



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Counselor Education
Assessment Committee Report
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Introduction

Enclosed herein is a summary of the assessment data that the Department of Counselor Education has amassed and utilized in program evaluation over the course of the past three years. The department utilizes 4 different assessment measures to determine our effectiveness and to guide departmental and curricular changes. These measures are:

- Admissions Study: Looks carefully at enrollment and application trends across the years.
- Alumni Survey: Examines graduates performance in relation to the Department's mission and program objectives.
- Site Supervisor Survey:
- Counselor Preparation Comprehensive Examination (CPCE): Assesses the effectiveness of the department in preparing students through instruction across the eight Council of Accreditation of Counseling and Related Educational Programs (CACREP) core areas.

Admissions Study Data

Matriculation Decisions

	2016 - 2017		2017 - 2018		2018 - 2019	
Category	Frequency	Frequency	Frequency	%	Frequency	%
Accepted	25	26	26	25	37	39
Conditionally Accepted	10	11	12	11	11	12
Denied	30	32	19	18	3	3
Accepted, Withdrew Application	28	29	9	9	5	5
Withdrawn Application			25	24	22	23
Delay Application Process	1	1	0	0	3	3
Incomplete	1	1	14	13	13	14
N=	95		105		94	

Undergraduate Majors by Category

	2016 - 2017		2017 - 2018		2018 - 2019	
Category	Frequency	%	Frequency	%	Frequency	%
Psychology	48	50.1	48	45.7	55	58.5
Sociology	7	7.4	7	6.7	6	6.4
Health Sciences & Human Services	5	5.3	19	18.1	8	8.5
Criminal Justice	1	1.0	1	0.9	1	1.1
Education	3	3.2	4	3.8	5	5.3
Hard Sciences & Mathematics	4	4.2	1	0.9	0	0
Business & Technical	5	5.3	6	5.7	3	3.2
Humanities & Arts	17	17.9	17	16.2	16	17.0
Unreported	5	5.3	2	1.9	0	0
N=	95		105		94	

	2016 – 2017		2017 - 2018		2018 - 2019	
Category	Frequency	Frequency	Frequency	%	Frequency	%
Brockport	31	32.6	30	28.6	33	35.1
SUNY System	27	28.4	30	28.6	27	28.7
Private NYS	22	23.2	28	26.7	20	21.3
Private out of state	3	3.2	12	11.4	7	7.4
Public out of state	2	2.1	0	0	4	4.3
Foreign	2	2.1	4	3.8	1	1.1
Empire State	0	0	0	0	2	2.1
Not Reported	8	8.4	1	0.9	0	0
N=	95		105		94	

Undergraduate Grade Point Average

	2016-2017				2017 - 2018				2018 - 2019			
Category	Mean	SD	Range	N	Mean	SD	Range	N	Mean	SD	Range	N
Population	3.19	.477	1.73	88	3.25	.43	1.86	91	3.33	.41	1.97	94
Accepted	3.37	.340	1.11	25	3.39	.28	1.25	38	3.39	.37	1.45	37
Conditional	2.71	.143	.38	7	2.81	.17	.57	13	2.80	.39	.66	11
Denied	2.97	.491	1.59	32	3.21	.52	1.68	18	3.28	.51	1.57	8
Withdrew	3.55	.291	1.00	18	3.45	.39	1.45	22	3.46	.38	1.43	21

Decision of Applicants by Ethnicity, Gender and Age

	2016-2017*				2017-2018*				2018-2019*			
	Accepted	Conditional	Denied	N	Accepted	Conditional	Denied	N	Accepted	Conditional	Denied	N
Male	7	4	7	24	10	1	4	25	12	2	4	18
Female	17	4	25	72	28	12	14	54	25	8	4	37
Mean Age	27.1	24.38	25.13	97	31.7	27.8	26.5	79	25.5	22.2	24.38	56
Black, Non-Hispanic	3	2	2	7	9	3	1	14	5	4	1	10
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Native American/Alaskan	2	1	0	3	1	0	0	1	1	1	1	3
Asian/Pacific Islander	1	0	0	1	0	0	0	0	1	1	0	2
White-Non Hispanic	18	4	27	45	27	7	16	23	28	4	6	38
International Student	0	0	0	0	0	0	0	0	0	0	0	0

Note: Candidates who withdrew their applications for admission or delayed the application process are not included.

