

WALSH
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Counseling and Human Development Program
Three-Year Evaluation Report
2008-2011

2008 – 2011 Program Evaluation Report
Narrative Summary

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I. Admissions Data Summary

CHD faculty members review admissions data annually; additionally, they have reviewed admissions data over the course of the three-year program evaluation period in comparison to the prior three-year program evaluation period. The summary of Admissions data (see table) show that, while mean GRE admissions test scores declined in the 2010-11 academic year to a mean score of 895 which is slightly below the admissions target of 900 (combined verbal and quantitative scores), the mean MAT scores remained at or above 40 (target MAT raw score) during the three-year evaluation period. The addition of median admissions test scores also clarifies that GRE scores did trend slightly lower over the evaluation period while MAT scores remained relatively constant.

While these outcomes seem inconclusive, it is important to note that in both 2009-10 and 2010-11 academic years, the CHD program lost more applicants (admits vs enrolled) than in prior years. In the 2009-10 academic year, the CHD program lost 11 admits, more than half of whom went to other institutions with better scholarship awards. This group of 11 admitted applicants, who did not enroll, had mean GRE score of 1014 and median GRE score of 1000. Similarly, in 2010-11 academic year, the 8 applicants who did not enroll had a mean GRE score of 996 and a median GRE score of 1000. While the 25% premier tuition discount program, which is designed to assist both low income students and those with very strong academic records, has been a critical factor in maintaining CHD program enrollment, it does not appear to be sufficient to retain highly qualified applicants who may come from other areas in Ohio. Thus, the CHD program remains overwhelmingly a "locally-based" program. The Walsh program has an excellent reputation locally (applicants often cite reputation in the community as a reason for application); however, it will be important to find ways for the CHD program to break out of the small, local Akron-Canton area to maintain long-term future growth.

Per admissions summary data, the number of annual admissions has increased somewhat over the recent three year period and this will require monitoring to maintain the appropriate faculty-student ratios required for CACREP accreditation. CHD faculty members continue to note that introductory courses are the occasion for some newly admitted students to self-select out of the profession; this is appropriate as it demonstrates that faculty professional orientation efforts are helping some students clarify career goals and exit the program early. The trend noted in the prior three-year evaluation report for greater fluidity in career orientation and commitment to the counseling profession among newly admitted students is continuing. Between the sudden recent decreases in admit-to-enrolled conversions and the

career fluidity of newly admitted students, it has been more difficult to monitor overall student – faculty ratios effectively in the last three-year evaluation period.

The summary of admissions data also demonstrates that the CHD student body continues to remain primarily European-American and female, with 19 % of admissions (N=95 over the evaluation period) reflecting cultural diversity, and about 40 % of admissions reflecting gender diversity (males). In this regard, the CHD program participates in a broader national trend for women to dominate admissions in many Master's level programs in counseling. The lack of meaningful cultural diversity among the student body also, in part, reflects broader issues with the university as a whole. Faculty members have noted that retaining diverse students has been difficult and that the exit of diverse students often reflects external life stressors, and more general financial barriers in addition to academic issues. For example, of the seven African American students admitted, three dropped out for personal / academic reasons and one changed major. One of two Hispanic students admitted, one dropped out for personal/academic reasons.

Action on 2008 Outcomes during 2008-11 evaluation period

1) Increase admissions data analyses.

Per the faculty-determined outcomes in 2005-08 evaluation period, data provided in this report (2008-11 period) includes both median and the range of admissions test scores and GPA scores in addition to mean scores. The addition of this information has demonstrated some downward trend in GRE scores and some fluctuation in GPA scores. The addition of this data has permitted additional analyses that show important trends as discussed above.

The CHD program has also moved the writing sample to a live, on-campus setting to provide better opportunities for faculty assessment of written skills at admission. This decision reflects both relative decline in GRE verbal scores (in comparison to quantitative scores), and faculty experiences with increasing writing difficulties among students.

2) Identify strategies to increase cultural diversity of applicants.

During this three-year evaluation period, faculty members have conditionally admitted applicants with less strong academic backgrounds (this is seen in the range of admission test scores and GPA scores) quite deliberately in an attempt to increase diversity among the CHD student body. These efforts have not, however, made a significant difference in overall diversity in the student body.

During this three-year period, the CHD program established a CHD tutor program, so that students have access to graduate student tutors within the CHD program. While some students have benefitted from this program both in terms of written skills and academic content mastery, it has not significantly impacted the retention of diverse students. The CHD program has raised concerns related to the recruitment and retention of culturally diverse students both at Graduate Council and within university-wide assessment processes. There is, for example, no university wide, comprehensive

conditional admission program available for graduate students as there is for undergraduate students.

II. Comprehensive and Licensure Examinations, Field Competency Ratings

A. Comprehensive Examinations

The CHD program continues to use the nationally-normed Counselor Preparation Comprehensive Examination (CPCE), produced and managed by NBCC, as the comprehensive examination for the core counseling curriculum areas, and locally-determined case study discussion questions as the comprehensive examination for the specialty program areas in School Counseling and Clinical Mental Health Counseling. Faculty members have conducted annual reviews of CPCE data and have reviewed the three-year CPCE data (see table). Three-year CPCE data on mean CPCE scores show that Walsh students have scored above the national mean in all CPCE content areas in all three academic years.

In regard to the case study discussion portion of the overall comprehensive exam, annual faculty reviews of student products have resulted in continued changes in the design of cases and questions. In addition to refinement of the wording of questions themselves, faculty members have included more diversity in case scenarios and have continued to refine instructions to focus student efforts on critical areas of case conceptualization and intervention. Although internship site supervisors generally report that Mental Health students have very good skills in the area of case conceptualization and use of counseling interventions, faculty members have continued to seek ways to improve students' skills, in particular, in recognizing and incorporating cultural diversity into their discussions of case scenarios.

B. License Examinations

In the most recent reports (2008 and 2010) from the OCSWMFTB on licensure pass rates, Walsh student continue to have a 100% pass rate on the NCE, the exam required for the initial, limited practice license in Ohio. Walsh is one of six (6) of twenty-two (22) counselor education programs statewide with a 100% pass rate on the NCE. This pass rate is significantly above the national mean for the NCE. On the 2010 OCSWMFTB report on the NCMHCE, the state examination for the independent practice clinical license in Ohio, Walsh alumni had an 87.5% overall pass rate; one of the nine Walsh alums who took the NCMHCE exam had to retake. This result places Walsh in the top seven (7) among twenty-two (22) counselor education programs in Ohio. In the 2008 OCSWMFTB report, Walsh alums had a 100% pass rate on the NCMHCE; however, this includes only two individuals. Finally, it is important to note that, unlike several other Ohio counselor education programs, Walsh has not directly "taught to" these exams or required attendance at licensure examination preparation programs.

In School Counseling, CHD students continue to have a 100% pass rate on the Praxis II in School Counseling. In the 2008-11 evaluation period, scores range from 580 (the only score below 610) to 770 with the mean score 687 and the median score 671. CHD students continue to obtain high scores on this national examination, typically far above the 510 cut off score for school counselor licensure in Ohio.

C. Field Competency Evaluations (Practicum and Internship)

Faculty members have reviewed the competency ratings of students on the Practicum and both Mental Health and School Counseling Internship evaluation forms.

Mental Health and Dual Practicum (N=50): the supervisor evaluation ratings on students (across all competencies) are above target (3 as the target rating on 1-5 Likert Scale) with the exception of one student out of 50 student competency ratings in the evaluation period. Forty (40) % of supervisor evaluations of all students across all competencies were between 3.0-4.0; and fifty-eight (58)% were between 4.0-5.0. The mean supervisor rating of all students across all competencies was 4.12 and median was 3.98.

School Counseling Practicum (N= 28): the supervisor evaluation ratings on students (across all competencies) are above the target (3 as the target rating on 1-5 Likert Scale). Twenty-one (21%) of supervisor evaluations of all students across all competencies were between 3.0-4.0; and seventy-nine (79%) were between 4.0-5.0. The mean supervisor rating of all students across all competencies was 4.12 and the median was 4.26.

