

2018 Program Evaluation Results by Alumni, Supervisors, Employers, & Current Students

2018 Evaluation of the Program by Program Alumni

According to a 2018 Survey of Program Alumni

M.A. Program Results

More than 90% of M.A. Alumni Responded “Extremely” or “Very” to the following Prompts (ALL of the prompts on the survey!):

- OVERALL, how well prepared do you believe the OSU Counselor Education Graduates are to begin their careers as Professional Counselors?
- OVERALL, how well does the program prepare graduates for the PROFESSIONAL KNOWLEDGE they need to start careers in this profession?
- OVERALL, how well does the program prepare graduates for the PROFESSIONAL SKILLS they need to start careers in this profession?
- OVERALL, how well does the program prepare graduates for the PERSONAL ATTRIBUTES AND DISPOSITIONS they need to start careers in this profession?
- OVERALL, how well does the program prepare graduates to assume the PROFESSIONAL IDENTITY OF PROFESSIONAL [SCHOOL or CLINICAL MENTAL HEALTH] COUNSELORS?
- OVERALL, how satisfied are you with the decision to attend the M.A. program in Counselor Education at The Ohio State University?
- OVERALL, how likely would you be to recommend the OSU M.A. program in Counselor Education to a friend or colleague?

- In the future, if you were located near to OSU and had an internship position available at your school/agency, how likely would you be to supervise an OSU Counselor Education internship student? (in other words, we want to know if we are preparing internship students that you would be comfortable supervising).
- In the future, if you were located near to OSU and had a [school or clinical mental health] counselor position available at your school/agency, how likely would you be to hire/recommend hiring an OSU Counselor Education graduate? (in other words, we want to know if we are preparing alumni that you would be comfortable hiring).

PhD Alumni Survey Results:

Overall Program Objectives – PhD Program

100% of PhD Alumni Responded “Extremely” or “Very” to the following Prompts

- OVERALL, how well prepared do you believe the OSU Counselor Education Doctoral Graduates are to begin their careers, either as faculty members or leaders within agencies, schools, or governmental settings?
- OVERALL, how well does the program prepare graduates for the role of Teaching within the field of Counselor Education?
- OVERALL, how well does the program prepare graduates to become Researchers/Scholars within the field of Counselor Education?
- OVERALL, How well does the program prepare graduates to become involved in Service within the field of Counselor Education?
- OVERALL, How well does the program prepare graduates to become Leaders and Advocates within the field of Counselor Education?
- OVERALL, How satisfied are you with your decision to attend the PhD Program in Counselor Education at The Ohio State University?

- In the future, if a friend or colleague were interested in obtaining a Ph.D. in Counselor Education, how likely would you be to recommend the OSU Counselor Education Program?

2018 Evaluation of the Program by Supervisors

According to a 2018 Survey of Program Supervisors

> 90% of Program Supervisors Responded “Extremely” or “Very” to the Following Prompts

- Recruit annually from a pool of international applicants the highest quality students available to enter the professional preparation program for counselors and counselor educators
- Prepare and graduate interpersonally and interprofessionally skilled, culturally competent, professionally knowledgeable, ethical, self-reflective, compassionate and license-eligible counselors and counselor educators
- Collaborate with the community and outside agencies/schools to identify learning opportunities for graduate students that serve individuals and communities
- Exercise national and international leadership in research, skills, and content critical to the preparation of professional counselors and counselor educators
- Engage in research to advance existing knowledge in counseling and counselor education

According to a 2018 Survey of School Counseling Site Supervisors

>90% of School Counseling Supervisors Responded “Extremely” or “Very” to the Following Prompts

Upon Graduation, OSU School Counseling Alumni Are Prepared to:

- Know and Appreciate the Field of School Counseling and Understand the Concepts, Principles, and Processes upon which Counseling and School Counseling are Based
- Commit to Equity, Diversity, and Efficiency
- Commit to Facilitating Conducive Environments for Student Learning and Safety
- Commit to Using the Knowledge and Skills of the Fields of School Counseling and Education to Provide High Quality School Counseling Programs to Students Based on Their Needs
- Commit to Reflection, Inquiry, and High Quality Professional Development
- Commit to Professional Dispositions That Reflect the Values and Ethics of the Counseling Profession
- Commit to Helping Students Solve Problems by Utilizing Individual and Group Counseling Techniques
- Commit to Consult with Teachers and Staff to Help Solve Student Problems and Improve Student Behavior

