

A Summary Report of 2005–2007 Evaluations in the Program

**Department of Counselor Education
College of Education
California State University, Sacramento**

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I INTRODUCTION

The Department of Counselor Education values input from students, community members, supervisors, and faculty. To this end, multiple assessment domains document effectiveness of the training program. These assessments reflect the diverse opinions and needs of various stakeholders, including the students themselves, clinical Supervisors in the community, Alumni / ae, and even Employers of graduate of our program.

Many of the data of interest to the Department are summarized in Section VI of our CACREP documents entitled "Evaluations in the Program," and those data that are available for public consumption are posted on the Department's "Evaluations" webpage:

<http://edweb.csus.edu/edc/evaluations/index.html>

This summary document provides an overview and brief description of available data, with specific focus on the following assessment areas:

- Student Counseling Skills Evaluation
- Field Study Supervisor Ratings
- Student Exit Evaluations
- Alumni / alumnae Surveys
- Employer Evaluations

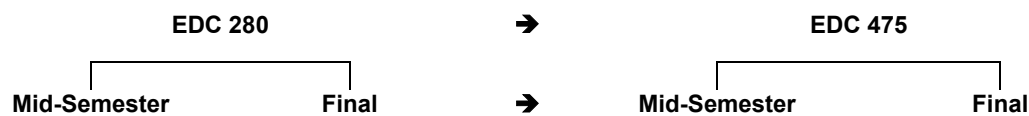
II STUDENT COUNSELING SKILLS EVALUATIONS - PROGRESS DATA

The Department of Counselor Education routinely assesses students' clinical skills development by administering a Basic Counseling Skills Evaluation at mid-semester and end-of-semester time points in EDC 280 and EDC 475.

The Basic Counseling Skills Evaluation is a 32-item instrument developed by the Faculty of the Department of Counselor Education in a consensus-driven process when writing in original CACREP Self Study. These 32 items factor into 5 clinical domains:

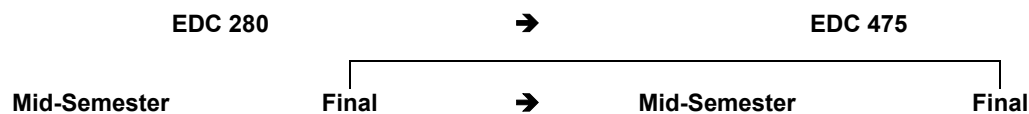
- *Session Management, Attending, and Facilitation Skills*
- *Goal Setting and Achievement*
- *Theoretical and Other Professional Knowledge*
- *Personal Skills*
- *Outside of Counseling Skills*

The data from the Basic Counseling Skills Evaluations allow the Department to assess students' growth in the 5 Counseling domains during their initial Practicum in Communications (EDC 280), as well as growth in the first clinical Practicum (EDC 475). To this end, students are assessed with this instrument twice in each of the EDC 280 and EDC 475 semesters - once midway through the semester, and once at the end of the semester. This data pattern allows for two main analyses. The first is an analysis of *within-semester* change (from midway to the end of the semester), as depicted below.



Within-semester Counseling Skills Analyses

The second is a comparison of students' skills *between* EDC 280 and EDC 475 (comparisons are conducted between end-of-semester EDC 280 scores and end-of-semester EDC 475 scores), as depicted below.



Between-semester Counseling Skills Analyses

Basic Counseling Skills Evaluations have been conducted with all EDC 280 and EDC 475 since Spring 2005. According to the protocol for using the Evaluation, each instructor administers it at the appropriate point in the semester, and completes a qualitative assessment after the 32-item instrument. The results are then processed with the student, and instructor and student sign the original form. In early 2006 the Basic Counseling Skills Evaluations were migrated to a web-based application into which instructors enter their data. Instructors are provided with the appropriate URLs for their respective data entry at the beginning of the semester.

Two sets of Counseling Skills Evaluation are available, the original Spring 2005 data and the cumulative 2005-2007 data set.

Spring 2005 Counseling Skills Evaluation Data

Results from the Spring 2005 EDC 280 and EDC 475 Counseling Skills Evaluation are only available in an aggregated format (unifying results from all students in all specializations) and can be found on the Department’s “Evaluations” web page.

2005-2007 Counseling Skills Evaluation Data

Results of repeated EDC 280 and EDC 475 Counseling Skills Evaluations between September 2005 and May 2007 are available both in an **aggregated** format (unifying results from students in all specializations) as well as a **disaggregated** format (by each specialization) and can be found on the Department’s “Evaluations” web page.

