MCOUN Alumni Survey Data

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# DEMOGRAPHICS AND BACKGROUND (Q1 – Q10)

\[ N = 78 \]

1. **Gender:**
   - Female \( n = 55 \) 70.5%
   - Male \( n = 23 \) 29.5%

2. **Transfer student?**
   - Yes \( n = 15 \) 19.2%
   - No \( n = 62 \) 79.5%
   - No response \( n = 1 \) 1.3%

3. **Campus:**
   - Meridian \( n = 21 \) 26.9%
   - Pocatello \( n = 57 \) 73.1%

4. **Major:**
   - CMHC \( n = 41 \) 52.6%
   - MCFC \( n = 20 \) 25.6%
   - School \( n = 13 \) 16.7%
   - Student Affairs \( n = 4 \) 5.1%

5. **Current employment status:**
   - Employed full-time as a professional counselor: \( n = 53 \) 67.9%
   - Employed part-time as a professional counselor: \( n = 12 \) 15.4%
   - Employed, but not as a professional counselor: \( n = 11 \) 14.1%
   - Unemployed by choice: \( n = 1 \) 1.3%
   - Unemployed due to lack of opportunity: \( n = 1 \) 1.3%

6. **[Employed full-time as a professional counselor] Please provide brief position description as it relates to your degree:**
   - Work with kids
   - Vocational Rehabilitation Counselor
   - Trauma counselor at behavioral health agency
   - Transitioned to school counselor in an elementary school.
   - Therapist Resident working toward LPC in another state
   - Therapist at CAPSA - shelter and outpatient services for people who have experienced domestic violence and/or sexual assault.
   - Self employed private practitioner
   - School Counselor-pursuing additional education
   - School Counselor
   - Residential Substance Abuse/Mental Health full time counselor
   - Providing counseling sessions to individuals, couples, and families.
   - Private practice
   - Own private practice
Middle School Counselor
Mental Health Therapist at Outpatient Clinic
Mental health counselor at The College of Idaho
Mental Health Counselor
LPC at a practice.
LPC
LCPC for trauma
I’m employed full time as a licensed professional counselor at a community mental health agency.
I work with an agency and see 24-28 clients per week using telehealth
I work full time at a local agency and provide Couple, Family, and individual counseling.
I provide individual and group sessions, assist in creating/updating clinical documents, and ensure the mental health needs of our clients are met by consulting with their direct care staff, supervisors, and directors.
I provide group and individual counseling to persons affected by domestic violence as well as persons with substance addiction and their families
I am employed by ISU as an Instructor/Academic Coach. Though I am not working in mental health, I use my counseling skills often in my role working with students.
Full time school counselor in an elementary school
Full time school counselor and part time mental health counselor
Full time professional counselor
employed as a mental health counselor
Elementary School Counselor
Drug court, and community mental health
D6, substance abuse with individuals and families
Counselor for youth
Counselor and clinical director
College Counselor
Clinician working for the state on an Assertive Community Treatment team
Clinician for the state of Idaho. Facilitator of sex offender groups
Clinician for Children’s Mental Health of Idaho DHW. Providing evidence based family counseling program.
Clinician at community mental health clinic
Clinical Supervisor for a Residential Treatment Facility and the Psychiatric Security Review Board team at Marion County Adult Behavioral Health
Children, families
Child and Family therapist and Prevention Specialist providing mental health services in the school district
Career Counselor
Brief intervention crisis work through the hospital
Academic Counseling, Instructing, Part-time mental health counseling
"Behavioral Health Therapist" in a clinical setting
7. [Employed *part-time* as a professional counselor] Please provide brief position description as it relates to your degree:
   - Self-employed/contractor and working as sports and performance counselor
   - Provide part-time mental health counseling services in the community, a couple of nights a week. I am employed full time in another position where I am not a counselor.
   - Provide counseling for juvenile sex offenders
   - Part-time counselor at an agency working with children
   - Mental health counselor at an agency
   - Mental Health Counselor
   - LPC working part time at a mental health agency in Boise
   - Individual, family and group counseling
   - Counseling adolescents and adults as trained.
   - Clinician at local agency.
   - Adolescent substance abuse

8. [Employed, but not as a professional counselor] Please describe current work role:
   - School teacher
   - Part Time Online Instructor for a University
   - Investigator (of fraud, waste, and abuse) at health insurance co.
   - In the school system but unable to get school counseling job
   - I am an assistant professor.
   - Healthcare consultant
   - Counselor Educator
   - Adjunct online faculty for BYU-Idaho
   - Academic Advisor

9. Which of the following were helpful to you in finding employment? Check all that apply.

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<th>Option selected</th>
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<tr>
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<td>Parent/relative</td>
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<tr>
<td>Other students/friends</td>
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<td>ISU Career Center</td>
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<tr>
<td>Other ISU Dept. of Counseling faculty</td>
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<tr>
<td>Newspaper/Trade Publications</td>
<td>5</td>
</tr>
<tr>
<td>Major Advisor</td>
<td>8</td>
</tr>
<tr>
<td>Employment Agency</td>
<td>5</td>
</tr>
</tbody>
</table>
10. Please indicate what percentage of time you spend providing counseling services to...

- **Individuals** ($n = 32$)
  - Mean = 72.8%
  - Median = 80.5%
  - Range: 20 – 100%

- **Groups** ($n = 19$)
  - Mean = 12.6%
  - Median = 10%
  - Range: 0 – 80%

- **Couples** ($n = 10$)
  - Mean = 3.4%
  - Median = 10%
  - Range: 0 – 25%
CACREP CORE KNOWLEDGE (Q11 – Q18)  
N = 73

Tell us how much you agree with the following statements related to your educational experience in the Master of Counseling program at Idaho State University, using the following scale:  
SA = Strongly Agree, MA = Moderately Agree, AS = Agree Slightly, DS = Disagree Slightly, MD = Moderately Disagree, SD = Strongly Disagree.