According to a 2018 Survey of Clinical Mental Health Counseling Site Supervisors

> 90% of Clinical Mental Health Counseling Supervisors Responded “Extremely” or “Very” to the Following Prompts

Upon Graduation, OSU Clinical Mental Health Counseling Alumni Are Prepared to:

- know the nature of professional counseling, including 1) the history, goals, professional roles, ethical and legal standards, preparation standards, professional organizations, and credentialing processes of the field, and 2) how to measure their own strengths and limitations against the demands of the profession.
- know how to see the individual within a developmental context through an understanding of the basic theories, concepts, and principles that comprise the body of knowledge about normal and abnormal human development
- know the role of the counselor in terms of the counselor-client relationship, the stages of counseling as defined by representative counseling models, and the counseling strategies and interventions that help to facilitate change in the client
- know the principles of group dynamics, theories of group counseling, alternative leadership styles, and ethical considerations that comprise the body of knowledge about group counseling
- know the basic principles, theories, and methodologies of educational and psychological assessment (including psychometric statistics and computer-assisted approaches) that are appropriate to their work as professional counselors
- know a theoretical framework for meeting the counseling needs of target (diverse) populations in a programmatic fashion by focusing on the processes of population identification, need assessment, goal formulation, intervention design, and program/counseling evaluation
- know the basics of social scientific research as a means of problem solving within the counseling field and will be able to demonstrate their knowledge by reviewing, designing, and conceptualizing relevant outcome research
- have demonstrated the application of learning to practical situations, as demonstrated by a range of self-assessment assignments, group process activities, case studies, and individual projects in all didactic classes
- have demonstrated the acquisition of the verbal and non-verbal interaction skills that are basic to the helping process, including appropriate physical orientation to the client; careful listening; communication of empathy through reflection of feeling and paraphrasing; effective use of open and indirect questions, probing statements, summarization, and self-disclosure; and appropriate use of a range of challenging techniques, as demonstrated through supervised practice
- have demonstrated skills in a range of group counseling activities, as demonstrated in supervised group counseling sessions in which they function as both group members and group leaders

- have demonstrated on-going counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies, as demonstrated through the completion of a minimum of a 100 hour, closely supervised practicum experience in an appropriate setting
- have demonstrated readiness for the professional counseling role, by performing all of the activities that a counselor employed in a counseling setting would be required to perform, as demonstrated by a 600 hour post-practicum internship experience under both university and site supervision

Overall, 100% of Site Supervisors of Students in the M.A. Program Responded “Extremely” or “Very” to the Following Prompts

- OVERALL, how well prepared do you believe the OSU Counselor Education Graduates are to begin their careers as Professional Counselors?
- OVERALL, how well does the program prepare graduates for the PROFESSIONAL KNOWLEDGE they need to start careers in this profession?
- OVERALL, how well does the program prepare graduates for the PERSONAL ATTRIBUTES AND DISPOSITIONS they need to start careers in this profession?
- OVERALL, how well does the program prepare graduates to assume the PROFESSIONAL IDENTITY OF PROFESSIONAL [SCHOOL or CLINICAL MENTAL HEALTH] COUNSELORS?
- In the future, if you were located near to OSU and had an internship position available at your school/agency, how likely would you be to supervise an OSU Counselor Education internship student? (in other words, we want to know if we are preparing internship students that you would be comfortable supervising).
- In the future, if you were located near to OSU and had a [school or clinical mental health] counselor position available at your school/agency, how likely would you be to hire/recommend hiring an OSU Counselor Education graduate? (in other words, we want to know if we are preparing alumni that you would be comfortable hiring).