**Within-Semester EDC 280
Aggregate Scores**

Comparisons were made between 108 mid-point assessments and 104 end-of-semester assessments in EDC 280. Change scores for all clinical domains yielded statistically significant increases in mean domain scores (with all p-values

Comparisons within EDC 280

		Mean	N
Midterm	Session Management Score	3.23	107
Final	Session Management Score	3.69***	104
Midterm	Goal Setting Score	2.45	108
Final	Goal Setting Score	3.49***	104
Midterm	Theoretical and Professional Knowledge Score	2.94	108
Final	Theoretical and Professional Knowledge Score	3.49***	104
Midterm	Personal Skills	3.12	108
Final	Personal Skills	3.62***	104
Midterm	Outside Session	2.72	108
Final	Outside Session	3.78***	104

280.
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<0.001).

Comparisons within EDC 475

		Mean	N
Midterm	Session Management Score	3.39	89
Final	Session Management Score	4.19***	121
Midterm	Goal Setting Score	3.01	88
Final	Goal Setting Score	4.12***	121
Midterm	Theoretical and Professional Knowledge Score	3.19	88
Final	Theoretical and Professional Knowledge Score	4.05***	121
Midterm	Personal Skills	3.5	88
Final	Personal Skills	4.13***	121
Midterm	Outside Session	3.39	88
Final	Outside Session	4.32***	121

Within-Semester EDC 475 Aggregate Scores

Comparisons were made between 89 mid-point assessments and 121 end-of-semester assessments in EDC 280. Change scores for all clinical domains yielded statistically significant increases in mean domain scores (with all p-values at <0.001)

Between-Semester EDC 280 – to - EDC 475 Aggregate Scores

Comparisons were made between 104 end-of-semester assessments in EDC 280 and 121 end-of-semester assessments in EDC 475. As with the within-semester analyses, change scores for all clinical domains yielded statistically significant increases in mean domain scores (with all p-values at <0.001).

Cross Sectional data comparing mean scores between EDC 280 and EDC 475.

Session #		Course	N	Mean
Final	Overall Session Management Score	EDC 280	104	3.69
	Overall Session Management Score	EDC 475	121	4.19***
	Overall Goal Setting and Achievement Score	EDC 280	104	3.49
	Overall Goal Setting and Achievement Score	EDC 475	121	4.12***
	Overall Theoretical Score	EDC 280	104	3.49
	Overall Theoretical Score	EDC 475	121	4.05***
	Overall Personal Skills Score	EDC 280	104	3.61
	Overall Personal Skills Score	EDC 475	121	4.13***
	Overall Outside Skills Score	EDC 280	104	3.78
	Overall Outside Skills Score	EDC 475	121	4.32***

Disaggregated Counseling Skills Evaluation Scores: Career Specialization

Statistically significant increases were noted in *all* clinical domains for within-semester EDC 280 scores, within-semester EDC 475 scores, as well as cross-sectional between-semester EDC 280 and EDC 475 end-of-semester Evaluation scores for Career Counseling Specialization students.

Disaggregated Counseling Skills Evaluation Scores: MFCC Specialization

Statistically significant increases were noted in *all* clinical domains for within-semester EDC 280 scores, within-semester EDC 475 scores, as well as cross-sectional between-semester EDC 280 and EDC 475 end-of-semester Evaluation scores for MFCC Specialization students.

Disaggregated Counseling Skills Evaluation Scores: Community Specialization

Statistically significant increases were noted in *some* clinical domains for within-semester EDC 280 scores and within-semester EDC 475 scores, and in *all* cross-sectional between-semester EDC 280 and EDC 475 end-of-semester Evaluation scores for Community Specialization students [note small sample size].

Disaggregated Counseling Skills Evaluation Scores: School Specialization

Statistically significant increases were noted in *all but two* clinical domains for within-semester EDC 280 scores and within-semester EDC 475 scores. However, cross-sectional between-semester EDC 280 and EDC 475 end-of-semester Evaluation scores for School Specialization students were non-significant.

III FIELD STUDY SUPERVISOR RATINGS

Field Study Supervisors (community-based clinical supervisors who work with Counselor Education students during their EDC 480 Field Study experience) evaluate each student at the middle and end of the semester – these records are maintained by the Clinical Coordinator. Furthermore, The Department of Counselor Education routinely seeks input from Field Study Supervisors about the overall quality of the Department's training. These evaluations of the program are conducted at the annual “Field Study Fiesta.”

