

Substance Abuse and Clinical Counseling Program

Comprehensive Assessment Plan Report Fall 2012 - Spring 2013

The Substance Abuse and Clinical Counseling (SACC) program uses several methods of program evaluation. Students, alumni, field-site supervisors, and other stakeholders are encouraged to participate in assisting the program to improve instruction and update the program. Various methods of evaluation, from surveys to face-to-face meetings, are employed. Each method is described herein, results are discussed, and the actions taken are presented.

Further, the Program's overall effectiveness and consistency with its mission and objectives, including student development in the areas of Professional Identity and Counseling Knowledge, Professional Practice and Counseling Skills, Self and Cultural Awareness, and Consumer Satisfaction, are evaluated.

1. Professional Identity and Counseling Knowledge:

Students must demonstrate an understanding of professional identity and counseling knowledge in the areas of addictions and clinical mental health counseling (history; philosophy; trends; ethical and legal considerations; roles and functions; professional organizations; models/theories of treatment, prevention, recovery relapse prevention, and consultation; etc.) as measured by:

(a) Student Portfolios Reviews: Students submit their portfolios for evaluation and feedback three (3) times over the course of study. The first submission comes upon completion of 12 credit hours. The second submission is due during the semester students are enrolled in the Practicum course, and the final submission must occur during the semester students are enrolled in the Internship course.

Results: During the 2012-2013 academic year, 37 students submitted portfolios. Of these, 16 (43.24%) were First Submissions, 12 (32.43%) were Second Submissions, and 9 (24.32%) were Final Submissions. To date, the Substance Abuse and Clinical Counseling (SACC) faculty have reviewed the Final Submissions; First and Second Submissions will be reviewed fall 2013 and feedback provided to students. Faculty began reviewing the Final Submission portfolios on March 21, 2013. At this time 2 (2.2%) submissions scored in the "Satisfactory" range. The SACC faculty decided to schedule individual reviews with all students (First, Second, and Final Submissions). The second review produced 6 (6.6%) student portfolios which scored as "Satisfactory" or better. The remaining 3 (3.3%) scored as "Emerging". Students who scored "Emerging" were given verbal and written feedback concerning corrections. Corrected submissions are due May 24, 2013. As for scores specific to Professional Identity and Counseling Skills, one student scored Exceptional and five scored Satisfactory.

Action Taken: Overall, the standard was not met. Due to the poor outcomes, the SACC faculty decided to schedule individual reviews with all students (First, Second, and Final Submissions). This produced better results. However, three (3.3%) students scored as "Emerging". These students were given verbal and written feedback concerning corrections. Corrected submissions are due May 24, 2013.

Add after retreat: As of 7-19-13, two (2) of the three (3) students have scores at or above “Satisfactory”. One student is scheduled to resubmit his portfolio by the end of the summer session.

Study Comprehensive Examination Pass rate (This is a “pass/fail” process): The purpose of the comprehensive examination process is to help students synthesize their learning in addictions and clinical mental health counseling and to ensure students have an understanding of the professional attitudes, skills, and knowledge related to the eight common-core areas as defined by CACREP’s Standards for Preparation (Addictions and Clinical Mental Health), and the 12 core functions of substance abuse counselors. Evaluation of students’ examinations gives faculty the opportunity to evaluate students’ academic preparation. Substance Abuse and Clinical Counseling students have two options for comprehensive examination: the Counselor Preparation Comprehensive Examination (CPCE) and the Oral Case Study Examination (OCSE).

The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The examination is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE helps prepare students for the National Counselor Examination (NCE). The CPCE is made up of 160 items, 20 items per CACREP area. The examination is administered as a whole (not by sections).

For the OCSE, students are given 60 to 90 minutes to review a case study and prepare an oral presentation comprising the following elements:

1. Development of a Case Presentation: Students begin the OCSE by providing a comprehensive description of the client as if they are in a team staffing, working on the assumption that the other “team members” (two faculty, who will evaluate the student’s performance) have little information about the client. Students must include information such as the client’s (a) age, gender, and social history, (b) reason for referral and the general medical and psychosocial issues which prompted the referral, (c) current level of functioning (strengths and limitations), and (d) major short-term and long-term issues which need to be addressed. Essentially, students are giving a brief assessment of the client and the impact their issues may have on the client clinically, medically, educationally, occupationally and socially. Students may use the *Assessment Summary* form from the Program’s Practicum and Internship courses to organize this information.

2. Development of the Diagnosis and Treatment Plan: Students begin this section of the OCSE by providing the current DSM’s five-axis diagnosis. Next, they develop a comprehensive treatment plan, including details on specific problem areas, goals, objectives, and counseling theories and the techniques to be applied in addressing the client’s counseling needs. Finally, they give a step-by-step description of the treatment/counseling process.

3. Presentation of Counseling Strategies: Students provide recommendations for the client in each of the life areas presented to the treatment team. Recommendations may include, but are not

limited to: (a) counseling strategies used to treat the client’s specific issues, including substance and/or mental health issues, (b) strategies for seeking and maintaining employment, (c) a plan for maintaining or continuing the client’s education, and (d) any medical, physical, or health-related conditions that would require follow-up. Students must state each of these issues in relationship to short-term and long-term treatment goals.

4. Presentation of Ethical or Legal Issues: Students present and discuss any legal or ethical issues that may be related to the client’s case history.