Mental Health Internship (N=29): the site supervisor evaluation ratings on students (across all competencies) are above target (with 3 as target on 1-5 Likert Scale). Twenty-eight (28)% of students' overall ratings across all competencies was between 3.0 – 4.0; seventy-two (72) % was between 4.0 – 5.0. Because of some changes in items on the competency evaluation forms there are two subgroups, those with the newer form (N=9) and those with the earlier form (N=20). For the N=9 group the range of overall student ratings across all competencies was 3.04-4.93; the mean rating across all competencies for all students was 4.26 and the midpoint was 3.99. For the N=20 group, the range of overall student ratings across all competencies was 3.18-5.00; the mean rating across all competencies for all students was 4.30 and the midpoint was 4.09. Because of the differences in specific items assessed between the two forms, only limited information is available regarding relatively rating of competencies. In general, “respect for fundamental dignity of all persons,” “sensitivity to others regarding individual differences” and “providing ethically responsible services” were repeatedly highly rated (in the 4.67 – 4.76 range) competencies. In the 2008-11 evaluation period, competencies rated relatively lower (in the 3.50 range) included “understanding the impact of diversity” or “ability to use specialized interventions with diverse populations.”

School Internship (N=42): The site supervisor evaluation ratings on students (across all competencies) are all above target (with 3 as target on 1-5 Likert Scale). Five (5)% of students' overall ratings across all competencies was between 3.0 – 4.0; ninety-five (95) % was between 4.0 – 5.0. The range of overall student ratings across all competencies was

3.69-5.00; the mean rating across all competencies for all students was 4.68 and the midpoint was 4.35. The specific competencies rated in school counseling internship are somewhat different from those in mental health counseling internship. In general, the clearest pattern to emerge regarding specific relative strengths of Walsh students in school counseling competencies are as follows. "Sensitivity to others regarding individual differences and boundary management," "providing professionally and ethically responsible services," and "following school policies and guidelines" were repeatedly highly rated (5.00) competencies across the evaluation period. Competencies rated relatively lower (in the 4.33 or 4.53 range) included "knowledge of how to deliver/teach guidance in the classroom," "knowledge of different forms of post secondary educational options" and "ability to use assessment information and to assist students in finding information to help them make career and academic decisions."

Outcomes and Goals from 2008 evaluation report: action taken on 2008-11 evaluation period

1) Continue to monitor CPCE scores

Scores in appraisal and career areas, which were areas of previous concern, have been consistently above the national CPCE means for those areas. No pattern of concern has developed in the 2008-11 evaluation period.

2) Monitor textbooks against CPCE textbook list; completed by faculty

3) Change course content to match curricular needs.

In spring 2011 faculty began a comprehensive analysis and revision of the entire curriculum against the 2009 CACREP standards. This process was completed in the early fall of 2011. See attached curriculum revision documents.

4) Faculty members have not considered more detailed data collection from field competency evaluations; they have instead modified field evaluation content to match new University Program Student Learning Outcomes evaluation system developed during the 2008-11 period. See attached PSLOs which highlight in addition to core and specialty program knowledge and skills content, ethical practice knowledge and skills and diversity knowledge and skills.

III. Three-Year Survey Data: Alumni, Employers, and Site Supervisors Comparative Surveys

A. Alumni Survey (N=28)

Seventy-three (73) alumni surveys were sent; of these twenty-eight (28) or 38 % were returned. This return rate has increased from a 31% return rate in the 2005-08 evaluation period. Review of the survey data resulted in the following summary:

University Resources and Services (1-5 scale: 3=satisfactory; 4=very good; 5=exceptional)

Overall, 89% of respondents had average ratings across university resources and services of "satisfactory" or above; and 39 % of respondents had average ratings of "very good" or

“exceptional.” Only 11% (N=3) had average ratings of less than satisfactory. The highest rated area was “instructional facilities” (3.96 average rating) and the lowest rated area was “financial aid” (3.52 average rating).

In the 2005-08 Evaluation Report responses were very mixed in this category with no patterns emerging.

Overall Evaluation of the Counseling Program

82% of respondents (N=23) reported that they recommended the program to others; 18% of respondents (N=5) reported that they did not recommend the program to others.

86% of respondents (N=24) reported that, if they had the opportunity to recommend the program (again), they would do so; 14% of respondents (N=4) reported that they would not recommend the program again.

93% of respondents (N=26) reported that the program met or exceeded their expectations; 7% (N=2) reported that the program did not meet their expectations.

In the 2005-08 Evaluation Report 100% of respondents reported that the program met or exceeded their expectations and that they recommended the program to others. 92% of respondents reported that they would recommend the program (again); 8% reported that they would not recommend the program again.

General Aspects of Counseling Program (1-5 scale: 3=satisfactory; 4=very good; 5=exceptional)

Overall, 96% of alums (N=27/28) had average overall ratings of the program of above “satisfactory” (3.20 and above); 3.5% (N=1) had average overall ratings of the program as below satisfactory (2.93).

43% (12 /28) had average overall ratings of the program as “very good” or “exceptional” (4.00 and above).

In terms of specific items, the items with the highest average ratings were: “Faculty member knowledge of subject matter” (4.39) and “faculty member clinical knowledge/skills” (4.36). The area with the lowest average rating was “opportunity to be exposed to or involved in research” (3.25)

In the 2005-08 Evaluation Report, faculty subject-area knowledge and clinical knowledge and skills were also highly rated. The “opportunity to be involved in research” was also the lowest rated area; however, in the current evaluation report average alumni ratings of this area have improved from less than satisfactory to slightly above satisfactory (3.25).

Counseling Knowledge and Skills (1-5 scale: 3=satisfactory;4=very good; 5=exceptional)

No alums reported ratings less than slightly above “satisfactory” (3.43 and above) in this area. Overall, 46% of alums (13/28) had average overall ratings of “very good” or

“exceptional” in this area. In terms of specific items in the Mental Health specialty, “diagnosis” had the highest average ratings (4.60) and “clinical hypothesis formulation” had the lowest average rating with (4.28); however, all alums reported average ratings of above “satisfactory” (3.12 or better) across all items. In terms of specific items in the School Counseling specialty, “consultation and collaboration” had the highest average rating (4.40)

and “classroom guidance” the lowest average rating (3.73); however, all alums reported average ratings of above “satisfactory” (3.44 or better) across all items.

Since the 2005-08 Evaluation Report, the specific items queried in the survey have been changed to reflect better the specific functions of school and mental health specialty areas, so there is less direct comparison possible between the current report and the 2005-08 report. However, “hypothesis formulation” was also a relatively lower rated item in the 2005-08 report.

B. Employer Survey

N=7; Scale: 1 (lower); 2 (comparable); 3 (higher) than students from other universities.

Of the 28 alumni surveys returned, only 7 or 25% of these also resulted in the return of employer surveys. Given the small number of respondents, it is not possible to make significant inferences from the data. It should be noted, however, that in all areas, Walsh students had average employer ratings of “comparable” or above.

Counselor Knowledge / Skills

The specific items with the highest average ratings (2.67) were: “basic counseling skills” and “knowledge of counseling theories and their application.” The specific items with the lowest average ratings (2.00 or comparable) were: “career counseling;” “program evaluation;” “research skills;” and “writing.”

Mental Health Specialty

The specific item with the highest average ratings (2.67) was: “case conceptualization/hypothesis formulation;” relatively lower items (2.5) were: “psychopathology;” “treatment planning;” and “clinical assessment.”

School Counseling Specialty

The specific items with the highest average ratings (2.67) were: “engages parents, etc;” and “Implementation of prevention and intervention programs;” the specific item with a lower relative rating (2.50) was: “advocacy (students, parents, program).”

C. Site Supervisor Comparative Surveys

(Scale: 1[lower]; 2[comparable]; 3[higher] than students from other universities

School Counseling N=24

One supervisor rated one intern lower than students from other universities (all 1’s); the remainder of site supervisors rated Walsh students at 2(comparable) or above in relation to students from other universities. The specific items with the highest average supervisor ratings were: “counseling theories and their application” (2.73); and “basic counseling skills” (2.67). The specific items with the lowest average supervisor ratings were: “assessments used in school counseling” (2.13); “classroom management” (2.14); and “understanding use of educational and psychological instruments in assessment” (2.22).

Mental Health Counseling N=26

All supervisors rated Walsh students at 2(comparable) or above in relation to students from other universities. The specific items with the highest average supervisor ratings were: “program development” (2.82); “professional behaviors” and “diversity” (2.62); and “diagnosis” (2.58). The specific items with the lowest average ratings were: “systemic level structures[MH service delivery; managed care]” (2.06); “career counseling” (2.09); “counseling theories and their application” (2.15); and “research” and “consultation” (2.17). Faculty members altered the site supervisors survey to match better both 2009 CACREP standards and the specific functions of school and mental health counselors; for this reason, it is difficult to draw comparative generalizations from the current evaluation survey to the prior 2005-08 program evaluation survey of site supervisors.