Field Study Supervisor Ratings are brief evaluations during which Supervisors are asked to evaluate the overall training efficacy of the Department of Counselor Education. The overall assessment domains are:

- Individual Counseling
- Group Counseling
- Marriage Therapy
- Family Therapy
- Career Counseling
- Psychopathology
- Statistics and Research Design
- Ethical Legal Issues
- Assessment
- Broad Theoretical Knowledge
- Integration of Theory, Research, and Practice
- Professional Identity
- Professional research and Writing
- Program Evaluation
- Consultation Skills
- Human Development
- Knowledge of Current Healthcare Market
- Participation in service to the Profession
- Community Outreach and Education
- Supervision
- Learning to Teach

Two sets of Field Study Supervisor Evaluations are available, the original Spring 2005 data and the cumulative 2005-2007 data set.

Spring 2005 Field Study Supervisor Ratings of the Program

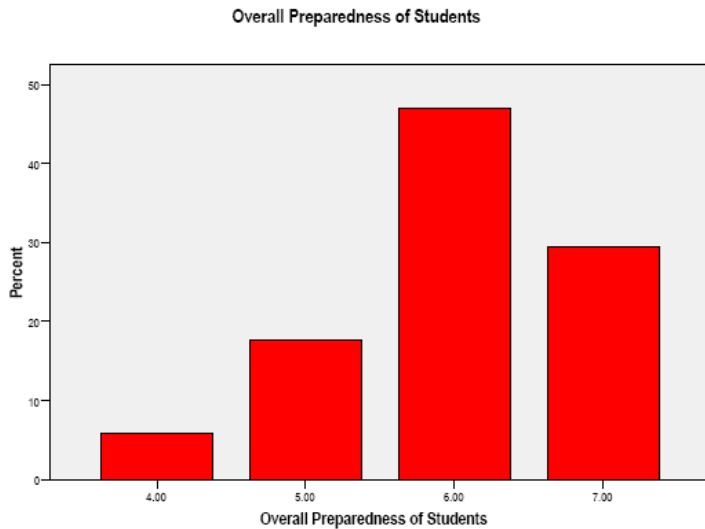
Results from the Spring 2005 Field Study Supervisors evaluations of the program are available on the “Evaluations” web page. Data from the Spring 2005 Field Study Supervisors Evaluations are only available in an **aggregated** format (unifying results from all alumni/alumnae from all specializations).

Fall 2005 to Spring 2007 Field Study Supervisor Ratings of the Program

Results from Field Study Supervisor Ratings conducted between September 2005 and May 2007 surveys are available on the “Evaluations” web page. Data are available both in an **aggregated** format (unifying results from students in all specializations) as well as a **disaggregated** format (by each specialization).

Aggregated Field Study Supervisor Evaluations of the Program

In a quite impressive response to overall training provided by the Department of Counselor Education, 75% of Field Study Supervisors rated the Department at either a “6” or “7” on the 1-7 likert scale (7=excellent). An assessment of the domains of training yielded strong appraisals of individual and

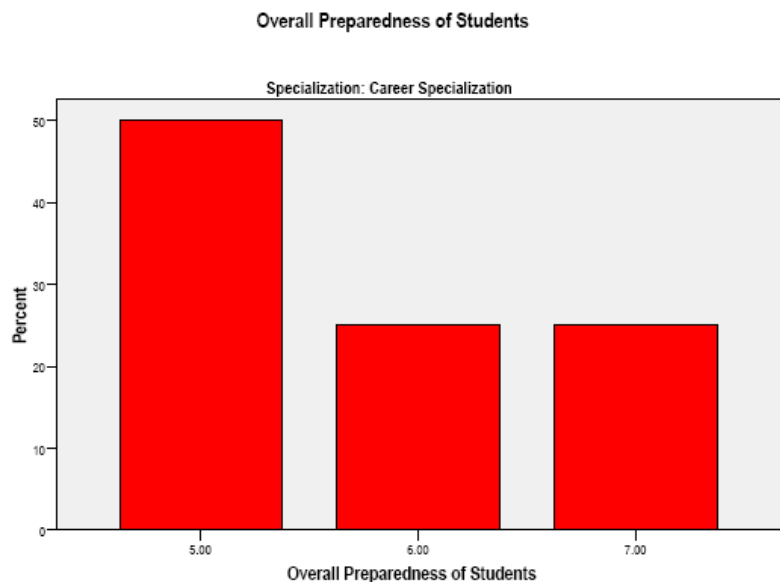


group counseling, career counseling, counseling diverse populations, ethical and legal issues, professional identity, and consultation skills. Modest appraisals were of statistics and research design, assessment, broad theoretical knowledge, integration of theory research and practice, professional research and writing, program evaluation, human development, knowledge of the current healthcare market, participation in service to the community, community outreach and education, and supervision. The most critical appraisals involved marriage therapy, family therapy, and psychopathology, although it should be noted that a significant percentage of Supervisors also rated these domains as “not applicable” (70%, 60%, and 40%

respectively).