In order to develop comprehensive responses during the OCSE, students use the 60 to 90 minute preparation period to familiarize themselves with the case study provided. During the 60 to 90 minute preparation period, students may refer to resources and materials from their course work including textbooks, lecture notes and handouts in order to develop comprehensive responses to each of the above-listed areas components of a counseling intervention. Students may also take as many notes on the case as they like, prior to beginning the oral component of the exam.

After the student has prepared and presented an oral presentation covering the required areas listed above, faculty will ask relevant questions in order to gauge the depth of the student’s understanding of the counseling interventions proposed. Student responses must be related to the specific case study; generalized responses may indicate that a student would have difficulty applying a particular counseling intervention, strategy, treatment, or goal to a “real world” situation.

CPCE Results: The third administration of the CPCE was given on November 02, 2012, and twelve (N = 12) students took the examination. All students (100%) passed. The national average score was 83.87 (SD = 14.47; N = 542; Total Score), and the East Carolina student average score was 91.83 (SD = 9.03; N = 12; Total Score).

	Fall 2012 National Score Average (n = 542)	ECU Student Score Average (n = 12)
C1: Human Growth and Development	12.34 (SD = 2.48)	13.35 (SD = 1.01)
C2: Social and Cultural Foundations	8.56 (SD = 2.40)	9.92 (SD = 2.47)
C3: Helping Relationships	10.27 (SD = 2.21)	10.58 (SD = 2.1)
C4: Group Work	10.53 (SD = 2.75)	11.5 (SD = 2.22)
*C5: Career & Life Style Development	10.49 (SD = 2.48)	10.42 (SD = 1.85)
C6: Appraisal	10.06 (SD = 2.07)	11.17 (SD = 1.72)
C7: Research and Program Eval.	9.60 (SD = 2.76)	11 (SD = 2.80)
C8: Professional Orientation & Ethics	12.03 (SD = 2.68)	14 (SD = 1.68)

Note: All students who took the CPCE were in the Substance Abuse and Clinical Counseling Program.

When comparing ECU student subcategory score averages with the national average, 7 of the ECU student subcategory scores are above the national average. * One ECU student subcategory score is slightly below the national average. All ECU student subcategory scores are within one standard deviation + or – the national average.

The fourth administration of the CPCE was given on April 20, 2013. Fifteen students took the exam. Fourteen (n = 14) were in the Substance Abuse and Clinical Counseling program and one was in the Rehabilitation and Career Counseling program. All students (100%) passed. The national average score was 83.87 (SD = 14.47; N = 542; Total Score) and the East Carolina student average score was 89 (SD = 7.58; N = 15; Total Score).

	Spring 2013 National Score Average (n = 542)	ECU Student Score Average (n = 15)
1: Human Growth and Development	12.34 (SD = 2.48)	12.87 (SD = 1.15)
*C2: Social and Cultural Foundations	8.56 (SD = 2.40)	8.27 (SD = 1.88)
C3: Helping Relationships	10.27 (SD = 2.21)	11.33 (SD = 1.07)
C4: Group Work	10.53 (SD = 2.75)	11 (SD = 2.5)
C5: Career & Life Style Development	10.49 (SD = 2.48)	11.33 (SD = 1.99)
C6: Appraisal	10.06 (SD = 2.07)	10.87 (SD = 1.54)
C7: Research and Program Eval.	9.60 (SD = 2.76)	9.87 (SD = 1.96)
C8: Professional Orientation & Ethics	12.03 (SD = 2.68)	13.47 (SD = 1.96)

Note: A total of 15 ECU students took the CPCE. One student was in the Rehabilitation Counseling Program. Fourteen students were from the Substance Abuse and Clinical Counseling Program.

When comparing ECU student subcategory score averages with the national average, 7 of the ECU student subcategory scores are above the national average. *One ECU student subcategory score is slightly below the national average. All ECU student subcategory scores are within one standard deviation + or – the national average.

Action Taken: All students passed the CPCE, and all ECU student subcategory scores are within one standard deviation + or – the national average. No action taken.

Oral Case Study Examination Results: No students took the Oral Comprehensive Exam.

Action Taken: Since the CPCE prepares students for the NCE, advisors have been asked by the Department Chair to encourage students to take the CPCE examination.

(C) Number of students involved in professional organizations: The SACC Student Survey is administered yearly during the fall semester. One question is, “Are you currently a member of any counseling related Professional Organizations (ACA and its divisions, LPCANC, PARC)? Yes _____ No _____. If yes, please list your memberships below.”

Results: As of spring 2013, sixty (60) students were enrolled in the Substance Abuse and Clinical Counseling Program. Of those, 33 (55%) were members of ACA.

Action Taken: The results were discussed at the 2012-2013 DARS retreat and overall, the standard was met. Although over half of the students had joined ACA, faculty would like to have at least 80% join and 5% attending and presenting at local, state, and national conferences.

2. Professional Practice and Counseling Skills:

Students demonstrate an understanding of, and the ability to apply professional practice and counseling skills in, areas of addictions and clinical mental health counseling (legal and ethical principles and financing and regulatory processes; diagnosis, treatment, and referral; co-occurring disorders, suicide and homicide risk, crisis, disaster and other trauma causing events; etc.) as measured by:

(a) Student Portfolios Reviews: Students submit portfolios for evaluation and feedback three (3) times over the course of their program. The first submission is upon completion of 12 credit hours. The second submission is during the Practicum course, and the final submission is during the Internship course.