IV. Program Philosophy and Goals Review, Curriculum Review and Summary Outcomes

A. Program Philosophy and Program Goals Review

Faculty members reviewed the program philosophy in relation to the overall university mission statement as well as the mission and philosophy of graduate education. The mission and overall program objectives were reviewed by the CHD Advisory Board as part of the previous three year program evaluation . The Advisory Board recommended and approved minor changes in the mission and program philosophy to match better the program objectives. These general program objectives became the basis of the CHD PSLOs in the new (2009) university assessment system (see CHD PSLOs).

B. Curriculum Review and Summary Outcomes (for Three Year Survey Data)

CHD faculty review racticum, Internship and Comprehensive Exam data to consider needed changes in the curriculum annually as well as during the three year program evaluation review. Additionally, faculty members reviewed findings from Alumni, employer and site supervisor survey results from 2008-2011 survey results and outcomes identified for action in the 2005-08 program evaluation report.

Action taken on 2005-08 Program Evaluation Report Outcomes

Action taken on outcomes from previous evaluation period are as follows:

(#1) The items a-j targeted for modification in the curriculum in the 2005-08 evaluation have been have been implemented. In addition to these changes, faculty members have, as a result of annual reviews, continued to work on strengthening curriculum content and coordination. For example, CHD 772 (Adv. Abnormal) and 775 (Diagnosis) not only both incorporate case conceptualization activities but the specific models for these activities have been coordinated through common forms in both courses. Similarly, the Ingram model of case formulation has become a cornerstone of both CHD 777 (Treatment) and CHD 780 (Personality Assessment). In the latter course, which serves as an academic capstone in the CMHC program area,

students work with actual and written cases from assessment through problem identification, conceptualization, diagnosis and treatment planning.

In the spring term of 2011 CHD faculty members conducted a gap analysis of the current curriculum against the 2009 CACREP standards as the first step in preparation for the reaccreditation process. That process, which involved considerable faculty discussion and teamwork, resulted in rearrangement of some course content, and minor course revisions in the Core curriculum and in the Clinical Mental Health Counseling program area curriculum and more significant changes in the School Counseling program area curriculum. Although these faculty activities continued beyond this three year evaluation period, the final, fully approved curriculum document is attached to this report for clarification purposes. Numerous additional curricular changes are evident in this more substantial curriculum revision. One major thrust is to incorporate graded counseling skill activities components into many of the core courses (beyond the initial counseling course which has always a major component in skill building) including lifespan development, assessment, career, group, addictions, social & cultural diversity, and ethics and professional issues.

(#2 and #3) In addition to infusing diversity exploration assignments into BSC 560, CHD 740, and CHD 730, faculty members have continued to incorporate not only more diversity casework, but have fully incorporated diversity in all assessment and case conceptualization activities. Additionally, students have been involved in two trips to Uganda to assist faculty in paracounseling training there. This program has had an enormous impact on participating students in terms of actualizing multicultural perspectives and respect for diversity, and students have become more involved in diversity advocacy here in their agencies and in university activities.

(#4) Faculty members have worked individually (in their content areas) with adjuncts to oversee adherence to program standards; however, a broader, more comprehensive manual for adjunct orientation has not been developed, and will be carried over into 2011 Program Evaluation Outcomes and Goals.

(#5) The 2011 Program Evaluation report includes broader review of admissions data.

(#6) Faculty members have discussed possible strategies to increase cultural diversity of applicants, but have not developed specific program initiatives. This area will be carried over into the 2011 Program Evaluation Outcomes and Goals.

Outcomes targeted for faculty action in the current 2011 Program Evaluation include:

1. Implement curriculum revisions developed (this includes Fall, 2011 approvals for curriculum changes) to meet the 2009 CACREP standards.
2. Develop and implement a revised, comprehensive Assessment system, which addresses both CACREP and University requirements for assessment of student learning outcomes.
3. Refine and implement new strategies to attract and retain a greater number of diverse students in the CHD program; this includes participating in university-wide strategies to address this concern.

4. Improve orientation process and materials for adjunct faculty members to integrate them more clearly into overall program.
5. Identify and implement strategies for improving return rate on three-year employer surveys.
6. Assess the impact of revised policies, procedures and activities designed to strengthen professional behavior performance of students (the incorporation of PCPE into course requirements and grading; implementation of revised Retention policy and procedures; implementation of more structured annual faculty review of student professional behaviors, etc.).

Admissions Data Summary 2008-2011

Admissions Year	Admits	Enrolled	GRE Range	GRE Mean	GRE Median	MAT Range	MAT Mean	MAT Median	GPA Range	GPA Mean	GPA Median
2008-2009	34	32	770-1310	987	1040	24-74	42	49	2.9-3.9	3.40	3.40
2009-2010	41	29	630-1170	983	900	18-82	40	50	2.11-4.0	3.36	3.05
2010-2011	37	29	640-1150	895	895	22-69	50	46	2.85-3.89	3.00	3.37

2005-2006	31	23		999			55.5			3.4	
2006-2007	36	32		983			41.0			3.5	
2007-2008	29	23		927			40.0			3.4	

2002-2003	32			870			37.0			3.3	
2003-2004	37			933			49.0			3.3	
2004-2005	44			1023			44.0			3.4	

Summary of Comprehensive Examination Mean Scores

Summary - Comprehensive Exam (CPCE) Mean Scores 2008 - 2011

Core Area	FA08N	FA08W	SP08N	SP08W	FA09N	FA09W	SP09N	SP09W	FA10N	FA10W	SP10N	SP10W	FA11N	FA11W	SP11N	SP11W
n=		(6)		(15)		(11)		(15)		(13)		(15)		(13)		(13)
Human Development	11.42	13.30	10.24	13.93	11.44	14.36	12.74	14.20	10.00	11.54	12.73	14.20	10.00	11.54	12.73	14.15
Social/Cultural	10.72	11.33	10.24	11.93	10.72	11.55	10.39	11.33	8.10	8.85	10.18	12.23	8.10	8.85	10.18	12.23
Helping Relationships	12.10	13.00	12.85	14.40	11.90	14.18	11.82	12.33	9.38	9.77	11.82	13.00	9.38	9.77	11.82	13.00
Group	11.83	13.33	11.47	13.13	11.24	12.55	12.97	13.27	11.04	11.46	12.87	14.23	11.04	11.46	12.87	14.23
Career	9.98	10.33	9.86	9.93	10.98	13.82	13.35	12.00	10.95	11.00	11.90	12.46	10.95	11.00	11.90	12.46
Appraisal	10.38	10.83(-)	11.82	12.73	10.82	12.00	10.98	11.27	10.88	11.69	10.05	10.69	10.88	11.69	10.05	10.69
Research	10.84	12.17	9.89	10.93	10.48	13.64	11.48	11.67	9.18	9.23	11.48	12.77	9.18	9.23	11.48	12.77
Professional Orientation	12.21	14.00	11.41	13.47	11.55	13.73	13.00	14.07	9.93	11.69	13.00	14.38	9.93	11.69	13.00	14.38
Range	20-119	84-108	23-29	81-113	43-118	93-122	40-24	69-120	49-114	74-99	40-24	83-116	49-114	74-99	40-24	83-116
Total	87.67	98.33	88.89	100.47	87.30	105.82	94.18	100.13	(88)*	78.35	85.23	94.18	103.92	85.23	94.18	103.92

N=National norms
W=Walsh norms

Summary - Comprehensive Exam (CPCE) Mean Scores 2005 - 2008

Core Area	FA05N	FA05W	FA06N	FA06W	SP07N	SP07W	FA07N	FA07W	SP08N	SP08W
Human Development	11.50	12.05	11.44	12.57	11.42	12.81	8.28	13.27	11.42	12.82
Social/Cultural	11.30	11.90	10.08	11.28	10.17	11.37	8.49	11.93	10.17	11.65
Helping Relationships	11.40	12.20	12.06	12.85	12.10	13.50	8.77	13.47	12.10	13.12
Group	11.60	12.30	11.56	13.14	11.53	13.12	10.83	13.47	11.83	12.65
Career	9.60	9.80	8.72	10.71	8.96	9.68	9.76	10.07	8.96	9.47
Appraisal	9.80	9.80	10.34	9.85	10.38	10.93	8.00	11.47	10.38	11.00
Research	10.80	11.40	10.60	11.57	10.84	11.68	10.60	11.73	10.84	11.06
Professional Orientation	12.50	13.30	12.18	13.42	12.21	13.62	10.93	13.73	12.21	12.88
Total	88.50	93.20	87.12	95.42	87.67	96.75	75.28	99.13	87.67	94.65