**Not all applicants report their ethnicity*

A significant number of applicants come directly from the College at Brockport, followed by other SUNY schools. With regard to applicants, the majority of the students major in psychology, sociology, health studies, criminal justice, anthropology, and liberal study areas. These undergraduate programs at The College at Brockport and other SUNY schools should be targeted for recruitment.

There continue to be fewer students of color who apply to the Department of Counselor Education.

Alumni Survey Data

What follows in this section are paraphrases from the paper by Nicole Bindler, Mehriban Sirin, and Tabitha Vick (2017) from their action research report class project for EDC 606: Research and Program Evaluation.

The survey was designed to determine Alumni perceptions regarding our meeting objectives and mission, the questions addressed major of areas of program focus. Alumni were asked to think about their learning and experiences in the Department of Counselor Education. Essentially, we were interested in learning whether alumni developed the qualities, attitudes, and skills that questions address.

The survey contained 26 questions. Followed with a program objective, each question stated with the same qualifier: “The Counselor Education program teaches students to...” For example, “The Counselor Education program teaches students to engage in an ongoing practice of self-care and life-balance skills.” Alumni chose from the following Likert scale responses: (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

The survey was sent to 68 Alumni, who graduated within the past three years. There was a 29.4% response rate (n = 2-). Thus, we are relatively confident about the interpretation of results, but recognize that self-selection may limit the interpretation of the results. Alumni agreed that EDC met the three objectives and the mission of the program.

Areas of greatest weakness were related to measurement and assessment. Areas with greatest strength were related to self-awareness and communication skills

Category	Question	Mean
Mission Statement	Prepare and mentor scholar practitioners, with a deep level of self-understanding, in the art and science of professional counseling.	3.72
Program Objective #1: Self-Awareness	To understand and demonstrate the relationship between self-awareness and counselor effectiveness in the practice of professional counseling.	3.72
	To engage in an ongoing practice of self-care and life balance skills.	3.28
	To recognize boundaries of competence.	3.39
	To be non-judgmental and respectful of diversity	3.61
	To apply critical thinking skills as related to assumptions about self and others	3.67
Program Objective #2: Develop Scholar and Practitioner Identity	How to conduct research assessments, measurements, treatment skills, and evaluation concepts in counseling.	3.11
	To apply critical thinking skills as related to the practice of counseling research.	3.67
	To understand and apply measurement and evaluation concepts within the counseling process	3.11
	To understand the counseling community, the roles and functions of the professional counselor in a variety of settings, significant professional organizations, and the importance of professional standards and credentialing.	3.22
	To develop a professional counselor identity	3.28
	To develop competence in action research	3.17
	To apply critical thinking skills as related to the practice of counseling research	3.17
	To conduct needs assessments, research, and program evaluation in the field of counseling	3.22
Program Objective #3: Competent Professional Counselor	How to provide effective individual counseling.	3.61
	How to provide effective group counseling.	3.00
	How to apply legal and ethical principles in the practice of counseling.	3.33
	How to demonstrate competence in professional counselor functions identified for appropriate employment settings.	3.17
	How to demonstrate non-verbal, oral, and written communication skills, including oral presentations.	3.61
	To demonstrate assessment, evaluation, and treatment skills	3.11

Site Supervisor Data

What follows in this section are paraphrases from the paper by Granger, T., Lasal, H., Olivieri, C., Paske, S., & Reidy, K. (Spring 2019) from their action research report class project for EDC 606: Research and Program Evaluation.

The survey was designed to determine site supervisors' perceptions regarding our meeting objectives and mission, the questions addressed major of areas of program focus. Site Supervisors were asked to think about their experiences with their Interns from the Department of Counselor Education. Essentially, we were interested in learning whether interns demonstrated the qualities, attitudes, and skills that questions address.