Disaggregated Field Study Supervisor Evaluations: Career Specialization

All overall Supervisor evaluations of the Career Specialization were rated at a 5 or higher on the 1-7 likert scale. Among the highest appraisals were the statistics and research design, counseling diverse populations, assessment, and broad theoretical knowledge domains. Among the modest appraisals were the individual counseling, ethical and legal issues, consultation, and human development domains. While the most critical appraisals were of the group counseling and career counseling domains.



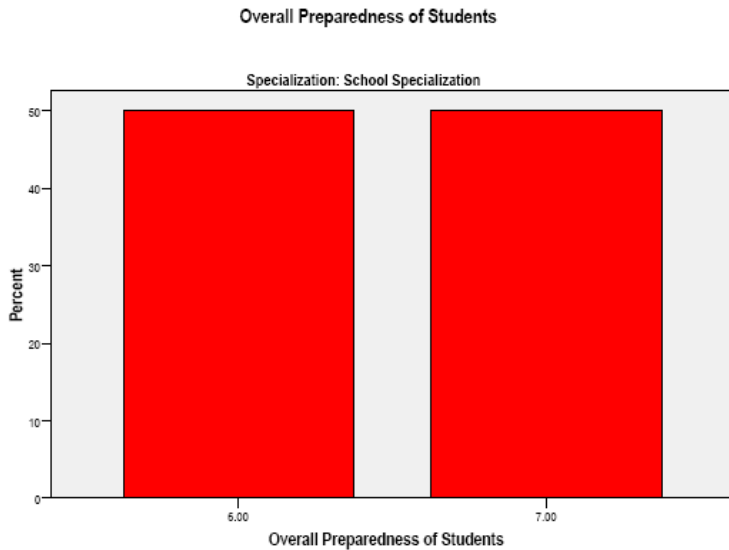
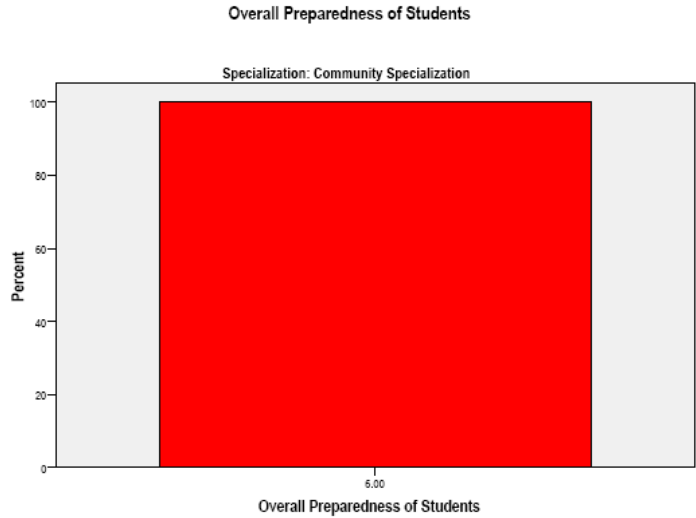
Disaggregated Field Study Supervisor Evaluations: MFCC Specialization

Overall ratings of the MFCC Specialization by Supervisors were modest, with scores ranging in the 4-6 range of the 1-7 likert scale (25%, 25%, and 50% respectively). While no domains stood out for their high appraisals, the majority of domains received modestly positive appraisals with the bulk of

the scores ranging around or above the “5” on the 1-7 likert scale. The most critical appraisals related to the marriage therapy and family therapy domains.

Disaggregated Field Study Supervisor Evaluations: Community Specialization

Overall ratings of the Community Specialization by Supervisors were modest, with the highest appraisals for individual counseling, group counseling, and professional identity. Many appraisals were returned as an “8” (N/A) including psychopathology, consultation skills, human development, and even community outreach and education.



Disaggregated Field Study Supervisor Evaluations: School Specialization

Overall appraisals of the School Specialization were extremely positive, and the appraisals of the majority of domains were similarly positive. The most critical appraisal was of knowledge of the current healthcare market, and a majority of Supervisors thought that psychopathology domain was not Applicable.