Results: Thirty-seven (37) students submitted portfolios during the 2012-2013 academic year. Of these, 16 (43.24%) were First Submissions, 12 (32.43%) were Second Submissions and 9 (24.32%) were Final Submissions. To date, the Substance Abuse and Clinical Counseling (SACC) faculty have reviewed the Final Submissions. The First and Second Submissions will be reviewed during fall 2013 and feedback provided to students. Faculty began reviewing the Final Submission portfolios on March 21, 2013. At this time 2 (2.2%) submissions scored in the “Satisfactory” range. The SACC faculty decided to schedule individual reviews with all students (First, Second, and Final Submissions). The second review produced 6 (6.6%) student portfolios which scored overall as “Satisfactory” or better. The remaining 3 (3.3%) scored as “Emerging”. Students who score as “Emerging” were given verbal and written feedback concerning corrections. Corrected submissions are due May 24, 2013.

As for scores specific to Professional Practice and Counseling Skills, one student scored “Exceptional” and five scored “Satisfactory”.

Action Taken: Due to the poor outcomes the SACC faculty decided to schedule individual reviews with all students (First, Second, and Final Submissions). This produced better results. However, three (3.3%) students scored as “Emerging”. These students were given verbal and written feedback concerning corrections. Corrected submissions are due May 24, 2013. As of 7-19-13, 2 of the 3 students have scores at or above “Satisfactory”. One student is scheduled to resubmit his portfolio by the end of the summer session.

(b) Counselor Self-Efficacy Scale Scores: The *Counselor Self-Efficacy Scale (CSES)* assesses self-efficacy for performing counseling skills, carrying out the counseling process, and handling difficult counseling situations. Students are asked to rate their ability to do counseling skills on a five-point scale Likert Scale (5 = agree strongly; 4 = agree moderately; 3 = neutral/uncertain; 2 = disagree moderately; and 1 = disagree strongly). Scores can range from 20 to 100. The higher the score, the more confident the person is in their performance. Students take the CSES four times over the course of the program (Orientation, beginning of Practicum course, end of Practicum course and end of Internship course) and group mean scores are compared to gauge changes in self-efficacy.

Results: The fall 2011 cohort is the first to have comparison scores. Their descriptive data is as follows: CSES at Orientation: n = 15; M = 66.60; SD = 12.9. CSES at Beginning of Practicum: n = 18 (3 students did not attend Orientation); M = 79.53; SD = 9.28. CSES at end of Practicum: n = 14 (numbers do not match Orientation due to some students being part-time); M = 88.14; SD = 6.48. CSES at the end of Internship: n = 4 (numbers are low due to the field site coordinator not remembering to give the CSES to students at the final internship meeting. A new field site coordinator started July 1 and is aware of the data requirements); M = 90.7; SD = 8.06

Action Taken: The standard was met for the fall 2011 cohort. The results for the spring 2012 cohort will be available at the end of fall 2013. Data collection continues.

(c) Supervisor Evaluation of Supervisee Form (SESF): The SESF assesses and evaluates students' performance during field placements (Practicum and Internship). The SESF is completed at the mid-point and end of the field-site placement. The field-site supervisor, the faculty supervisor, and/or the doctoral supervisor complete a SESF and review it with students.

The evaluated performance categories include: Counseling/Clinical Activities; Ethical Knowledge, Skills, and Application of Ethical Guidelines; Multicultural Competence; Record Keeping; Responsiveness to Supervision; Working Relationship with Organizational Staff; Attendance/Punctuality; Professionalism; and Enthusiasm/Creativity. Each category is rated on a three-point scale (poor, satisfactory, excellent). Supervisors also complete a narrative section which identifies students' notable strengths, areas for improvement, and whether the students have satisfactorily fulfilled their assigned role at the field placement (Yes/No/Explain). Students are expected to score "satisfactory" or above by the completion of their field placement. For the area of Professional Identity and Counseling Knowledge the "Overall Score: Did this student satisfactorily fulfill their assigned role at the field placement – Yes/No/Explain" was evaluated.

Results: Twelve (12) students completed Practicum during fall 2012. All were rated as "satisfactory fulfilling their assigned roles" by field-site and faculty/doctoral supervisors. Fifteen (15) students completed Practicum during spring 2013. Fourteen (14) students were rated as "satisfactory fulfilling their assigned roles" by field-site and faculty/doctoral supervisors. One student received a "C." This was his third "C" in the program. He was dismissed from the program due to the "Three C rule."

Five (5) students completed Internship during fall 2012, 11 completed during spring 2013 and 3 during summer 2013. All were rated as “satisfactory fulfilling their assigned roles” by field-site and faculty/doctoral supervisors.

Action Taken: The Practicum Instructor and Department Chair met with the student who failed to complete Practicum. The student was asking to be reinstated in the program or to transfer to a certificate program. The instructor and chair explained that when students do not maintain grade requirements, reinstatement is not possible.

3. Self and Cultural Awareness:

Students must demonstrate an understanding of and the ability to apply self and cultural awareness in the areas of addictions and clinical mental health counseling (understand how living in a multicultural society affects clients; provide culturally relevant education; make appropriate referrals; modify counseling theories, techniques, and interventions to be culturally appropriate; recognize own limitations and seek supervision; etc.) as measured by:

(a) Student Portfolios Reviews:

Results: Thirty-seven (37) students submitted portfolios during the 2012-2013 academic year. Of these, 16 (43.24%) were First Submissions, 12 (32.43%) were Second Submissions and 9 (24.32%) were Final Submissions. To date the Substance Abuse and Clinical Counseling (SACC) faculty have reviewed the Final Submissions. The First and Second Submissions will be reviewed during summer 2013 and feedback will be provided to students during the fall 2013 semester. Faculty began reviewing the Final Submission portfolios on March 21, 2013. At this time 2 (2.2%) submission score in the “Satisfactory” range. The SACC faculty decided to schedule individual reviews with all students (First, Second, and Final Submissions). The second review produced 6 (6.6%) student portfolios which scored overall as “Satisfactory” or better. The remaining 3 (3.3%) scored as “Emerging”. Students who score as Emerging were given verbal and written feedback concerning corrections. Corrected submissions are due May 24, 2013.