*NOTE: Most frequent response is highlighted

11. I developed knowledge about the profession of counseling including its history, organizational structures, code of ethics, standards, and credentialing.
   - Strongly agree  n = 53  72.6%
   - Moderately agree  n = 16  21.9%
   - Agree slightly  n = 3  4.1%
   - Disagree slightly  n = 0  0
   - Moderately disagree  n = 1  1.4%
   - Strongly disagree  n = 0  0

12. I developed knowledge related to the cultural context of relationships, issues, and trends in a multicultural society related to the practice of counseling.
   - Strongly agree  n = 38  52.1%
   - Moderately agree  n = 24  32.9%
   - Agree slightly  n = 8  11.0%
   - Disagree slightly  n = 1  1.4%
   - Moderately disagree  n = 2  2.7%
   - Strongly disagree  n = 0  0

13. I developed knowledge related to understanding the nature and needs of persons at all developmental levels and in multicultural contexts as it relates to the practice of counseling.
   - Strongly agree  n = 25  34.2%
   - Moderately agree  n = 31  42.5%
   - Agree slightly  n = 13  17.8%
   - Disagree slightly  n = 2  2.7%
   - Moderately disagree  n = 2  2.7%
   - Strongly disagree  n = 0  0

14. I developed knowledge related to an understanding of career development theories and decision making models, and related life factors as it relates to the practice of counseling.
   - Strongly agree  n = 22  30.1%
   - Moderately agree  n = 29  39.7%
   - Agree slightly  n = 17  23.3%
   - Disagree slightly  n = 3  4.1%
   - Moderately disagree  n = 1  1.4%
   - Strongly disagree  n = 1  1.4%
15. I developed knowledge and skills relating to the practice of counseling in a multicultural society which included counseling theory, and essential interviewing and counseling skills.

- Strongly agree  $n = 36$  49.3%
- Moderately agree  $n = 21$  28.8%
- Agree slightly  $n = 12$  16.4%
- Disagree slightly  $n = 3$  4.1%
- Moderately disagree  $n = 1$  1.4%
- Strongly disagree  $n = 0$  0%

16. I developed theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

- Strongly agree  $n = 34$  46.6%
- Moderately agree  $n = 23$  31.5%
- Agree slightly  $n = 9$  12.3%
- Disagree slightly  $n = 4$  5.5%
- Moderately disagree  $n = 2$  2.7%
- Strongly disagree  $n = 1$  1.4%

17. I developed an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

- Strongly agree  $n = 24$  32.9%
- Moderately agree  $n = 26$  35.6%
- Agree slightly  $n = 16$  21.9%
- Disagree slightly  $n = 6$  8.2%
- Moderately disagree  $n = 0$  0%
- Strongly disagree  $n = 1$  1.4%

18. I developed an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

- Strongly agree  $n = 21$  28.8%
- Moderately agree  $n = 30$  41.1%
- Agree slightly  $n = 16$  21.9%
- Disagree slightly  $n = 4$  5.5%
- Moderately disagree  $n = 0$  0%
- Strongly disagree  $n = 2$  2.7%
You will now respond to items specifically related to your Clinical Mental Health Counseling major (your response to Q5 above).

Tell us how much you agree with the following statements related to your educational experience in the Master of Counseling program at Idaho State University, using the following scale: SA = Strongly Agree, MA = Moderately Agree, AS = Agree Slightly, DS = Disagree Slightly, MD = Moderately Disagree, SD = Strongly Disagree.

*NOTE: Most frequent response is highlighted

### Foundational Knowledge

19. I developed knowledge about the history, philosophy, ethics, professional organizations, credentials, and trends in clinical mental health counseling.

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<th>Opinion</th>
<th>Count (n)</th>
<th>Percentage</th>
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<td>24.1%</td>
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<td>0%</td>
</tr>
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<td>Disagree slightly</td>
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<td>0%</td>
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<tr>
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<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

20. I developed knowledge about the various roles, functions, interdisciplinary relationships, and practice settings for clinical mental health counselors.

<table>
<thead>
<tr>
<th>Opinion</th>
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<th>Percentage</th>
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</thead>
<tbody>
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<td>0%</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
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</table>

21. I developed knowledge of professional issues that affect clinical mental health counselors such as core provider status, expert witness status, and managed care systems.

<table>
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<tr>
<th>Opinion</th>
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<th>Percentage</th>
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<td>31.0%</td>
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<td>Moderately agree</td>
<td>7</td>
<td>24.1%</td>
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<tr>
<td>Agree slightly</td>
<td>10</td>
<td>34.5%</td>
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<tr>
<td>Disagree slightly</td>
<td>2</td>
<td>6.9%</td>
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<tr>
<td>Moderately disagree</td>
<td>1</td>
<td>3.4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3.4%</td>
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22. I developed knowledge related to the management of mental health services and programs including administration, finance, and accountability.

<table>
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<tr>
<th>Opinion</th>
<th>Count (n)</th>
<th>Percentage</th>
</tr>
</thead>
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<td>17.2%</td>
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<td>Moderately agree</td>
<td>6</td>
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<td>Agree slightly</td>
<td>9</td>
<td>31.0%</td>
</tr>
<tr>
<td>Disagree slightly</td>
<td>5</td>
<td>17.2%</td>
</tr>
</tbody>
</table>
23. I developed knowledge related to the impact of crises, disasters and other trauma-causing events on people; along with operation of emergency management systems in agencies and communities.

- Strongly agree  
  \( n = 10 \)  
  34.5%
- Moderately agree  
  \( n = 8 \)  
  31.0%
- Agree slightly  
  \( n = 6 \)  
  20.7%
- Disagree slightly  
  \( n = 4 \)  
  13.8%
- Moderately disagree  
  \( n = 0 \)  
  0
- Strongly disagree  
  \( n = 0 \)  
  0

24. Upon completion of the program, I was able to apply and adhere to the ethical and legal standards influencing the practice of clinical mental health counseling.

