Employers of graduates, site supervisors, alumni, and alumni of the doctoral program in the Counselor Education program at Duquesne University are asked to evaluate their experience in this academic program. There are total 149 raters who completed four instruments containing Likert-scale quantitative items and qualitative items. This document provides a statistical evaluation of the quantitative items and summary of qualitative items.

Of these 149 raters, nine are employers of Duquesne graduates (doctoral and master students), 109 are site supervisors supervising for Duquesne practicum and internship students (doctoral and master students), 25 master’ alumni, and six alumni of the doctoral program. The following paragraphs will provide the analyses of the survey from the four groups.

**Employers of graduates:**

**Demographic Data: Major Areas of Graduates**

**Analysis:**
Three out of nine raters specify their Duquesne graduates employees are major in School counseling and Community Counseling. Five raters did not specify their employees’ major areas.

**Section I**
In your experience, how important were each of the factors listed below, rate each item collectively using the following scale:

**Scale:**
1 = Extremely important  
2 = Very important  
3 = Somewhat important  
4 = Not at all  
5 = Don't know

(Key: “Aggregate important=” Extremely important”+ Very important)
Analysis:

Eight out of nine employees (88.9%) reported that their employers' graduate degree and references from former employers or colleagues are important for the job position. In addition, six out of nine (66.7%) employers believe that employees' previous professional experiences is important for their consideration. In addition, all employers in this survey believe that the employees' impression during the interviews were important for their decision to hire.

The amount ratings for these items are shown in the following pie charts:
**Site supervisors:**

**Demographic Data:** Major Areas of students I supervised

**Analysis:**

The majority (71%) students that the respondents supervised were in the School Counseling major; 19% were in Community Counseling, 8% were in Marriage and Family Therapy major, and only 2% in Counselor Education & Supervision (Doctoral).

**Section I**

Looking back at the students you have supervised, please rate them collectively using these categories:

Scale: 1=Very Strong 2=Somewhat Strong 3=Somewhat Weak 4=Very Weak

(Key: “Aggregate Strong=”Very Strong”+Somewhat Strong)

**Analysis:**

Overall, respondents had high opinions of their experiences with Duquesne practicum and internship students, as measured by these instrument items. For example, about 88% of supervisors rated Duquesne graduate students’ individual and group counseling as strong (88.75% and 87.15%, respectively). Eighty-six percent of supervisors indicated that Duquesne students have a strong ability to communicate with parents and families, as well as advising students and their clients during internships.

In addition, respondents believe that the Duquesne students they supervised were competent in terms of counseling with professional colleagues (aggregate strong: 89%), analyzing and evaluating ideas (aggregate strong: 88.5%), working in and with committees (aggregate strong: 85.9%).

In terms of the research-related skills, about 85% of respondents find Duquesne students have strong ability regarding interpreting numerical data and research.

Although public speaking was rated the lowest, approximately 79% of respondents identified Duquesne students’ ability in this area as “Very Strong” or “Somewhat Strong.”

The table represents overall ratings from site supervisors for Duquesne master and doctoral students:
Master alumni:

Demographic Data
- Year of Graduation
- Major within Counselor Education
- Campus Location

Analysis:
Review of the data indicates greater number of students who graduated during 2006-2009. The majority (63.6%) were in the School Counseling or School Counseling Certification majors. Most of the respondents attended Duquesne campus, while only 19% attended St. Vincent program in Latrobe, PA.

Section I
Looking back at your program of studies, rate your major on the following by circling the appropriate response.
Scale: 1=Very Strong  2=Somewhat Strong  3=Somewhat Weak  4=Very Weak
(Key: “Aggregate Strong=”Very Strong”+Somewhat Strong)

Analysis:
Overall, respondents had high opinions of their experiences in the program as measured by these instrument items. Students were especially appreciative of the inspiration and encouragement they received (92%), as well as the general quality of instruction (96%). Although over 60% of respondents identified their advising experiences as “Very Strong” or “Somewhat Strong,” future examination is recommended.
Section II
How helpful were the following aspects of your program of studies in preparing you for the responsibilities you now have?
Scale: 1=Extremely Helpful  2=Very Helpful  3=Somewhat Helpful  4=Not helpful
(Key: “Highly Helpful”=Extremely + Very Helpful  “Helpful”=Extremely + Very + Somewhat Helpful)

Analysis:
Respondents had the highest degree of satisfaction with their practicum and internship experiences (88% of "Highly Helpful"). This would be expected, as practicum and internship are professional preparation courses that are directly related to this instrument section. The high degree of satisfaction indicates that the students believe these experiences were helpful in their professional preparation. In addition, 80% of respondents indicated that elective courses were highly helpful in their preparation to become practicing counselors.

