Department of Counselor Education
Assessment Committee Report
May 2023

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Professor & Department Chair

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Introduction

Enclosed herein is a summary of the assessment data that the Department of Counselor Education collected 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.
- Program Objective Outcomes: Looks at how students are performing across the program on our program objectives. Each program has 14 program objectives and 5 professional dispositions.
- Alumni Survey: Examines graduates' performance in relation to the Department's mission and program objectives.
- Site Supervisor Survey: Examines interns' performance in relation to the Department's mission and program objectives.
- Employer Survey: Examines employers' perceptions of graduates' performance in relation to the Department's mission and program objectives.

Admissions Study Data

*Summer and Fall 2023 applicants were recently informed of decision outcomes and those accepted have not yet made decisions at the time of this report

Matriculation Decisions	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023
Admit and Deposited (N)	8	24	15	7	41	20	4	21
Admit and Deposited (%)	32.0%	22.0%	31.9%	24.1%	24.3%	30.8%	20.0%	20.2%
Admit with Conditions (N)	3	22	8	3	35	5	3	31
Admit with Conditions (%)	12.0%	20.2%	17.0%	10.3%	20.7%	7.7%	15.0%	29.8%
Admit did not yet deposit** (N)	7	10	10	8	25	18	3	27
Admit did not yet deposit** (%)	28.0%	9.2%	21.3%	27.6%	14.8%	27.7%	15.0%	26.0%
Declined after Admit (N)	2	8	3	4	19	4	1	6
Declined after Admit (%)	8.0%	7.3%	6.4%	13.8%	11.2%	6.2%	5.0%	5.8%
Withdrew before decision (N)	1	24	7	4	31	11	5	7
Withdrew before decision (%)	4.0%	22.0%	14.9%	13.8%	18.3%	16.9%	25.0%	6.7%
Postponed Matriculation (N)	2	6	3	0	5	4	0	2
Postponed Matriculation (%)	8.0%	5.5%	6.4%	0.0%	3.0%	6.2%	0.0%	1.9%
Withdrew Incomplete Application (N)	1	5	0	1	3	1	0	0
Withdrew Incomplete Application (%)	4.0%	4.6%	0.0%	3.4%	1.8%	1.5%	0.0%	0.0%
Denied (N)	1	10	1	0	5	1	4	9
Denied (%)	4.0%	9.2%	2.1%	0.0%	3.0%	1.5%	20.0%	8.7%
Cancelled after Deposit (N)	0	0	0	2	5	1	0	1
Cancelled after Deposit (%)	0.0%	0.0%	0.0%	6.9%	3.0%	1.5%	0.0%	1.0%
Total (N)	25	109	47	29	169	65	20	104
Total (%)	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Undergraduate Majors by Category	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023
Psychology (N)	1	58	18	8	90	26	6	70
Psychology (%)	4.0%	54.2%	39.1%	27.6%	54.5%	41.3%	30.0%	70.0%
Sociology (N)	2	10	0	0	8	2	0	5
Sociology (%)	8.0%	9.3%	0.0%	0.0%	4.8%	3.2%	0.0%	5.0%
Health Sciences and Human Services (N)	12	11	12	5	14	12	5	12
Health Sciences and Human Services (%)	48.0%	10.3%	26.1%	17.2%	8.5%	19.0%	25.0%	12.0%
Criminology (N)	0	1	0	0	3	2	2	0
Criminology (%)	0.0%	0.9%	0.0%	0.0%	1.8%	3.2%	10.0%	0.0%
Education (N)	4	7	4	5	2	8	4	3
Education (%)	16.0%	6.5%	8.7%	17.2%	1.2%	12.7%	20.0%	3.0%
Hard Sciences & Math (N)	0	2	0	0	2	0	0	1
Hard Sciences & Math (%)	0.00%	1.90%	0.00%	0.00%	1.20%	0.00%	0.00%	1.00%
Business and Technical (N)	2	5	3	0	4	3	0	0
Business and Technical (%)	8.0%	4.7%	6.5%	0.0%	2.4%	4.8%	0.0%	0.0%
Humanities and Arts (N)	4	13	8	11	33	10	3	9
Humanities and Arts (%)	16.0%	12.1%	17.4%	37.9%	20.0%	15.9%	15.0%	9.0%
Unreported (N)	0	0	1	0	9	0	0	0
Unreported (%)	0.0%	0.0%	2.2%	0.0%	5.5%	0.0%	0.0%	0.0%

Undergraduate Institution	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023
SUNY Brockport (N)	8	41	15	7	56	25	9	29
SUNY Brockport (%)	32.0%	37.6%	31.9%	24.1%	33.1%	38.5%	45.0%	27.9%
Other SUNY (N)	5	37	21	7	44	15	2	39
Other SUNY (%)	20.0%	33.9%	44.7%	24.1%	26.0%	23.1%	10.0%	37.5%
CUNY (N)	2	3	0	0	2	2	1	2
CUNY (%)	8.0%	2.8%	0.0%	0.0%	1.2%	3.1%	5.0%	1.9%
Private NYS (N)	3	19	7	10	38	17	7	22
Private NYS (%)	12.0%	17.4%	14.9%	34.5%	22.5%	26.2%	35.0%	21.2%
Private not NYS (N)	4	6	0	2	15	0	1	8
Private not NYS (%)	16.0%	5.5%	0.0%	6.9%	8.9%	0.0%	5.0%	7.7%
Public not NYS (N)	3	0	1	1	9	5	0	2
Public not NYS (%)	12.0%	0.0%	2.1%	3.4%	5.3%	7.7%	0.0%	1.9%
SUNY Empire State (N)	0	3	2	2	2	0	0	0
SUNY Empire State (%)	0.0%	2.8%	4.3%	6.9%	1.2%	0.0%	0.0%	0.0%
Foreign (N)	0	0	1	0	3	1	0	2
Foreign (%)	0.0%	0.0%	2.1%	0.0%	1.8%	1.5%	0.0%	1.9%
Total	25	109	47	29	169	65	20	104