IV STUDENT EXIT EVALUATIONS

The Department of Counselor Education conducts routine surveys of students who are graduating the program. These Student Exit Evaluation surveys are conducted during the EDC 290 course.

Fall 2004 & Spring 2005

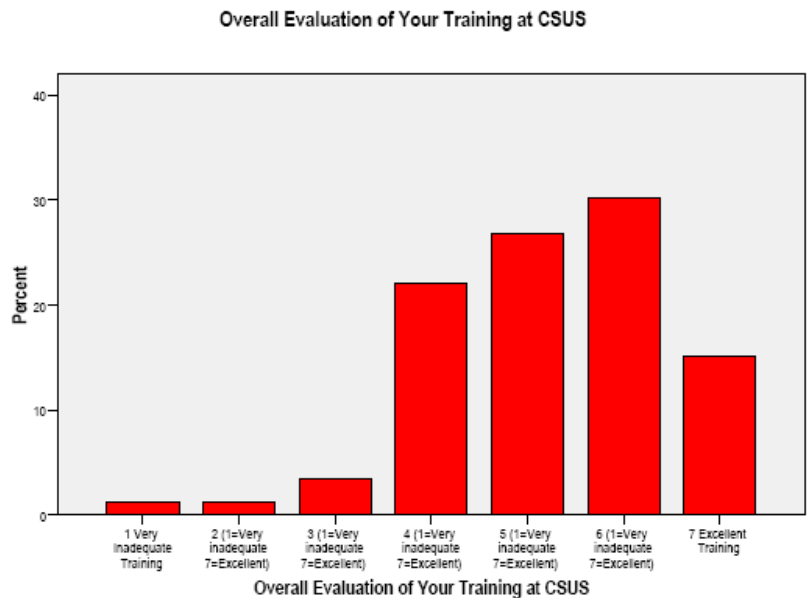
Results from the Fall 2004 and Spring 2005 Student Exit Evaluation surveys are available by clicking the link on this page. Data from the Fall 2004 and Spring 2005 Student Exit Evaluation surveys are only available in an **aggregated** format (unifying results from all exiting students from all specializations).

Fall 2005 to Spring 2007

Results from Student Exit Evaluations conducted between September 2005 and May 2007 surveys are available by clicking the link on this page. Data are available both in an **aggregated** format (unifying results from students in all specializations) as well as a **disaggregated** format (by each specialization).

Aggregated Student Exit Surveys of the Program

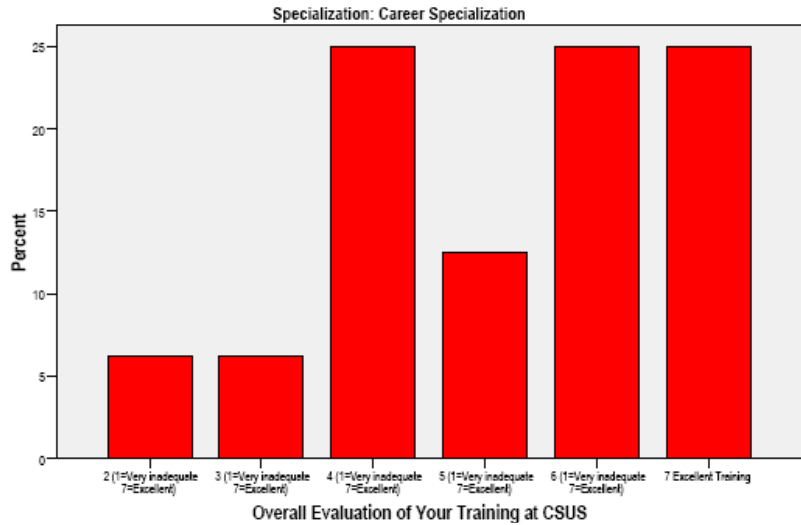
Overall, exiting students' appraisal of the training they received were positive, with more than 90% reporting overall satisfaction about their training (scoring ≥4 on the 1-7 likert scale). Among the highest appraisals were the individual counseling, group counseling, counseling diverse populations, ethical and legal issues, broad theoretical knowledge, integration of theory research and practice, consulting, and supervision domains. All other domains received modest appraisals except marriage counseling, family counseling, and psychopathology.



Disaggregated Student Exit Surveys: Career Specialization

Exiting student from the Career Specialization provided a majority of strong and modest appraisals of their overall training and specific domains, the strongest being the career counseling domain 95% of appraisals falling in the “5,” “6,” and “7” ranges). The most critical appraisals were of the psychopathology, statistics and research design, consulting, human development, and knowledge of current healthcare market domains.

