



## Department of Counselor Education 2019 CACREP Mid-Cycle Report

### I. CHANGES IN PROGRAM OPERATIONS

Briefly describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures since your last on-site visit. Include a brief discussion of the impact of those changes. (*Standards: I.C, E, H, K, L, O, T and V and CES I. D-F*)

I.C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments. Access to technology equipment, currency, and support is satisfactory. Faculty are provided support for professional development. Faculty can apply for travel grants if they are in need of additional resources for professional development or doing presentations at professional conferences.

Please note that in August 2018 academic programs previously offered at the MetroCenter satellite campus in Downtown Rochester, NY were moved to a new satellite campus in Downtown Rochester named Brockport Downtown, which is located in the REOC (Rochester Educational Opportunity Center) Building located at 161 Chestnut Street, Rochester, NY 14604. All College at Brockport, SUNY academic programs were moved to Brockport Downtown. Although faculty offices are located at main Brockport Campus in Brockport, NY, many of our classes were offered at the MetroCenter and now are offered at Brockport Downtown. The space is well organized for the academic programs, access is good for students and faculty, and technological resources are better than in the previous location.

I.E, K, L, O, T, and V: No Changes Since Last Full Review

### Student Enrollment Comparisons Fall 2015 to August 2019

	October 2015	August 2019
Clinical Mental Health Counseling	48	69
College Counseling and Student Affairs	13	11
School Counseling	59	72
Total	120	152

Our student enrollment has increased by 26.7% from October 2015 to August 2019. This is largely a result of 43 new students starting in fall 2019. A typical number of new students starting in the fall semester is 25. We have seven full-time faculty in August 2019 compared to six at the time of the

last full CACREP review in 2015. We have been able to accommodate this influx by offering two additional sections of our introductory EDC 501-502-503 Self in Society course. We are prepared to offer additional courses in spring 2020 and subsequent semesters as this group matriculates in the program. Number of applicants for spring 2020 is modest, as it usually is, for the spring semester start of the program.

#### I.H.1 and I.H.4

In 2018-2019, we lost approximately 700 square feet in our counselor lab area. The School of Business at the College is growing and part of the lab space was renovated to divide the west wing of our lab space between Counselor Education and the School of Business. The renovations were just completed in August 2019, and this month we will begin to use the reconstructed space with five individual offices, each room 61 square feet, for training in individual counseling. New technology equipment has been purchased for these new offices (please see below H.3.). New furniture will also be purchased.

Approximately 1300 square feet remain for use as a lab area that include two group rooms, three observations rooms, and a small classroom, in addition to the five new breakout rooms. We anticipate the 1300 square feet will allow us to meet our training needs. A one-way mirror has been placed between two of the new breakout rooms to allow observation of counseling sessions by the instructor and other counseling students. We have expressed our concern to the Dean's office and the School of Business that privacy of our clients, who will be undergraduate students taking an Introduction to Counseling course at the College, be maintained. Our waiting room is off a corridor in the lab wing, which will allow privacy from the School of Business offices that are in a shared suite with our five breakout offices. The Counselor Education practicum student will walk the client from the waiting room into one of the breakout offices in the suite. The separate waiting area, accompaniment by the practicum student, and physical design of the walls and doors of the breakout rooms should allow for confidentiality of counseling sessions.

#### I.H.2 No Changes Since Last Full Review

Please describe developments in how the program uses technology for instructional purposes, noting any changes in course delivery methods or options.

#### I.H.3.

The following technology equipment was purchased for Counselor Education in spring 2019 for use in the counseling lab rooms:

<b>Department:</b>	<b>Counselor Education</b>
<b>Item:</b>	New Inspiron 24 3000 All-in-One Desktop
<b>Purpose:</b>	Needed for both two-way mirror rooms in Hartwell since the current monitors are outdated and don't allow for student and faculty to utilize USB to record and transport videos for classroom use.

