

PROGRAM EVALUATIONS 2013

The Counselor Education conducts systematic evaluations of its graduates by surveying internship site supervisors, graduate alumni, and employers of our graduates. The results of these evaluations are made available for public distribution via this report.

SITE SUPERVISOR EVALUATIONS

Site Supervisors are invited to evaluate how well they believe the UNO counseling program prepared the interns they supervised. Evaluations have been completed by site supervisors of all students who completed Internship II during spring 2014. The results are summarized below.

Supervision sites: 4 Clinical Mental Health, 1 School

Supervisors rated how well the UNO counseling program prepared the intern for experience in the following areas, using a scale where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable. Ratings were very good to outstanding in all areas.

Content Areas	Mean Rating
1. Multicultural competency	4.8
2. Counseling Theories	4.8
3. Counseling Techniques	4.4
4. Counseling Interventions	4.6
5. Group Work	4.5
6. Diagnosis & Treatment Planning	4.6
7. Crisis Intervention	4.5
a. Suicide assessment	4.2
b. Domestic Violence	3.8
c. Mandated Reporting	4.2
8. Research	4.0
9. Ethics	4.8
10. Practicum	3.6
Professional Identity	
11. Ability to work with others	5.0
12. Timeliness	4.8
13. Ability to complete paperwork	4.6
14. Ability to follow policy	4.8
15. Continuing education (trainings, Conferences, etc.)	4.7

Supervisors rated each aspect of internship in terms of how well they felt it prepared the student for the counseling profession.

16. Application Process	4.8
17. Doctoral Level University Supervisor	4.6

18. Evaluation Process	4.4
19. Weekly on-site supervision	4.6
20. On-site group supervision	4.6
21. University group supervision	4.6
22. Internship Orientation	4.8

Strengths of the program: clear student expectations, UNO supervisor and staff call to follow up when situations arise, students well prepared and well supervised, interns are professional, theory and supervision are well taught.

Weaknesses or limitations of the program: need to have document on line for site supervisor to access, too much stress on choosing just one theory to focus on – should be more flexible, need to prepare interns for all aspects of clinical position such as assessments, progress notes, Tx plans.

ALUMNI EVALUATIONS

In 2012, counseling program graduates evaluated their entire program experience. Completed evaluations were received from 28 master’s program graduates and from 22 doctoral program graduates. Results are summarized below.

MASTER’S PROGRAM

Program Emphasis: 15 School, 13 CMHC

Program experiences were rated on a scale where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable.

Courses:

1. Core courses in the program	4.22
2. Foundational courses	4.00
3. Electives	4.40
4. Individual supervision experience	4.37
5. Group supervision experience	4.44
6. Field experiences: practicum	4.50
7. Field experiences: internship	4.63
8. Summer course offerings	3.22
9. Big Easy seminars	4.13

Instruction:

10. Instruction Quality- regular faculty	4.44
11. Instruction Quality- adjunct faculty	4.00
12. Difficulty level of courses	3.67
13. Fairness of grading	3.90
14. Quality of textbooks used	4.20

15. Fairness of comprehensive exam 4.29

Academic support:

16. Helpfulness of advisor 4.00

17. Availability of advisor 4.00

18. Admissions process 3.71

19. Scheduling of courses 3.33

20. Overall program: 4.00

Specific courses rated in terms of their value or contribution to preparing the graduate for the profession:

21. Career development and life planning 3.11

22. Theories of counseling 4.56

23. Counseling techniques 4.44

24. Psychological foundations of education 4.56

25. Advanced counseling techniques 4.22

26. Group work 4.56

27. Multicultural counseling 3.75

28. Human services counseling 4.50

29. Analysis of the individual 4.00

30. Crisis intervention counseling 2.78

31. Educational research 3.22

32. Introduction to supervision 4.00

33. Ethical and professional issues 4.71

34. Practicum 4.25

35. Internship 4.50

School Counseling emphasis:

36. School counseling 4.75

37. Counseling children and adolescents 4.50

Clinical Mental Health Counseling emphasis:

38. Community counseling 4.60

39. Family counseling 4.50

Strengths of the program included fair, well-organized, experienced faculty, scheduling of classes, accessibility of faculty advisors, challenging coursework, practicum and internship experiences.