Overall Evaluation of Your Training at CSUS



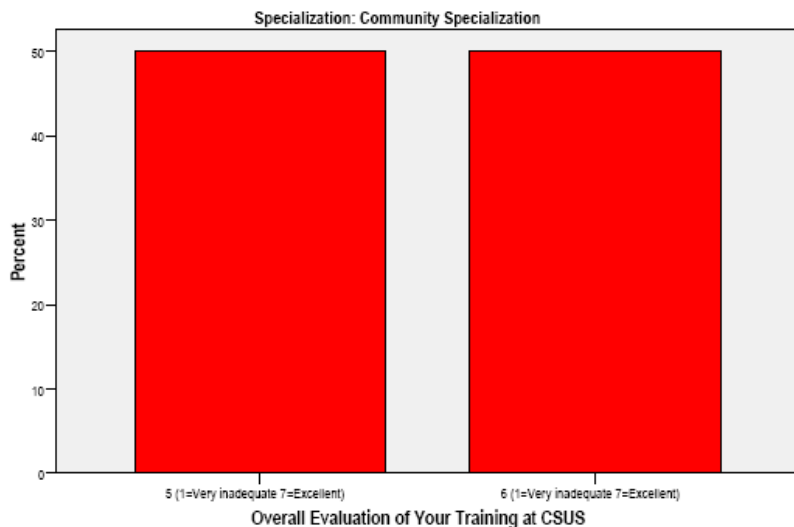
Disaggregated Student Exit Surveys: MFCC Specialization

Overall appraisals of the program and many of the individual domains were modest-to-strong. The most critical appraisals were of the marriage counseling, family counseling, career counseling, professional identity, and knowledge of current healthcare market domains.

Disaggregated Student Exit Surveys: Community Specialization

The overall appraisal of the Community Specialization was modest, with similarly modest appraisals for such domains as individual and group counseling. The strongest positive ratings include the counseling diverse populations, ethical and legal issues, assessment, and program evaluation domains. The most critical appraisals include the marriage and family counseling, career counseling, psychopathology, and knowledge of current healthcare market domains.

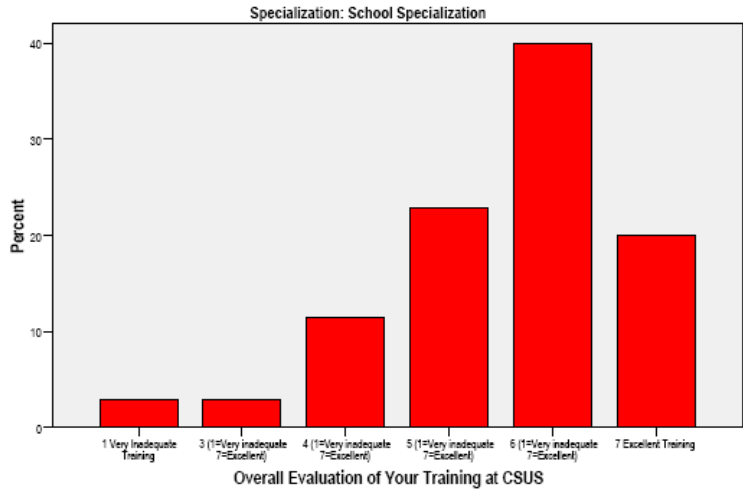
Overall Evaluation of Your Training at CSUS



Disaggregated Student Exit Surveys:
School Specialization

Overall appraisals of their training by exiting School Specialization students are high. Similarly high appraisals are noted in the individual counseling, counseling diverse populations, ethical / legal issues, integration of theory research and practice, and professional identity domains. Modest appraisals were noted in most other domains, except of the most critical appraisals of the marriage counseling and statistics and research design domains.

Overall Evaluation of Your Training at CSUS



V ALUMNI / ALUMNAE SURVEYS

The Department of Counselor Education conducts routine surveys of alumni, most of which are facilitated by the Office of Institutional Research (OIR). [These data have a different appearance from data collected by The Department of Counselor Education because they conform to the OIR format.]

Spring 1996 Alumni Survey

A previous Alumni Survey was completed in Spring 1996, with returns from 60 graduates. These data were gathered in collaboration with the CSUS Office of Institutional Research using a combination of institutional questions and additional Counseling-related questions. Data from the 1996 Alumni Survey are only available in an **aggregated** format (unifying results from all alumni/alumnae from all specializations) and can be found on the Department's "Evaluations" web page.