- Strongly agree  
  \( n = 29 \)  
  100%
- Moderately agree  
  \( n = 0 \)  
  0
- Agree slightly  
  \( n = 0 \)  
  0
- Disagree slightly  
  \( n = 0 \)  
  0
- Moderately disagree  
  \( n = 0 \)  
  0
- Strongly disagree  
  \( n = 0 \)  
  0

25. Upon completion of the program, I was able to apply knowledge of public mental health policy, financing, and regulatory processes to improve clinical mental health service delivery.

- Strongly agree  
  \( n = 8 \)  
  27.6%
- Moderately agree  
  \( n = 11 \)  
  37.9%
- Agree slightly  
  \( n = 4 \)  
  13.8%
- Disagree slightly  
  \( n = 4 \)  
  13.8%
- Moderately disagree  
  \( n = 2 \)  
  6.9%
- Strongly disagree  
  \( n = 0 \)  
  0

26. I developed knowledge about the principles of mental health programs and networks (i.e., prevention, intervention, consultation, education, and advocacy) that promote mental health in a multicultural society.

**\((N = 28, 1\) no response)**

- Strongly agree  
  \( n = 14 \)  
  50.0%
- Moderately agree  
  \( n = 11 \)  
  39.3%
- Agree slightly  
  \( n = 1 \)  
  3.6%
- Disagree slightly  
  \( n = 2 \)  
  7.1%
- Moderately disagree  
  \( n = 0 \)  
  0
- Strongly disagree  
  \( n = 0 \)  
  0

27. I developed knowledge about the models, methods, and principles of program development and delivery across their various forms (inpatient, outpatient, partial care and aftercare)

- Strongly agree  
  \( n = 10 \)  
  34.5%
28. I developed knowledge about the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

- Strongly agree  \( n = 15 \) 51.7%
- Moderately agree  \( n = 9 \) 31.0%
- Agree slightly  \( n = 4 \) 13.8%
- Disagree slightly  \( n = 1 \) 3.4%
- Moderately disagree  \( n = 0 \) 0
- Strongly disagree  \( n = 0 \) 0

Counseling, Prevention, and Intervention: Skills and Practices

29. Upon completion of the program, I was able to use principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

- Strongly agree  \( n = 16 \) 57.1%
- Moderately agree  \( n = 11 \) 37.9%
- Agree slightly  \( n = 2 \) 6.9%
- Disagree slightly  \( n = 0 \) 0
- Moderately disagree  \( n = 0 \) 0
- Strongly disagree  \( n = 0 \) 0

30. Upon completion of my program, I was able to promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities via application of effective strategies for promoting client understanding of, and access to, community resources. **(\( N = 28 \), 1 no response)

- Strongly agree  \( n = 14 \) 50.0%
- Moderately agree  \( n = 11 \) 39.3%
- Agree slightly  \( n = 1 \) 3.6%
- Disagree slightly  \( n = 2 \) 7.1%
- Moderately disagree  \( n = 0 \) 0
- Strongly disagree  \( n = 0 \) 0

31. Upon completion of my program, I was able to apply multicultural competence to all aspects of the counseling process (i.e., from case conceptualization through service delivery and termination or referral) across individual, couple, family and group modalities.

- Strongly agree  \( n = 16 \) 57.1%
- Moderately agree  \( n = 10 \) 34.5%
- Agree slightly  \( n = 3 \) 10.3%
- Disagree slightly  \( n = 0 \) 0
- Moderately disagree  \( n = 0 \) 0
- Strongly disagree  \( n = 0 \) 0
32. Upon completion of the program, I was able to use procedures for assessing and managing suicide risk.
   - Strongly agree  
     \[ n = 22 \] 75.9%
   - Moderately agree  
     \[ n = 4 \] 13.8%
   - Agree slightly  
     \[ n = 2 \] 6.9%
   - Disagree slightly  
     \[ n = 1 \] 3.4%
   - Moderately disagree  
     \[ n = 0 \] 0
   - Strongly disagree  
     \[ n = 0 \] 0

33. Upon completion of the program, I was able to utilize current record-keeping procedures and standards.
   - Strongly agree  
     \[ n = 14 \] 48.3%
   - Moderately agree  
     \[ n = 10 \] 34.5%
   - Agree slightly  
     \[ n = 3 \] 10.3%
   - Disagree slightly  
     \[ n = 2 \] 6.9%
   - Moderately disagree  
     \[ n = 0 \] 0
   - Strongly disagree  
     \[ n = 0 \] 0

34. Upon completion of the program, I was able to provide appropriate counseling strategies when working with addiction issues and co-occurring disorders.
   - Strongly agree  
     \[ n = 8 \] 27.6%
   - Moderately agree  
     \[ n = 12 \] 41.4%
   - Agree slightly  
     \[ n = 6 \] 20.7%
   - Disagree slightly  
     \[ n = 1 \] 3.4%
   - Moderately disagree  
     \[ n = 1 \] 3.4%
   - Strongly disagree  
     \[ n = 1 \] 3.4%

35. Upon completion of the program, I was able to recognize my own limitations as a clinical mental health counselor and either seek supervision and/or referral of clients when appropriate.
   - Strongly agree  
     \[ n = 24 \] 82.8%
   - Moderately agree  
     \[ n = 5 \] 17.2%
   - Agree slightly  
     \[ n = 0 \] 0
   - Disagree slightly  
     \[ n = 0 \] 0
   - Moderately disagree  
     \[ n = 0 \] 0
   - Strongly disagree  
     \[ n = 0 \] 0

**Diversity and Advocacy: Knowledge**

36. I developed knowledge related to clients seeking clinical mental health services regarding the effects of living in a multicultural society, racism, discrimination, sexism, power, privilege, institutional racism, and internalized oppression.
   - Strongly agree  
     \[ n = 14 \] 48.3%
   - Moderately agree  
     \[ n = 11 \] 37.9%
   - Agree slightly  
     \[ n = 2 \] 6.9%
   - Disagree slightly  
     \[ n = 2 \] 6.9%
   - Moderately disagree  
     \[ n = 0 \] 0
37. I developed knowledge related to theories, approaches, effective strategies and techniques when working with specific populations as well as for client advocacy and influencing public policy.

