



Gannon University

Community Counseling Program

2008-2009

Program Evaluation

**Community Counseling
Program Evaluation
Revised 5/27/08**

Counselor Knowledge

Counselor Preparation Comprehensive Examination
National Counselor Exam
Praxis

Counselor-in-Training Skills

Counselor Skills Scale
Counselor Skill and Personal Development Rating
Site Supervisor Evaluation

Counselor Awareness

Multicultural Assessment

Consumer Satisfaction

Alumni Survey
Employee Survey
Site Supervision Program Survey
Graduating Students Survey
Graduating Students Focus Groups
Employment

Faculty Evaluations

Additional Evaluations

Action Plan

Community Counseling Program Evaluation Revised 5/27/08

Passion for Excellence

The mission of the Community Counseling program is to educate and train students to become professional counselors. The objectives of the program are delineated in our assessment plan: counselor knowledge; counselor-in-training skills; counselor awareness; consumer satisfaction; and employment. Program evaluation is conducted on a continuous basis in order to assess how the program meets each of these objectives. The following results are derived from accumulated survey data in each of these areas. Other appropriate data is derived from year end reports, outcome assessments, faculty evaluations, and embedded evaluations. The action plan reflects these evaluations and emphasizes continuous improvement.

Counselor Knowledge

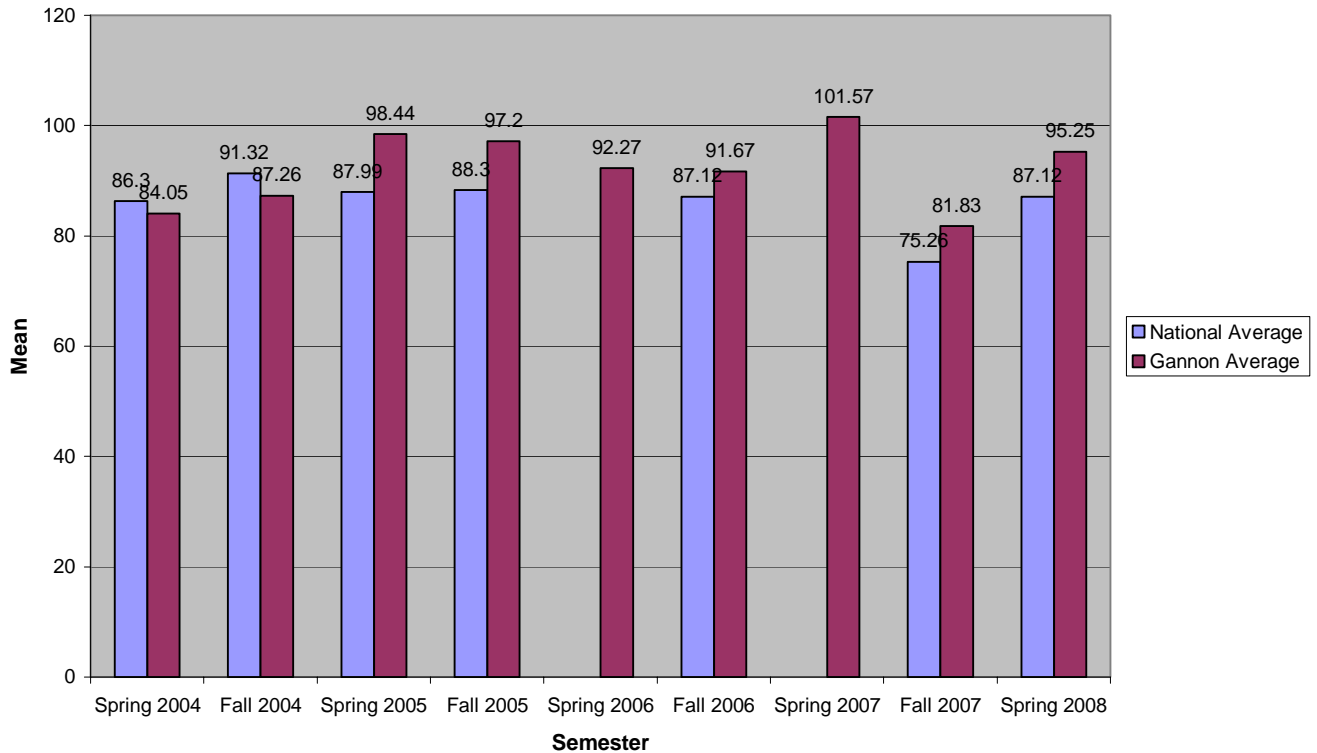
Counselor Preparation Comprehensive Examination