As for scores specific to Cultural Awareness, one student scored “Exceptional” and five scored “Satisfactory”.

Action Taken: Due to the poor outcomes the SACC faculty decided to schedule individual reviews with all students (First, Second, and Final Submissions). This produced better results. However, three (3.3%) students overall scored as “Emerging”. These students were given verbal and written feedback concerning corrections. Corrected submissions are due May 24, 2013. Add after retreat: As of 7-19-13, two (2) of the three (3) students have scores at or above “Satisfactory”. One student is scheduled to resubmit his portfolio by the end of the summer session.

(b) Multicultural Awareness-Knowledge and Skills Survey(MAKSS): According to D' Andrea, Daniels and Heck (http://cart.rmcdenver.com/instruments/multicultural_awareness.pdf) the MAKSS is “designed to measure an individual's multicultural counseling awareness, knowledge, and skills. This 60-item survey is divided into three sub-scales. Items 1-20 measure multicultural counseling awareness; items 21-40 measure multicultural counseling knowledge; and items 41-

60 measure multicultural counseling skills.” Each item is ranked on a four-point Likert scale (1 = “very limited” or “strongly disagree”; 2 = “Limited” or “Disagree”; 3 = “Good” or “Agree,” and 4 = “Very Good” or “Strongly Agree. A mean score is calculated for each of the sub-scales. The higher the score, the greater the student’s multicultural awareness, knowledge and skills. Students take the MAKSS four times over the course of their program (Orientation, beginning of Practicum course, end of Practicum course and end of Internship course) and group mean scores are compared for changes.

Results: The fall 2011 cohort is the first to have comparison scores. Their descriptive data is as follows: MAKSS Awareness score at Orientation: n = 15; M = 2.54; SD = .19, MAKSS Awareness score at Beginning of Practicum: n = 10 (numbers do not match Orientation due to some students being part-time and Orientation attendance was once optional); M = 2.72; SD = .24. MAKSS Awareness score at End of Practicum: n = 12 (numbers do not match Orientation due to some students being part-time and Orientation attendance was once optional); M = 2.78; SD = .22. MAKSS Awareness score at End of Internship: n = 3 (numbers are low due to the field site coordinator not remembering to give the CSES to students at the final internship meeting. A new field site coordinator started July 1 and is aware of the data requirements); M = 2.63; SD = .13. MAKSS Knowledge at Orientation: n = 15; M = 2.57; SD = .29. MAKSS Knowledge at Beginning of Practicum: n = 10; M = 2.68; SD = .31. MAKSS Knowledge at End of Practicum: n = 12; M = 3.10; SD = .33. MAKSS Knowledge at End of Internship: n = 3; M = 3.05; SD = .23. MAKSS Skills at Orientation: n = 15; M = 2.57; SD = .45. MAKSS Skills at Beginning of Practicum: n = 10; M = 2.82; SD = .39. MAKSS Skills at End of Practicum: n = 12; M = 3.01; SD = .34. MAKSS Skills at End of Internship: n = 3; M = 3.22; SD = .55

Action Taken: The standard was met for the sub-area of Knowledge (3.05) and Skills (3.22) but not Awareness (2.63) for the fall 2011 cohort. Although the scores improved over the course of the program, the final score for Awareness was 2.63. This may have been due to only having 3 students in the final group. The results for the spring 2012 cohort will be available at the end of fall 2013. Data collection continues.

4. Consumer Satisfaction:

Satisfaction level of students, field-site supervisors, alumni, and employers of graduates as measured by:

(a) *Substance Abuse and Clinical Counseling (SACC) Student Survey:* The SACC Student Survey is administered yearly. It was administered via an email link to Qualtrics on 05-17-2013 and 26 out of 54 students responded, a rate of 48%. Students evaluated the program, advisor, courses, overall professional preparation, and use of technology on a four-point scale (Extremely Helpful = 4; Very Helpful = 3; Helpful = 2; Not Helpful = 1; and Not Applicable = 0.

Results of Each Question:

1. How helpful did you find the Department’s New Student Orientation?

Break down of responses: “Extremely Helpful”= one student; “Very Helpful” = eight students; “Helpful = nine students; “Not Helpful” = one student; and “Did not attend” = two students; for a mean score/category of 2.0, “Helpful.”

Action Taken: The current mean score/category (2.0, “Helpful”) was lower than 2011-2012 (3.0, “Very Helpful”). Findings were shared with faculty. Faculty decided to continue with New Student Orientation as structured since the overall score was “Helpful”.

2. How helpful do you find the Departmental Staff (i.e., front office staff)?

Breakdown of responses: “Extremely Helpful”= nine students; “Very Helpful” = twelve students; “Helpful = three students; “Not Helpful” = one student; and “Not Applicable/Did not attend” = two students; for a mean score/category of 3.3, “Very Helpful.”

Action Taken: The mean score/category was “Very Helpful,” same as last year. Findings were discussed with Departmental Staff.