<table>
<thead>
<tr>
<th>Option</th>
<th>n</th>
<th>Percentage</th>
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<tbody>
<tr>
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<tr>
<td>Moderately disagree</td>
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<tr>
<td>Strongly disagree</td>
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**Diversity and Advocacy: Skills and Practices**

38. Upon completion of the program, I was able to provide relevant referral resources, advocate for equitable and responsive policies, programs, and services: and modify counseling systems, theories, techniques, and interventions to make them culturally appropriate.

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<tr>
<th>Option</th>
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<th>Percentage</th>
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<tbody>
<tr>
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**Assessment and Diagnosis: Knowledge**

39. I developed knowledge related to principles and models of assessment, models and approaches to clinical evaluation, basic classifications of psychopharmacological medications, and standard screening and assessment instruments for substance use disorders and process addictions.

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<tbody>
<tr>
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<td>27.6%</td>
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40. I developed knowledge of the principles of the diagnostic process and the established diagnostic criteria for mental and emotional disorders.

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<tr>
<td>Strongly disagree</td>
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41. I developed knowledge of co-occurring substance abuse disorders, potential biases of common diagnostic tools with multicultural populations, and appropriate use of diagnosis during crisis, trauma, or other trauma-causing event.
### Assessment and Evaluation: Skills and Practices

**42.** Upon completion of the program, I was able to select appropriate comprehensive assessment interventions; demonstrate intake interview, mental status evaluation, biopsychosocial and mental health history skills; as well as screen for addiction, aggression, harm to self/others; and apply assessment of client's stage of dependence, change, or recovery.

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Count (n)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
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<tr>
<td>Moderately agree</td>
<td>13</td>
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<td>5</td>
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<td>6.9%</td>
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<tr>
<td>Moderately disagree</td>
<td>1</td>
<td>3.4%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
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</table>

### Research and Evaluation: Knowledge

**44.** I developed knowledge related to critical evaluation of research, models of program evaluation, and evidence based treatments and strategies for use in clinical mental health settings.

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Count (n)</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>11</td>
<td>37.9%</td>
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<tr>
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<td>14</td>
<td>48.3%</td>
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<tr>
<td>Agree slightly</td>
<td>2</td>
<td>6.9%</td>
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<tr>
<td>Disagree slightly</td>
<td>1</td>
<td>3.4%</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
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</table>

### Research and Evaluation: Skills and Practices

**45.** Upon completion of the program, I was able to clinically apply relevant research findings, develop measurable clinical outcomes, and analyze and use data to enhance counseling interventions and programs.

<table>
<thead>
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<td>Percentage</td>
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<td>-------------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Moderately agree</td>
<td>10</td>
<td>34.5%</td>
</tr>
<tr>
<td>Agree slightly</td>
<td>7</td>
<td>24.1%</td>
</tr>
<tr>
<td>Disagree slightly</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
MARRIAGE, COUPLE, AND FAMILY COUNSELING (Q46 – Q64)

You will now respond to items specifically related to your Marriage, Couple, and Family Counseling major (your response to Q5 above).

Tell us how much you agree with the following statements related to your educational experience in the Master of Counseling program at Idaho State University, using the following scale:
SA = Strongly Agree, MA = Moderately Agree, AS = Agree Slightly, DS = Disagree Slightly, MD = Moderately Disagree, SD = Strongly Disagree.

*NOTE: Most frequent response is highlighted

Foundational Knowledge

46. I developed knowledge about the history, philosophy, ethics, professional organizations, credentials, and trends in Marriage, Couple, and Family counseling.
- Strongly agree $n = 10$ 52.6%
- Moderately agree $n = 8$ 42.1%
- Agree slightly $n = 1$ 5.3%
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

47. I developed knowledge about the various roles, functions, interdisciplinary relationships, and practice settings for Marriage, Couple, and Family counselors.
- Strongly agree $n = 12$ 63.2%
- Moderately agree $n = 7$ 36.8%
- Agree slightly $n = 0$ 0
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

48. I developed knowledge about the variety of models and theories of marriage, couple, and family counseling; the family life cycle and development, as well as issues related to the sociology and phenomenology of the family.
- Strongly agree $n = 10$ 52.6%
- Moderately agree $n = 9$ 47.4%
- Agree slightly $n = 0$ 0
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

49. I developed knowledge about the impact of crises and trauma on couples and family relationships.
- Strongly agree $n = 8$ 42.1%
- Moderately agree $n = 9$ 47.4%
- Agree slightly $n = 1$ 5.3%
50. Upon completion of the program, I was able to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

- Strongly agree $n = 13$ 68.4%
- Moderately agree $n = 6$ 31.6%
- Agree slightly $n = 0$ 0
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

51. Upon completion of the program, I was able to select models or techniques appropriate to couples’ or families’ presenting problems.

- Strongly agree $n = 12$ 63.2%
- Moderately agree $n = 7$ 36.8%
- Agree slightly $n = 0$ 0
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

Counseling, Prevention, and Intervention: Knowledge

52. I developed knowledge about issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

- Strongly agree $n = 12$ 63.2%
- Moderately agree $n = 6$ 31.6%
- Agree slightly $n = 1$ 5.3%
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

53. I developed understanding of specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration, human sexuality concerns) and interventions that can enhance family functioning.