The survey contained 12 questions. Respondents chose from the following Likert scale responses: (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

The survey was sent to 77 site supervisors, who served within the past three years. There was a 42.9% response rate (n = 33). Thus, we are relatively confident about the interpretation of results, but recognize that self-selection may limit the interpretation of the results. Site Supervisors agreed that EDC interns have the qualities, attitudes and skills that we intend for them to have as a result of attending our programs.

Item	Mean (N = 33)
1. How long have you served as a site supervisor for the Department of Counselor Education?	1.94 years
2. How many students did you supervise in the last three years?	2.09 interns
3. Our mission is to develop scholar practitioners through critical education and service immersion experiences grounded in social justice, resulting in a deep level of self-understanding and transformational leadership in the practice of the art and science of counseling.	3.52
4. Our Vision facilitates students' critical self-examination, developing skills to empower and with work within diverse communities. The vision reflects the Department of Counselor Education at The College at Brockport, SUNY.	3.52
5. We define self-awareness as an understanding of one's internal and external response and their impact on others. Our students demonstrate self-awareness in a professional setting.	3.64
6. We define social justice & advocacy as empowerment and equity for all. Our students demonstrate social justice & advocacy in a professional setting.	3.59
7. We define critical education as questioning and challenging the dominant view/narrative. Our students demonstrate critical education in a professional setting.	3.48
8. We define scholar practitioner as communication of the integration of critical thinking and practice. Engagement in scholarly research and practical application to solve problems and advance knowledge of professional counseling. Our students are scholar practitioners in a professional setting.	3.45
9. How likely are you to take on another intern from The College at Brockport's Counselor Education Department?	3.64
10. How likely are you to recommend your past interns for full time jobs in this field?	3.82

Race/ Ethnicity

91.9% (n = 30) White, non-Hispanic

6.1% (n = 2) Black, non-Hispanic

3.0% (n = 1) Hispanic

Gender

24.2% (n = 8) Male

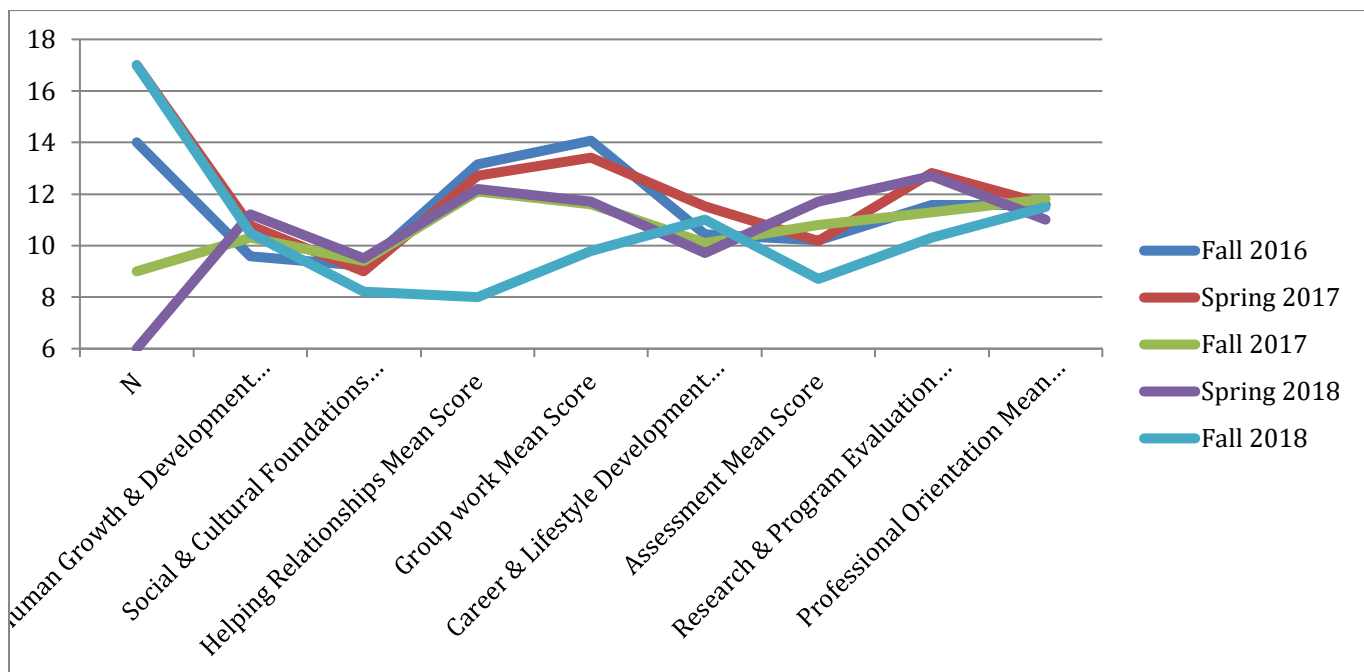
Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is administered by the National Board of Certified Counselors (NBCC). Many programs nationally utilize the CPCE as a comprehensive exit examination. The exam is based on the eight core curricular areas as outlined by Council on the Accreditation of Counseling and Related Educational Programs (CACREP). The department employs the CPCE to assess our curriculum. Students take this exam during their last semester of internship and the exam is administered once each semester. While students are encouraged to study for this exam, the vast majority did not. Despite this fact, students mean scores were truly quite acceptable. Areas that students demonstrated less knowledge were *social & cultural foundations* and *career & lifestyle development*. Looking at our trends, areas with decreased scores were *group work*, *helping relationships*, and *career & lifestyle development*. The areas in which students demonstrated the greatest knowledge were *research & program evaluation* and *helping relationships*. Looking at our trends, areas that experienced increased scores were *Assessment*, *Human Growth & Development*, and *Research & Program Evaluation*.