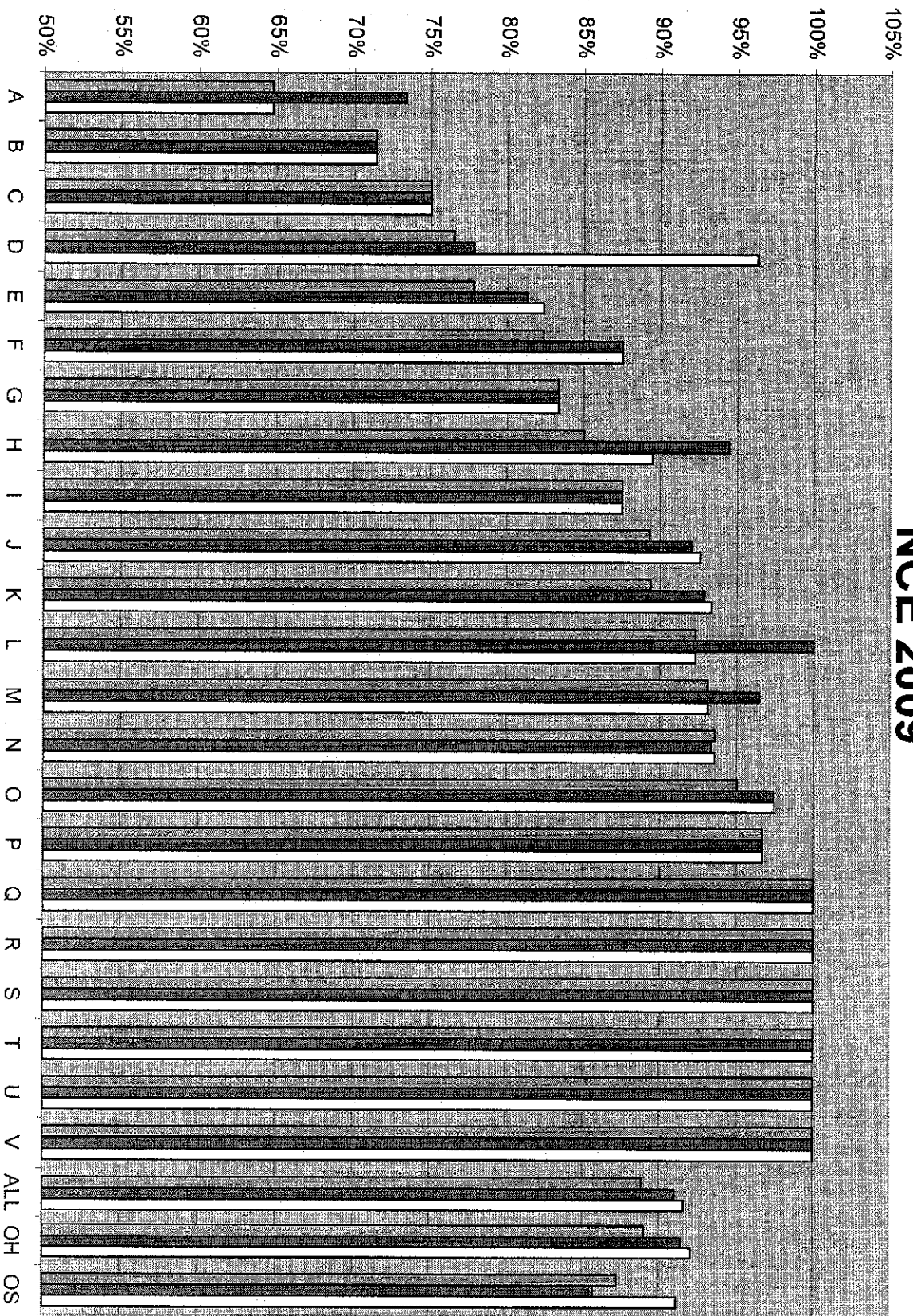
Summary of Comprehensive Examination Mean Scores

Summary - Comprehensive Exam (CPCE) Mean Scores 2002 - 2005

Core Area	FA02N	FA02W	SP03N	SP03W	FA03N	FA03W	SP04N	SP04W	FA04N	FA04W	SP05N	SP05W
Human Development	11.24	15.00	12.18	14.25	11.39	13.50	11.24	12.00	12.28	12.80	11.49	13.70
Social/Cultural	10.28	12.67	10.24	11.63	10.53	11.50	10.10	12.27	11.90	11.60	10.93	13.20
Helping Relationships	11.32	13.00	12.48	13.63	11.08	14.50	11.80	11.33	12.42	12.80	11.03	14.60
Group	12.70	14.33	12.92	13.63	12.48	14.75	11.84	12.33	12.79	12.20	11.62	14.30
Career	10.98	11.33	9.48	11.13	10.28	9.50	8.57	10.20	9.81	9.20	8.45	10.10
Appraisal	10.80	10.33	10.18	11.50	10.32	9.75	10.72	9.73	10.08	10.00	10.43	11.00
Research	9.80	11.67	10.28	12.75	10.49	9.75	9.90	10.47	9.81	11.60	10.81	12.90
Professional Orientation	14.38	14.67	13.91	13.25	11.25	14.00	11.98	12.73	12.24	13.60	12.09	14.30
Total	98.71	103.00	93.28	102.00	84.90	97.25	88.30	92.70	91.32	93.80	87.99	104.10

Percentage Pass

NCE 2009

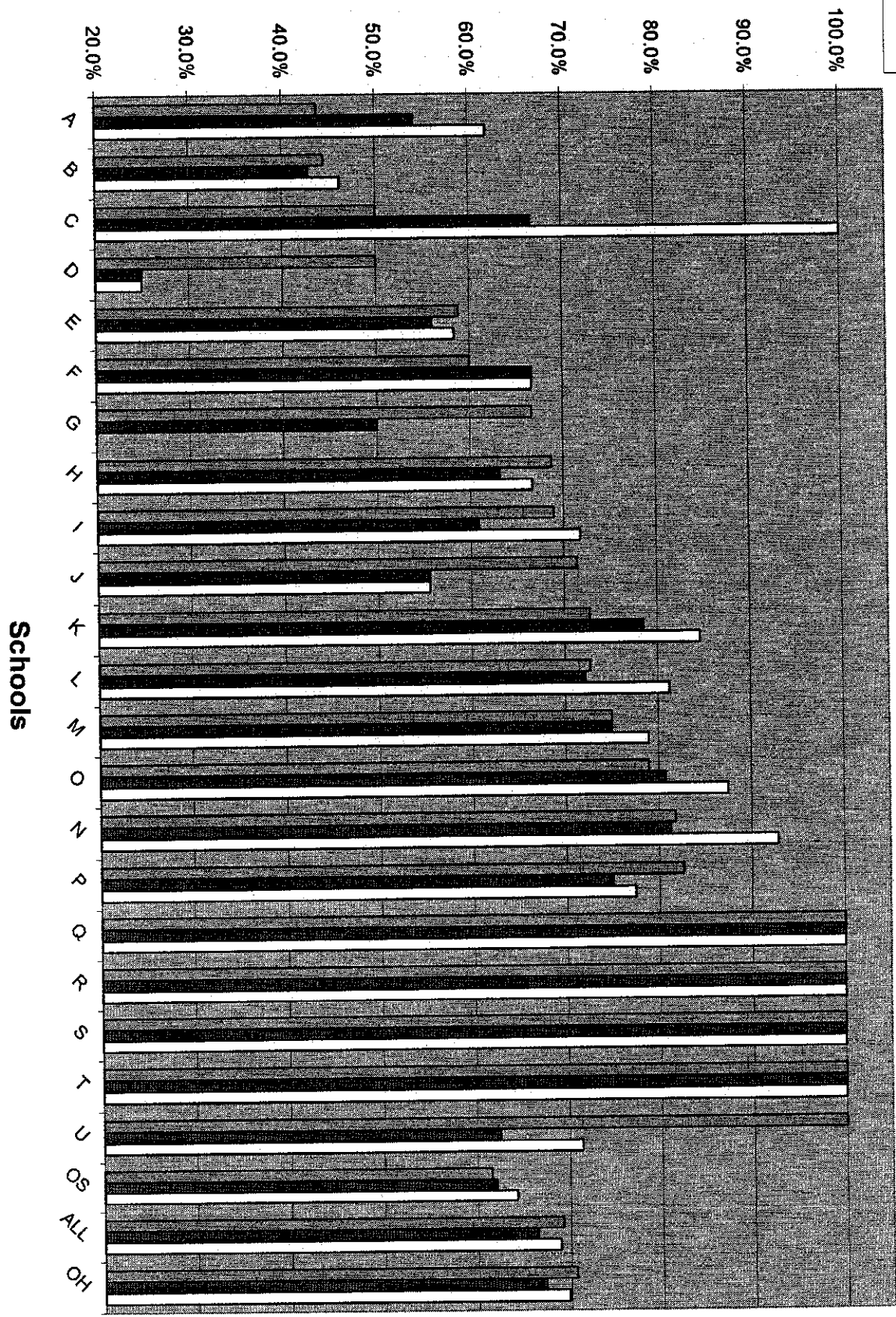


Schools

Pass 1st Pass People

All Pass Percentage

■ First Pass %
 ■ All Pass %
 □ # People %



Ohio NCMHCE 2010

Alumni Survey Summary 2011 Percentage Format

Items were rated on a scale from 1 - 5: 1=poor 2=fair 3=satisfactory 4=very good 5=exceptional N/A=not applicable