- Strongly agree $n = 7$ 36.8%
- Moderately agree $n = 11$ 57.9%
- Agree slightly $n = 1$ 5.3%
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

54. I developed understanding of professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

- Strongly agree $n = 4$ 21.1%
Counseling, Prevention, Intervention: Skills/Practices

55. Upon completion of the program, I was able to use preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>n = 10</th>
<th>52.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderately agree</td>
<td>n = 6</td>
<td>31.6%</td>
</tr>
<tr>
<td>Agree slightly</td>
<td>n = 3</td>
<td>15.8%</td>
</tr>
<tr>
<td>Disagree slightly</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>n = 0</td>
<td>0</td>
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</tbody>
</table>

56. Upon completion of the program, I was able to use systems theory to conceptualize issues in marriage, couple, and family counseling; and implement treatment, planning, and intervention strategies.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>n = 12</th>
<th>63.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderately agree</td>
<td>n = 7</td>
<td>36.8%</td>
</tr>
<tr>
<td>Agree slightly</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree slightly</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>n = 0</td>
<td>0</td>
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</tbody>
</table>

57. Upon graduation from the program, I was able to demonstrate the ability to use procedures for assessing and managing suicide risk while adhering to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

<table>
<thead>
<tr>
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<th>n = 10</th>
<th>52.6%</th>
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</thead>
<tbody>
<tr>
<td>Moderately agree</td>
<td>n = 5</td>
<td>26.3%</td>
</tr>
<tr>
<td>Agree slightly</td>
<td>n = 3</td>
<td>15.8%</td>
</tr>
<tr>
<td>Disagree slightly</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>n = 1</td>
<td>5.3%</td>
</tr>
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</table>

58. Upon graduation from the program, I was able to demonstrate the ability to recognize my own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>n = 12</th>
<th>63.2%</th>
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<tbody>
<tr>
<td>Moderately agree</td>
<td>n = 6</td>
<td>31.6%</td>
</tr>
<tr>
<td>Agree slightly</td>
<td>n = 1</td>
<td>5.3%</td>
</tr>
<tr>
<td>Disagree slightly</td>
<td>n = 0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>n = 0</td>
<td>0</td>
</tr>
</tbody>
</table>
Diversity and Advocacy: Knowledge
59. I developed understanding how living in a multicultural society affects couples and families; societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples); current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems; the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s); and the effect of local, state, and national policies, programs, and services on diverse family systems.

- Strongly agree $n = 9$, 47.4%
- Moderately agree $n = 7$, 36.8%
- Agree slightly $n = 2$, 10.5%
- Disagree slightly $n = 1$, 5.3%
- Moderately disagree $n = 0$, 0%
- Strongly disagree $n = 0$, 0%

Diversity and Advocacy: Skill/Practices
60. Upon graduation from the program, I was able to demonstrate the ability to provide effective services to clients in a multicultural society, and modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

- Strongly agree $n = 9$, 47.4%
- Moderately agree $n = 7$, 36.8%
- Agree slightly $n = 2$, 10.5%
- Disagree slightly $n = 1$, 5.3%
- Moderately disagree $n = 0$, 0%
- Strongly disagree $n = 0$, 0%

Assessment: Knowledge
61. I developed understanding of principles and models of assessment and case conceptualization from a systems perspective; marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society; and the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

- Strongly agree $n = 8$, 42.1%
- Moderately agree $n = 7$, 36.8%
- Agree slightly $n = 2$, 10.5%
- Disagree slightly $n = 2$, 10.5%
- Moderately disagree $n = 0$, 0%
- Strongly disagree $n = 0$, 0%

Assessment: Skill/Practices
62. Upon graduation from the program, I was able to apply skills in interviewing, assessment, and case management from a systems perspective for working with individuals, couples, and families to best determine who should be involved in counseling.

- Strongly agree $n = 8$, 42.1%
• Moderately agree  \( n = 7 \) 36.8%
• Agree slightly  \( n = 3 \) 15.8%
• Disagree slightly  \( n = 1 \) 5.3%
• Moderately disagree  \( n = 0 \) 0
• Strongly disagree  \( n = 0 \) 0

Research and Evaluation: Knowledge
63. I developed understanding how to critically evaluate research relevant to the practice of marriage, couple, and family counseling; models of couple and family program evaluation, and evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling
• Strongly agree  \( n = 8 \) 42.1%
• Moderately agree  \( n = 6 \) 31.6%
• Agree slightly  \( n = 3 \) 15.8%
• Disagree slightly  \( n = 1 \) 5.3%
• Moderately disagree  \( n = 1 \) 5.3%
• Strongly disagree  \( n = 0 \) 0

Research and Evaluation: Skills/Practices
64. Upon graduation from the program, I was able to apply relevant research findings, develop measurable outcomes, and analyze and use data to inform the practice of marriage, couple, and family counseling
• Strongly agree  \( n = 6 \) 31.6%
• Moderately agree  \( n = 6 \) 31.6%
• Agree slightly  \( n = 4 \) 21.1%
• Disagree slightly  \( n = 2 \) 10.5
• Moderately disagree  \( n = 1 \) 5.3%
• Strongly disagree  \( n = 0 \) 0
You will now respond to items specifically related to your School Counseling major (your response to Q5 above).

Tell us how much you agree with the following statements related to your educational experience in the Master of Counseling program at Idaho State University, using the following scale:
SA = Strongly Agree, MA = Moderately Agree, AS = Agree Slightly, DS = Disagree Slightly, MD = Moderately Disagree, SD = Strongly Disagree.

*NOTE: Most frequent response is highlighted

**Foundations: Knowledge**

65. I developed understanding of the history, philosophy, ethical/legal considerations, and trends in school counseling practice and educational systems.

<table>
<thead>
<tr>
<th>Response Level</th>
<th>n</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>27.3%</td>
</tr>
<tr>
<td>Moderately agree</td>
<td>4</td>
<td>36.4%</td>
</tr>
<tr>
<td>Agree slightly</td>
<td>2</td>
<td>18.2%</td>
</tr>
<tr>
<td>Disagree slightly</td>
<td>1</td>
<td>9.1%</td>
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<tr>
<td>Moderately disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

66. I developed understanding the roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school, and the professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

<table>
<thead>
<tr>
<th>Response Level</th>
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<th>Percentage</th>
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<tbody>
<tr>
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<td>4</td>
<td>36.4%</td>
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<td>Agree slightly</td>
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<tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>18.2%</td>
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67. I developed understanding current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

<table>
<thead>
<tr>
<th>Response Level</th>
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<th>Percentage</th>
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<tbody>
<tr>
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<td>54.5%</td>
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<tr>
<td>Moderately agree</td>
<td>3</td>
<td>27.3%</td>
</tr>
<tr>
<td>Agree slightly</td>
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<td>0</td>
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<td>Disagree slightly</td>
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<td>9.1%</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>9.1%</td>
</tr>
</tbody>
</table>
Foundations: Skills/Practices
68. Upon graduation from the program I was able to demonstrate the ability to apply and adhere to ethical and legal standards in school counseling, and to articulate, model, and advocate for an appropriate school counselor identity and program.