CPCE Results

Mean Score Results of the Counselor Preparation Comprehensive Examination Fall 2016 – Fall 2018

[illegible]



National Counselor Examination (NCE)

The National Counselor Examination (NCE) is a national certifying examination leading to the National Certified Counselor (NCC) credential. This exam is usually taken in the last semester of a graduate program or the semester immediately following graduation. The examination is often used as a part of the licensing process in most of the states in the United States. We encourage all of our students to take this exam, and many do. Students study for this exam and most pass it (only 1 student did not pass since Fall 2012).

The department receives from NBCC, mean results for the department; National results from all graduate counselor education programs and national results from CACREP only programs. When comparing our department means to national CACREP results, one can see that the department means are more often than not higher than means for the national CACREP results. In general, these data reflect that our students are performing quite competitively on the national stage. They also suggest that the Department is doing a good job of addressing the 8 CACREP core areas in its curriculum. Our students' total means were higher than CACREP National means for all semesters of test results presented here.

NCE Results

No students took the NCE and reported their results to The Department, since Fall 2016.

Employment Outcomes

From 2015 – 2018, there were 72 graduates from the Mental Health, School and College programs. One hundred percent of the alumni are employed in mental health, college, or k-12 environments (data collected 9/2018).

- 49% (n = 35) were employed in k-12 school districts
- 36% (n = 26) were employed in mental health settings (i.e., agencies, private practice)
- 14% (n = 10) were employed in college settings (e.g., academic advisement, career centers, counseling centers)

- .7% (n = 1) were enrolled in doctoral studies (Counselor Education and Supervision) and employed as a graduate assistant

Report Summary

The department consistently uses these assessments to evaluate the effectiveness of its coverage of CACREP's eight core curriculum areas, students counseling skills, and graduates' performance as counselors in the College, Mental Health, and School settings. Furthermore, the department also yearly examines its admissions process.

Overall, the department is pleased with the quality of students admitted and with our increase in the diversity of our student body, and aim to further improve, especially with Latino populations. We believe that we need to pay close attention to student retention. We continue to discuss the purpose of this assessment and how best to use it in the admissions process.

In general, the department is also satisfied with the employability of our students (100% of students, who graduated in the past three years, are employed in the counseling profession). Our Alumni and Site Supervisor results suggest that our graduates have the necessary characteristics, knowledge, and skills to perform very effectively in the counseling field. As a result of the data gathered from these assessments, the Department will be reviewing program objectives and curriculum in the coming academic year with an eye to addressing any weaknesses.

9/13/2019 Report submitted to the Assessment Committee by S. Reiner

Report approved by Counselor Education Department