Spring 2001 Alumni Survey

A previous Alumni Survey was completed in Spring 2001, with returns from 70 graduates. These data were gathered in collaboration with the CSUS Office of Institutional Research using a combination of institutional questions and additional Counseling-related questions. Data from the 2001 Alumni Survey are only available in an **aggregated** format (unifying results from all alumni/alumnae from all specializations) and can be found on the Department's "Evaluations" web page.

Spring 2005 Alumni Survey

Our most recent Alumni Survey was completed in Spring 2005, with returns from 81 graduates. These data were gathered in collaboration with the CSUS Office of Institutional Research using a combination of institutional questions and additional Counseling-related questions. 2005 Survey results are available both in an **aggregated** format (unifying results from all alumni/alumnae from all specializations) as well as a **disaggregated** format (by each specialization) and can be found on the Department's "Evaluations" web page.

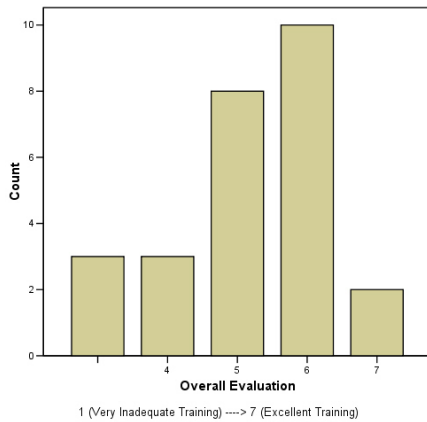
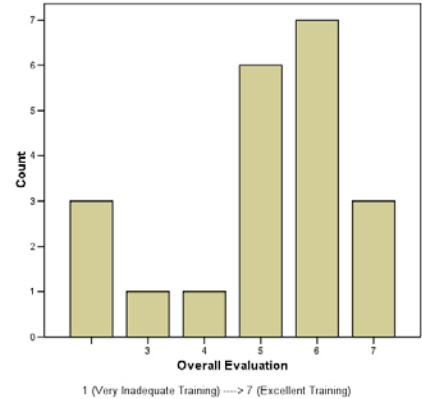
Aggregated 2005 Alumni Data

Alumni contacted during the 2005 Alumni Survey generally gave favourable overall ratings of their training (although 17% left the item blank). These data are presented in the table below, which is extracted from the spreadsheet available on the Department web page.

	(1) Very inadequate training	2	3	4	5	6	(7) Excellent training	NA
Overall evaluation of training	0%	1%	4%	14%	24%	29%	8%	3%

Disaggregated 2005 Alumni Data: Career Specialization

Detailed disaggregated data are presented on the Department web page. The overall rating for Alumni of this Specialization indicates generally strong appraisal with the majority of ratings being “5,” “6,” and “7” on the 1-7 likert scale.

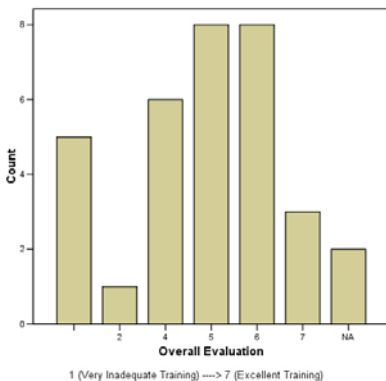
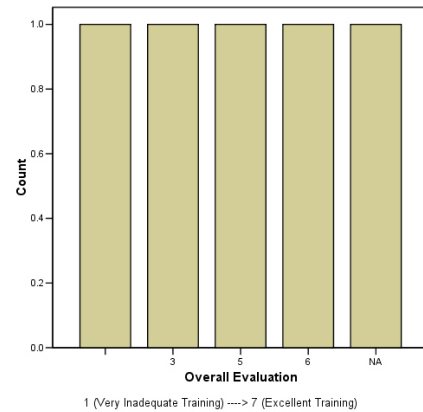


Disaggregated 2005 Alumni Data: MFCC Specialization

Detailed disaggregated data are presented on the Department web page. The overall rating for Alumni of this Specialization indicates generally modest appraisal with the majority of ratings being “5” and “6” on the 1-7 likert scale.

Disaggregated 2005 Alumni Data: Community Specialization

Detailed disaggregated data are presented on the Department web page. The overall rating for Alumni of this Specialization indicates generally modest appraisals on the 1-7 likert scale.