- Strongly agree $n = 5$ 45.5%
- Moderately agree $n = 3$ 27.3%
- Agree slightly $n = 0$ 0%
- Disagree slightly $n = 1$ 9.1%
- Moderately disagree $n = 1$ 9.1%
- Strongly disagree $n = 0$ 0%

Counseling, Prevention, and Intervention: Knowledge
69. I developed understanding of the theories and processes of effective counseling and wellness programs for individual students and groups of students.

- Strongly agree $n = 4$ 36.4%
- Moderately agree $n = 4$ 36.4%
- Agree slightly $n = 3$ 27.3%
- Disagree slightly $n = 0$ 0%
- Moderately disagree $n = 0$ 0%
- Strongly disagree $n = 0$ 0%

70. I developed understanding how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students, and transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

- Strongly agree $n = 4$ 36.4%
- Moderately agree $n = 2$ 18.2%
- Agree slightly $n = 2$ 18.2%
- Disagree slightly $n = 2$ 18.2%
- Moderately disagree $n = 1$ 9.1%
- Strongly disagree $n = 0$ 0%

71. I developed understanding of group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

- Strongly agree $n = 3$ 27.3%
- Moderately agree $n = 1$ 9.1%
- Agree slightly $n = 4$ 36.4%
- Disagree slightly $n = 2$ 18.2%
- Moderately disagree $n = 0$ 0%
- Strongly disagree $n = 1$ 9.1%

Counseling, Prevention, and Intervention: Skills/Practices
72. Upon graduation I was able to provide individual and group counseling, and classroom guidance to promote the academic, career, and personal/social development of students; and design and implement prevention and intervention plans.

- Strongly agree $n = 3$ 27.3%
- Moderately agree $n = 4$ 36.4%
Diversity and Advocacy: Knowledge
73. I developed understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning; ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families; and multicultural counseling issues.

- Strongly agree $n = 3$ 27.3%
- Moderately agree $n = 4$ 36.4%
- Agree slightly $n = 2$ 18.2%
- Disagree slightly $n = 2$ 18.2%
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

Diversity and Advocacy: Skill/Practices
74. Upon graduation I was able to demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

- Strongly agree $n = 5$ 45.5%
- Moderately agree $n = 4$ 36.4%
- Agree slightly $n = 1$ 9.1%
- Disagree slightly $n = 1$ 9.1%
- Moderately disagree $n = 0$ 0
- Strongly disagree $n = 0$ 0

75. Upon graduation I was able to advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students, individually, and with parents.; and for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

- Strongly agree $n = 4$ 36.4%
- Moderately agree $n = 3$ 27.3%
- Agree slightly $n = 3$ 27.3%
- Disagree slightly $n = 0$ 0
- Moderately disagree $n = 1$ 9.1%
- Strongly disagree $n = 0$ 0

Assessment: Knowledge
76. I developed understanding of the influence of multiple factors that may affect the personal, social, and academic functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression), and the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

- Strongly agree $n = 4$ 36.4%
- Moderately agree $n = 5$ 45.5%
• Agree slightly  \( n = 1 \)  \( 9.1\% \)
• Disagree slightly  \( n = 0 \)  \( 0\% \)
• Moderately disagree  \( n = 0 \)  \( 0\% \)
• Strongly disagree  \( n = 1 \)  \( 9.1\% \)

77. I developed understanding of the various forms of needs assessments for academic, career, and personal/social development.

- Strongly agree  \( n = 3 \)  \( 27.3\% \)
- Moderately agree  \( n = 5 \)  \( 45.5\% \)
- Agree slightly  \( n = 2 \)  \( 18.2\% \)
- Disagree slightly  \( n = 0 \)  \( 0\% \)
- Moderately disagree  \( n = 0 \)  \( 0\% \)
- Strongly disagree  \( n = 1 \)  \( 9.1\% \)

Assessment: Skill/Practices

78. Upon graduation from the program I developed the ability to assess and interpret students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

- Strongly agree  \( n = 5 \)  \( 45.5\% \)
- Moderately agree  \( n = 4 \)  \( 36.4\% \)
- Agree slightly  \( n = 1 \)  \( 9.1\% \)
- Disagree slightly  \( n = 1 \)  \( 9.1\% \)
- Moderately disagree  \( n = 0 \)  \( 0\% \)
- Strongly disagree  \( n = 0 \)  \( 0\% \)

79. Upon graduation from the program, I was able to analyze assessment information, collected via appropriate selected assessment tools, in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

- Strongly agree  \( n = 3 \)  \( 27.3\% \)
- Moderately agree  \( n = 5 \)  \( 45.5\% \)
- Agree slightly  \( n = 2 \)  \( 18.2\% \)
- Disagree slightly  \( n = 0 \)  \( 0\% \)
- Moderately disagree  \( n = 1 \)  \( 9.1\% \)
- Strongly disagree  \( n = 0 \)  \( 0\% \)

Research and Evaluation: Knowledge

80. I developed understanding for how to critically evaluate research relevant to the practice of school counseling as well as outcome research data and best practices identified in the school counseling research literature.

- Strongly agree  \( n = 2 \)  \( 18.2\% \)
- Moderately agree  \( n = 1 \)  \( 9.1\% \)
- Agree slightly  \( n = 6 \)  \( 54.5\% \)
- Disagree slightly  \( n = 1 \)  \( 9.1\% \)
- Moderately disagree  \( n = 1 \)  \( 9.1\% \)
- Strongly disagree  \( n = 0 \)  \( 0\% \)
81. I developed understanding of models of program evaluation for school counseling programs, basic strategies for evaluating counseling outcomes in school counseling, and current methods of using data to inform decision making and accountability.