Undergraduate Grade Point Average	SU 21 Mean	SU 21 N	SU 21 SD	FA 21 Mean	FA 21 N	FA 21 SD	SP 22 Mean	SP 22 N	SP 22 SD	SU 22 Mean	SU 22 N	SU 22 SD	FA 22 Mean	FA 22 N	FA 22 SD	SP 23 Mean	SP 23 N	SP 23 SD	SU 23 Mean	SU 23 N	SU 23 SD	FA 23 Mean	FA 23 N	FA 23 SD
Admit and Deposited	3.44	7	0.450	3.44	24	0.389	3.29	15	0.545	3.63	7	0.282	3.41	38	0.452	3.31	20	0.318	3.57	4	0.483	3.35	20	0.341
Admit with Conditions	2.80	3	0.143	2.87	22	0.424	2.81	8	0.628	2.83	3	0.050	2.82	33	0.494	2.69	5	0.492	2.67	3	0.515	2.71	31	0.436
Admit did not deposit	3.67	6	0.247	3.58	10	0.262	3.56	10	0.290	3.47	8	0.272	3.54	23	0.314	3.34	18	0.291	3.89	3	0.191	3.48	24	0.290
Declined after Admit	3.14	2	0.707	3.40	8	0.413	3.65	3	0.136	3.47	4	0.290	3.42	18	0.427	3.54	4	0.415	3.80	1	N/A	3.54	6	0.206
Withdrew before decision	3.50	1	N/A	3.34	24	0.393	3.22	7	0.818	3.41	4	0.514	3.42	30	0.427	3.43	10	0.433	3.56	4	0.555	3.49	7	0.523
Postponed Matriculation	3.07	2	0.332	3.21	6	0.356	3.55	3	0.403	N/A	0	N/A	3.57	5	0.392	3.29	4	0.180	N/A	0	N/A	3.83	2	0.120
Withdrew Incomplete Application	N/A	0	N/A	2.72	5	0.559	N/A	0	N/A	4.00	1	N/A	3.43	3	0.255	3.36	1	N/A	N/A	0	N/A	N/A	0	N/A
Denied	3.55	1	N/A	3.40	9	0.349	3.13	1	N/A	3.54	2	0.339	3.63	5	0.460	3.67	1	N/A	3.09	4	0.129	3.30	9	0.341
Cancelled after Deposit	N/A	0	N/A	N/A	0.00	N/A	N/A	0	N/A	3.54	2	0.339	3.87	3	0.095	3.23	1	N/A	N/A	0	N/A	3.64	1	N/A
Total	3.36	22	0.440	3.36	108	0.414	3.34	47	0.544	3.56	29	0.316	3.43	158	0.431	3.36	64	0.333	3.51	19	0.444	3.37	100	0.383

Decision by Reported Sex	Admit and Deposited	Admit with Conditions	Admit did yet not deposit	Declined after Admit	Withdrew before decision	Postponed Matriculation	Withdrew Incomplete Application	Denied	Cancelled after Deposit	Total
Summer 2021 Male N	5	3	3	1	0	2	0	1	0	15
Summer 2021 Male % within Sex	33.3%	20.0%	20.0%	6.7%	0.0%	13.3%	0.0%	6.7%	0.0%	100.0%
Summer 2021 Male % within Decision	62.5%	100.0%	42.9%	50.0%	0.0%	100.0%	0.0%	100.0%	0.0%	60.0%
Summer 2021 Female N	3	0	4	1	1	0	1	0	0	10
Summer 2021 Female % within Sex	30.0%	0.0%	40.0%	10.0%	10.0%	0.0%	10.0%	0.0%	0.0%	100.0%
Summer 2021 Female % within Decision	37.5%	0.0%	57.1%	50.0%	100.0%	0.0%	100.0%	0.0%	0.0%	40.0%
Fall 2021 Male N	7	10	0	3	3	2	0	2	0	27
Fall 2021 Male % within Sex	25.9%	37.0%	0.0%	11.1%	11.1%	7.4%	0.0%	7.4%	0.0%	100.0%