	1	2	3	4	5	N/A	Total
1. University Resources and Services:							
a. Instructional facilities	poor	fair	satisfactory	very good	exceptional	N/A	Total
b. Library facilities		11%	25%	54%	21%		100%
c. Financial aid	4%	11%	32%	43%	11%		100%
d. Computer lab/computer services		11%	32%	32%	18%	4%	100%
e. Counseling services	4%	7%	36%	25%	28%		100%
f. Student disability services		7%	21%	32%	29%	7%	100%
g. Admin Offices (e.g. registrar's office, business office, ect.)		7%	21%	29%	14%	36%	100%
			43%	25%	25%		100%
2. Professional/Personal Development							
a. Writing skills	0%	0%	18%	50%	32%	0%	100%
b. Self awareness	0%	4%	11%	57%	28%	0%	100%
c. Analytic skills	0%	0%	28%	54%	18%	0%	100%
d. Speaking/presentation skills	0%	4%	43%	35%	18%	0%	100%
e. Advocacy activities	4%	11%	36%	35%	14%	0%	100%
f. Assessing, critiquing, and using research literature in your counseling practice	0%	0%	39%	43%	18%	0%	100%
g. Social and cultural foundations, trends, issues	0%	7%	21%	32%	40%	0%	100%
h. Self-evaluation/openness to supervision and continued development	4%	4%	0%	60%	32%	0%	100%
i. Self-confidence and self efficacy as a counselor	0%	7%	18%	57%	18%	0%	100%
j. Professional identity as a counselor	4%	4%	14%	46%	28%	4%	100%
k. Involvement in professional associations (ACA, ASCA, AMCHA, OCA)	4%	11%	39%	29%	17%	0%	100%
l. Individual development (moral, psychological, intellectual, vocational, etc.)	0%	0%	18%	46%	36%	0%	100%
3. General Aspects of the Counseling Program							
a. Admissions process	0%	7%	25%	39%	29%	0%	100%
b. Orientation to Walsh University and CHD program	0%	7%	39%	40%	14%	0%	100%
c. Program overall/in general	0%	0%	21%	39%	40%	0%	100%
d. Quality of supervision at internship sites	0%	0%	11%	57%	32%	0%	100%
e. Environment for developing peer networks/peer interaction/peer support	0%	11%	21%	36%	32%	0%	100%
f. Field-based practicum and internship sites	0%	0%	25%	50%	25%	0%	100%
g. Accessibility/availability of faculty members	0%	0%	14%	57%	29%	0%	100%
h. Faculty members as role models, mentors	0%	4%	21%	39%	36%	0%	100%
i. Opportunities to be exposed to/involved in research activities	7%	21%	33%	18%	21%	0%	100%

Alumni Survey Summary 2011 Percentage Format

Items were rated on a scale from 1 - 5: 1=poor 2=fair 3=satisfactory 4=very good 5=exceptional N/A=not applicable

	1	2	3	4	5	N/A	Total
j. Faculty members' knowledge of subject matter	0%	0%	4%	53%	43%	0%	100%
k. Quality of instruction	0%	0%	7%	57%	36%	0%	100%
l. Opportunities to evaluate instruction and supervision	4%	7%	32%	39%	18%	0%	100%
m. Flexibility of curriculum to accommodate individual differences among students	4%	4%	35%	39%	18%	0%	100%
n. Faculty members' clinical knowledge and skills	0%	0%	11%	43%	46%	0%	100%
o. Opportunities to obtain feedback from faculty about your progress in the program	0%	4%	25%	43%	28%	0%	100%
4. Counseling Knowledge and Skills							
a. Basic counseling skills	0%	0%	11%	53%	36%	0%	100%
b. Counseling theories and their application with clients	0%	4%	21%	57%	18%	0%	100%
c. Ethical standards and legal issues	0%	0%	7%	32%	61%	0%	100%
d. Professional behavior	0%	0%	7%	32%	61%	0%	100%
e. Group counseling theory and skills	4%	4%	35%	32%	25%	0%	100%
f. Understanding and applying research results to counseling practice	4%	4%	43%	35%	14%	0%	100%
g. Developmental theories and their application with clients	4%	0%	25%	46%	25%	0%	100%
h. Career development theories and their application with clients	11%	14%	32%	32%	11%	0%	100%
i. Issues of diversity and impact on counseling process (e.g., race, ethnicity, gender, sexual orientation, SES)	0%	4%	21%	50%	25%	0%	100%
j. Evaluation of counseling interventions	4%	7%	32%	46%	11%	0%	100%
k. Research and program evaluation methods	0%	4%	46%	39%	11%	0%	100%
l. Client advocacy	0%	0%	21%	50%	25%	4%	100%
m. Systemic level structures governing curriculum practice (mental health and school admin., managed care)	4%	4%	35%	25%	32%	0%	100%
n. Supervision of Practicum and Internship courses	4%	0%	14%	50%	32%	0%	100%
For Mental Health Specialization:							
a. Diagnosis	0%	0%	0%	35%	65%		100%
b. Assessment and clinical appraisal (including MSE)	0%	0%	5%	45%	50%		100%
c. Clinical hypothesis formulation	0%	0%	5%	60%	35%		100%
d. Case conceptualization and treatment planning	0%	0%	5%	35%	55%	5%	100%
For School Counseling Specialization:							
a. Classroom guidance	0%	7%	47%	13%	33%		100%
b. Knowledge of the ASCA National Model	0%	7%	20%	53%	20%		100%
c. Consultation/Collaboration	0%	0%	7%	46%	47%		100%
d. Student Assessment	0%	7%	13%	47%	33%		100%

Alumni/Employee Survey Results

Overall Evaluations of the Counseling Program

The Counseling program _____ my expectations.

Met	Exceeded	Did Not Meet	No Answer	Total
13	13	2	0	28

Please explain your answer:

- "I was able to take all of the required classes in a timely fashion – received guidance when I asked for help."
- "The passion of most instructors, small classes and individualized attention and interest in our process was exceptional."
- "The program was great – I felt very prepared to start my career."
- "I received all the training/knowledge I needed to effectively complete the program and began my career as [a] competent professional."
- "I felt my experience and education was satisfactory."
- "I hoped to be challenged more, have a better chance to learn in different environments and from a more diverse population – the instructors were hit or miss at times."
- "I expected more classes to focus on school counseling, but Dr. Green did a great job of preparing us."
- "Consistently solid curriculum, good instruction."
- "I felt very prepared when entering employment due to Abnormal, Dx, Tx, Personality coursework. Employers told me they were looking for that knowledge."
- "Program and professors instilled values of professionalism in me that helped me in all aspects of my professional life, as well as a commitment to doing my work thoroughly."
- "Now working in the profession I can see the difference in PC's vs. LISW's and Walsh grads vs. other grads."
- "I needed a master's degree and that's what I got."
- "As I stated earlier, I feel like I learned as much and/or more than my PhD trained colleagues who come to ME for advice on dx and tx. Also, the program's rigorous courses really prepared me."
- "I believe that the counseling skills I need were taught to me efficiently, but there were a lot of 'school' aspects that I thought were deficient. When I did my internship there were tasks like scheduling, for example, that I had no clue about and I really think it should have been made part of the course because the reality of the situation is that school counselors do scheduling and discipline. We were required to complete an extensive practicum, and I did nothing like this in my internship."
- "As a result of the program, not only did I become a licensed school counselor, but I have become a better teacher and communicator. I am a better educator."

