

**The University of Toledo**  
**Department of Counselor Education and School Psychology**

**Summary of Program Graduates' Evaluations**

**Spring 2008 N=12**

Dear Students and Graduates, this portion of the survey is strictly related to the 2001 CACREP standards. Please circle the number which best describes your answer for each question.

**1= Strongly Disagree, 2=Disagree, 3=Neutral/No Opinion, 4=Agree, 5=Strongly Agree**

**PROFESSIONAL IDENTITY**

1. Did your program curriculum help you understand the history and philosophy of the counseling profession and current roles and functions of professional counselors? **4.67**
2. Did the staff discuss and promote the importance of professional organizations such as the ACA, AMHCA, ACES, and ASCA? **4.83**
3. Was the program and faculty successful at helping you to establish a professional identity as a counselor? **4.25**
4. Overall, how satisfied were you with the curriculum related to professional identity development? **4.16**

Suggestions for improving curriculum related to professional identity:

**Further distinguish counseling from psychology and social work**

**SOCIAL AND CULTURAL DIVERSITY**

1. Did your degree program prepare you to work in a multicultural and diverse society? **4.75**
2. Did the course work pertaining to social and cultural diversity provide you with the tools and strategies needed to provide counseling services to a diverse population? **4.16**
3. Overall, how satisfied were you with the curriculum related to social and cultural diversity? **4.50**

Suggestions for improving curriculum related to social and cultural identity: **None**

**HUMAN GROWTH AND DEVELOPMENT**

1. Did your degree program prepare you to provide counseling services to individuals and families at different stages of the life span? **4.58**
2. Was the program helpful in understanding human behavior, psychopathology, and the transitions through the life spans? **4.58**
3. Overall, how satisfied were you with the curriculum related to human growth and development? **4.58**

Suggestions for improving curriculum related to human growth and development: **None**

## **CAREER DEVELOPMENT**

1. Did your program prepare you for career development programming, organization, implementation, administration, and the evaluation of career counseling? **3.83**
2. Did the program implement career assessment instruments and theories that are useful in the field? **3.67**
3. Overall, how satisfied were you with the curriculum related to career development? **3.08**

Suggestions for improving curriculum related to career development:

**Do not offer as a DL; more student-faculty interaction**

## **HELPING RELATIONSHIPS**

1. Did your program help you develop the counseling skills necessary to be an effective professional? **4.74**
2. Does the program facilitate self-awareness and professional growth in you? **4.42**
3. Overall, how satisfied were you with the curriculum related to helping relationships? **4.58**

Suggestions for improving curriculum related to helping relationships:

**Work with real clients before practicum**

## **GROUP WORK**

1. Did the curriculum and faculty help you to understand group dynamics and the group processes necessary to be an effective group leader? **4.58**
2. Were the various approaches used in class applicable and useful in the field? **4.67**
3. Overall, how satisfied were you with the curriculum related to group work? **4.5**

Suggestions for improving curriculum related to group work:

## **ASSESSMENT**

1. Did the program prepare you to select, administer and interpret various instruments? **4.75**
2. Did the curriculum/faculty stress the benefits and consequences of assessment? **4.83**
3. Overall, how satisfied were you with the curriculum related to assessment? **4.75**

Suggestions for improving curriculum related to assessment: **None**

## **RESEARCH AND PROGRAM EVALUATION**

1. Did the program provide you with an adequate understanding of research methods, statistical analysis, needs assessment, and program evaluation? **3.08**
2. Did the program prepare you to use the technology necessary for conducting research and program evaluation? **3.0**
3. Overall, how satisfied were you with the curriculum related to research and program evaluation? **3.0**

The University of Toledo  
 Department of Counselor Education and School Psychology  
 Summary of Employer/Supervisor Evaluations Spring Semester 2008

Based on your experiences with **students and graduates from our program over the past three years**, rate their level of competence for each of the following Program Objectives using a **scale of 0 to 3, where 0 = Not True, 1 = Sometimes True, 2 = Mostly True, and 3 = Almost Always True.**

N=8

Average Rating	Human Growth and Development
2.75	1. Demonstrates an ability to work with families and individuals at all levels of development from children to adolescents, adults, and elderly.
2.75	2. Understands theories of individual and family development and transitions across the life-span; theories of learning and personality development; human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
2.75	3. Applies strategies for facilitating optimum development over the life-span.
	Helping Relationships
2.75	4. Demonstrates the highest level of competency achievable for their academic and professional developmental level.
2.88	5. Demonstrates competency in a variety of modalities including, but not limited to, individual, group, family, substance abuse, and gerontological therapies and prevention techniques.
2.88	6. Understands and uses the most current techniques and knowledge base.
2.65	7. Knowledgeable about counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
3.0	8. Demonstrates interviewing and counseling skills and is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
2.88	9. Knowledgeable about counseling theories that provide a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
2.75	10. Demonstrates a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
2.65	11. Demonstrates a general framework for understanding and practicing consultation.
	Group Work
2.88	12. Understands principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; group leadership styles, and theories of group counseling.
3.0	13. Knowledgeable about the ethical considerations unique to group work.
3.0	14. Demonstrates effective group leadership skills.
2.88	15. Demonstrates skills required to recognize and intervene at critical points during group development.
	Assessment
3.0	16. Knowledgeable about the assessment of intelligence, aptitude, achievement, interest, and personality.
3.0	17. Knowledgeable about the selection, administration, scoring, and interpretation of assessment and

	appraisal instruments.
3.0	18. Knowledgeable about psychometric statistics, validity, reliability, and assessment methods.
3.0	19. Sensitive to the ethical, social, and cultural considerations of assessment.
	<b>Research and Program Evaluation</b>
2.75	20. Knowledgeable about research, basic statistics, research implementation, needs assessment, program evaluation, and publication.
2.5	21. Utilizes research results to improve or enhance therapeutic skills or outcomes.
NA	22. <b>(Doctoral students and graduates only.)</b> Conduct research that contributes to the professional knowledge base and trains and/or encourages others to do the same.
3.0	23. Demonstrates an appreciation for the ethical practices related to research and evaluation.
	<b>Professional Identity</b>
3.0	24. Knowledgeable about professional ethical standards and standards of care.
3.0	25. Knowledgeable about their professional role and function.
3.0	26. Demonstrates professionalism through affiliation with professional organizations.
	<b>Social and Cultural Foundations</b>
3.0	27. Understands the present and projected needs of a pluralistic society.
3.0	28. Demonstrates specialized skills needed to work with a diverse metropolitan population in a variety of settings.
3.0	29. Knowledgeable about multicultural and pluralistic trends in society.
2.75	30. Knowledgeable about conflict resolution strategies.
2.88	31. Demonstrates the skills required to assist families in a changing and pluralistic society.
2.88	32. Demonstrates the skills required to assist clients who are experiencing stress, crises, various types of abuse including physical, psychological, and mental abuse, chemical dependency and substance abuse and other conditions.
3.0	33. Sensitive to the factors that influence discrimination against persons and groups.
	<b>Career Development</b>
2.88	34. Knowledgeable about career development theories.
2.88	35. Demonstrates knowledge and skills related to career and leisure counseling, life-style decision-making, career planning, and other areas related to individuals' lifestyle and life careers.
2.88	36. Competent in the use of career assessment instruments and techniques.
	<b>Supervision</b>
3.0	37. Receptive to supervision.
2.88	38. Has insight into personal limitations and will seek out supervision when necessary or appropriate.
3.0	39. Knowledgeable about the supervisory process and can prepare for supervision sessions.