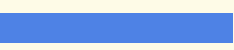



Dear Graduate Student: We are conducting a survey to learn more about the graduate students' perceptions of the counselor preparation program at ISU. Our goal is to use the information you provide to improve our program to best meet the needs of both the students and the community. We would appreciate your help by completing the following questions and returning the completed survey. Your response will remain anonymous. Thank you in advance for your assistance.

Please select a single response which best represents your answer by filling in the corresponding bubble.

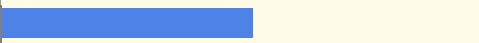
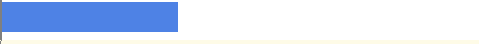



1. Program in which you are enrolled:

#	Answer		Response	%
1	School counseling		28	49%
2	Clinical mental health counseling		29	51%
	Total		57	100%





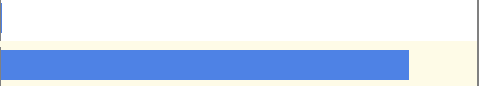

2. Gender

#	Answer		Response	%
1	Male		10	18%
2	Female		47	82%
	Total		57	100%

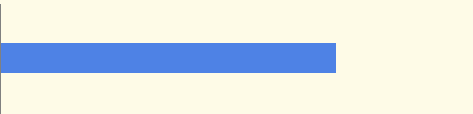

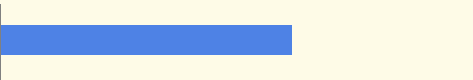




3. Age:

#	Answer		Response	%
1	20-25		30	53%
2	26-35		21	37%
3	36-45		5	9%
4	46-55		1	2%
5	56+		0	0%
	Total		57	100%

4. Race/Ethnicity

#	Answer		Response	%
1	African American		6	11%
2	Asian/Asian American		1	2%
3	Latina/Latino American		0	0%
4	American Indian		0	0%
5	Caucasian/White		48	86%
6	Other		1	2%
	Total		56	100%

**5. Do you currently belong to the following organizations?
(check all that apply)**

#	Answer		Response	%
1	American Counseling Association		38	70%
2	American School Counselors Association		21	39%
3	IN Counseling Association		33	61%
4	IN School Counselors Association		19	35%
5	Other ACA Division(s)		1	2%
6	Chi Sigma Iota		18	33%
7	Iota Sigma Tau		5	9%

6. How often do you meet with your advisor?

Text Response

She's teaching classes so we always have an opportunity to talk

I never have.

I have not yet met with my advisor.

1 x per semester

Never

as often as necessary

I have not met with my advisor yet

I have her in class, but outside never. You don't really need to because the program and classes are very structured.

periodically

n/a

never

I have only met with my advisor in that role once. However, I have my advisor as a teacher, so actually I meet with her 3 times a week.

only when I feel the need to

1 time a month

not very often, but I would like to change that

Twice a month

Once a month

Once a month

Once a month during the second year; never during the first year

twice a month, class and supervision

Once a month

A couple times a month.

2 times a month

monthly

once per month

once a month for small group supervision, and one weekend a month for class

1-2 times per month, plus once a month for class

once a month

about twice a month

I have never formally met with my advisor outside of the first counseling interview process/
class period

I have never met with my advisor.

Once a month
Monthly
Only emailed a couple times. Would like to in person. Is it encouraged?
Never
Infrequently
Communicated through email a few times. Not meet with in person. Would like to. Is it encouraged?
weekly
Regularly
Weekly
I see her every Monday in Class. I meet in her office 1 to 2 times yearly
weekly in supervision class
twice a semester
rarely
2x monthly
weekly for supervision and class
Never to discuss matters. I only see my advisor in class.
My faculty advisor I meet with about twice a week
For class and supervision, once a week.
One or twice a week
weekly
Never
once year

7. Which of the following areas of advising need to be improved: (check all that apply)

#	Answer		Response	%
1	Developing a program of study		14	36%
2	Getting into the right classes		4	10%
3	Financial assistance		28	72%
4	Graduation		7	18%
5	Getting around campus		3	8%

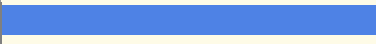

8. I am prepared to use a variety of technology resources for personal productivity.

#	Answer		Response	%
1	Yes		53	95%
2	No		3	5%
	Total		56	100%

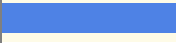

9. I am able to determine how educational technologies can be used to augment the learning environment.

#	Answer		Response	%
1	Yes		51	91%
2	No		5	9%
	Total		56	100%

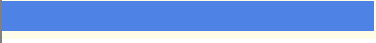

10. I actively encourage the use and application of technology to solve problems.

#	Answer		Response	%
1	Yes		44	79%
2	No		12	21%
	Total		56	100%

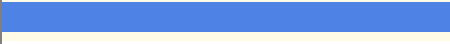

11. I serve as a technology leader in the educational community.

#	Answer		Response	%
1	Yes		21	37%
2	No		36	63%
	Total		57	100%

12. Do you have opportunities to work with diverse populations (which include English language learners and students with exceptionalities) in a clinical setting or field experience?