2018 Evaluation of the Program by Employers

According to a 2018 Survey of Employers

100% of Employers of Program Alumni Responded “Extremely” or “Very” to the Following Prompts

- Recruit annually from a pool of international applicants the highest quality students available to enter the professional preparation program for counselors and counselor educators
- Prepare and graduate interpersonally and interprofessionally skilled, culturally competent, professionally knowledgeable, ethical, self-reflective, compassionate and license-eligible counselors and counselor educators
- Collaborate with the community and outside agencies/schools to identify learning opportunities for graduate students that serve individuals and communities
- Exercise national and international leadership in research, skills, and content critical to the preparation of professional counselors and counselor educators
- Engage in research to advance existing knowledge in counseling and counselor education

According to a 2018 Survey of Employers who Hired Program School Counseling Alumni

100% of Employers of School Counseling Alumni Responded “Extremely” or “Very” to the Following Prompts

Upon Graduation, OSU School Counseling Alumni Are Prepared to:

- Know and Appreciate the Field of School Counseling and Understand the Concepts, Principles, and Processes upon which Counseling and School Counseling are Based
- Commit to Student Learning and Development
- Commit to the Effective Use of Technology in Student Services
- Commit to Equity, Diversity, and Efficiency
- Commit to Facilitating Conducive Environments for Student Learning and Safety
- Commit to Using the Knowledge and Skills of the Fields of School Counseling and Education to Provide High Quality School Counseling Programs to Students Based on Their Needs
- Commit to Reflection, Inquiry, and High Quality Professional Development
- Commit to Collaborate with the Community to Assist Students and Their Families to Improve Student Success
- Commit to Professional Dispositions That Reflect the Values and Ethics of the Counseling Profession
- Commit to Helping Students Solve Problems by Utilizing Individual and Group Counseling Techniques
- Commit to Consult with Teachers and Staff to Help Solve Student Problems and Improve Student Behavior

According to a 2018 Survey of Employers who Hired Program Clinical Mental Health Counseling Alumni

100% of Employers of Clinical Mental Health Counseling Alumni Responded “Extremely” or “Very” to the Following Prompts

Upon Graduation, OSU Clinical Mental Health Counseling Alumni Are Prepared to:

- know the nature of professional counseling, including 1) the history, goals, professional roles, ethical and legal standards, preparation standards, professional organizations, and credentialing processes of the field, and 2) how to measure their own strengths and limitations against the demands of the profession.
- know how to see the individual within a developmental context through an understanding of the basic theories, concepts, and principles that comprise the body of knowledge about normal and abnormal human development
- know the basics of the nature of social and cultural change within a pluralistic society and how to deal with the ramifications of on-going change in their work as professional counselors
- know the role of the counselor in terms of the counselor-client relationship, the stages of counseling as defined by representative counseling models, and the counseling strategies and interventions that help to facilitate change in the client
- know the principles of group dynamics, theories of group counseling, alternative leadership styles, and ethical considerations that comprise the body of knowledge about group counseling
- know the processes and counseling implications of lifestyle and career development and a basic understanding of the theories, informational systems, planning models, assessment instruments, and placement and evaluation strategies that characterize this area
- know the basic principles, theories, and methodologies of educational and psychological assessment (including psychometric statistics and computer-assisted approaches) that are appropriate to their work as professional counselors
- know a theoretical framework for meeting the counseling needs of target (diverse) populations in a programmatic fashion by focusing on the processes of population identification, need assessment, goal formulation, intervention design, and program/counseling evaluation
- know the basics of social scientific research as a means of problem solving within the counseling field and will be able to demonstrate their knowledge by reviewing, designing, and conceptualizing relevant outcome research
- have demonstrated the application of learning to practical situations, as demonstrated by a range of self-assessment assignments, group process activities, case studies, and individual projects in all didactic classes
- have demonstrated the acquisition of the verbal and non-verbal interaction skills that are basic to the helping process, including appropriate physical orientation to the client; careful listening; communication of empathy through reflection of feeling and paraphrasing; effective use of open and indirect questions, probing statements,

summarization, and self-disclosure; and appropriate use of a range of challenging techniques, as demonstrated through supervised practice