3. How helpful do you find your academic advisor?

Breakdown of responses: “Extremely Helpful”= fourteen students; “Very Helpful” = three students; “Helpful = five students; “Not Helpful” = one student; and “Not Applicable/Did not attend” = three students; for a mean score/category of 3.3, “Very Helpful.”

Action Taken: The current mean score/category (3.3, “Very Helpful) improved (2.73, “Helpful” in 2011-2012) with the implication of program-specific advisors. Faculty members were encouraged to continue to meet regularly with students for advisement.

4. How helpful do you find the SACC faculty (Drs. Crozier, Goodwin, Sias and Toriello)?

Break down of responses: “Extremely Helpful”= sixteen students; “Very Helpful” = seven students; “Helpful = one student; “Not Helpful” = three students; and “Not Applicable/Did not attend” = no students; for a mean score/category of 3.5, “Very Helpful.”

Action Taken: The mean score/category was “Very Helpful,” same as last year. Results were discussed with faculty, no action was taken.

5. How helpful have the following courses been in your professional preparation?

(a) Occupational Analysis and Career Counseling

Breakdown of responses: “Extremely Helpful”= two student; “Very Helpful” = two students; “Helpful = four students; “Not Helpful” = seven students; and “Not Applicable/Have not taken the course” = thirteen students; for a mean score/category of 2.2, “Helpful.”

Action Taken: The current mean score/category (2.2, Helpful) improved (1.9 “Not Helpful” in 2011-2012). However, this is the final cohort to take Occupational Analysis and Career Counseling. A new Career Counseling course as added starting fall 2012.

(b) Introduction to Counseling and Rehabilitation (formerly Introduction to Rehabilitation)

Breakdown of responses: “Extremely Helpful” = three students; “Very Helpful” = three students; “Helpful = fifteen students; “Not Helpful” = one student; and “Not Applicable/Have not taken the course” = thirteen students; for a mean score/category of 4.0, “Extremely Helpful.”

Action Taken: The current mean score/category (4.0, “Extremely Helpful”) improved (“Helpful” in 2011-2012). No action taken.

(c) Psychiatric Rehabilitation (DSM)

Breakdown of responses: “Extremely Helpful”= seven students; “Very Helpful” = ten students; “Helpful = four students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = five students; for a mean score/category of 3.0, “Very Helpful.”

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

d) Counseling Theories in Addiction and Rehabilitation

The 2012-2013 survey had *Counseling Theories* and *Human Growth & Development* as one course rather than two. Data are unavailable.

Action Taken: The survey was corrected.

(e) Prepracticum in Substance Abuse and Clinical Counseling

Breakdown of responses: “Extremely Helpful”= 18 students; “Very Helpful” = two students; “Helpful = no students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 6 students; for a mean score/category of 3.90, “Very Helpful.”

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(e) Group Counseling for Addictive Behaviors

Breakdown of responses: “Extremely Helpful”= 14 students; “Very Helpful” = no students; “Helpful = no students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 12 students; for a mean score/category of 4.0, “Extremely Helpful.”

Action Taken: The current mean score (4.0, “Extremely Helpful”) improved (“Very Helpful” in 2011-2012). No action taken.

(f) Small Group

Breakdown of responses: “Extremely Helpful” = 13 students; “Very Helpful” = three students; “Helpful = five students; “Not Helpful” = five students; and “Not Applicable/Have not taken the course” = 2 students; for a mean score/category of 3.16, “Very Helpful.”

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(g) Ethical and Legal Aspects of Substance Abuse and Rehabilitation Counseling

Breakdown of responses: “Extremely Helpful” = four students; “Very Helpful” = six students; “Helpful = five students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 11 students; for a mean score/category of 2.39, “Helpful.”

Action Taken: The mean score/category decreased slightly from “Very Helpful,” to “Helpful”. Findings were shared with faculty. Faculty decided to continue with the course as structured since the overall score was “Helpful”.

(h) Multicultural Counseling in Rehabilitation

Breakdown of responses: “Extremely Helpful” = no students; “Very Helpful” = three students; “Helpful = seven students; “Not Helpful” = four students; and “Not Applicable/Have not taken the course” = 12 students; for a mean score/category of 1.92, “Not Helpful.”

Action Taken: The mean score/category decreased from 2.67, “Helpful” to 1.92, “Not Helpful”. The course was assigned to another faculty member.

(i) Rehabilitation Evaluation (Assessment)

Breakdown of responses: “Extremely Helpful” = five students; “Very Helpful” = five students; “Helpful = eight students; “Not Helpful” = five students; and “Not Applicable/Have not taken the course” = 3 students; for a mean score/category of 2.43, “Helpful.”

Action Taken: The mean score/category continues to be “Helpful,” no action taken.

(j) Rehabilitation Research

Breakdown of responses: “Extremely Helpful” = no students; “Very Helpful” = five students; “Helpful = five students; “Not Helpful” = three student; and “Not Applicable/Have not taken the course” = 13 students; for a mean score/category of 2.15, “Helpful.”

Action Taken: The mean score/category continues to be “Helpful,” no action taken.

(k) Treatment of Drug and Behavioral Addictions (formerly Treatment of Alcohol and Drug Addiction)

Breakdown of responses: “Extremely Helpful” = ten students; “Very Helpful” = four students; “Helpful = one students; “Not Helpful” = no student; and “Not Applicable/Have not taken the course” = 11 students; for a mean score/category of 3.60, “Very Helpful”.

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(l) Family Treatment in Substance Abuse Rehabilitation

Breakdown of responses: “Extremely Helpful” = 12 students; “Very Helpful” = one student; “Helpful = one student; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 12 students; for a mean score/category of 3.71, “Very Helpful.”