Item:	1 x Latitude 7490 Dell Laptop
Purpose:	Multipurpose laptop for department use at special events off campus, and for faculty and staff when repairs are being done to personal laptops.
Item:	1 x Sony VPL-DX221 Projector AND 1 x Comprehensive Video XHD High Speed w/Ethernet HDMI Cable, 35ft
Purpose:	Updated projector and HDMI cable needed by department for use at events out of classroom, attending conferences where additional charges are made to rent this equipment and to allow for a more compact, easy to carry, and modern projector.
Item:	5 x Olympus WS-853 - voice recorder
Purpose:	Audio recorders with USB capacity are needed for our Practicum and Internship students who are not able to do video recordings off campus. They will be able to sign out one of these devices from our department secretary and have the capacity to easily record and upload their recordings to a computer for supervision.
Item:	2 x Canon HF-R800 2 x SanDisk - Ultra PLUS 64GB SDXC UHS-I Memory Card 2 x Sunpak - PlatinumPlus 5858D 58" Tripod – Black 2 x Lowepro - Format 110 Camera Bag – Black
Purpose:	Video recorders with memory card, tripod and carrying case are needed for our Practicum and Internship students who do not have recording equipment so that they can create video recordings off campus. They will be able to sign out one of these devices from our department secretary and have the capacity to easily record and upload their recordings to a computer for supervision.
Item:	5 x Philips Signage E-Line BDL3260EL 32-Inch Commercial LED Display Monitors 5 x HDMI To HDMI 2 Meter Patch Cable 5 x Canon HF-R800

	5 x Sunpak - PlatinumPlus 5858D 58" Tripod – Black 5 x USB C Hub, Premium Type-C Adapter 7 in 1 USB-C Dock with 4K HDMI Output, PD Charging, SD Card Reader 3 USB 3.0 Ports
Purpose:	Video recording equipment needed for 5 new counseling lab rooms being constructed in Hartwell, where students and faculty will be able to record video sessions and play back on monitors for supervision.
Items:	2 x Creative Live Web Cam Live! Ultra 2 x IOGEAR's Bluetooth USB Adapter with Enhanced Data Rate 2 x Plantronics Voyager 520 Bluetooth Headset 2 x External Drive Maxtor OneTouch 4 1TB 2 x Plantronics Audio 400 DSP Foldable USB Headset
Purpose:	Needed for both two-way mirror rooms in Hartwell, which will allow supervisors to provide live supervision/training to students as they practice skills in counseling by communicating via requested technology equipment without both supervisor and student having to be physically in the same room, and thereby imitating a more realistic counseling room feel for training purposes.

In fall 2018 EDC 604: Career Development Concepts was offered online for the first time. The plan is to offer the course online each fall semester and in the classroom each spring semester. In spring 2020 EDC 615: Counseling in Mental Health Settings will be offered on line for the first time. The plan is to offer the course online each spring semester and in the classroom each fall semester. Core and specialty courses that we offer online are always offered in the classroom each year for that student who prefer learning in the classroom.

## II. FACULTY

### *Faculty make-up:*

- Please note any changes in the total number of core faculty since the last site visit (*Std. I.W.1*).

October 2015: six core faculty

August 2019: seven core faculty

- Indicate which core faculty members are new since the last full review and provide their current CVs.

Please see *Attachment 1 CVs* for:

Dr. Amy Gaesser

Dr. Kevin Tate

Dr. John Harrichand

- Please list the program's current core faculty, documenting CACREP's requested information for each faculty member (degree and major, professional memberships, licenses/certifications, and nature of involvement in the program):

Please see *Attachment 2 Excel file (Current faculty requested information)* for core and non-core faculty.

- Please provide a table of the program's current non-core faculty members including degree and major, professional memberships, licenses/certifications, and nature of involvement in the program (e.g., clinical faculty, adjunct, etc.). (*Std I.Y*)

Please see *Attachment 2 Excel file (Current faculty requested information)* for core and non-core faculty.

- Please discuss the net impact of all faculty changes on assignments, faculty loads, etc.

Since 2015, two core faculty retired (in 2017 Dr. Susan Seem and Dr. Patricia Goodspeed). In 2017, another core faculty was promoted to Dean (Dr. Thomas Hernandez) of the School of Education, Health, and Human Services where the Department of Counselor Education is housed. In fall 2015, the faculty line for Dr. Hernandez was vacant as he was interim Dean at the time. Four successful searches for new faculty occurred between 2017 and 2018 as follows:

In fall 2017, Dr. Amy Gaesser started as an Assistant Professor in School Counseling and Dr. Claudette Brown-Smythe, whose Clinical Assistant Professor line was converted to a tenure track Assistant Professor line, started as an Assistant Professor in Mental Health Counseling.