Decision by Reported Sex	Admit and Deposited	Admit with Conditions	Admit did yet not deposit	Declined after Admit	Withdrew before decision	Postponed Matriculation	Withdrew Incomplete Application	Denied	Cancelled after Deposit	Total
% within Decision	29.2%	45.5%	0.0%	37.5%	12.5%	33.3%	0.0%	20.0%	0.0%	24.8%
Fall 2021 Female N	17	12	10	5	21	4	5	8	0	82
Fall 2021 Female % within Sex	20.7%	14.6%	12.2%	6.1%	25.6%	4.9%	6.1%	9.8%	0.0%	100.0%
Fall 2021 Female % within Decision	70.8%	54.5%	100.0%	62.5%	87.5%	66.7%	100.0%	80.0%	0.0%	75.2%
Spring 2022 Male N	5	1	5	1	0	0	0	1	0	13
Spring 2022 Male % within Sex	38.50%	7.70%	38.50%	7.70%	0.00%	0.00%	0.00%	7.70%	0.00%	100.00%
Spring 2022 Male % within Decision	33.30%	12.50%	50.00%	33.30%	0.00%	0.00%	0.00%	100.00%	0.00%	27.70%
Spring 2022 Female N	10	7	5	2	7	3	0	0	0	34
Spring 2022 Female % within Sex	29.4%	20.6%	14.7%	5.9%	20.6%	8.8%	0.0%	0.0%	0.0%	100.0%
Spring 2022 Female % within Decision	66.7%	87.5%	50.0%	66.7%	100.0%	100.0%	0.0%	0.0%	0.0%	72.3%
Summer 2022 Male N	1	0	1	0	0	0	0	0	1	3
Summer 2022 Male % within Sex	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	100.0%
Summer 2022 Male % within Decision	14.3%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	10.3%
Summer 2022 Female N	6	3	7	4	4	0	1	0	1	26
Summer 2022 Female % within Sex	23.1%	11.5%	26.9%	15.4%	15.4%	0.0%	3.8%	0.0%	3.8%	100.0%
Summer 2022 Female % within Decision	85.7%	100.0%	87.5%	100.0%	100.0%	0.0%	100.0%	0.0%	50.0%	89.7%
Fall 2022 Male N	5	3	2	0	7	0	0	1	1	19
Fall 2022 Male % within Sex	26.3%	15.8%	10.5%	0.0%	36.8%	0.0%	0.0%	5.3%	5.3%	100.0%

Decision by Reported Sex	Admit and Deposited	Admit with Conditions	Admit did yet not deposit	Declined after Admit	Withdrew before decision	Postponed Matriculation	Withdrew Incomplete Application	Denied	Cancelled after Deposit	Total
Fall 2022 Male % within Decision	12.2%	8.6%	8.0%	0.0%	22.6%	0.0%	0.0%	20.0%	20.0%	11.2%
Fall 2022 Female N	36	32	23	19	24	5	3	4	4	150
Fall 2022 Female % within Sex	24.0%	21.3%	15.3%	12.7%	16.0%	3.3%	2.0%	2.7%	2.7%	100.0%
Fall 2022 Female % within Decision	87.8%	91.4%	92.0%	100.0%	77.4%	100.0%	100.0%	80.0%	80.0%	88.8%
Spring 2023 Male N	5	1	5	1	3	1	1	1	0	18
Spring 2023 Male % within Sex	27.8%	5.6%	27.8%	5.6%	16.7%	5.6%	5.6%	5.6%	0.0%	100.0%
Spring 2023 Male % within Decision	25.0%	20.0%	27.8%	25.0%	27.3%	25.0%	100.0%	100.0%	0.0%	27.7%
Spring 2023 Female N	15	4	13	3	8	3	0	0	1	47
Spring 2023 Female % within Sex	31.9%	8.5%	27.7%	6.4%	17.0%	6.4%	0.0%	0.0%	2.1%	100.0%
Spring 2023 Female % within Decision	75.0%	80.0%	72.2%	75.0%	72.7%	75.0%	0.0%	0.0%	100.0%	72.3%
Summer 2023 Male N	3	1	2	0	0	0	0	1	0	7
Summer 2023 Male % within Sex	42.9%	14.3%	28.6%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	100.0%
Summer 2023 Male % within Decision	75.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	35.0%
Summer 2023 Female N	1	2	1	1	5	0	0	3	0	13
Summer 2023 Female % within Sex	7.7%	15.4%	7.7%	7.7%	38.5%	0.0%	0.0%	23.1%	0.0%	100.0%
Summer 2023 Female % within Decision	25.0%	66.7%	33.3%	100.0%	100.0%	0.0%	0.0%	75.0%	0.0%	65.0%
Fall 2023 Male N	4	6	7	0	1	1	0	5	0	24
Fall 2023 Male	16.7%	25.0%	29.2%	0.0%	4.2%	4.2%	0.0%	20.8%	0.0%	100.0%

Decision by Reported Sex	Admit and Deposited	Admit with Conditions	Admit did yet not deposit	Declined after Admit	Withdrew before decision	Postponed Matriculation	Withdrew Incomplete Application	Denied	Cancelled after Deposit	Total
% within Sex										
Fall 2023 Male % within Decision	19.0%	19.4%	25.9%	0.0%	14.3%	50.0%	0.0%	55.6%	0.0%	23.1%
Fall 2023 Female N	17	25	20	6	6	1	0	4	1	80
Fall 2023 Female % within Sex	21.3%	31.3%	25.0%	7.5%	7.5%	1.3%	0.0%	5.0%	1.3%	100.0%
Fall 2023 Female % within Decision	81.0%	80.6%	74.1%	100.0%	85.7%	50.0%	0.0%	44.4%	100.0%	76.9%

Race by Decision Summer 2021 - Fall 2023	Admit and Deposited	Admit with Conditions	Admit did not deposit	Declined after Admit	Withdrew before decision	Postponed Matriculation	Withdrew Incomplete Application	Denied	Cancelled after Deposit	Total
Black or African American N	20	22	8	5	17	4	3	0	0	79
Black or African American % within Race	25.3%	27.8%	10.1%	6.3%	21.5%	5.1%	3.8%	0.0%	0.0%	100.0%
Black or African American % within Decision Code	14.2%	19.6%	7.3%	10.4%	18.3%	18.2%	27.3%	0.0%	0.0%	13.7%
Hispanic N	12	5	12	3	0	3	1	1	1	38
Hispanic % within Race	31.6%	13.2%	31.6%	7.9%	0.0%	7.9%	2.6%	2.6%	2.6%	100.0%
Hispanic % within Decision Code	8.5%	4.5%	11.0%	6.3%	0.0%	13.6%	9.1%	3.2%	11.1%	6.6%
Native American/ Alaskan N	1	1	1	1	0	0	0	0	0	4
Native American/ Alaskan % within Race	25.0%	25.0%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Native American/ Alaskan % within Decision Code	0.7%	0.9%	0.9%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
Asian/ Pacific Islander N	5	6	6	4	3	0	0	1	0	25
Asian/ Pacific Islander % within Race	20.0%	24.0%	24.0%	16.0%	12.0%	0.0%	0.0%	4.0%	0.0%	100.0%
Asian/ Pacific Islander % within Decision Code	3.5%	5.4%	5.5%	8.3%	3.2%	0.0%	0.0%	3.2%	0.0%	4.3%