- "I believe I was better prepared than many of my peers."
- "Following the completion of my education, including internship, and once I began to practice, I realized the extent of knowledge that I had gained and the exceptional way that I had been trained to perform my services in ethical, legal and moral ways. Furthermore, the support system that I gained from growing with other students, now professionals and occasionally checking in with professors provides encouragement, support and helps me to keep up on new developments. It is not like the program simply stopped once I graduate which has been refreshing. I also had the pleasure of having Dr. Barclay as a professor on several occasions and the knowledge and expertise that she brought to classroom was exceptional. I always left her class feeling a bit dumber than when I walked in, however, it inspired me to learn more."
- "The program was fantastic, with the exception of practicum. My experience was very difficult and I did not feel I had the support of other professors during this time, and did not feel that I was heard or that my needs were met. However, during the next semester, another professor was fantastic and made me realize my potential."
- "I am very proud of the education I have received at Walsh. I have had many experiences with other professionals who did not receive a Walsh education, and who are not as knowledgeable in counseling theories and ethics."
- "The program was very challenging and taught me the skills I needed in order to practice as a Professional Counselor. I feel that I grew professionally and personally and look back at my educational experiences as very positive. I feel well equipped to meet the expectation of my job and the field of counseling."
- "I felt that the program prepared me for the profession and allowed me to succeed and grow professionally after graduation."
- "I was very pleased by my experience with the program from beginning to end. I felt like there were opportunities for advanced learning and leadership. I felt that there was flexibility to allow for student needs and differences that faculty were very open to assisting and guiding students in their journey. I felt much more prepared than many coworkers at similar levels."

What were your significant learning experiences outside the classroom?

- "Working at Oriana House Inc. while in grad school helped me practice basic counseling skills."
- "Learning about and attending AOCC. Being able to work with professors on presentations. Attending group work at the Domestic Violence Shelter."
- "Internship."
- "Being in schools, and having opportunity to apply all skills and knowledge learned."
- "Group Therapy practicum at IBH – part of internship – reality based – excellent IBH supervisor."
- "The experiences I got from my internship and practicum were very good experiences."
- "My internship experience."
- "Uganda, internship (not the class – the site)."
- "Internship."

- "(Encouraged to) joined professional organizations, served on boards and present at conference."
- "ACA Legislative Institute, practicum and internship at Crisis Center and Walsh U! Both internship sites gave me a diversified look into mental health practices."
- "Practicum and internship as well as shadowing opportunities."
- "Working in the area of social services while finishing my schooling helped me understand and apply my learning quickly."
- "Internship – Walsh Counseling Services, groups at Crisis Center, cultural experiences."
- "Going to Reed Funeral Home during Grief, any other "creative" educational opportunities."
- "My internship – dealing with all kinds of people who had a variety of problems."
- "Mainly my internship. I learned the reality of what would be expected of me, not the ideal situation."
- "The trip to Reed's Funeral Home for Grief class was significant. Any group collaboration."
- "Internship."
- "Performing group work during practicum and the internship. A professor had set up a site visit to spend the day with incarcerated youth on one occasion which was significantly eye-opening and during a human development class we were able to bring in children of different ages and watch them perform activities. Very hands on experiences that were beneficial."
- "Internship was the most significant, as it provided the real life experiences that were needed to provide appropriate feedback for skills."
- "My internship really tied everything together. You can read and read examples in books but it is not until you experience it until you really understand."
- "The most I learned was at the on site training."
- "My experiences at my agency of employment were very important and positive for my professional development. The staff provided excellent guidance and I was given ample learning opportunities and hands on experience."
- "Internship was a significant learning experience because I was able to actually use the knowledge I had learned in the classroom."
- "Internship."
- "AOCC presentation, OCA leadership."

In 3-5 descriptive words, I would characterize the counseling program at Walsh University as:

- "Efficient, difficult, and professional."
- "Engaging, proactive, demanding, challenging."
- "Thorough, challenging, and great!"
- "Rigorous, effective, challenging, well-rounded, and manageable for working families."
- "Adequate but could be improved a lot."
- "Challenging, rewarding, stressful (at times)."
- "Challenging, well organized, ethical."

- “Mediocre, basic, developing.”
- “Strong, rigorous, supportive, encouraging, respected.”
- “Challenging, reputable, spiritual.”
- “Challenging, relational, educational.”
- “Hard work, high expectations.”
- “Professional, rigorous, nurturing.”
- “Stellar, rigorous, quality.”
- “Idealistic, challenging, informative, intense.”
- “Challenging, gratifying experience.”
- “Thorough, dedicated, personal.”
- “Informative, supportive, worthwhile.”
- “Systematic, positive, informative.”
- “Quality education.”
- “Turnover, informative, intimidating.”
- “Challenging, excellent, interesting.”
- “Challenging, motivating, informative.”
- “[Accelerated], focused, rigid.”
- “A top notch learning journey.”

Have you recommended Walsh University’s counseling program to others?

Yes	No	No Answer	Total
23	5	0	28

If you had the opportunity to do so (or do so again), would you?

Yes	No	No Answer	Total
24	4	0	28

Please explain:

- “Walsh provided a good education environment during my graduate school experience.”
- “I enjoyed my experience. My writing skills are commented on often and I feel that it shaped me in all areas as a counselor from basic skills to ethical considerations. I take pride in my professionalism and my ability to advocate for my clients competently.”
- “I learned a lot from the program and I used my skills every day in my current position.”
- “Of the counseling programs in the area, I believe that Walsh is the best, however one big problem is degree is awarded in M.H. counseling and M.H. counseling degree is not accepted by nearly as many state and federal agencies as soc. work degree. For example, D.O.D (Department of Defense) does not accept M.H. counseling degrees. This means that although Walsh trains

M.H. counselors well, their skills cannot be sold to fed. gov't – a large employer. Walsh needs to work on getting M.H. degree accepted by more government and private agencies. No real reason social workers should be considered superior to counselors!"

- "I have suggested the CHD program to other teachers that I know."
- "Gave me a good foundation to begin my profession and pursue career goals."
- "I would recommend a more diverse group setting to learn from."
- "I loved the program – staff [was] outstanding (well rounded, knowledgeable) and I was well prepared upon graduation."
- "Too much of a financial discrepancy for attending college 8 years. In a community setting funding is not available."
- "I had a great experience and feel my training prepared me for my current position."
- "I feel it is the best program in Northeast Ohio."
- "I believe the program has changed greatly in the time I have been gone and I don't believe I would have good perspective to give."
- "At least I think so. The faculty has changed so much since I've been there that I hope the same quality program I was in is still continuing."
- "I believe the mental health is more representative of reality, but I think that there is a lot that is taught to school counselors that we don't use and a lot that we don't learn that we need. I also am not working in my field because I could not find a job due to lack of experience, and I think this survey should include options to reflect that."
- "I don't live in the Canton area, I haven't had the opportunity to recommend the program to others."
- "I've learned that through my experience and meeting others in the community that Walsh has an exceptional reputation which it has earned. I am pleased with my education and the direction that I was provided. It was time and money well spent and I love my career."
- "One of my career goals was to be a school counselor. Walsh provided me with the proper degree and the location was good for me as well."
- "I feel that Walsh's Counseling program is the best around and it is important to go to a school that is CACREP accredited."
- "Yes – with hesitation. I feel that Walsh's program continues to be stronger than other programs in the area, however, the level of competence and skills and general knowledge of graduates seems to have declined. Also, there seems to be a lack of depth related to the clinical experience of the teaching staff at this time."
- "I would gladly recommend this program – the only hesitation that I would have is that many of the faculty have changed since I attended."