In fall 2018, Dr. Kevin Tate started as an Assistant Professor in College Counseling and Student Affairs and Dr. John Harrichand started as an Assistant Professor in Mental Health Counseling.

With these four hires the department has three faculty with expertise in School Counseling (Drs. Summer Reiner, Amy Gaesser, and Rafael Outland), three faculty with expertise in Mental Health Counseling (Drs. Robert Dobmeier, Claudette Brown-Smythe, and John Harrichand), and one faculty with expertise in College Counseling and Student Affairs. The seven core faculty teach students from all three specialties in the core courses that each core faculty teaches. For the specialty courses core faculty are typically assigned to courses in their area of expertise. The years 2017-2019 have been transition years for the department with three faculty leaving and four new faculty coming into the department. The transition has created opportunities for thinking anew on our essential department values of self-awareness of the counselor, experiential learning, and commitment to equity and inclusion. Preparation for implementation of the 2016 CACREP standards and adapting

to new faculty have created an emerging team highly committed to student success, welcoming of students from all backgrounds, and thinking fresh about the most productive ways to engage and train students in 2019. There is a high degree of collaboration in taking on faculty workloads in teaching, scholarship, and service assignments.

*Faculty ratios:*

- For each term in the most recent 12-month period, please document the number of credit hours delivered by noncore faculty and the number delivered by core faculty. (*Std I.M*)

Number of course credits delivered:

	Fall 2018	Spring 2019	Winter 2019	Summer 2019
Core Faculty	54	48	3	12
Noncore Faculty	15	15	3	6

See *Attachment 3 Excel file (Core to Noncore faculty credit hours)* for number of total student credit hours delivered by core and noncore faculty for September 2018 through August 2019.

For this calculation, each student in a three-credit course was multiplied times three credits with totals tallied for courses taught by core faculty and then by courses taught by noncore faculty.

- For each term in the most recent 12-month period, please document the program's FTE student to FTE faculty ratio, including and explaining the calculations. If the program is delivered at multiple campus sites or via multiple delivery methods, please document FTE ratios for each site/method and for the aggregate of all sites/methods. (*Std I.N*)

In the calculations below the Student FTE to Faculty FTE ratio is documented for fall 2018, spring 2019, winter 2019, and summer 2019. In our program, winter and summer sessions are optional and far fewer students take courses in these sessions than in the fall and spring terms. Core courses include registration of students from all three emphases, Clinical Mental Health Counseling, College Counseling and Student Affairs, and School Counseling:

Student FTE is calculated as follows:

- Total number of students taking courses in the term is multiplied times three for each three-credit course
- The number of students in one course, Self in Society, is multiplied by six credits
- Total number of credits is divided by 9, which represents a full-time student at the College at Brockport, SUNY

Faculty FTE is calculated as follows:

The teaching load for full-time faculty is three courses (nine credits) each term (spring and fall). Total teaching load for the year is six courses, which equals 18 credits. Faculty have the option of teaching in the winter and summer sessions or not.

**Fall 2018**

Student FTE:

188 students X 3.0 credits = 564

23 students X 6.0 credits = 138

Total credits = 702/9 (full time status for graduate students at Brockport) = 78.0

With seven full-time faculty and three course releases for Department Chair, Clinical Coordinator, and School Counseling Practicum Coordinator the Faculty FTE is 6.0. Noncore faculty taught five courses for 1.67 FTE. Total Faculty FTE is 7.67.

Faculty FTE:

Core faculty: 6.0

Noncore faculty: 1.67

Total faculty: 7.67

78 (full time equivalent students)/7.67 (full time equivalent faculty) = 10.18

**Spring 2019**

Student FTE:

213 students X 3.0 Credits = 636

18 students X 6.0 credits = 108

Total credits = 744/9 (full time status for graduate students at Brockport) = 82.67

Faculty FTE:

Core faculty: 5.33 FTE for seven core faculty (5 course releases for Clinical Coordinator, School Counseling Practicum Coordinator, Mental Health Counseling Practicum Coordinator, and two for Department Chair)

Noncore faculty: 2.0

Total faculty: 7.33

82.67 (full time equivalent students)/7.33 (full time equivalent faculty) = 11.28

**Winter 2019**

Student FTE:

9 students X 3.0 credits = 27

0 students X 6.0 credits = 0

Total credits = 27/9 (full time status for graduate students at Brockport) = 3.0

Faculty FTE:

Core faculty: 0.33

Noncore faculty: 0.33

Total faculty: 0.67

3 (full time equivalent students)/0.67 (full time equivalent faculty) = 4.48

### Summer 2019

Student FTE:

78 students X 3.0 credits = 234

0 students X 6.0 credits = 0

Total credits = 234/9 (full time status for graduate students at Brockport) = 26.01

Faculty FTE:

Core faculty: 1.33

Noncore faculty: 0.67

Total faculty: 2.0

26.01 (full time equivalent students)/2.0 (full time equivalent faculty) = 13.01

For fall 2018 and spring 2019 terms and winter 2019 and summer 2019 sessions, total Student FTE is 189.68 and total Faculty FTE is 17.67. Total Student to Faculty Ratio is 10.73.

In the *Attachment 4 Excel file Student FTE to Faculty FTE ratio 1*, using the same calculations as above, a breakout is provided for Student FTE to Faculty FTE ratio at multiple campus sites and multiple delivery methods. Live classroom courses were delivered at the main Brockport Campus and at *Brockport Downtown*. Other courses were taught online.

### III. CURRICULUM

For each accredited specialty area, please:

- Note any required courses that have been added, dropped, or revised significantly, and explain the rationale for those changes. Include current syllabi for new or significantly revised courses.

#### ***Clinical Mental Health Counseling***

An **EDC 718: Prepracticum** course has been added. Our students are now going off campus to do their practicum. For the first time in our program, practicum students will counsel clients in the community - children and their families. Students will have a greater opportunity in the practicum setting to work with diverse populations. Until now, the only option for practicum for Mental Health Counseling students has been Brockport's College Counseling Center. As practicum students will be expected to be ready to provide counseling in the community, the Prepracticum is necessary to help them prepare. With the startup of the Prepracticum course, our Counseling Concepts course will be exclusively dedicated to learning counseling theory. Skill building, which has taken place in Counseling Concepts in the past, will be covered in the Prepracticum. Another course, EDC 735: Clinical Experience for Implementation I, will be discontinued. This course entails a second semester of weekly individual supervision with a faculty member during the first semester of internship. We believe that the Prepracticum course and the enhanced practicum experience of working with clients in the community outweigh the benefits of the Clinical Experience for Implementation I course. Students will continue to have a semester of weekly individual supervision with a faculty member in EDC 721: Integration: Supervision Experience and Theory, which is taken during the practicum semester. Students in the internship have weekly supervision with their site supervisor.



Please find syllabi for the new or substantially revised courses in *Attachment 4b New and substantially revised syllabi*.

### ***College Counseling and Student Affairs***

1. An **EDC 718: Prepracticum** course has been added. Our College Counseling and Student Affairs students will do their practicum on campus in a College Counseling or Student Affairs program or will go to another college setting to provide counseling in a College Counseling or Student Affairs program. Until now, the only option for practicum for CCSA students has been Brockport's College Counseling Center. As practicum students will be expected to be ready to provide counseling in a college setting, the Prepracticum is necessary to help them prepare. With the startup of the Prepracticum course, our Counseling Concepts course will be exclusively dedicated to learning counseling theory. Skill building, which has taken place in Counseling Concepts in the past, will be covered in the Prepracticum. Another course, EDC 735: Clinical Experience for Implementation I, will be discontinued. This course entails a second semester of weekly individual supervision with a faculty member during the first semester of internship. We believe that the Prepracticum course and the enhanced practicum experience of working with greater independence outweigh the benefits of the Clinical Experience for Implementation I course. Students will continue to have a semester of weekly individual supervision with a faculty member in EDC 721: Integration: Supervision Experience and Theory, which is taken during the practicum semester. Students in the internship also have weekly supervision with their site supervisor.
2. **Student Development in College Settings** is newly created. The course will focus on a range of psychological, emotional, physical/neurological, social, economic, and spiritual forces that influence the development and experience of the college student. Financial stressors; challenges of identity such as gender, race, sexual orientation and ability/disability, mental health, suicide, and addiction; and violence on campus will be covered.
3. **Administrative & Legal Issues in College Settings** is also newly created. The course explores legal, administrative, and ethical matters in college settings. Title IX, FERPA, student retention, and matters of diversity and equity that affect access to health care, financial aid, and student loans, post-graduation employment, and other matters that create risk and affect students and providers in the college setting will be covered.
4. **Introduction to Alcohol and Drugs**, previously offered as an elective, will now be a required course. It is offered outside the Counselor Education Department by the Healthcare Studies Department. Substance use/abuse among college students exacerbates or, in some cases brings on, mental health problems. It can also contribute to bullying and violent behavior and undermine one's commitment to academic responsibilities and development of responsible relationships with peers. This course will help students in the College Counseling and Student Affairs program to identify, intervene, make referrals and provide counseling to students with a substance use problem. Students who choose to take Psychopharmacology, in addition to Introduction to Alcohol and Drugs, in the Healthcare Studies Department, are eligible to apply to become a New York State Credentialed Alcohol and Substance Abuse Counselor Trainee (CASAC-T).