White/ Non-Hispanic N	98	76	76	33	70	15	7	27	8	410
White/ Non-Hispanic % within Race	23.9%	18.5%	18.5%	8.0%	17.1%	3.7%	1.7%	6.6%	2.0%	100.0%
White/ Non-Hispanic % within Decision Code	69.5%	67.9%	69.7%	68.8%	75.3%	68.2%	63.6%	87.1%	88.9%	71.2%
Not reported N	5	2	6	2	3	0	0	2	0	20
Not reported % within Race	25.0%	10.0%	30.0%	10.0%	15.0%	0.0%	0.0%	10.0%	0.0%	100.0%
Not reported % within Decision Code	3.5%	1.8%	5.5%	4.2%	3.2%	0.0%	0.0%	6.5%	0.0%	3.5%
Total N	141	112	109	48	93	22	11	31	9	576
Total % within Race	24.5%	19.4%	18.9%	8.3%	16.1%	3.8%	1.9%	5.4%	1.6%	100.0%
Total % within Decision Code	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Age by Decision	SU 21 M	SU 21 N	SU 21 SD	FA 21 M	FA 21 N	FA 21 SD	SP 22 M	SP 22 N	SP 22 SD	SU 22 M	SU 22 N	SU 22 SD	FA 22 M	FA 22 N	FA 22 SD	SP 23 M	SP 23 N	SP 23 SD	SU 23 M	SU 23 N	SU 23 SD	FA 23 M	FA 23 N	FA 23 SD
Admit and Deposited	35.1	8	9.99	28.4	24	7.71	31.7	15	10.60	30.4	7	11.36	26.6	41	6.45	29.5	20	9.37	33.5	4	7.00	26.6	21	10.66
Admit with Conditions	38.0	3	13.5	26.0	22	6.55	34.9	8	13.43	22.7	3	0.58	24.1	35	3.46	30.2	5	10.73	28.0	3	7.21	22.7	31	3.20
Admit did not deposit	32.6	7	8.06	32.5	10	6.17	27.6	10	4.25	31.4	8	10.08	29.1	25	7.04	29.6	18	9.54	32.3	3	8.74	27.6	27	9.06
Declined after Admit	30.5	2	9.19	27.0	8	4.69	26.7	3	3.51	26.5	4	4.66	25.3	19	3.93	31.5	4	10.66	22.0	1	N/A	23.3	6	3.83
Withdrew before decision	26.0	1	N/A	29.9	24	12.6	38.6	7	9.68	28.0	4	5.60	26.5	31	8.03	32.8	11	10.78	34.6	5	14.12	27.4	7	10.15
Postponed Matriculation	38.5	2	19.1	31.3	6	10.4	33.0	3	12.29	N/A	N/A	N/A	33.6	5	12.42	33.5	4	15.72	N/A	N/A	N/A	22.0	2	0.00
Withdrew Incomplete Application	50.0	1	N/A	24.8	5	2.39	N/A	N/A	N/A	27.0	1	N/A	32.3	3	17.93	26.0	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Denied	26.0	1	N/A	25.3	10	2.95	42.0	1	N/A	N/A	N/A	N/A	25.2	5	6.61	30.0	1	N/A	40.8	4	15.52	24.7	9	6.61
Cancelled after Deposit	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24.0	2	1.41	23.2	5	0.84	28.0	1	N/A	N/A	N/A	N/A	20.0	1	.
Total	34.6	25	12.0	28.1	109	6.69	32.4	47	10.04	28.5	29	8.24	26.4	169	6.78	30.4	65	9.75	33.7	20	11.16	25.2	104	7.79

Institution Type	% Underrepresented Minority Enrolled Undergraduate Students	% Underrepresented Minority Enrolled Graduate Students	% Underrepresented Minority accepted to EDC
SUNY (2022)	30%	27%	N/A
SUNY Brockport (2022)	23%	16%	24%

Data from: SUNY Institutional Research SUNY Enrollment Demographics

NYS	White	Black	Hispanic	Asian
Aged 25- 65 Population: 12,199,957 (2023)	55% (n = 6,719,976)	14.4% (n = 1,756,793)	19.4% (n = 2,366,791)	9% (n = 1,097,996)
Holding an Undergraduate Degree (2021)	64% (n = 4,300,784)	26.6% (n = 467,306)	19.5% (n = 461,524)	45.1% (n = 495,196)

Data from: https://worldpopulationreview.com/states/new-york-population and https://nycfuture.org/research/boosting-college-attainment