The Gannon University Community Counseling Program utilizes the Counselor Preparation Comprehensive Examination (CPCE) as a mechanism to evaluate students' core knowledge of counselor competency areas. The CPCE is maintained by the Center for Credentialing and Education, an affiliate of the National Board for Certified Counselors (NBCC). The CPCE is utilized by over 200 universities and colleges. The CPCE is designed to assess students' knowledge of counseling information viewed as important by counselor preparation programs. The CPCE consists of 160 items with 20 items per CACREP content area. Of the 20 items per section, 17 are scored items and the remaining three are pretest items. Scores for each section and total scores are reported for each student. The content on the CPCE is similar to the National Counselor Examination (NCE) which is used for national certification for the Nationally Certified Counselor (NCC) credential and for the Licensed Professional Counselor (LPC) credential in Pennsylvania and 44 other states. The CPCE serves as a strong mechanism to assist students with assessing areas of content knowledge, increasing the likelihood of being successful on the NCE.

Results

The CPCE is administered to Gannon University Community Counseling students each semester. Since Spring 2005, Gannon students have consistently scored well above the national mean (see Chart).

Counselor Preparation Comprehensive Exam Results Gannon vs. National



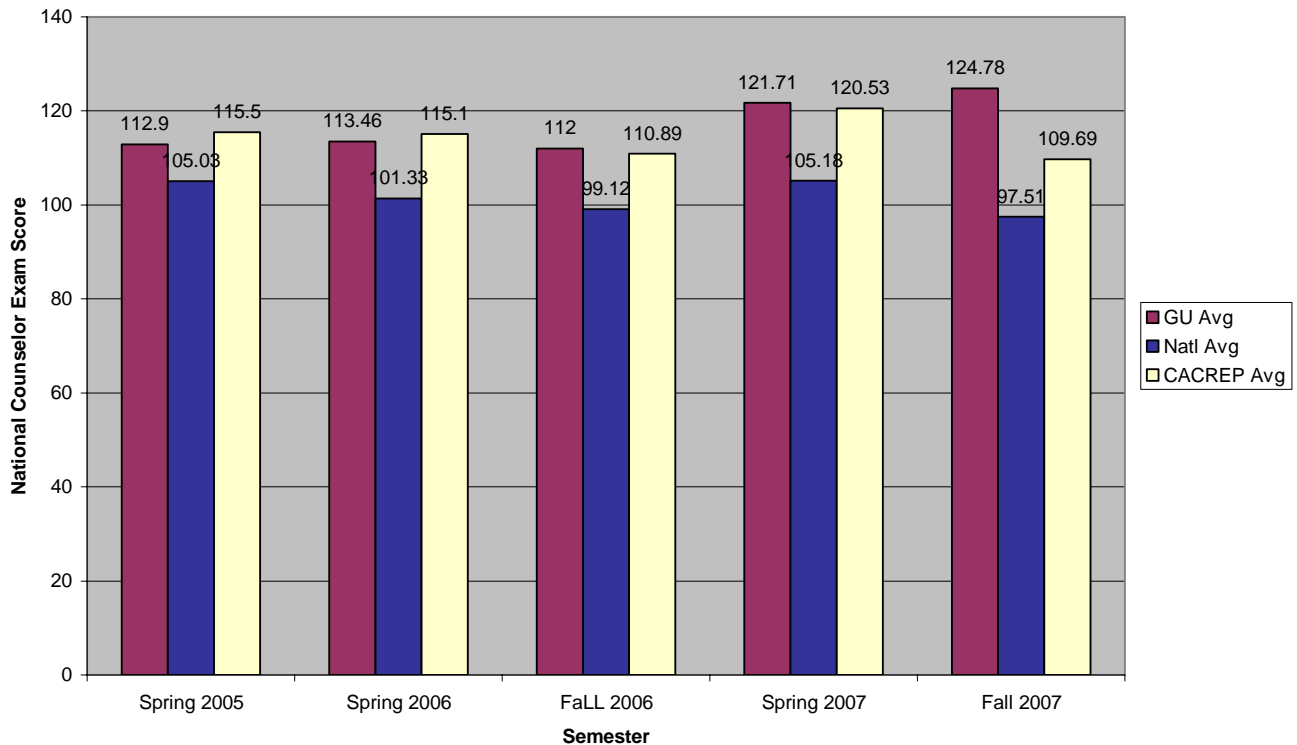
National Counselor Exam

The National Counselor Examination (NCE) is used by the National Board for Certified Counselors (NBCC) to recognize professionals who may be qualified to become a National Certified Counselor (NCC). The exam assesses knowledge, skills, and abilities that are necessary for counseling. The NCE evaluates general knowledge common to all counselors, regardless of specialties. The test consists of two hundred multiple choice questions to be answered in a four hour period. The exam assesses knowledge in each of the eight core content areas of counseling: Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Passing scores are derived by the NBCC to account for a 73% pass rate.