Weaknesses or limitations included paucity of elective courses and core courses not offered frequently enough. Suggestions for improvement included offering on-line courses, emphasizing how demanding the program is to entering students, more electives, and more frequent offering of core courses.

DOCTORAL PROGRAM

A total of 22 graduates responded to the doctoral form of the survey. Program experiences were rated on a scale where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable.

Courses:

1. Core courses in the program	4.34
2. Research sequence	4.05
3. Electives	4.25
4. Individual supervision experience	4.25
5. Group supervision experience	4.55
6. Field experiences: practicum	4.37
7. Field experiences: internship	4.44
8. Summer course offerings	3.35
9. Big Easy seminars	4.58

Instruction:

10. Instruction Quality- regular faculty	4.50
11. Instruction Quality- adjunct faculty	4.14
12. Difficulty level of courses	4.29
13. Fairness of grading	4.45
14. Quality of textbooks used	4.09
15. Fairness of comprehensive exam	4.46

Academic support:

16. Helpfulness of advisor	4.54
17. Availability of advisor	4.54
18. Admissions process	4.48
19. Scheduling of courses	4.24

20. Overall program:	4.55
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Specific courses rated in terms of their value or contribution to preparing the graduate for the profession:

21. Advanced counseling theories	3.75
22. Supervised experience in group work	4.71
23. College teaching	3.50
24. Advanced multicultural counseling	4.00
25. Advanced counseling interventions	4.22
26. Internship in counselor education	4.07
27. Practicum in counselor education	4.45
28. Advanced supervision	4.63
29. Research seminar	4.10
30. Dissertation research	4.60

Research Tools:

31. Qualitative and quantitative research	4.05
32. Descriptive statistics	3.67
33. Intro to qualitative research methods	4.25
34. Applied regression	3.40
35. Qualitative research data analysis	4.14
36. Multivariate analysis	3.14
37. Qualitative research design	4.33
38. Dissertation guidance (major professor)	4.75
39. Dissertation committee assistance	4.33

Strengths of the program included supportive faculty with knowledge and expertise, dissertation guidance, CACREP accreditation, supportive fellow students. Weaknesses or limitations of the program included the research course sequence, and loss of faculty and other resources post-Katrina. Suggestions for improvement centered around strengthening the research course sequence.

EMPLOYER EVALUATIONS

Master's program graduates are employed in schools (n=2) and addictions treatment facilities (2). The graduates have been employed at their current sites for 1-4 years. Overall, the employers who responded rated the UNO counseling program's preparation of the employee as "very good" to "outstanding." Mean scores on the items were:

Skills in counseling individuals and groups	4.75
Multicultural competency	4.75
Ethical practice and professionalism	4.75
Research and program evaluation	4.67
Ability to work with others	4.75
Ability to follow policy	4.75
Ability to accept and implement supervision/feedback	4.50
Commitment to continuing professional growth	5.00

Strengths of the program that employers reported included the graduate's ability to help students of any age as well as teachers and parents, self-confidence and willingness to do what is asked, and outstanding professionalism; the graduate was highly competent when hired, well-trained, and hit the ground running from day one; the graduate's firm knowledge of theory and ethics; and program's focus on theoretical framework and client centeredness.

Weaknesses or limitations and suggestions for improvement included helping students to transition from academia to real life; and more emphasis on case management, documentation, and being a broker for clients, as well as more education on the disease model of addiction.

Doctoral program graduates are employed in colleges or universities (1), community agencies (1), K-12 school systems (1), and other settings (1). The graduates have been employed at their current sites for 1-4 years. The employers who responded rated the UNO counseling program's preparation of the employee as "outstanding" on all items except "research" which was rated as "good" to "very good." Mean scores on the items were:

Teaching	5.00
Supervision	5.00
Leadership	5.00
Research	3.50
Counseling practice	5.00
Ability to work with others	5.00
Professionalism and ethics	5.00
Commitment to continuing professional growth	5.00

Strengths of the program that employers reported included ethics and professionalism; graduate well prepared in areas of critical thinking, organizational skills, and leadership capacity; graduate sensitive to diverse cultures, taught by practicing professionals, ongoing opportunities for practice and supervision, professors who are knowledgeable, published, experienced, and available for consultation.

Weaknesses or limitations and suggestions for improvement included that time constraints can be demanding at times, provide more opportunities to practice using research data, and allow students to present workshops at the university as part of their requirements.