- Strongly agree \( n = 2 \) 18.2%
- Moderately agree \( n = 3 \) 27.3%
- Agree slightly \( n = 3 \) 27.3%
- Disagree slightly \( n = 1 \) 9.1%
- Moderately disagree \( n = 1 \) 9.1%
- Strongly disagree \( n = 0 \) 0%

Research and Knowledge: Skills/Practices

82. Upon graduation from the program, I developed the ability create measurable outcomes for school counseling programs, activities, interventions, and experiences, and the ability to analyze and use data to enhance school counseling programs.

- Strongly agree \( n = 3 \) 27.3%
- Moderately agree \( n = 3 \) 27.3%
- Agree slightly \( n = 4 \) 36.4%
- Disagree slightly \( n = 0 \) 0%
- Moderately disagree \( n = 0 \) 0%
- Strongly disagree \( n = 1 \) 9.1%

Academic Development: Knowledge

83. I developed understanding of the relationship of the school counseling program to the academic mission of the school via the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

- Strongly agree \( n = 4 \) 36.4%
- Moderately agree \( n = 1 \) 9.1%
- Agree slightly \( n = 5 \) 45.5%
- Disagree slightly \( n = 0 \) 0%
- Moderately disagree \( n = 1 \) 9.1%
- Strongly disagree \( n = 0 \) 0%

84. I developed understanding of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

- Strongly agree \( n = 4 \) 36.4%
- Moderately agree \( n = 2 \) 18.2%
- Agree slightly \( n = 1 \) 9.1%
- Disagree slightly \( n = 1 \) 9.1%
- Moderately disagree \( n = 2 \) 18.2
- Strongly disagree \( n = 1 \) 9.1%

Academic Development: Skill/Practices

85. Upon graduation I was able to implement strategies and activities to prepare students for a full range of postsecondary options and opportunities, and differentiated instructional strategies
that draw on subject matter and pedagogical content knowledge and skills to promote student achievement and enhance academic development.

- Strongly agree  $n = 5$ 45.5%
- Moderately agree  $n = 1$ 9.1%
- Agree slightly  $n = 3$ 27.3%
- Disagree slightly  $n = 1$ 9.1%
- Moderately disagree  $n = 1$ 9.1%
- Strongly disagree  $n = 0$ 0

Collaboration and Consultation: Knowledge

86. I developed understanding of strategies to promote, develop, and enhance effective teamwork within the school and the larger community and build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

- Strongly agree  $n = 3$ 27.3%
- Moderately agree  $n = 3$ 27.3%
- Agree slightly  $n = 4$ 36.4%
- Disagree slightly  $n = 0$ 0
- Moderately disagree  $n = 1$ 9.1%
- Strongly disagree  $n = 0$ 0

87. I developed understanding of systems theories, models, and processes of consultation in school system settings for developing strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

- Strongly agree  $n = 4$ 36.4%
- Moderately agree  $n = 2$ 18.2%
- Agree slightly  $n = 2$ 18.2%
- Disagree slightly  $n = 2$ 18.2%
- Moderately disagree  $n = 1$ 9.1%
- Strongly disagree  $n = 0$ 0

88. I developed understanding of various peer programming interventions, and school and community collaboration models for crisis/disaster preparedness and response.

- Strongly agree  $n = 4$ 36.4%
- Moderately agree  $n = 2$ 18.2%
- Agree slightly  $n = 3$ 27.3%
- Disagree slightly  $n = 1$ 9.1%
- Moderately disagree  $n = 1$ 9.1%
- Strongly disagree  $n = 0$ 0

Collaboration and Consultation: Skills/Practices

89. Upon graduation I was able to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school, and consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

- Strongly agree  $n = 3$ 27.3%
- Moderately agree  $n = 3$ 27.3%
26

- Agree slightly  \( n = 4 \)  36.4%
- Disagree slightly  \( n = 1 \)  9.1%
- Moderately disagree  \( n = 0 \)  0
- Strongly disagree  \( n = 0 \)  0

90. Upon graduation I was able to use peer helping strategies in the school counseling program, and referral procedures with helping agents in the community.
- Strongly agree  \( n = 3 \)  27.3%
- Moderately agree  \( n = 1 \)  9.1%
- Agree slightly  \( n = 5 \)  45.5%
- Disagree slightly  \( n = 0 \)  0
- Moderately disagree  \( n = 1 \)  9.1%
- Strongly disagree  \( n = 1 \)  9.1%

Leadership: Knowledge
91. I developed understanding of the qualities, principles, skills, and styles/strategies of effective leadership; the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings; and overall role as a change agent.
- Strongly agree  \( n = 4 \)  36.4%
- Moderately agree  \( n = 3 \)  27.3%
- Agree slightly  \( n = 1 \)  9.1%
- Disagree slightly  \( n = 1 \)  9.1%
- Moderately disagree  \( n = 1 \)  9.1%
- Strongly disagree  \( n = 1 \)  9.1%

Leadership: Skill/Practices
92. Upon graduation I was able to design, implement, manage, and evaluate a comprehensive developmental school counseling program, and related school-counseling-related educational programs for use with parents and teachers.
- Strongly agree  \( n = 3 \)  27.3%
- Moderately agree  \( n = 2 \)  18.2%
- Agree slightly  \( n = 3 \)  27.3%
- Disagree slightly  \( n = 1 \)  9.1%
- Moderately disagree  \( n = 1 \)  9.1%
- Strongly disagree  \( n = 1 \)  9.1%
STUDENT AFFAIRS COUNSELING (Q93 – Q109)

You will now respond to items specifically related to your Student Affairs Counseling major (your response to Q5 above).

Tell us how much you agree with the following statements related to your educational experience in the Master of Counseling program at Idaho State University, using the following scale:
SA = Strongly Agree, MA = Moderately Agree, AS = Agree Slightly, DS = Disagree Slightly, MD = Moderately Disagree, SD = Strongly Disagree.