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(m) Substance Abuse Counseling

Breakdown of responses: “Extremely Helpful” = 10 students; “Very Helpful” = five students; “Helpful = no students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 11 students; for a mean score/category of 3.66, “Very Helpful.”

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(n) Introduction to Substance Abuse

Breakdown of responses: “Extremely Helpful” = 17 students; “Very Helpful” = seven students; “Helpful = one students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = one students; for a mean score/category of 3.64, “Very Helpful.”

Actions Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(o) Practicum

Breakdown of responses: “Extremely Helpful” = 12 students; “Very Helpful” = two students; “Helpful = no students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 12 students; for a mean score/category of 3.85, “Extremely Helpful.”

Action Taken: The mean score/category continues to be “Extremely Helpful,” no action taken.

(p) Internship

Breakdown of responses: “Extremely Helpful” = five students; “Very Helpful” = three students; “Helpful = no students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 18 students; for a mean score/category of 3.62, “Very Helpful.”

Action Taken: The mean score/category decreased slightly from 4.0, “Extremely Helpful” in 2011-2012 to “Very Helpful”. A full-time Field-site Coordinator was hired for fall 2013 which may improve scores.

(q) Supervision for Practicum (Faculty Member)

Breakdown of responses: “Extremely Helpful” = thirteen students; “Very Helpful” = no students; “Helpful = two students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 11 students; for a mean score/category of 3.73, “Very Helpful.”

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(r) Supervision for Practicum (Doctoral Student)

Breakdown of responses: “Extremely Helpful” = seven students; “Very Helpful” = six students; “Helpful = two students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 17 students; for a mean score/category of 3.33 “Very Helpful.”

Action Taken: The mean score/category improved from 2.62, “Helpful” in 2011-2012 to 3.33, “Very Helpful”, no action taken.

(s) Supervision for Practicum (Field-site Supervisor)

Breakdown of responses: “Extremely Helpful” = nine students; “Very Helpful” = four students; “Helpful = two students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 11 students; for a mean score/category of 3.60 “Very Helpful.”

Action Taken: The mean score/category improved from 2.75, “Helpful” in 2011-2012 to 3.60, “Very Helpful”, no action taken.

(t) Supervision for Internship (Faculty Member)

Breakdown of responses: “Extremely Helpful” = two students; “Very Helpful” = one student; “Helpful = six students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 53 students; for a mean score/category of 2.55 “Helpful.”

Action Taken: The mean score/category decreased slightly from of 3.37, “Very Helpful” in 2011-2012 to 2.55, “Helpful”. A full-time Field-site Coordinator was hired for fall 2013 which may improve scores.

(u) Supervision for Internship (Field-site Supervisor)

Breakdown of responses: “Extremely Helpful” = three students; “Very Helpful” = four student; “Helpful = no students; “Not Helpful” = no students; and “Not Applicable/Have not taken the course” = 19 students; for a mean score/category of 3.42, “Very Helpful.”

Action Taken: The mean score/category continues to be “Very Helpful,” no action taken.

(v) Evaluation of Professional Preparation

Breakdown of responses: “Extremely Helpful” = five students; “Very Helpful” = 13 students; “Helpful = three students; “Not Helpful” = three students; and “Not Applicable/Have not taken the course” = two students; for a mean score/category of 2.83, “Helpful.”

Action Taken: The mean score/category decrease slightly from 3.20, “Very Helpful” in 2011-2012 to 2.83 “Helpful,” no action taken.

(w) Use of Technology

Breakdown of responses: “Extremely Helpful” = three students; “Very Helpful” = 12 students; “Helpful = five students; “Not Helpful” = two student; and “Not Applicable/Have not taken the course” = four students; for a mean score/category of 2.50, “Helpful.”

Action Taken: The mean score/category decreased slightly from 3.11, “Very Helpful,” in 2011-2012, to 2.50 “Helpful” no action taken.

(x) Are you a member of a Professional Counseling Organization?

Yes: 23 (23 ACA, eight PARC, one IAAOC, one ASGW, one ASEVIC, two CSI, and one CGPS).

No: 2.

No answer: 1

Action Taken: Requiring students to join ACA as a course requirement in *Introduction to Substance Abuse* (first-year course) and the *Practicum in Substance Abuse and Clinical Counseling* (second-year course) increased student membership in professional organizations. Faculty will continue to announce upcoming conferences in the department newsletter, in class, and through email announcements, and to encourage student involvement in faculty presentations at the conferences of professional organizations.

(y) External Advisory Board Feedback:

The External Advisory Board is made up of field-site supervisors in the community, some of which are past graduates of the program. It meets once a year to provide feedback and directions to the Substance Abuse and Clinical Counseling Program.

Results: The Advisory Board will meet summer 2013.

Action Taken: None at this time.

5. Effectiveness of Curricular Content and Design, as measured by:

(a) SACC Student Survey:

The SACC Student Survey is administered yearly. It was administered via email on with a Qualtrics link on 05-17-13. Twenty-six (N = 26) of 54 students responded, a rate of 48%. Students evaluated the program courses on a four-point scale (Extremely Helpful = 4, Very Helpful = 3; Helpful = 2, Not Helpful = 1, Not Applicable = 0).

Use of Technology

Breakdown of responses: “Extremely Helpful” = three students; “Very Helpful” = 12 students; “Helpful = five students; “Not Helpful” = two student; and “Not Applicable/Have not taken the course” = four students; for a mean score/category of 2.50, “Helpful.”