#	Answer		Response	%
1	Yes		43	78%
2	No		12	22%
	Total		55	100%

13. Do you have the knowledge and skills to incorporate diversity into your teaching/counseling or establish a classroom/school climate/workplace that values diversity?

#	Answer		Response	%
1	Yes		53	95%
2	No		3	5%
	Total		56	100%

14. Do you exhibit cultural competency by incorporating multicultural perspectives into your teaching or service?

#	Answer		Response	%
1	Yes		53	95%
2	No		3	5%
	Total		56	100%

15. Do you have the knowledge and skills to work with diverse families?

#	Answer		Response	%
1	Yes		49	88%
2	No		7	13%
	Total		56	100%

16. Do you show proficiency related to diversity and develop a plan to improve your practices?

#	Answer		Response	%
1	Yes		52	93%
2	No		4	7%
	Total		56	100%

17. Please use the scale of 5 = high/very good to 1 = very low/poor to indicate your personal evaluation of each of the following general aspects of the ISU graduate program(s) in which you were enrolled: (Please mark "N/A" if you did not encounter this aspect of the program)

#	Question	5 Very Good	4 Good	3 Neutral	2 Low	1 Very Low	Responses	Mean
1	The program's curriculum (i.e., the curriculum in general)	14	35	4	2	0	55	4.11
2	The academic/professional knowledge taught to you	20	29	5	0	0	54	4.28
3	The professional skills taught to you	18	33	3	1	0	55	4.24
4	The supervised, field-based experiences (i.e., practicum or internships) overall	17	26	6	3	0	52	4.10
5	The site available for supervised, field-based experiences	22	25	4	0	0	51	4.35
6	The site host supervisors for supervised, field-based experiences	21	24	5	0	0	50	4.32
7	The on-campus, individual supervisors for supervised, field-based experiences	14	31	6	3	0	54	4.04
8	The on-campus, group supervisors for supervised field-based experiences	14	32	8	0	0	54	4.11
9	The instructional, classroom (i.e., teaching) effectiveness	14	31	7	2	0	54	4.06
10	The professional	28	18	7	1	0	54	4.35

	competence of the program faculty							
11	The accessibility/availability of the program faculty	17	18	16	3	0	54	3.91
12	The academic advisement you received	15	21	8	8	2	54	3.72
13	The facilities and resources available for the program(s)	18	26	8	2	0	54	4.11
14	The in-program, on-campus supervised practice experiences	16	28	7	2	0	53	4.09
15	The faculty as mentors to you	12	25	14	3	1	55	3.80
16	The in-program student evaluation procedures	7	32	10	3	0	52	3.83
17	The duration (i.e., academic length) of the program(s)	10	33	10	2	0	55	3.93

18. Please use the scale of 5 = high/very good to 1 = very low/poor to indicate your personal evaluation of your preparation in each of the following knowledge areas in your ISU graduate program(s): (Please mark "N/A" if you did not encounter this aspect of the program)

#	Question	5 Very Good	4 Good	3 Neutral	2 Low	1 Very Low	Responses	Mean
1	Ethical and legal issues in your profession	18	29	6	1	0	54	4.19
2	Theories of counseling (or student development)	25	27	3	0	0	55	4.40
3	Small group dynamics and counseling	13	26	5	3	1	48	3.98
4	Multicultural counseling	23	23	6	1	0	53	4.28
5	Career and lifestyle counseling	18	22	8	2	0	50	4.12
6	Human growth and development	12	28	9	1	1	51	3.96
7	Professional credentialing	13	22	11	6	0	52	3.81
8	Standardized (i.e., group) testing	10	18	14	5	0	47	3.70
9	Large group dynamics and counseling	8	26	11	3	0	48	3.81
10	Consultation	8	30	11	1	0	50	3.90
11	Crisis intervention/counseling	19	17	11	2	0	49	4.08
12	Abnormal psychology	6	17	13	6	1	43	3.49
13	Professional organizations	14	23	14	3	0	54	3.89
14	Program evaluation	11	26	14	2	0	53	3.87
15	Counseling persons with special needs	7	22	12	8	1	50	3.52
16	Case conceptualization	12	28	9	3	1	53	3.89
17	Accountability	9	26	13	2	2	52	3.73

	procedures							
18	Family counseling	4	20	11	5	2	42	3.45
19	Theories of personality	8	21	11	5	1	46	3.65
20	Research and statistics	5	22	15	2	2	46	3.57
21	Clinical diagnosis	7	22	9	7	1	46	3.59