Review of Admissions Data

Review of decisions by semester reveals a dip in those candidates who were admitted and deposited, and an increase in those who were admitted with conditions. These data will be re-examined in Fall 2023, after we learn who deposited and registered for classes from the summer/ fall 2023 admissions cycle. The majority of our applicants are from NYS and had a history of attending public schools. Of the applicants, 24 - 45% earned their undergraduate degrees from SUNY Brockport, 20 -37.5% earned their degree at another SUNY institutions, and 12 – 34.5% were from a private school in NYS. The majority of undergraduate majors that we attract are psychology and health/ human services degrees (e.g., social work, nursing, health care studies). No difference was found in the means by admission decision category, with the exception of those in the admit with conditions category, which was expected; candidates accepted into the program with a grade point average of less than 3.0 are placed in the admit with conditions category. The majority of our applicants listed their sex as female, with roughly a third of our applicants listing their sex as male. Our department recognizes that not all of our students identify with male and/or female sex, but our data do not contain other identities at this time. The majority of applicants applying to our program identify as white, non-Hispanic, followed by Black or African American. With regard to who is offered admission or admission with conditions, over the past 8 semesters, 6% of white applicants were denied, 0% Black or African American, 0% Native American/ Alaskan, 2.6% Hispanic, 4% Asian/ Pacific Islander, and 10% of those, who did not report their race, were denied admissions. Our summer and spring applicants tend to be older than our fall applicants.

The examination of demographic information is helping in improving our recruitment, especially as time and money are tight resources at this time. We should continue our outreach to SUNY institutions and local NYS private schools, especially those schools that do not have Counselor Education programs. Regarding recruitment of underrepresented populations, we continue to struggle to recruit Hispanic/ Latino, Native American/ Alaskan and Asian/ Pacific Islander students, all in relation to the number of individuals degree eligible to attend graduate school at this time (i.e., hold an undergraduate degree). While not reflected in these data, we do have a number of underrepresented students enrolled in our programs (e.g., LGBTQ+, students with disabilities). The Department of Counselor Education intends to continue, and increase, our recruitment efforts to attract underrepresented students to continue to ensure that we preparing counselors who represent the changing demographics of NYS.

Program Objectives Data Results

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
All EDC Students	Are able to demonstrate self-care strategies appropriate to the counselor role	1.l.	Self-Awareness	n/a	EDC 501/503: Information Interview Paper **M = 3.92** **N = 36** Summer 2022-Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 722/724:* Journal Presentation **M = 3.18** **N = 28** Summer 2022 – Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.57** **N = 10** Fall 2022 *EDC 730*: Site Supervisor Evaluation **M = 3.2** **N = 5** Fall 2022	Alumni Survey. (2021) **M = 3.18** **N = 38** Employer Survey (2023) **M = 3.86** **N = 8** Site Supervisor Survey (2022) **M = 3.36** **N = 22**
All EDC Students	Are able to describe the effects of power and privilege for counselors and clients	2.e.	Self-Awareness	n/a	*EDC 602:* Theory Paper **M = 3.39** **N = 49** Fall 2021 – Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 718:* Case Conceptualization **M = 3.08** **N = 41** Spring 2022- Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.54** **N = 10** Fall 2022 *EDC 730:* Site Supervisor Evaluation **M = 3.2** **N = 5** Fall 2022	Alumni Survey (2021) **M = 3.25** **N = 38** Employer Survey (2023) **M = 3.86** **N = 8** Site Supervisor Survey (2022) **M = 3.14** **N = 22**
All EDC Students	Are able describe how systemic and environmental factors affect human development, functioning, and behavior	3.f.	Scholar-Practitioner	n/a	*EDC 603:* Group Manual **M = 1.75** **N= 12** Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 722/ 724:* Case Conceptualization **M = 3.06** **N = 45** Fall 2021 – Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.54** **N = 10** Fall 2022 *EDC 730:* Site Supervisor Evaluation **M = 3.4** **N = 5** Fall 2022	Alumni Survey (2021) **M =3.11** **N = 38** Employer Survey (2023) **M = 3.86** **N = 8** Site Supervisor Survey (2022) **M = 3.14** **N = 22**

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
All EDC Students	Are able to identify strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	4.g.	Social Justice & Advocacy	n/a	*EDC 604:* Career Development Conceptualization Paper **M = 3.28** **N = 18** Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 720:* Mezzo Project (SC) **M = 3.45** **N = 11** Spring 2022- Fall 2022 *EDC 720:* Case Conceptualization (MH) **M = 3.27** **N = 37** Spring 2022 – Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.35** **N = 10** Fall 2022 *EDC 730:* Site Supervisor Evaluation **M = 3.25** **N = 5** Fall 2022	Alumni Survey (2021) **M = 2.61** **N = 38** Employer Survey (2023) **M = 3.86** **N = 8** Site Supervisor Survey (2022) **M= 3.00** **N = 22**
All EDC Students	Effectively use crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	5.m	Critical Education	n/a	*EDC 501/ 503:* Information Interview Paper **M = 3.89** **N = 36** Summer 2022-Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 718:* PFA Analysis **M =3.10** **N = 41** Spring 2022 – Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.38** **N = 10** Fall 2022 *EDC 730:* Site Supervisor Evaluation **M = 3.4** **N = 5** Fall 2022	Alumni Survey (2021) **M = 2.96** **N = 38** Employer Survey (2023) **M = 3.3** **N = 8** Site Supervisor Survey (2022) **M = 3.14** **N = 22**
All EDC Students	Effectively use ethical and culturally relevant strategies for designing and facilitating groups	6.g.	Critical Education	n/a	*EDC 603:* Group Manual **M = 2.5** **N = 12** Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 722:* Site Supervisor Evaluation **M = 3.64** **N = 12** Fall 2022 *EDC 724:* Site Supervisor Evaluation **M = 3.33** **N = 11** Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.56** **N = 10** Fall 2022 *EDC 730:* Site Supervisor Evaluation **M = 3.75** **N = 5** Fall 2022	Alumni Survey (2021) **M =2.82** **N = 38** Employer Survey (2023) **M = 3.57** **N = 8** Site Supervisor Survey (2022) **M = 3.33** **N = 22**