Action Taken: The mean score/category decreased slightly from 3.11, “Very Helpful,” in 2011-2012, to 2.50 “Helpful” no action taken.

(b) Alumni Survey:

The Alumni Survey occurs every two years. The first survey was completed 2009-2010. The second survey was completed June 2012 (for the 2012-2013). Twenty-eight (28) responses were received. The years of graduation ranged from 1992 to 2012 with the majority identifying their

year of graduation as 2009. Alumni evaluated the program, the courses, and overall professional preparation on a 4-point scale (Extremely Well/Helpful = 4, Very Well/Helpful = 3; Well/Helpful = 2, Not Well/Helpful = 1, Not Applicable = 0).

When asked: "Overall, as a graduate of the M.S. degree program in Substance Abuse and Clinical Counseling how well do you think you were prepared as a substance abuse and clinical counselor?" Thirteen (13) of respondents' reported "Extremely Well"; 11 reported "Very Well"; and three reported "Well" for an average score of 3.37 "Very Well".

Action Taken:

Results were shared with faculty. Average score was "Very Well," no action taken.

(c) Field-Site Supervisory Survey:

The SACC Field-Site Supervisor Survey is to be administered yearly. However, the 2012-2013 survey was not sent. The Department is in the process of converting surveys to Qualtrics which is an online survey software support by East Carolina University. Field-Site supervisor feedback was obtained from the *Supervisor Evaluation of Supervisee Form (SESF)*.

Results: See the *Supervisor Evaluation of Supervisee Form (SESF)* results above.

Action Taken: The Field-Site Supervisory Survey will be sent via Qualtrics during the 2013-2014 academic year.

(d) Graduate Student Exit Survey:

The GSES is administered through the University's Instructional Planning, Assessment, and Research Division. It is administered to students at the time of graduation. Areas of evaluation include: Faculty Contributions; Help Outside of the Classroom; Knowledge, Skills, and Personal Growth; Other Offices that Serve You; Your Conclusions; and Plans for Next Year.

Results: When asked, "To what extent do you think your graduate education contribute to your knowledge in your program," 2 out of 2 (100%) graduates rated the Substance Abuse and Clinical Counseling Program as "Very Much."


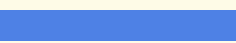
Action Taken: Rating were "Average" or above. However, the response rate was based on 2 students. Faculty will encourage students to complete the GSES and continue to review the results for one more year to see if response rates increase. If response rates remain low, this survey will be dropped from the programs evaluation process.

(e) Employer Survey: The Employer Survey is administered yearly. In 2012-2013, there were 14 graduates. Twelve (12) students reported having a job offer or being employed at graduation. Of the 12, two (2) employers responded to the survey for a 16% return rate.


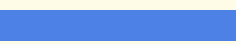
Employers evaluated employees in the areas of content knowledge, organizational skills, interpersonal skills, communication skills, clinical judgment, leadership skills, preparation to work in their particular job setting, and comparing ECU graduates to other students they've supervised on a 4-point scale (Very Good = 4, Good = 3; Fair = 2, Poor = 1, Not Applicable = 0).

Results:

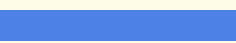

1. Content Knowledge (Counseling theories and techniques, human development, legal and ethical information, social and cultural diversity information, substance abuse and clinical counseling information, vocational and career information, research, etc.)?

#	Answer		Response	%
1	Very Good		0	0%
2	Good		1	50%
3	Fair		1	50%
4	Poor		0	0%
	Total		2	100%

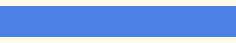

2. Counseling Skills (Development of a helping relationship, assessment/intake skills, individual group and family counseling skills, etc.)

#	Answer		Response	%
1	Very Good		0	0%
2	Good		1	50%
3	Fair		1	50%
4	Poor		0	0%
	Total		2	100%


3. Organizational Skills (Record keeping, maintaining client schedules, etc.)

#	Answer		Response	%
1	Very Good		1	50%
2	Good		1	50%
3	Fair		0	0%
4	Poor		0	0%
	Total		2	100%


4. Interpersonal Skills (Ability to get along with others while getting the job done?)

#	Answer		Response	%
1	Very Good		1	50%
2	Good		1	50%
3	Fair		0	0%
4	Poor		0	0%
	Total		2	100%

5. Communication Skills

#	Answer		Response	%
1	Very Good		0	0%
2	Good		2	100%
3	Fair		0	0%
4	Poor		0	0%
	Total		2	100%

6. Clinical Judgment

#	Answer		Response	%
1	Very Good		0	0%
2	Good		2	100%
3	Fair		0	0%
4	Poor		0	0%
	Total		2	100%

7. Leadership Skills

#	Answer		Response	%
1	Very Good		0	0%
2	Good		1	50%
3	Fair		1	50%
4	Poor		0	0%
	Total		2	100%

8. Preparation to work in this particular job setting?

#	Answer		Response	%
1	Very Good		0	0%
2	Good		1	50%
3	Fair		1	50%
4	Poor		0	0%
	Total		2	100%

9. How do East Carolina graduates compare to those you have hired from other programs?

#	Answer		Response	%
1	Better Prepared		1	50%
2	About the Same		1	50%
3	Less Well Prepared		0	0%
4	Not Applicable		0	0%
	Total		2	100%

10. Suggestions for improving our students' professional preparation?

Text Response

None

Helping them learn to conceptualize cases more clearly.