*NOTE: Most frequent response is highlighted

Foundations: Knowledge

93. I developed understanding of the history, philosophy, ethical/legal issues, and trends in student affairs and college counseling.

- Strongly agree  
  \( n = 3 \)  
  75.0%
- Moderately agree  
  \( n = 1 \)  
  25.0%
- Agree slightly  
  \( n = 0 \)  
  0
- Disagree slightly  
  \( n = 0 \)  
  0
- Moderately disagree  
  \( n = 0 \)  
  0
- Strongly disagree  
  \( n = 0 \)  
  0

94. I developed understanding of the diversity of roles, functions, and settings of student affairs professionals and counselors working in postsecondary education, and strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.

- Strongly agree  
  \( n = 3 \)  
  75.0%
- Moderately agree  
  \( n = 0 \)  
  0
- Agree slightly  
  \( n = 1 \)  
  25.0%
- Disagree slightly  
  \( n = 0 \)  
  0
- Moderately disagree  
  \( n = 0 \)  
  0
- Strongly disagree  
  \( n = 0 \)  
  0

95. I developed understanding of the operation of the institution's emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, and other trauma-causing events.

- Strongly agree  
  \( n = 0 \)  
  0
- Moderately agree  
  \( n = 1 \)  
  25.0%
- Agree slightly  
  \( n = 3 \)  
  75.0%
- Disagree slightly  
  \( n = 0 \)  
  0
- Moderately disagree  
  \( n = 0 \)  
  0
- Strongly disagree  
  \( n = 0 \)  
  0
Foundations: Skills/Practices

96. Upon graduation I was able to demonstrate an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community; and an understanding of leadership, organization, and management practices that help institutions accomplish their missions.

- Strongly agree \( n = 1 \) 25.0%
- Moderately agree \( n = 2 \) 50.0%
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

97. Upon graduation I was able to apply knowledge of issues that affect student affairs practice, and participate in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants.

- Strongly agree \( n = 2 \) 50.0%
- Moderately agree \( n = 1 \) 25.0%
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

Counseling, Intervention, and Prevention

98. I developed an understanding of the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education; and the individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.

- Strongly agree \( n = 3 \) 75.0%
- Moderately agree \( n = 1 \) 25.0%
- Agree slightly \( n = 0 \) 0
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

99. I developed an understanding of the principles of addiction intervention, consultation, education, and outreach for students in postsecondary education; and the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education.

- Strongly agree \( n = 0 \) 0
- Moderately agree \( n = 2 \) 50.0%
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 1 \) 25.0%
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

Counseling, Prevention, and Intervention: Skills/Practices
100. Upon graduation I was able to demonstrate skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises; and use procedures for assessing and managing suicide risk.

- Strongly agree \( n = 3 \) 75.0%
- Moderately agree \( n = 0 \) 0
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

101. Upon graduation I was able to demonstrate a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education; and design, implement, and evaluate programs that promote wellness, as well as prevention and intervention services for students in postsecondary education.

- Strongly agree \( n = 0 \) 0
- Moderately agree \( n = 2 \) 50.0%
- Agree slightly \( n = 2 \) 50.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

Diversity and Advocacy: Knowledge

102. I developed an understanding of postsecondary student development in a multicultural society, the sociopolitical and socioeconomic forces that affect all students, the effect of discrimination and oppression in postsecondary education, and the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.

- Strongly agree \( n = 3 \) 75.0%
- Moderately agree \( n = 0 \) 0
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

103. I developed an understanding of learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education; and the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.

- Strongly agree \( n = 1 \) 25.0%
- Moderately agree \( n = 2 \) 50.0%
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0
Diversity and Advocacy: Skills/Practices

104. Upon graduation I was able to analyze postsecondary student needs for appropriate learning and developmental opportunities, and collaborate with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.

- Strongly agree \( n = 2 \) 50.0%
- Moderately agree \( n = 0 \) 0
- Agree slightly \( n = 2 \) 50.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

105. Upon graduation I was able to address multicultural counseling issues as they relate to student development and progress in postsecondary education, and advocate for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.

- Strongly agree \( n = 2 \) 50.0%
- Moderately agree \( n = 1 \) 25.0%
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

Assessment: Knowledge

106. I developed understanding of principles and models of assessment for postsecondary student development, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans.

- Strongly agree \( n = 2 \) 50.0%
- Moderately agree \( n = 1 \) 25.0%
- Agree slightly \( n = 1 \) 25.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
- Strongly disagree \( n = 0 \) 0

Assessment: Skill/Practices

107. Upon graduation I was able to analyze and interpret postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities using multiple data sources, including institutional data, to make decisions about improving differentiated student programs.

- Strongly agree \( n = 2 \) 50.0%
- Moderately agree \( n = 0 \) 0
- Agree slightly \( n = 2 \) 50.0%
- Disagree slightly \( n = 0 \) 0
- Moderately disagree \( n = 0 \) 0
Research and Evaluation: Knowledge

108. I developed understanding of models of program evaluation for student affairs and college counseling that include measures for learning processes and outcomes and assessment of postsecondary environments and organizations, and basic strategies for evaluating counseling outcomes and/or programmatic outcomes in student affairs and college counseling.

- Strongly agree  
  \( n = 2 \)  
  50.0%

- Moderately agree  
  \( n = 0 \)  

- Agree slightly  
  \( n = 2 \)  
  50.0%

- Disagree slightly  
  \( n = 0 \)  

- Moderately disagree  
  \( n = 0 \)  

- Strongly disagree  
  \( n = 0 \)  

Research and Evaluation: Skills/Practices

109. Upon graduation I was able to develop and analyze measurable outcomes for college counseling and student development activities.

- Strongly agree  
  \( n = 3 \)  
  75.0%

- Moderately agree  
  \( n = 0 \)  

- Agree slightly  
  \( n = 1 \)  
  25.0%

- Disagree slightly  
  \( n = 0 \)  

- Moderately disagree  
  \( n = 0 \)  

- Strongly disagree  
  \( n = 0 \)  