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
All EDC Students	Effectively use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	7.m.	Critical Education	n/a	*EDC 685:* Case report 2 **M = 3.0** **N = 44** Fall 2021 – Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 720*: Crisis Paper 2 (SC) **M = 3.05** **N = 20** Spring 2022 - Fall 2022 *EDC 720:* Case Conceptualization (MH) **M = 3.1** **N = 37** Spring 2022 – Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.54** **N = 10** Fall 2022 *EDC 730:* Site Supervisor Evaluation **M = 3** **N = 5** Fall 2022	Alumni Survey. (2021) **M =2.71** **N = 38** Employer Survey (2023) **M = 3.71** **N = 8** Site Supervisor Survey (2022) **M = 3.21** **N = 22**
All EDC Students	Are able to describe the importance of research in advancing the counseling profession, and can effectively critique research to inform counseling practice	8.a.	Critical Education, Scholar-Practitioner, Social Justice & Advocacy	n/a	*EDC 606*: Action Research Project & Presentation **M = 3.86** **N = 28** Fall 2021 – Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	Capstone **M = 3.15** **N = 13** Fall 2022 M = N = Spring 2023	*EDC 728:* Site Supervisor Evaluation **M = 3.54** **N = 10** Fall 2022 EDC 730: Site Supervisor Evaluation **M = 3.00** **N = 5** Fall 2022	Alumni Survey (2021) **M =2.89** **N = 38** Employer Survey (2023) **M = 3.50** **N = 8** Site Supervisor Survey (2022) **M = 3.16** **N = 22**
Mental Health Students	Demonstrates knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	MH 1.c.	Critical Education	n/a	*EDC 613:* Diagnostic Interview Report 2 **M = 3.51** **N = 43** Fall 2021 - Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 720:* Case Conceptualization **M = 3.35** **N = 37** Spring 2022 – Fall 2022	*EDC 730:* Site Supervisor Evaluation **M = 3** **N = 5** Fall 2022	Alumni Survey (2021) **M =2.69** **N = 38** Employer Survey (2023) **M = 3.86** **N = 8** Site Supervisor Survey (2022) **M = 3.16** **N = 22**

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
Mental Health Students	Demonstrates knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	MH 2.c.	Critical Education	n/a	*EDC 615:* At Risk Population, EBP Paper **M = 3.75** **N = 14** *Fall 2022*	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 720:* Case Conceptualization **M = 3.27** **N = 37** *Spring 2022 – Fall 2022*	*EDC 730:* Site Supervisor Evaluation **M = 3.0** **N = 5** *Fall 2022*	Alumni Survey (2021) **M =2.85** **N = 38** Employer Survey (2023) **M = 3.71** **N = 8** Site Supervisor Survey (2022) **M = 3.08** **N = 22**
Mental Health Students	Demonstrates knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the *International Classification of Diseases* (*ICD*)	MH 2.d.	Scholar-Practitioner	n/a	*EDC 613:* Diagnostic Interview Report 2 **M = 3.47** **N = 43** Fall 2021 - Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 720:* Case Conceptualization **M = 3.21** **N = 37** Spring 2022 – Fall 2022	*EDC 730:* Site Supervisor Evaluation **M = 3.0** **N = 5** Fall 2022	Alumni Survey (2021) **M =3.00** **N = 38** Employer Survey (2023) **M = 3.43** **N = 8** Site Supervisor Survey (2022) **M = 3.25** **N = 22**
Mental Health Students	Effectively use techniques and interventions for prevention and treatment of a broad range of mental health issues	MH 3.b.	Social Justice and Advocacy, Self-Awareness	n/a	EDC 613: Diagnostic Interview Report 2 **M = 3.4** **N= 43** Fall 2021 - Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	EDC 724: Case Conceptualization **M = 2.88/2.84** **N = 45** Fall 2021 – Fall 2022	EDC 730: Site Supervisor Evaluation **M = 3.2** **N = 5** Fall 2022	Alumni Survey (2021) **M =2.62** **N = 38** Employer Survey (2023) **M = 3.17** **N = 8** Site Supervisor Survey (2022) **M = 3.08** **N = 22**

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
School Counseling Students	Demonstrate knowledge of models of school-based collaboration and consultation	SC 1.d.	Social Justice and Advocacy, Self-Awareness	n/a	*EDC 720:* Mezzo Project **M = 3.45** **N = 11** Spring 2022-Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 722:* Advocacy Presentation **M = 3.43** **N = 28** Spring 2022 – Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.75** **N = 10** Fall 2022	Alumni Survey (2021) **M =3.00** **N = 38** Employer Survey (2023) **M = 3.67** **N = 8** Site Supervisor Survey (2022) **M = 3.28** **N = 22**
School Counseling Students	Effectively serve in school counselor roles, as leaders, advocates, and systems change agents in P-12 schools	SC 2.a.	Social Justice and Advocacy, Self-Awareness	n/a	*EDC 501*: Information Interview Paper **M = 3.86** **N = 36** Summer 2022-Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 722:* Advocacy Presentation **M = 3.37** **N = 28** Spring 2022 – Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.54** **N = 10** Fall 2022	Alumni Survey (2021) **M =3.56** **N = 38** Employer Survey (2023) **M = 3.67** **N = 8** Site Supervisor Survey (2022) **M = 3.41** **N = 22**
School Counseling Students	Effectively design and evaluate school counseling programs	SC 3.b.	Scholar-Practitioner	n/a	*EDC 619:* Portfolio **M = 3.9** **N = 40** Fall 2021 – Fall 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 720:* Mezzo Project **M = 3.73** **N = 11** Spring 2022- Fall 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.44** **N = 10** Fall 2022	Alumni Survey (2021) **M =3.33** **N = 38** Employer Survey (2023) **M = 3.33** **N = 8** Site Supervisor Survey (2022) **M = 3.19** **N = 22**