Results

The NCE is administered to Gannon University Community Counseling students in their last semester or within six months of graduation. Since Spring 2005, Gannon students have consistently scored well above the national mean and have 100% first-time pass rate since Fall 2006.

**National Counselor Exam
Gannon, National, and CACREP Averages by Semester**



Praxis

The Praxis II subject test in school counseling is designed to measure knowledge specific to school counselor content areas. It is a nationally-normed outcomes measure for students in the Community Counseling program who are pursuing school counselor certification. Students who apply for school counselor certification must pass the Praxis I and Praxis II examinations. The passing score for the Praxis II is 590.

Results

Since 2005, 16 Community Counseling students have completed the Praxis II and have reported their scores. The scores have ranged from 610 to 750, with a mean score of 680. Therefore, the pass rate is 100%.

Counselor-in-Training Skills

Counselor Skills Scale

Practicum students are evaluated by their site supervisor using the Counseling Skills Scale (CSS) that assesses the quality of student performance on counseling skills. Nineteen specific “micro-skills” are rated on a Likert scale ranging from -2 to +2. An additional form is attached to the

CSS that includes remarks from the supervisor regarding students' areas for improvement, strengths, and general comments. All practicum students are evaluated at mid-term and end of semester by faculty supervisors and on-site supervisors.

Results

Sixteen students completed GCOU 650 Supervised Practicum, 2007-2008, and were evaluated by site supervisors. Students were rated on average between 0 and +2 on the microskills items on the CSS.

Counselor Skill and Personal Development Rating

Internship students are evaluated by their site supervisor using the Counselor Skill and Personal Development Rating Form (CSPD-RF). The CSPD-RF includes 20 items designed to rate the student counselor's personal and skill development in sessions with clients, using a 6 point Likert scale ranging from "unacceptable" to "outstanding". An additional form is attached to the CSPD-RF that includes remarks from the supervisor regarding students' limitations and weaknesses, assets and strengths, and general comments. All on-site supervisors of internship students complete this evaluation at mid-term and the conclusion of internship.

Results

Twelve students completed GCOU 650 Supervised Internship, 2008-2008, and were evaluated by site supervisors. Responses of site supervisors' evaluations of students ranged from "good" to "outstanding" on scales for the following: communication skills, congruence, empathy, feedback skills, awareness of strengths and weaknesses, observational skills, confrontational skills, tolerance for cultural differences, reflection of meaning/feeling, and self-disclosure skills. Areas noted as strengths in written comments included: perception of non-verbal cues, empathy and understanding, clinical notes, ability to receive supervision, and clinical decision-making. Areas of weakness noted were consistent developmentally with counselors-in-training: building confidence, knowledge of drug and alcohol, and effect of counselor-client interactions.

Site Supervisor Evaluation

The Supervision Styles Inventory (SSI) was designed for practicum and internship students to rate their supervisor's general style of supervision. The SSI includes 33 adjectives with responses on a 7 point Likert scale ranging from "not very" to "very". The SSI is completed by all practicum and internship students each semester.

Results

Supervision Styles were rated consistently high and scores ranged from 5 to 7. Frequent adjectives included: committed, sensitive, collaborative, reflective, perceptive, supportive, facilitative, positive, and evaluative. Written comments about supervisors included: very experienced, supportive, ability to provide warmth and guidance, and exceeded expectations.

Counselor Awareness

Multicultural Assessment

The Multicultural Awareness-Knowledge-and-Skills Survey (MAKSS) (D'Andrea, Daniels & Heck, 1991) is a widely used self-report scale that contains 33 items. The instrument is designed to measure student perceptions of pedagogical strategies on their own multicultural counseling development. The instrument demonstrates adequate criterion-related and construct validity. MAKSS-CE-R provides a global rating of multicultural counseling competency (Total Rating Scale) as well as three subscale ratings. These subscale scores provide an assessment of an individual's level of multicultural counseling awareness (subscale #1), multicultural counseling knowledge (subscale #2); and multicultural counseling skills (subscale #3).