### ***School Counseling***

1. An **EDC 718: Prepracticum** course has been added. Our School Counseling students will do their practicum in a K-12 setting, as required by new New York State School Counseling regulations. Until now, the only option for practicum for School Counseling students has been Brockport's College Counseling Center. As practicum students will be expected to be ready to provide counseling in a school setting, the Prepracticum is necessary to help them prepare. With the startup of the Prepracticum course, our Counseling Concepts course will be exclusively dedicated to learning counseling theory. Skill building, which has taken place in Counseling Concepts in the past, will be covered in the Prepracticum. Another course, EDC 735: Clinical Experience for Implementation I, will be discontinued. This course entails a second semester of weekly individual supervision with a faculty member during the first semester of internship. We believe that the Prepracticum course and the enhanced practicum experience of working with students in a school setting outweigh the benefits of the EDC 735: Clinical Experience for Implementation I course. Students will continue to have a semester of weekly individual supervision with a faculty member in Integration: EDC 721: Supervision Experience and Theory, which is taken during the practicum semester. Students in the internship also have weekly supervision with their site supervisor.
2. **EDC 621: Child and Adolescent Development** is a new course. The course addresses the need for the department to focus more deeply and comprehensively on the developmental needs of children and teens. The course focuses on therapeutic theories and interventions used with children and adolescents, within the context of school, family, and community. Moreover, this course focuses on the impact of cultural, socio-political (global challenges), and ecological factors on the neurological, behavioral, academic, and social-emotional development of youth. For example, the effect of socio-economic status on child and adolescent development is explored, with specific emphases on social inequity and injustices facing youth, including the impact of SES on urban, rural, and suburban communities and families.
3. **EDC 693: K-12 Student Services**, previously offered as an elective, will be required for students in the School Counseling program. The course complements our course Counseling in School Settings by providing intensive and comprehensive exploration of academic, career, personal and social matters faced by students in secondary settings. Under the new New York State School Counseling regulations, School Counseling programs are required to provide training in K-6 and in middle school/secondary settings. The department has also recognized a need to provide students with more focused exposure to school counseling in secondary settings.
4. **HCS 509: Introduction to Alcohol and Drugs**, previously offered as an elective, will now be a required course. It is offered outside the department by the Healthcare Studies Department. Substance use/abuse among children in K-12 settings and/or their families exacerbates or, in some cases brings on, mental health problems. It can also contribute to bullying and violent behavior, undermine the child's participation and success in their academic responsibilities, and delay development of responsible relationships with peers. This course will help students in the School Counseling program to identify, intervene, make referrals and provide counseling to students and families with a substance abuse problem. The course will also provide students in the School Counseling program with the knowledge base to provide substance abuse prevention services in the school setting. Students who choose to take Psychopharmacology in the Healthcare Studies Department are eligible to apply to become a New York State Credentialed Substance Abuse Counselor Trainee (CASAC-T).

- Explain and document where curricular standards are now met if they were formerly covered in a course that has been dropped.

EDC 735: Clinical Experience for Implementation I, up until now offered in the first semester of internship, will be dropped and replaced with the new course, Prepracticum. The 2009 CACREP standards previously covered in EDC 735 will be covered in EDC 718: Prepracticum and in EDC 721: Integration Supervision Experience and Theory. Please see the 2016 CACREP standards identified in the syllabi for the Prepracticum and Integration Supervision Experience and Theory in the *New and substantially revised syllabi* folder. Note that EDC 721 is not new or substantially revised but is included to show where the 2009 Standards that had been covered in EDC 735 will now be covered under the 2016 Standards.