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
School Counseling Students	Demonstrate effective skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	SC 3.h.	Critical Education	n/a	*EDC 621*: Child & Adolescent Immersion Paper **M = 3.95** **N = 19** Spring 2022	Clinical Application - Self assessment *Item to be collected in Fall 23*	*EDC 693:* Parent Teacher Conference **M = 3.96** **N = 29** Spring 2022	*EDC 728:* Site Supervisor Evaluation **M = 3.68** **N = 10** Fall 2022	Alumni Survey (2021) **M = N/A** **N = N/A** *mistake- left off survey Employer Survey (2023) **M = 3.33** **N = 8** Site Supervisor Survey (2022) **M = 3.38** **N = 22**
All EDC Students	Counseling Orientation: Candidate demonstrates the traits that embody a professional counselor, such as: an orientation to wellness; the belief that all people can grow and change; the ability to be perceptive, think critically, and to be self-directed; the ability and willingness to establish interpersonal connections, develop meaningful relationships, and to work collaboratively.	Dispositions	Critical Education	Essay	Disposition Assessment *EDC 501* Student Self-Assessment **M = 3.17** **N = 6** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 503* Student Self-Assessment **M =2.72** **N = 16** Fall 2022 Faculty Ratings **M =** Spring 2023	Clinical Application - Self assessment **M = 3.18** **N = 95** Fall 2021 – Fall 2022	*EDC 721*: Post Dispositions Student Self-Assessment **M =3.0** **N = 4** Fall 2022 **M = 3.33** **N = 12** Fall 2021	Disposition Assessments *EDC 728* Student Self-Assessment **M = 3.25** **N = 4** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 730* Student Self-Assessment **M = 3.33** **N = 3** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 728/730* Site Supervisor Rating of Interns' Dispositions **M = 3.18** **N =39** Fall 2022- Spring 2023	Alumni Survey **M =3.64** **N = 38** Employer Survey *To be collected in Spring 2025* Site Supervisor Survey *To be collected in Spring 2024*

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
All EDC Students	Integrity: Candidate demonstrates the ability to foster trust in clients, colleagues, site supervisors, clinical supervisors, and professors by maintaining a high level of dependability and consistency. Demonstrates sound moral character; is truthful, honest, and sincere; exhibits ethical behavior, professional and intellectual integrity.	Dispositions	Social Justice & Advocacy	Interview *Data Collection planned for Fall 2023*	Disposition Assessment *EDC 501* Student Self-Assessment **M = 3.17** **N = 6** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 503* Student Self-Assessment **M = 3.0** **N = 16** Fall 2022 Faculty Ratings **M =** Spring 2023	Clinical Application - Self assessment **M = 3.19** **N = 95** Fall 2021 – Fall 2022	EDC 721: Post Dispositions Student Self-Assessment **M = 3.0** **N = 4** Fall 2022 **M = 3.42** **N = 12** Fall 2021	Disposition Assessments *EDC 728* Student Self-Assessment **M = 3.25** **N = 4** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 730* Student Self-Assessment **M = 3.67** **N = 3** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 728/730* Site Supervisor Rating of Interns' Dispositions **M = 3.30** **N =39** Fall 2022- Spring 2023	Alumni Survey **M = 3.71** **N = 38** Employer Survey *To be collected in Spring 2025* Site Supervisor Survey *To be collected in Spring 2024*

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
All EDC Students	Respect for Human Dignity and Diversity: Candidate is: Non-judgmental, empathic, compassionate, respectful to all clients, colleagues, classmates, site supervisors, clinical supervisors, staff and faculty; respectful in advocating for self and others. Candidate demonstrates an appreciation for differences among people; has a strong ability to interact, work and be with people who have characteristics different from self, and continually seeks opportunities to learn more about others' perspectives; is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the counseling milieu. Candidate applies multicultural competencies and an understanding of how power, oppression, and privilege impact the counseling process.	Dispositions	Social Justice & Advocacy	Essay	Disposition Assessment *EDC 501* Student Self-Assessment **M =3.17** **N = 6** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 503* Student Self-Assessment **M = 3.0** **N = 16** Fall 2022 Faculty Ratings **M =** Spring 2023	Clinical Application - Self assessment **M = 3.27** **N = 95** Fall 2021 – Fall 2022	*EDC 721*: Post Dispositions Student Self-Assessment **M = 3.25** **N = 4** Fall 2022 **M = 3.42** **N = 12** Fall 2021	Disposition Assessments *EDC 728* Student Self-Assessment **M = 3.5** **N = 4** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 730* Student Self-Assessment **M = 3.33** **N = 3** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 728/730* Site Supervisor Rating of Interns' Dispositions **M = 3.18** **N =39** Fall 2022- Spring 2023	Alumni Survey **M = 3.75** **N = 38** Employer Survey *To be collected in Spring 2025* Site Supervisor Survey *To be collected in Spring 2024*