CHD Internship Site Supervisor Survey Results- Mental Health Counseling Walsh University Interns compared to other Interns

Items were rated on a scale from 1 - 3: 3=Higher; 2=Comparable; 1=Lower; N/A=Not Applicable

Intern's level of counseling knowledge and skills compared to other counselors at the same experience level:

Counseling Knowledge and Skills

	Lower 1	Comparable 2	Higher 3	N/A 4	Total
1. Basic counseling skills	0%	50%	50%	0%	100%
2. Knowledge of counseling theories and their application	0%	85%	15%	0%	100%
3. Ethical standards and legal issues	0%	58%	42%	0%	100%
4. Professional behavior	0%	38%	62%	0%	100%
5. Assessment and clinical appraisal (including MSE for MH counseling)	0%	50%	38%	12%	100%
6. Understanding and applying research results to counseling practice	0%	50%	12%	38%	100%
7. Understanding use of clinical psychological instruments in assessment	0%	54%	19%	27%	100%
8. Case conceptualization and clinical hypothesis formation	0%	58%	35%	7%	100%
9. Psychopathology	0%	69%	31%	0%	100%
10. Diagnosis	0%	50%	50%	0%	100%
11. Treatment planning	0%	42%	58%	0%	100%
12. Group counseling theory and skills	0%	27%	35%	38%	100%
13. Consultation theory and skills	0%	73%	15%	12%	100%
14. Human development theories and their application with clients	4%	73%	23%	0%	100%
15. Career development theories and career counseling	4%	31%	8%	57%	100%
16. Evaluation of counseling interventions and best practices	4%	42%	42%	12%	100%
17. Systemic-level structures governing counseling practice (mental health service delivery, managed care, etc.)	0%	58%	4%	38%	100%
18. Issues of diversity (e.g., race, ethnicity, gender, sexual orientation, SES)	0%	38%	62%	0%	100%
19. Writing	0%	46%	54%	0%	100%
20. Computer skills	0%	46%	54%	0%	100%
21. Research skills	0%	19%	4%	77%	100%
22. Speaking/presentation skills	4%	42%	42%	12%	100%
23. Self-confidence/self-efficacy as a counselor	8%	34%	58%	0%	100%
24. Program development	0%	8%	34%	58%	100%
25. Program evaluation and outcome assessment	0%	23%	12%	65%	100%
26. Making appropriate referrals/community linkages	0%	65%	35%	0%	100%

Comments from Site Supervisors from
Survey of Counseling Skills of
Mental Health Walsh University Interns
As Compared to Other Interns
For Three-Year Program Review
Summer 2008 – Spring 2011

Just wanted to say that I've never had a Walsh intern who didn't do well. They are a pleasure to supervise and they learn quickly. We hired (two interns).

I was disappointed in this intern's university supervision. She did not even come out to the agency until the end of the internship and the intern's site requirements were changed after her internship began.

CHD Internship Site Supervisor Survey Results - School Counseling Walsh University Interns compared to other Interns

Items were rated on a scale from 1 - 3: 3=Higher; 2=Comparable; 1=Lower; no=not observed

Intern's level of counseling knowledge and skills compared to other counselors at the same experience level:

Counseling Knowledge and Skills

	Lower 1	Comparable 2	Higher 3	N/A 4	Total
1. Basic counseling skills	4%	25%	71%	0%	100%
2. Knowledge of counseling theories and their application	0%	25%	67%	8%	100%
3. Ethical standards and legal issues	4%	21%	71%	4%	100%
4. Professional behavior	4%	42%	54%	0%	100%
5. Assessments used in school setting	12%	63%	25%	0%	100%
6. Understanding and applying research results to counseling practice	0%	42%	42%	16%	100%
7. Understanding use of educational and psychological instruments in assessment	8%	58%	30%	4%	100%
8. Case conceptualization and hypothesis formation	4%	25%	63%	8%	100%
9. Understands School Counselor role/identity	4%	38%	58%	0%	100%
10. Leadership skills	12%	42%	46%	0%	100%
11. Advocacy skills	4%	25%	67%	4%	100%
12. Classroom guidance development	8%	30%	50%	12%	100%
13. Group counseling theory and skills	0%	50%	46%	4%	100%
14. Consultation theory and skills	0%	42%	50%	8%	100%
15. Human development theories and their application with clients	8%	30%	58%	4%	100%
16. Career development theories and career counseling	8%	33%	51%	8%	100%
17. Evaluation of counseling interventions	4%	38%	54%	4%	100%
18. Systemic-level structure governing school counseling practice (school administration and school counseling)	8%	50%	38%	4%	100%
19. Issues of diversity (e.g. race, ethnicity, gender, sexual orientation, SES)	0%	25%	58%	17%	100%
20. Writing	4%	33%	63%	0%	100%
21. Computer skills	4%	30%	66%	0%	100%
22. Research skills	0%	33%	50%	17%	100%
23. Speaking/presentation skills	8%	46%	46%	0%	100%
24. Classroom management	12%	50%	25%	13%	100%
26. Self-confidence/self-efficacy as a counselor	0%	50%	50%	0%	100%
27. Program development	0%	42%	45%	13%	100%
28. Program evaluation and outcome assessment	4%	46%	42%	8%	100%
29. Making appropriate referrals/community linkages	4%	29%	63%	4%	100%

Comments from School Site Supervisors from
Survey of Counseling Skills of
School Counseling Walsh University Interns
As Compared to Other Interns
For Three-Year Program Review
Summer 2008 – Spring 2011

First of all, I'm biased because I'm a Walsh grad! I rarely take student interns from other universities because I've not always had a positive experience. It helps that you have employed great School Counseling pros who have actually been HS counselors...Judy Green and Krista Hussar are great for your school counseling program because they are (or were) in the trenches. I feel other universities are delusional when schooling students who are going into school counseling, particularly at the high school level. Yes, we do face to face counseling but the majority of our time is in graduation requirements, OGT's, college applications, classroom presentations, and scheduling. With over 400 students a single counselor is responsible, individual counseling is an extreme luxury, only used when necessary. I feel Walsh has always prepared students for that aspect. If I had hiring power, students like ____ and ____ would be on my guidance team. Both were outstanding!

(Student) was the most exceptional intern I have had from Walsh. I have had 2 others who would have rated fairly high in these areas but lacked initiative and leadership, as well as how the counselor role fits into the school.

Perhaps more interviewing techniques for job placement success.

Employer Survey Fall 2011 Percentages

Items were rated on a scale from 1 - 3: 3=Higher; 2=Comparable; 1=Lower; NA=not applicable

	Lower	Comparable	Higher	N/A	Total
Employee's level of counseling knowledge and skills compared to other counselors at the same experience level:					
Counseling Knowledge and Skills					
1. Basic counseling skills	0%	29%	57%	14%	100%
2. Knowledge of counseling theories and their applications	0%	29%	57%	14%	100%
3. Ethical standards and legal issues	0%	71%	29%	0%	100%
4. Issues of diversity (e.g., race ethnicity, gender, sexual orientation, SES)	0%	71%	29%	0%	100%
5. Writing	14%	58%	14%	14%	100%
6. Research skills	0%	29%	0%	71%	100%
7. Speaking/presentation skills	0%	43%	43%	14%	100%
8. Self-confidence/self-efficacy as a counselor	0%	43%	43%	14%	100%
9. Program development	0%	43%	29%	28%	100%
10. Program evaluation	0%	71%	0%	29%	100%
11. Professional behavior	0%	71%	29%	0%	100%
12. Understanding and applying research results to counseling practice	0%	57%	14%	29%	100%
13. Group counseling theory and skills	0%	43%	29%	28%	100%
14. Human development theories and their application with clients	0%	57%	14%	29%	100%
15. Career development theories and career counseling	0%	57%	0%	43%	100%
16. Evaluation of counseling interventions	0%	43%	29%	28%	100%
17. Systemic-level structure governing counseling practice (mental health and school counseling, managed care)	0%	43%	29%	28%	100%
Mental Health (MH) specialization					
18. Psychopathology	0%	43%	43%	14%	100%
19. Treatment planning	0%	43%	43%	14%	100%
20. Case conceptualization and clinical hypothesis formation	0%	29%	57%	14%	100%
21. Assessment and clinical appraisal (including MSE for MH counseling)	0%	43%	43%	14%	100%
School Counseling specialization					
22. Classroom guidance	0%	0%	0%	100%	100%
23. Knowledge of the American School Counseling Association National Model for School Counseling programs	0%	0%	0%	100%	100%
24. Ability to consult/collaborate with other professionals	0%	29%	29%	43%	100%
25. Advocacy (students, parents, program, etc.)	0%	43%	14%	43%	100%
26. Engages parents, guardians, and family when needed	0%	14%	29%	57%	100%
27. Makes appropriate referrals to school and/or community resources	0%	29%	28%	43%	100%
28. Develops measurable program outcomes	0%	0%	29%	71%	100%
29. Implementation of prevention and intervention programs	0%	14%	29%	57%	100%

Employer comments to Questions from Employer Survey of Fall 2011

Have you noted any areas in the employee's counseling knowledge or training that are deficient? Please explain:

- Great understanding re? most women's issues with the exception of domestic violence and its impact on women - including the trauma it creates. Because DV is so pervasive in our culture, DV and its effects should be studied more in grad school.
- No (2)
- N/A (2)
- none

Are there any areas in which the employee seems unusually knowledgeable and well trained? Please explain:

- (Student) has a superior understanding of Feminist Theory which grads from other schools in this area especially - do not have. As most clients seen by counselors across the board are women, grad programs should reflect this. There should be more training re: women's issues in therapy and coursework more specifically focused on treating women and "the culture" of women - different from the culture of men represented in most counseling theories and techniques.
- (Student) has a general broad-based knowledge that serves her well.
- (Student is) very well organized. This will help him in his career.
- (Student) is a pleasure to supervise. For her level of experience, she seems poised and engages well with her clients. Her productivity is good and her paperwork is excellent.
- Good for this level of experience
- (Student) is employed here as a program eligibility specialist, not as a counselor. She carries herself extremely well and performs in the most professional manner. Her degree of professionalism, ethics and communication skills are exceptional.