Disaggregated 2005 Alumni Data: School Specialization

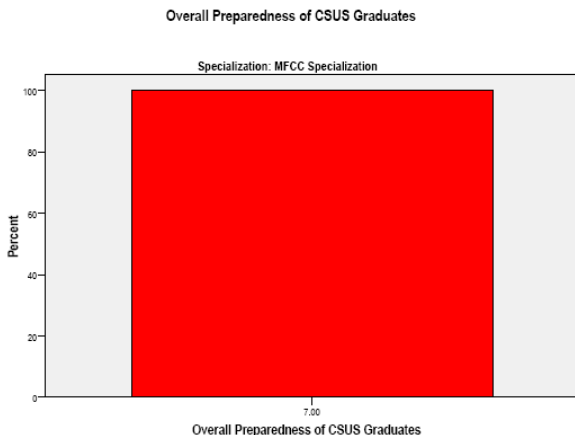
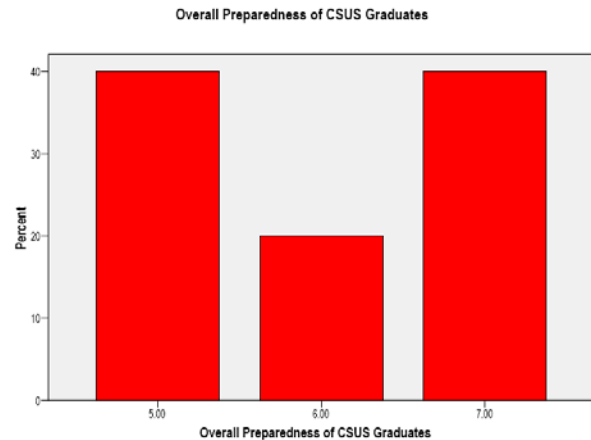
Detailed disaggregated data are presented on the Department web page, however the overall rating for Alumni of this Specialization indicates generally modest appraisal with the majority of ratings being “4,” “5,” and “6” on the 1-7 likert scale.

VI EMPLOYER EVALUATIONS

During the 2005 Alumni Survey, Alumni and Alumnae were asked to provide information about their employer. This yielded 60 names and addresses of the employers of the Department’s graduates. In May 2005 these 60 employers were sent a letter requesting feedback regarding the clinical workforce preparedness of CSUS Department of Counselor Education students. Data, available in full on the Department web page, are presented both in an **aggregated** format (unifying results from students in all specializations) as well as a **disaggregated** format (by each specialization). [Please note: only a small sample of employers actually responded (12%) and disaggregated responses are only available for School and MFCC employers]

Aggregated 2005 Employer Data

The overall appraisal of The Department of Counselor Education by employers of our Alumni / ae were positive, with 100% of the appraisals rating “5,” “6,” or “7” on the 1-7 likert scale. High appraisals were also provided on the individual counseling, career counseling, ethical and legal issues, broad theoretical knowledge, professional identity, consultation skills, community outreach and education, and participation in community service domains. Modest appraisals were provided on the integration of theory research and practice and program evaluation domains. The most critical appraisals involved the group counseling, marriage therapy, family therapy, psychopathology, human development, and knowledge of current healthcare market domains. Of note, however, were the number of ratings where the employers of alumni / ae rated a domain as “Not Applicable” (“8”), for example the group counseling, marriage counseling, family therapy, psychopathology, and knowledge of current healthcare market domains were each listed as “Not Applicable” for 60% of respondents.



Disaggregated 2005 Alumni Data: MFCC Specialization

Overall appraisals from employers of graduates from the MFCC specialization were high (“7” on the 1-7 likert scale), with high appraisals on the statistics and research design, ethical and legal issues, professional identity, participation in service to the community, community outreach and education, and learning to teach domains. Modest appraisals were provided for individual counseling, group counseling, assessment, broad theoretical knowledge, professional research and writing, program evaluation, consultation skills, human development,

and knowledge of current healthcare market domains. The most critical appraisals were provided for the marriage therapy, family therapy, psychopathology, and integration of theory research and practice domains. And “Not Applicable” appraisals were provided for career counseling and supervision domains.

Disaggregated 2005 Alumni Data: School Specialization

Overall employer appraisals of graduates of the School Counseling Specialization were strong, with all ratings scoring ≥ 5 on the 1-7 likert scale. Other strong appraisals were noted for the individual counseling, career counseling, ethical and legal issues, professional identity, and consultation skills domains. Modest appraisals were provided for the broad theoretical knowledge, integration of theory research and practice, human development, participation in service to the profession, and community outreach and education domains. And the most critical appraisals were leveled at the group counseling, marriage and family therapy, psychopathology, and assessment domains, although many of these had the majority of responders rating “Not Applicable.”