19. Please use the scale of 5 = high/very good to 1 = very low/poor to indicate your personal evaluation of your preparation in each of the following skills areas in your ISU graduate program(s): (Please mark "N/A" if you did not encounter this aspect of the program)

#	Question	5 Very Good	4 Good	3 Neutral	2 Low	1 Very Low	Responses	Mean
1	Individual counseling	25	29	1	0	0	55	4.44
2	Small group counseling	15	27	5	3	0	50	4.08
3	Multicultural counseling	20	25	5	2	0	52	4.21
4	Career and lifestyle counseling	13	25	8	3	0	49	3.98
5	Large group counseling/guidance skills	8	33	6	3	0	50	3.92
6	Crisis intervention/counseling	14	22	11	2	0	49	3.98
7	Assessment	17	26	6	1	0	50	4.18
8	Child and adolescent counseling	16	28	7	0	0	51	4.18
9	Consultation	8	30	12	0	0	50	3.92
10	Clinical diagnosis	6	22	8	7	1	44	3.57
11	Family counseling	4	20	11	4	3	42	3.43
12	Case planning/management	8	26	11	3	1	49	3.76
13	Couples/marriage counseling	3	14	11	3	4	35	3.26
14	Counseling persons with special needs	4	22	18	4	1	49	3.49
15	Abnormal psychology	4	15	13	6	2	40	3.33
16	Professional organizations	10	29	8	4	0	51	3.88
17	Program evaluation	9	27	13	3	0	52	3.81
18	Accountability procedures	5	27	15	3	0	50	3.68

19	Theories of personality	7	24	10	3	0	44	3.80
20	Research and statistics	4	23	10	7	0	44	3.55

20. What are the major strengths of the preparation program from which you will graduate?

Text Response

practical experience

This program is preparing us well for licensure

I feel adequately prepared in the areas of the program I have encountered. The faculty is very open and knowledgeable.

Teaching counseling skills

There is a good variety of classes, but there needs to be more electives offered

I like that we have our own counseling clinic on campus to do our practicum

NCE Exam and Licensure opportunities, CACREP accreditation, UH clinic opportunities

It is set up for licensure in the state of Indiana. the practicum experience in the University Clinic is very useful

The hands-on experience.

the individual attention shown each student

The hands on facility experience.

Multicultural awareness, the clinic facilities as resources,

The numerous facilities to do our practicum and internship.

it sets us up to have the requirements in the state of Indiana

The classes are preparing me for the work I will face as a school counselor.

The accessibility to faculty members and the number of hours we are required to have with clients.

The fieldwork (internship and practicum) are the most beneficial and why I chose this program due to the real life experience that is gained.

The major strength is practicum and the internship. It's a wonderful hands on program and has allowed me to really begin working as a school counselor.

individual counseling, small group counseling, guidance lessons

Peg Byrer; Level of instructor professionalism and competence; support from instructors

counseling techniques

Internship

involvement in the schools with a practicum, internship and field work experiences. the set up of the classes and the program also leads one to be prepared and ready for all the school experiences.

Although not on campus a lot, I felt that I could still contact my professors and they all got back with me in a timely manner. I also felt that class meetings were appropriately spaced.

Individual counseling and theoretical foundations

the internship and practicum experience we receive

We have a lot of practice in campus supervision before we go into the practicum hands on training
Observation Time
Instructors, time spent in schools
Being able to work in the school setting.
The field experience is critical at the school counseling program.
Well knowledged faculty
Getting into the schools and observing, shadowing, and teaching.
Being in the field from the beginning of the first fall semester which allows us to know what to expect.
the professors are nice and welcoming. They stress to you the importance of what you are studying and the time that it is covered in.
The complassion and knowledge of the professors
The program gets students into the schools from the very beginning. This is very beneficial because there are some things that cannot be taught in the classroom; you just gain the knowledge from experience.
n/a
-
accessability of faculty and support staff in 226
Clinical diagnosis and conceptualization
Length of time and overall general knowledge
The major strengths of the program is the layout of the program
Theories was very beneficial
The programs and practicum experience
support staff, resources available, internship opportunities
the program is diverse in the classes available, allowing the students to be exposed to several different types of potential clients. Some of the faculty are very helpful and available when students have questions and concerns. The professors are passionate and excited about their fields of expertise, relaying an overall positive attitude to the students.
There are some good professors with experience that are great at being able to show how everything applies in the "real" world.