Because the MAKSS-CE-R was recently revised, there are no identified research publications that include the use of this refined multicultural counseling competency self-assessment tool. However, given the strength of the validity and reliability of the items included on this scale, it holds great utility for assessing the development of multicultural competencies.

Results

The MAKSS-CE-R will be used as a pretest and posttest measure of multicultural counseling development. Beginning Fall 2008, students will take this skills survey at the beginning and end of their counselor preparation program. These results will be used to evaluate program effectiveness with regard to multicultural awareness and development.

Consumer Satisfaction

Alumni Survey

The Alumni evaluation of the Community Counseling Program is designed to assess alumni perceptions of their experience in the program. The survey is designed to assess the following: (a) faculty performance and quality of program instruction based on a 5 point Likert scale with a range of "very strong" to "very weak"; (b) the degree to which aspects of the program prepared them for their current responsibilities based on a 5 point Likert scale with a range of "extremely helpful" to "not at all helpful"; (c) the extent to which they currently use a range of counseling-related skills compared to the extent to which the program prepared them for that skill set based on a comparative Likert scale with a range of "to a great extent" to "not at all". The survey was administered in the Fall of 2007 and will be administered on a three year rotation in the future.

Results

The alumni survey yielded an N of 14.

Section I (a) rated faculty performance items and all were scored *Very Strong*: general academic advising; inspiration and encouragement from faculty; level of rigor and scholarship demanded;

interaction with faculty; flexibility/adaptability to student needs; and general quality of instruction.

Section II (b) evaluated aspects of the program and preparation for current responsibilities. The following items were rated *Extremely Helpful*: advanced courses, Practicum and Internship experiences, *Very Helpful*: core courses, professional orientation, seminar course, preparation for licensure, preparation for National Certification (NCC). An area of concern, rated *Not Helpful*, was School Counselor preparation.

Section III (c) rated skills used in present position and the extent to which Gannon University assisted in developing each of these skills. Out of 21 skills, strengths were especially noted in conducting individual counseling sessions, consulting and working with committees. Areas of discrepancy were noted in conducting in-service programs, administering programs, designing treatment plans, and improving the professional skills of others. Alumni were generally satisfied with their degree and had enrolled at Gannon because of the reputation of the program and geographic location.

Employer Survey

The Survey for Employers of Graduates is designed to assess the perceptions of employers of graduates of the program. Employers are asked to rate the program's former students/their employees on a wide variety of counseling-related tasks and work site suitability items. The survey uses a 5-point Likert scale with a range from "extremely important" to "not at all important". The survey was administered in the Fall of 2007 and will be administered on a three year rotation in the future.

Results

The initial review of Employers yielded an N of 5. Because there was a low response rate to this survey, the process for assessing employers will be revised and reassessed Fall, 2008.

The following items were rated as Extremely Important by employers: Wanted a graduate degree; Impressions in interview; References from employers; Professional experiences. The following items were rated as Very Important by employers: Preparation for licensure; Recommendations from faculty; Degree in community counseling. The following items were rated as Somewhat Important by employers: Counseling competence; Degree earned at Gannon University.

Site Supervisors Program Survey

The Site Supervisors Review of the Program is designed to assess the perceptions of clinical site supervisors of students in the program. Site supervisors are asked to rate students on a wide variety of counseling-related tasks and work site suitability items. The survey uses a 5-point Likert scale with a range from "very strong" to "very weak". The survey was administered in the Fall of 2007 and will be administered on a three year rotation in the future.

Results

The initial review of Employers yielded an N of 20. Thirty surveys were sent to site supervisors; 20 surveys were completed and returned for a 66% response rate.

Site supervisors rated Community Counseling students as *Very Strong* in the following areas: conducting individual counseling sessions; consulting with professional colleagues; analyzing and evaluating ideas; advising students and/or clients; understanding diagnosis; knowledge of current issues in community or school counseling; preparation for licensure or certification.

Site supervisors rated Community Counseling students as *Somewhat Strong* in the following areas: conducting group counseling sessions; consulting with parents and families; speaking in public; working in and with committees; interpreting numerical data; designing instruction; supervision; designing treatment plans; leadership and advocacy roles.

Site supervisors rated Community Counseling program students as *Somewhat Weak* in the following areas: interpreting research; conducting in-service programs.

In qualitative responses site supervisors reported the following valuable contributions made by Community Counseling students: knowledge of counseling material; participation in team meetings; conducting group and individual sessions; professionalism and experience; application of classroom knowledge, conscientious; enthusiastic; and open to supervision and feedback; high quality.

In qualitative responses, site supervisors recommended the following areas of improvements for the training program: increase use of DSM IV; behavior management techniques and behavioral plans; training in “recovery” model; writing clinical notes; public speaking; accessing social services; program development.