The relatively low frequencies related to research/statistics courses (32% of "Highly Helpful") and research experiences (36% of "Highly Helpful") suggest that students do not believe these courses were important for their professional preparation. This assumption is supported by the relatively high mean scores for these two items (M=2.92 and 2.72 respectively). This may be an issue for further consideration in order to emphasize the importance in understanding and participating in research.

Section III
Rate the items in section III twice. First in Column I with respect to your Present Position, rate the extent to which you use each of these skills. Second, in column II, with respect to your experiences at Duquesne University, rate the extent to which you were assisted in developing each of these skills.
Scale: 1=To a great extent  2=To some extent  3=To a small extent  4=Not at all
(Key: “Significant extent”=Great extent + To some extent)

Analysis:
Overall, respondents rated most items higher in their training program than in their present position. In other words, respondents experience a greater degree of skill development and research than in their work environments. For instance, respondents rated higher in their
training program in terms of speaking in public (72% in training program, 60% in present position), working in and with committees (68% in training program, 56% in present position), disseminating research (48% in training program, 13% in present position), designing instructional programs, (52% in training program, 43% in present position), and advising students or clients (8% in training program, 69% in present position).

Moreover, respondents rated their specific counseling skill development higher in the training program (96% for individual counseling, 88% for groups) than in the present position (87% for individual counseling, 56.5% for groups), which could result from a higher number of raters specializing in school counseling. The training program may have provided more counseling skill development than respondents’ actual practices in school environments.

Additionally, respondents experienced more interpreting numerical data and research in their training program than in the present position. For example, 64% of respondents rated interpreting numerical data in their training program to a "great extent" or "to some extent," whereas 43.5% of respondents had similar experiences in their present position. The difference is more pronounced in the item of "interpreting research." About 52% of respondents experienced a "significant extent" in research interpretation during their training at Duquesne University, while only 26% of respondents feel the same way in their present positions.

Some counseling related training and work-related specific skills serve to a greater extent in respondents' present position than in their training program. For example, respondents rated "significant extent" in terms of counseling with professional colleagues (96% in present position, 72% in training program), consulting with parents and families (83% in present position, 52% in training program), analyzing and evaluating ideas (87% in present position, 80% in training program), and administrating programs and organizations (57% in present position, 52% in training program).

The table represents the alumni's overall rating between their present position and the training program:
**Instrument Item #44:** Overall, how well did your program of studies prepare you for beginning your professional career?
Rate your program from 1 (high) to 4 (low)

**Mean:** 1.76    **SD:** 0.6

**Analysis:**
While this question is included in Section III of the instrument, it has been evaluated separately for two reasons. One, it has a different scaling system, and two, it provides an ad hoc summary response for Sections II and III. The results indicate a high degree of satisfaction with the preparation the program has provided. The mean response to this item was 1.76, and 32% respondents gave the program the highest possible rating. Additionally, 60% respondents gave the program one of the two highest ratings. Overall, respondents believed the Duquesne University Counselor Education program prepared them for a career as a professional counselor.
Section IV
If you could start all over on your program of studies, what are the chances you would make the following changes
Scale: 1=Excellent Chance  2=Good Chance  3=Some Chance  4=No Chance
(Key: “Little Chance”=Some + No Chance)

Analysis:
This section allowed respondents to indicate changes they would have made to their program of studies, in retrospect, having just completed the program. The data indicated that the vast majority of students would make little to no change, for the exception of taking additional courses. Further assessment is necessary to fully analyze this result, that is, what courses would students like to see offered, would they prefer those courses over current offerings or in addition to them, and so forth.

Section V
In your experience, which of the following factors has seemed important to prospective employers? Rate each one, using the following scale:
Scale: 1= Extremely important
       2= Very important
       3= Somewhat important
       4= Not at all
       5= Don't know
(Key: “Aggregate important=” Extremely important”+ Very important)

Analysis:
In this alumni group, the data shows that having a master degree (88%), having professional experience (68%), the impressions made in interviews (88%), and reference from former employers or colleagues (76%) are extremely important or very important for prospective employers.