- have demonstrated skills in a range of group counseling activities, as demonstrated in supervised group counseling sessions in which they function as both group members and group leaders
- have demonstrated on-going counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies, as demonstrated through the completion of a minimum of a 100 hour, closely supervised practicum experience in an appropriate setting
- have demonstrated readiness for the professional counseling role, by performing all of the activities that a counselor employed in a counseling setting would be required to perform, as demonstrated by a 600 hour post-practicum internship experience under both university and site supervision

According to a 2018 Survey of Employers who Hired OSU Counselor Education Alumni

Overall, 100% of Employers of Alumni from the OSU Counselor Education Program Responded “Extremely” or “Very” to the Following Prompts

- OVERALL, how well prepared do you believe the OSU Counselor Education Graduates are to begin their careers as Professional Counselors?
- OVERALL, how well does the program prepare graduates for the PROFESSIONAL KNOWLEDGE they need to start careers in this profession?
- OVERALL, how well does the program prepare graduates for the PROFESSIONAL SKILLS they need to start careers in this profession?
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- OVERALL, how well does the program prepare graduates for the PERSONAL ATTRIBUTES AND DISPOSITIONS they need to start careers in this profession?
- OVERALL, how well does the program prepare graduates to assume the PROFESSIONAL IDENTITY OF PROFESSIONAL [SCHOOL or CLINICAL MENTAL HEALTH] COUNSELORS?
- In the future, if you were located near to OSU and had an internship position available at your school/agency, how likely would you be to supervise an OSU Counselor Education internship student? (in other words, we want to know if we are preparing internship students that you would be comfortable supervising).
- In the future, if you were located near to OSU and had a [school or clinical mental health] counselor position available at your school/agency, how likely would you be to hire/recommend hiring an OSU Counselor Education graduate? (in other words, we want to know if we are preparing alumni that you would be comfortable hiring).

2018 Evaluation of the OSU Counselor Education Program by Program Students

According to a 2018 Survey of Program Students

More than 80% of Doctoral Students rated the Program as “Extremely Well” or “Very Well” for the following Doctoral Program Objectives

- Encourage the development of leadership skills
- Foster participation in professional counseling organizations
- Promote scholarly counseling research

More than 80% of the M.A. School Counseling Students rated the Program as “Extremely Well” or “Very Well” for the following M.A. School Program Objectives

- Know and Appreciate the Field of School Counseling and Understand the Concepts, Principles, and Processes upon which Counseling and School Counseling are Based
- Commit to Student Learning and Development
- Commit to Equity, Diversity, and Efficiency
- Commit to Facilitating Conducive Environments for Student Learning and Safety
- Commit to Using the Knowledge and Skills of the Fields of School Counseling and Education to Provide High Quality School Counseling Programs to Students Based on Their Needs
- Commit to Reflection, Inquiry, and High Quality Professional Development
- Commit to Professional Dispositions That Reflect the Values and Ethics of the Counseling Profession
- Commit to Helping Students Solve Problems by Utilizing Individual and Group Counseling Techniques

More than 80% of the M.A. Clinical Counseling Students rated the Program as “Extremely Well” or “Very Well” for the following M.A. Clinical Program Objectives

- Students will know how to see the individual within a developmental context through an understanding of the basic theories, concepts, and principles that comprise the body of knowledge about normal and abnormal human development
- Students will have demonstrated the application of learning to practical situations, as demonstrated by a range of self-assessment assignments, group process activities, case studies, and individual projects in all didactic classes
- Students will have demonstrated the acquisition of the verbal and non-verbal interaction skills that are basic to the helping process, including appropriate physical orientation to the client; careful listening; communication of empathy through reflection of feeling and paraphrasing; effective use of open and indirect questions, probing statements, summarization, and self-disclosure; and appropriate use of a range of challenging techniques, as demonstrated through supervised practice
- Students will have demonstrated on-going counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies, as demonstrated through the completion of a minimum of a 100 hour, closely supervised practicum experience in an appropriate setting
- Students will have demonstrated readiness for the professional counseling role, by performing all of the activities that a counselor employed in a counseling setting would be required to perform, as demonstrated by a 600 hour post-practicum internship experience under both university and site supervision