Graduating Students Survey

The Graduating Students Review of the Program survey is designed to assess the perceptions of students who will soon graduate from the program. The survey is designed to assess the following: (a) faculty performance and quality of program instruction based on a 5 point Likert scale with a range of “very strong” to “very weak”; (b) the degree to which they believe that aspects of the program prepared them for graduation and initial employment in the field; (c) the degree to which they were given instruction in a wide range of counseling-related skills based on a Likert scale with a range of “to a great extent” to “not at all”; (d) changes in the program that they would suggest and reasons for enrolling in the program; (e) open ended questions about strengths and limitations of the program. The survey will be administered at the close of each semester to graduating students.

Results

In addition to focus groups, we will begin administering a Graduating Students’ Review of the Program survey in Fall 2008.

Graduating Students Focus Groups

Graduating students focus groups are designed to gather and assess the student's experience with counselor preparation and graduate studies. Qualitative data is gathered through the use of open ended questions:

1. After you graduate, what are your career goals?
2. How well has the Community Counseling program prepared you to meet these goals?
3. What were some of the strengths of your academic preparation (i.e. coursework, curriculum, learning experience, instructors)?
4. What recommendations do you have for revising the program (i.e. curriculum, course offerings, etc.)?
5. Please comment on your overall graduate experience at Gannon University.

Results

Focus groups are conducted at the end of each semester. The latest focus group was conducted in Spring 2008 and included six internship students. In regard to career goals, students voiced a desire to become licensed professional counselors (LPC). In summary, students acknowledged that the program prepared them for their future goals as professional counselors. The groups' consensus was that they had attained a high degree of counselor efficacy. Strengths of the program's academic preparation included faculty involvement, the group counseling experience, and emphasis on a theoretical orientation. Small class sizes and supportive faculty were deemed helpful. The seminar class and preparations for Comps was appreciated. Recommendations included infusing more preparation on diagnosis and treatment planning, along with more depth in crisis/trauma and substance abuse. Students had varying opinions on the utility and amount of student presentations. Students commented on their overall graduate experience and stated that their time at Gannon University was very positive. In retrospect, they believed they made the right choice for graduate school. This group commented that their cohort seemed to be a collaborative group of students.

Employment

The Gannon University Center for Career Development and Employment Services gathers career placement data on an annual basis. They survey recent graduates and alumni regarding their employment.

Results

Career placement data (2007-2008) indicates that 100% of our graduates are employed in the profession. Previous reports revealed that over 90% of our graduates are employed in the profession.

Faculty Evaluations

Faculty evaluations are integral to the Community Counseling program and Gannon University. Students complete Faculty Course Evaluation Surveys for each course. Faculty also participate in an annual peer review. These evaluations contribute to a yearly faculty development plan and summative evaluation. Teaching excellence, along with scholarship and service are evaluated for advancement in rank and tenure.

Results

Course evaluations of faculty are filled out by students each semester. Items are tabulated on a 5 point Likert scale ranging from 1 poor to 5 excellent. The results are based on 4 program faculty, 2 adjunct faculty, and an accumulation of 22 courses. The following survey items pertain specifically to faculty performance:

Course Evaluation Survey Fall 2007 – Spring 2008

Overall Evaluation	4.47
48. Overall quality of the course	4.49
49. Faculty overall performance	4.46
50. Your overall learning experience in this course	4.71

Additional Evaluations

Additional evaluations include ongoing program activities, such as: professional portfolios, professional disclosure statements, and basic skills training assessment. Embedded evaluations occur through interactive feedback with faculty members, community site supervisors, advisory committees, and faculty-student interaction. In addition, the program received the first Gannon University Award for Outcome Assessment Excellence, 2006.

Action Plan

Each May, faculty hold a day long retreat for the purpose of reviewing outcome assessments, consumer responses, and program evaluations. As a result, an action plan is developed that contributes to ongoing program development.

Results

Based on previous program reviews, the following initiatives have been implemented:

- New student orientation
- Counselor Wellness Day
- Increased faculty-student advising
- Strategic curricular preparation for the CPCE and NCE
- Increased dissemination of information on professional licensure
- Greater consistency with curriculum and course offerings
- Improved teaching strategies and performance
- Revisions to practicum orientation

Based on the 2008 program review, the following initiatives have been planned:

- Increase emphasis on student professional disclosure statements
- Enhance program communication
- Market program to faculty colleagues in the region
- Increase clinical emphasis throughout curriculum