Statistic	Value
Total Responses	2

Action Taken: Due to the low response rate, no evaluation was made. Faculty continued to discuss new ways to increase the response rate since sending the evaluation to the newly hired graduate for them to give to their employer for completion did not increase the return rate. Faculty will ask during site visits if new graduates have been hired. If so, the site-supervisor will be given a link to the Employer Survey.

(f) External Advisory Board Feedback (EAB):

The External Advisory Board is made up of field-site supervisors in the community, some of which are past graduates of the program. It meets once a year to provide feedback and directions to the Substance Abuse and Clinical Counseling Program.

Results: The Advisory Board will meet summer 2013.

Action Taken: None at this time.

6. The effective use of technology to deliver the curriculum and enhance experiences to meet program and student needs as measured by:

(a) SACC Student Survey:

Break-down of responses: "Extremely Well" = three students; "Very Well" = twelve; "Well = five; "Not Well" = two; and "Not Applicable/Have not taken the course" = four, for an average score of 2.7, "Well."

Action Taken:

Average score was "Well," no action taken.

(b) Alumni Survey:

Twenty-eight (28) responses were received. The years of graduation ranged from 1992 to 2012, with the majority identifying their year of graduation as 2009. Alumni evaluated the program, the courses, and overall professional preparation on a four-point scale (Extremely Well/Helpful = 4, Very Well/Helpful = 3; Well/Helpful = 2, Not Well/Helpful = 1, Not Applicable = 0).

When asked: "Overall, as a graduate of the M.S. degree program in Substance Abuse and Clinical Counseling how well do you think you were prepared as a substance abuse and clinical counselor?" Thirteen (13) of respondents' reported "Extremely Well"; 11 reported "Very Well"; and three reported "Well," for an average score of 3.37, "Very Well."

Action Taken:

Average score was "Very Well," no action taken.

7. Recruitment and retention of students as measured by:

2011 – 2012 to Compare with Current Data Below:

(a) Number of Applicants:

Fall 2011: 36 applicants (for spring 2012 admission)

Spring 2012: 50 applicants (for fall 2012 admission)

(b) Number of Admits:

Fall 2011: 19 admits and one re-admit (two males and 18 females)

Spring 2012: 22 Admits (one male and 21 females)

(c) Number Enrolled:

Fall 2011: 19 were enrolled (none withdrew)

Spring 2012: 19 were enrolled (three withdrew their application. One went to NC State, one ECU's Social Work Program and one withdrew due to "family issues")

(d) Number of Rejected Applicants:

Fall 2011: 14 Rejected Applicants

- 12 failed to meet ECU's Graduate School admission requirements
- 2 met Graduate School admission requirements but scored below department standards (one scored 12 and one scored 14).

Spring 2012: 28 Rejected Applicants

- 22 failed to meet ECU's Graduate School admission requirements
- 6 met Graduate School admission requirements but scored below department standards (two scored 12, one scored 13, and three scored 15). The admission ratings are: Mean = 18, Median = 18, Mode = 18, and scores ranged from 21 to 17.

(e) Number of Non-Completers (voluntarily or involuntarily):

One student failed to successfully complete Practicum. This student withdrew from program due to "personal issues."

(f) Number of Graduates:

Five (5) fall graduates and 12 spring graduates

Current Data 2012 - 2013

(a) Number of Applicants:

Fall 2012: 18 applicants (for spring 2013 admission)

Spring 2013: 31 applicants (for fall 2013 admission)

(b) Number of Admits:

Fall 2012: 11 admits (for spring 2013 admission)

Spring 2013: 18 admits (for fall 2013 admission)

(c) Number Enrolled:

Fall 2012: 9 were enrolled (for spring 2013 admission)

Spring 2013: 14 were enrolled (for fall 2013 admission)

(d) Number of Rejected Applicants:

Fall 2012: Rejected Applicants

- 4 failed to meet ECU's Graduate School admission requirements
- 2 met Graduate School admission requirements but scored below department standards (Both scored 11. The average admission score was 18).
- 1 application was received too late to process. This individual's application was considered for spring admission.

Spring 2013: Rejected Applicants

- 13 failed to meet ECU's Graduate School admission requirements

(e) Number of Non-Completers (voluntarily or involuntarily):

- 1 student failed to maintain academic requirements (i.e., 3 "C" rule)

(e) Number of Graduates:

5 fall graduates, 9 spring graduates, and 4 summer graduates

5. Program recognition as measured by:

(a) Successful Completion of CACREP Accreditation: In process. CACREP Self Study will be submitted fall 2013.

Action Taken

CACREP Self Study is in process. No action taken.

(b) Faculty Achievements

During the 2012-2013 school year there were 9 full-time faculty members in the Department of Addictions and Rehabilitation Studies and 8 publications, which is an average of 0.8 publications per full-time faculty member.

Action Taken

The faculty did not meet the goal of an average of one publication per full-time faculty member. The faculty were down one position which added to teaching, advising and service workloads. One additional full-time faculty member and one part-time instructor were hired for fall 2013. With the increase of faculty, hopefully publications rates will increase.

(c) Student Achievements as measured by:

1. Number of Awards: None

2. Number of Scholarships: Two (2) students received the Lambeth Scholarship.

3. Number of Presentations: Nine (9) students presented poster sessions at the North Carolina Rehabilitation Counselors Association (PARC) conference, and three (3)

students presented poster sessions at the North Carolina Rehabilitation Counselor Association/Vocational Evaluation and Work Adjustment/Vocational Evaluation and Career Assessment Professionals Association conference (NCRCA / VECAP Conference).