#### IV. CLINICAL INSTRUCTION - PRACTICUM AND INTERNSHIP

Please document the program's supervision ratios for practicum and internship (*Stds I.Q and I.R*).

In *Attachment 5 Excel file Supervision ratios for practicum and internship*, find documentation of number of students who received individual supervision for each course section of practicum, taught by a faculty member, for each semester from fall 2015 to fall 2019. In the table, number of students receiving group supervision in each section of practicum is also provided. During this time, we always stayed at or below the cap of six students per faculty member for individual supervision and of 12 students per faculty member in our practicum courses.

In the table please also find documentation of number of students who received individual supervision and of group supervision for each section of Internship 1 (first semester of internship and taught by a faculty member) and each section of Internship 2 (second semester of internship and taught by a faculty member) between fall 2015 and fall 2019. During this time, we always stayed at or below the cap of six students per faculty member for individual supervision and of 12 students per faculty member for group supervision in our two internship courses. One exception is that we had 13 students for group supervision in spring 2016 in the second semester of internship. The average number of students in group supervision is well below the cap of 12. Please note that all individual and group supervision in our practicum and internship courses is provided by our program faculty except for individual supervision in the second semester of internship wherein individual supervision is provided by the site supervisor.

For the following elements of clinical instruction, please note any changes since your last on-site visit:

- Clock hour requirements (No Changes Since Last Full Review)
- Supervisor qualifications and requirements (No Changes Since Last Full Review)
- Practicum and internship site placements generally

Beginning in fall 2018 our practicum for School Counseling students were assigned to the Brockport Central School District K-12. Our practicum students now have the opportunity to work with K-12 students, whereas prior to fall 2018 the practicum experience was at the College's Counseling Center. This has been a welcome change brought on by new School Counseling Regulations

promulgated by the New York State Department of Education, requiring that practicum take place in a K-12 setting.

Beginning in fall 2019 students in our Mental Health Counseling and College Counseling and student Affairs specialties are completing their practicum in a community setting, Oak Orchard Child and Adolescent Mental Health Clinic. This, too, is a welcome change brought on by collaboration between Oak Orchard Health and College at Brockport leaders. Our faculty have been working closely with leaders at the Brockport Central School District and at Oak Orchard Health, building excellent practicum experiences that meet the CACREP standards and that provide our students with superb clinical training.

If changes have occurred, please provide evidence of continued compliance with applicable CACREP Standards (*Stds. III. A-G; CES Standards III. A-C*).

For the new School Counseling practicum, please see *Attachment 6 Integration Manual for School Counseling Students 2019*. For the new Mental Health Counseling practicum, please see *Attachment 7 New Integration Practicum Manual*. Our Clinical Coordinator is locating practicum sites for students in our College Counseling and Student Affairs program. We are in the process of writing a practicum manual for this program. We don't have any students in this program starting the practicum in fall 2019 or spring 2020. We plan to have the College Counseling and Student Affairs practicum manual ready for fall 2020. In the meanwhile, we have our Integration Manual (see *Attachment 8 integration manual 2014-2015*), previously applied to all three master's programs, for interim guidance for students in College Counseling and Student Affairs.

## **V. PROGRAM ASSESSMENT AND EVALUATIONS**

Please provide the most recent official report that documents outcomes of your program's systematic program evaluation. Please also document distribution of the report to the program's constituent groups. (*Stds I.AA.6, CES I.L*)

For the following, please see *Attachment 9 2016-2019 Assessment Committee Report*. This report is placed on our department website and an email forwarded to our site supervisors, students, and alumni inviting them to access the report there. Each group will be invited to provide written comment. Students will also be invited to provide feedback at a student-faculty town hall meeting.

In the 2016 Assessment Report the employers who were surveyed "agreed" (rating mean = 3.0 on a four-point scale) that students "engage in an ongoing practice of self-care and life balance skills." This was the lowest rating in the survey by employers. It is seen as an area for improvement and not of deficit. In the 2019 Assessment Report the mean rating for students on this item was 3.28, suggesting improvement in self-care and life balance skills. Additional surveys and training on self-care among students has raised awareness and there has been increased dialogue among faculty, and of faculty with students, about strategies for self-care and life balance. Faculty are monitoring this area, including a look at subsequent employer evaluation of the program.