21. In what ways could the program be improved?

Text Response

organization and communication

There have been some recent changes to the program that we not well thought out and very last minute

Increased organization.

More emphasis on research, and more opportunities for off-campus counseling experiences.

Program advising is NOT GOOD...I transferred in and my advisor told me the wrong information about transfer credits, and she takes a VERY long time to respond to our emails and questions. I feel like advising is very lacking, so there is a lot of confusion about requirements and expectations

More organized

more academic direction

Easier access to faculty, better organization

The organization of the program. I understand that changes are occurring within the program. But, it felt like the program was disorganized from the beginning. Also, it would be nice for the first years to be able to count the hours in the clinic. That is a lot of time that we could be studying or reading, that doesn't count towards anything. Especially, when we are sitting around because there are only two clients.

increase the courses offered

N/A

If the faculty were more available, providing more opportunity for the 1st and 2nd year students to interact

More coordination between clinic, faculty and students

organization of practicum and internship...it seems unorganized and chaotic at first

I wish this was a more traditional program with meetings throughout the week.

More organized and more of a heads up on what to expect. And more feedback about clients.

Education on high school graduation requirements, diplomas, and other things that high school counselors must do would be helpful. Also if the faculty would treat everyone with respect that would improve my experience in the program.

Limit the amount of "busy work" given. There are so many papers and homework assignments that feel more like busy work than useful and purposeful work. I also feel that the only reason the cohort should meet as a class is for practicum (case presentations, etc) and internship (case presentations, professional development, etc). These are the only times where I feel my time is worth while on campus. All other classes should be online! I can't stress that enough!

Require an APA writing course; Raise expectations for professional growth in cohorts

Less group supervision more one on one supervision.

i would like to see it focus on more job preparation, state and legal issues.

The syllabi for classes should match requirements and outline specific class requirements. More

in the first year, I felt as if I would get different requirements depending on who I spoke to about what was expected. It would have helped to have all professors on the same page that also aligned with a correct syllabus.

practicum/internship often focused on hours versus experience, quality, increased supervision maybe helpful in addition to more purposeful assignments versus busy work

classes could be shorter in length, more supervision

The group counseling class did not prepare me personally to feel comfortable leading groups on my own

more supervision time.

Technology Resources ie. Cameras

I feel like individuals with education experience have done observations in thier student teaching. It has also been difficult for some in our cohort to work around work schedules.

A lot less "busy work" ie papers and more hands on experiences. I had to quit my job in order to meet in school hours. Vagueness of certain aspects of the program. Need some areas to be more concrete.

Organization can be a challenge. Lack of communication across the board. Sometimes on campus classes are not as beneficial as they could be.

More concrete guidance

A little more organized, assignments staggered.

more financial assistance

there is a lot of material in a short period of time. However, i am NOT saying to lengthen the class OR the program because 5 hours and 2 1/4 years is already a little overwhelming.

None

It is extrememly frustrating to not receive information until the last minute and when things change frequently, especially when we are required to purchase items and then told we need to purchase different items.

I would like to some adjustments made for people that are already in the school systems as educators or counselors. Maybe there could be some adjustments to the program or class requirements. It also would be helpful if things were a little more organized. At times, students are told different things from different people.

Making some of the summer classes longer, like the groups class.

-

organization could be improved

It would be beneficial to learn about what things will be like in the field. We do not get preparation for how to bill, codes, couples counseling, or advocacy.

offer more specific programs for areas of itnerest

It could go more in depth with special needs clients and abnormal psychology

More guidance and to know what is required of us as students

It could be improve by more staffing to provide students diverse outlook on counseling techniques

greater organization

My academic advisor was the least helpful individual in this program. I was disappointed that she proceeded to read the required textbook to us rather than facilitating a conversation/discussion. I was disappointed that it took her 3 months to return a e-mail to me. Luckily, I took the initiative and proceeded on without her approval because by the time she responded it would have been too late. I was disappointed that during the time I had scheduled to meet with her about transfer credits she was in a hurry and rushed through my paperwork, even though I had questions. She approved classes that I was not technically supposed to transfer in. I was informed by a fellow classmate that we are not allowed to transfer certain classes in. I wish that the director of the program would be consistent and not show favoritism towards certain people in the program. I would like to think that the director of the program knows all of our names, but I doubt it. I was disappointed that the schedules changed several times and students were forced to change their schedules to accomodate these last minute changes.

Better response time from advisor, especially when dealing with class scheduling. Better communication and consistency within the department. More concern for student success as opposed to receiving tenure...that should come with student success.