Do you believe that the employee was well prepared by his/her graduate school program?

_____7___ Yes _____ No

If given the opportunity to hire a candidate with the same educational background as this employee, would you do so?

_____7___ Yes _____ No

If no, please explain:

Are you currently an internship site for our students? 3 Yes 4 No

No, but we are willing to be (an internship site).

If no, would you like information regarding internships for our students?

 Yes 3 No

School Counseling
Praxis Scores Summary

Walsh ID	Track	Semester	Praxis	Pass	License issue date
800566107	SC	FA04	no score	N	NO
801865836		FA08			
800552632		FA08	720	Y	6/12/2009
801441723		FA08	690	Y	6/8/2009
801843661		FA08	740	Y	6/15/2009
801857610		FA08	620	Y	6/2/2009
801378654		FA08			
801849745		FA08	740	Y	6/25/2009
801848666		FA08	700	Y	10/27/2009
800442357		FA08	no score	N	NO
800023166		FA08	710	Y	6/29/2009
801252662		SP09	650	Y	4/5/2010
801771702		SP09	690	Y	1/29/2010
801893263		SP09	720	Y	NO
800687194		SP09	680	Y	6/8/2009
801338818		SP09	730	Y	6/1/2009
801157591		SP09	680	Y	8/9/2010
800858820		SP09	610	Y	6/12/2009
800847985		SP09	620	Y	7/9/2009
802071243		SP09			
801374898		SP09			9/22/2010
801168009		SP09			
800284520		SP09			
800792296		FA09	760	Y	1/27/2010
801875561		FA09	680	Y	NO
800526023		FA09	620	Y	NO
801490013		FA09	580	Y	NO
800040336		FA09	700	Y	5/6/2011
801832140		FA09	no score	N	5/17/2010
801431205		FA09	690	Y	5/28/2010
800016646		FA09	740	Y	2/2/2010
800036969		FA09	670	Y	NO
800012226		SP10	660	Y	NO
800018775		SP10	630	Y	NO
800846526		SP10	750	Y	5/30/2010
801876344		SP10	700	Y	8/24/2010
801988683		SP10			
800024965		SP10	720	Y	
800015486		SP10	690	Y	NO
800015398		SP10	710	Y	
800025038		SP10	720	Y	5/16/2010
800339104		SU10			
801157591	dual	SU10			
800015486	dual	FA10			
801393166	dual	FA10	670	Y	
801308689	dual	FA10	no score	N	NO
800015398	dual	FA10			

School Counseling
Praxis Scores Summary

Walsh ID	Track	Semester	Praxis	Pass	License issue date
800018313		SP11	710	Y	7/31/2011
801459910		SP11	630	Y	
801331671	dual	SP11			
800024955		SP11	640	Y	5/6/2011
800043062		SP11	770	Y	5/6/2011
800026843		SP11	710	Y	12/19/2011
800028741		SP11			
800018309		SP11	710	Y	6/8/2011
800351165		SP11	690	Y	
800698424		SU11	680	Y	
802042708	SC	FA11	680	Y	
802087155	SC	FA11	660	Y	12/19/2011

School Counseling Internship Field Evaluations
2008-2011

1 - 5 Scale, 5 being the highest

<u>Semester</u>	<u>Student</u>	<u>Rating</u>
Fall 2008	1	5.00
	2	4.97
	3	4.13
	Average	4.70

<u>Semester</u>	<u>Student</u>	<u>Rating</u>
Spring 2009	1	3.79
	2	4.96
	3	4.74
	4	5.00
	5	5.00
	6	4.69
	7	5.00
	8	4.89
	9	5.00
	10	5.00
	11	5.00
	12	5.00
	13	5.00
	14	4.54
	15	3.74
	16	5.00
	17	5.00
Average	4.79	

<u>Semester</u>	<u>Student</u>	<u>Rating</u>
Fall 2009	1	5.00
	2	5.00
	3	4.88
	4	4.81
	Average	4.92

<u>Semester</u>	<u>Student</u>	<u>Rating</u>
Spring 2010	1	5.00
	2	4.91
	3	5.00
	4	4.91
	5	4.97
	6	4.86
	7	4.14
	8	5.00
	9	5.00
	10	5.00
Average	4.88	

<u>Semester</u>	<u>Student</u>	<u>Rating</u>
Fall 2010	1	5.00
	Average	5.00

<u>Semester</u>	<u>Student</u>	<u>Rating</u>
Spring 2011	1	4.79
	2	5.00
	3	4.64
	4	4.69
	5	5.00
	6	4.84
	7	4.10
Average	4.72	

School Counseling Practicum Competency Summaries
Fall 2008-Spring 2011

1 - 5 Scale, 5 being the highest

<u>Semester</u>	<u>Student</u>	<u>Rating</u>	<u>Semester</u>	<u>Student</u>	<u>Rating</u>
<u>Fall 2008</u>	1	4.92	<u>Spring 2009</u>	1	4.79
	2	3.56		2	4.80
	3	4.95		3	4.27
	4	3.77		4	4.32
	5	3.70		5	4.48
	Average	4.18		Average	4.53
<u>Fall 2009</u>	1	4.57	<u>Spring 2010</u>	1	4.91
	2	4.90		2	4.51
	3	4.70		3	4.33
	4	4.83		4	4.94
	5	4.79		5	4.53
	Average	4.76		Average	4.64
<u>Fall 2010</u>	1	4.80	<u>Spring 2011</u>	1	4.93
	2	4.97		2	4.90
	Average	4.89		Average	4.92

Mental Health Internship Field Evaluations
2008-2011

1 - 5 Scale, 5 being the highest

Semester	Student	Rating	Semester	Student	Rating
Fall 2008	1	4.55	Spring 2009	1	3.93
	2	3.84		2	4.13
	3	4.62		3	3.24
	4	4.40		4	3.18
Average		4.35	Average		3.62
Summer 2009	1	4.77	Fall 2009	1	4.18
	2	4.17		2	4.63
	3	4.33		3	3.38
Average		4.42		4	4.11
				5	3.66
				6	4.25
				7	3.56
			Average		3.97
Spring 2010	1	4.87	Summer 2010	1	3.83
	2	3.28		2	4.65
	3	5.00		3	4.02
Average		4.38		4	4.72
				5	3.47
			Average		4.14
Fall 2010	1	4.07	Spring 2011	1	4.29
	2	4.78		Average	
	3	4.93			
	4	4.67			
	5	4.33			
	6	3.04			
Average		4.30			

Mental Health Counseling Practicum Competency Summaries
Fall 2008-Spring 2011

1 - 5 Scale, 5 being the highest

<u>Semester</u>	<u>Student</u>	<u>Rating</u>	<u>Semester</u>	<u>Student</u>	<u>Rating</u>
Fall 2008	1	3.22	Spring 2009	1	3.18
	2	4.00		2	4.21
	3	4.00		3	4.32
	4	4.00		4	2.96
	5	4.00		5	4.23
	6	3.00		6	4.75
	7	3.78	Average	3.94	
	8	3.78			
Average	3.72				

Fall 2009	1	4.68	Spring 2010	1	3.94
	2	3.16		2	4.50
	3	3.27		3	4.94
	4	4.47		4	4.91
	5	4.00		5	4.66
	6	4.87		6	4.33
	7	3.33	Average	4.55	
	8	4.57			
	9	4.70			
Average	4.12				

Fall 2010	1	3.96	Spring 2011	1	3.15
	2	4.00		2	4.36
	3	3.87		3	4.21
	4	4.88		4	4.43
	5	4.41	Average	4.04	
	6	3.88			
	7	4.96			
	8	4.86			
	9	4.02			
	10	3.66			
	11	3.19			
	12	5.00			
	13	3.88			
	14	3.33			
	15	4.05			
	16	4.15			
Average	4.13				