Section VI
Please rate each of the following reasons for your decision to enroll in your major at Duquesne University. Read through all items first. You are to rank three of them 1, 2, or 3, and the rest 4 or 5.
Scale:
1=The single most important reason
Analysis:

The data suggest that the single-most important reason students enroll in their major at Duquesne University is the geographical location. Sixty percent of respondents identifying the geographical location as their first or second most important reason for enrolling at Duquesne. The reputation of the program was also indicated as an important factor (42% indicating first or second most important reason). Reasons that were given least often included: presence of particular faculty, awarding of financial aid, and the program was part-time evening.
Doctoral Alumni:

Demographic Data

Year of Graduation

Analysis:
Review of the data indicates that six doctoral students graduated during 2006-2008. Three of them graduated in 2007, two were in 2008, and one was in 2006.

Section I
Looking back at your program of studies, rate your major on the following by circling the appropriate response.
Scale: 1=Very Strong  2=Somewhat Strong  3=Somewhat Weak  4=Very Weak
(Key: “Aggregate Strong=”Very Strong”+Somewhat Strong)

Analysis:
Respondents had high opinions of their experiences in the program as measured by these instrument items. Six out of six respondents rated "Very Strong” or "Somewhat Strong” for most of the items, including general quality of instruction, flexibility to students' needs, interaction with faculty, and inspiration and encouragements with the major.

Section II
How helpful were the following aspects of your program of studies in preparing you for the responsibilities you now have?
Scale: 1=Extremely Helpful  2=Very Helpful  3=Somewhat Helpful  4=Not helpful
(Key: “Highly Helpful”=Extremely + Very Helpful  “Helpful”=Extremely + Very + Somewhat Helpful)

Analysis:
Similar to the alumni group, respondents in the alumni doctoral group had the highest degree of satisfaction with their practicum and internship experiences (six out of six). In addition, five out of five of respondents indicated that elective courses as well as research experiences were highly helpful in preparing them to practice as supervisors in the counseling field. The relatively
low frequencies (four out of six) related to research/statistics courses suggest that students do not believe these courses are important for their professional preparation.

Section III
Rate the items in section III twice. First in Column I with respect to your Present Position, rate the extent to which you use each of these skills. Second, in column II, with respect to your experiences at Duquesne University, rate the extent to which you were assisted in developing each of these skills.

Scale: 1=To a great extent 2=To some extent 3=To a small extent 4=Not at all
(Key: “Significant extent”=Great extent + To some extent)

Analysis:
Overall, respondents rated most items the same in their training program as in their present position. In other words, respondents experience their training and skill development had same amount of extent in their post-doctoral study work. In addition, respondents experience most of the skills as "significant extent" both in their training program as well as their present positions. In most items, five out of six respondents rated their skill developments to a "great extent" or "to some extent." The relatively low number of doctoral graduates (two out of six) reported that "conducting in-service programs" has served "to a great extent."

Instrument Item #44: Overall, how well did your program of studies prepare you for beginning your professional career?
Rate your program from 1 (high) to (4) low

Mean: 1.16  SD:0.4

Analysis:
The results indicate an extremely high degree of satisfaction with the preparation the program has provided. Of the six respondents to this item, the mean response was 1.16, and five out of six respondents gave the program the highest possible rating. One respondent gave the program one of the two highest ratings. Respondents clearly believed that the Duquesne University Counselor Education and Supervision program prepared them for their career as doctoral level of counseling and supervision.
**Section IV**
If you could start all over on your program of studies, what are the chances you would make the following changes
Scale: 1=Excellent Chance  2=Good Chance  3=Some Chance  4=No Chance
(Key: “Little Chance”=Some + No Chance)

**Analysis:**
This section allowed respondents to indicate changes they would have made to their program of studies. The data indicates that all respondents would make no change, with the exception of changing the major advisor (one out of six).

**Section V**
Please rate each of the following reasons for your decision to enroll in your major at Duquesne University. Read through all Items first. You are to rank three of them 1, 2, 3 and the rest 4 or 5. Use this scale:
Scale: 1= The single most important reason
      2= The one next most important reason
      3= The third most important reason
      4= An important reason, but not one of the top three
      5= Not a consideration

**Analysis:**
The data suggest that the single-most important reasons students enrolled at Duquesne University were the geographical location, awarded financial aid, and the program schedule (three out of six, 50%). Two out of six respondents indicated that the first or second most important reason was the reputation of the program. Additionally, the presence of particular faculty was an important factor for their decisions to enroll Duquesne. Reasons that were given least are the variety and interdisciplinary studies of the program.