrates appropriate ethical and professional conduct (CACREP: Professional Counseling: Orientation and Ethical Practice)  2.87  0.44

Overall assessment of student’s performance at your school and/or organization  2.61  0.53