In addition, in the 2016 Assessment Report employers "agreed" (mean rating = 3.0) that students "conduct program evaluation, program development, and the development of innovative

programs.” This rating of 3.0 was tied for the lowest rating in the employer survey. It is viewed as an area for improvement and not of deficit. Each semester students in our Research and Program Evaluation course, in teams of 2 to 5 members, conduct action research that includes program evaluation elements in college, school, or community/mental health settings, e.g., these student teams conducted the 2016 employer survey and the 2019 alumni survey. In the 2019 Assessment Report the mean rating for alumni on their ability to conduct needs assessments, research, and program evaluation in the field of counseling” was 3.22. This rating suggests improvement in the area of program evaluation and needs assessment. We will continue to monitor performance in student ability to conduct needs assessment and program evaluation through employer, student, and site supervisor surveys and CPCE and NCE results in the core area of Research and Program Evaluation.

Please outline the next scheduled program evaluation activities, indicating when they will take place, the process involved, and how results are used for program development. (*Stds I.P, AA.1-5, CES I.L*)

Going forward the department will conduct the following assessment activities:

- Admissions study
- A site supervisor survey, an employer survey, and an alumni survey in the next three-year cycle
- CPCE results
- NCE results

The department will share Assessment Committee Reports with stakeholders – alumni, students, site supervisors, and SUNY Brockport leaders, inviting input and feedback about the Department’s performance. Areas of deficit or in need of improvement will be noted with a plan of action that includes measurable outcomes.

## VI. PROGRAM IMPROVEMENT AND INNOVATION

CACREP encourages creativity within the standards on the part of program faculty. Please share any innovations either recently implemented or under consideration by your program(s) that are designed with program development and improvement in mind.

- The College at Brockport, SUNY Counselor Education program is preparing to comply with the 2016 CACREP Standards. To this end, we have received College Senate approval to increase our School Counseling and our College Counseling and Student Affairs programs from 48 to 60 credits (please see III. Curriculum above). We are currently at different stages of seeking approval from the State University of New York and from the New York State Education Department for these curricular changes. The new courses represent input from alumni, students, site supervisors, and faculty professional development, teaching, and scholarship activities. The new courses will provide greater depth and breadth of learning for our students. The offsite practicum experiences described above in III. Curriculum, and the accompanying Prepracticum, will better prepare our students for employment in contemporary counseling settings upon graduation.

- In 2018-2019, the Department of Counselor Education developed a five-year strategic plan. Core values have been identified and goals with measureable objectives have been developed. See *Attachment 10 Strategic goals/objectives* for the detailed strategic plan. The core values of the Department of Counselor Education are:
  1. Self-Awareness: understanding of one's internal and external response and their impact on others
  2. Social Justice and Advocacy: Empowerment and equity for all
  3. Critical Education: Questioning and challenging dominant views/narrative
  4. Scholar Practitioner: Integration of critical thinking and practice; engagement in scholarly research and practical application to solve problems and advance knowledge of professional counseling.

The four goals are to be a Department:

1. Where success is the norm
2. That is engaged in the community
3. That is distinguished in the community
4. That is committed to the practice of wellness.

The Department's goals are operationalized with measureable objectives and follow the four strategic goals of the College that are:

1. To be a Great College at which to Learn
2. To be a College engaged with its Community
3. To be a Sustainable Institution for the 21<sup>st</sup> Century
4. To be a great College at which to Work.

- Collaborations

The Department of Counselor Education is open to new university and community collaborations to integrate with those currently underway. Several examples follow:

- Our Mental Health Counseling program is working with the departments of Healthcare Studies and Criminal Justice to create graduate programming that integrates the fields of mental health counseling, addictions and criminal justice
- In College Counseling and Student Affairs, we are working closely with a newly created master's program at the College, Higher Education Administration. Students are able to take courses as electives in the other program to enhance their learning
- Our School Counseling program is working with the Social Work and Nursing departments at the College to establish a federal Mental Health Demonstration Grant Program for a local county school district.