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
All EDC Students	Self-awareness: Candidate demonstrates congruence, genuineness, self-care, and an awareness of one's own strengths and limitations, assumptions and biases, and the impact these have on professional and counseling relationships. Candidate demonstrates openness to receiving, and a willingness to incorporate, feedback. Candidate seeks supervision or other professional assistance.	Dispositions	Self-Awareness	Group Interview *Data Collection planned for Fall 2023*	Disposition Assessment *EDC 501* Student Self-Assessment **M = 2.83** **N = 6** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 503* Student Self-Assessment **M = 3.0** **N = 16** Fall 2022 Faculty Ratings **M =** Spring 2023	Clinical Application - Self assessment **M = 3.14** **N = 95** Fall 2021 – Fall 2022	*EDC 721:* Dispositions Student Self-Assessment **M =3.25** **N = 4** Fall 2022 **M = 3.25** **N = 12** Fall 2021	Disposition Assessments *EDC 728* Student Self-Assessment **M = 3.0** **N = 4** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 730* Student Self-Assessment **M = 3.33** **N = 3** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 728/730:* Site Supervisor Rating of Interns' Dispositions **M = 3.24** **N =39** Fall 2022- Spring 2023	Alumni Survey **M = 3.54** **N = 38** Employer Survey *To be collected in Spring 2025* Site Supervisor Survey *To be collected in Spring 2024*

Fall 2021 – Fall 2022	OBJECTIVE	CACREP Standard	Value Alignment	I: Admissions	II. Signature Assignment 1	III. Clinical Application	IV: Signature Assignment 2	V: Culminating Experience	VI: Post-grad
All EDC Students	Professional Commitment: Candidate exhibits a commitment to their professional development, clients, and the counseling profession. Candidate utilizes a wide range of personal and professional resources to develop as a scholar/practitioner in order to address clinical and other professional issues and facilitate change.	Dispositions	Scholar-Practitioner	Essay	Disposition Assessment *EDC 501* Student Self-Assessment **M =3.0** **N = 6** Fall 2022 Faculty Ratings **M =** Spring 2023 EDC 503 Student Self-Assessment **M = 2.91** **N = 16** Fall 2022 Faculty Ratings **M =** Spring 2023	Clinical Application - Self assessment **M = 2.95** **N = 95** Fall 2021 – Fall 2022	*EDC 721:* Post Dispositions Student Self-Assessment **M = 3.0** **N = 4** Fall 2022 **M = 3.25** **N = 12** Fall 2021	Disposition Assessments *EDC 728* Student Self-Assessment **M =3.25** **N = 4** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 730* Student Self-Assessment **M = 3.67** **N = 3** Fall 2022 Faculty Ratings **M =** Spring 2023 *EDC 728/730:* Site Supervisor Rating of Interns' Dispositions **M = 2.99** **N =39** Fall 2022- Spring 2023	Alumni Survey **M = 3.41** **N = 38** Employer Survey *To be collected in Spring 2025* Site Supervisor Survey *To be collected in Spring 2024*

Curricular Changes as a result of fall and spring data reviews:

Fall 2022

- Move SC 1.d. to Advocacy presentation and update the assignment description and rubric. Update the Case Conceptualization rubric to remove SC 1.d.
- Core 2.e. Alter the assignment in 614 on personal identity-increase clarity in the assignment.
- Core 7.m. more discussion in EDC 685 and bolding it in the assignment
- Core 5.m. discuss psychological first aid in EDC 602.

Spring 2023

- 3.f. Are able describe how systemic and environmental factors affect human development, functioning, and behavior: Add in Bronfenbrenner and wellness, but in EDC 501/503 and EDC.
- 4.g. Are able to identify strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy: Introduce CSJ Advocacy Competencies in EDC 604: Career and in EDC 501/ EDC 503: Self and Society. Discussion of the importance of addressing career development of clients in clinical coursework.

- 6.g. Effectively use ethical and culturally relevant strategies for designing and facilitating groups: More intentional focus on Bronfenbrenner and systems and a greater emphasis on discussing strategies.
- 7.m. Effectively use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results: Could put more intentionality on culturally relevant strategies for assessment and test results in EDC 604, EDC 685, and EDC 718. Ask students to critically examine existing assessments and their appropriateness for diverse populations.
- 8.a. Are able to describe the importance of research in advancing the counseling profession, and can effectively critique research to inform counseling practice: More intentionality in Implementation II.
- MH 1.c. Demonstrates knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning: Consistently reference "case conceptualizations" as "biopsychosocial case conceptualizations".
- MH 3.b. Effectively use techniques and interventions for prevention and treatment of a broad range of mental health issues: Be more explicit about prevention and they ways in which counselors engage in prevention. Also, emphasize the differences between evidence-based interventions vs best practices.
- Professional Commitment: Host a faculty and graduate assistant discussion about what we think is leading to students and alumni seeing themselves as not "proficient" in professional commitment. Faculty talk with students in class about their thoughts related to professional commitment.

General Closing the Loop Activities

1. Engage in a qualitative study of alumni in 2024
2. The Department Chair's training of adjuncts may not be sufficient in ensuring consistency. Each adjunct should also have a faculty mentor. The Chair should share with full-time faculty the messaging the adjuncts are receiving so that feedback and recommendations are consistent. Trial run: try to put at least one core faculty in each course and adjuncts in the remaining sections, then provide mentoring to the adjuncts teaching the other sections (rather than placing all adjuncts in all sections of core classes and all full-time faculty in clinical courses). Adjuncts should be instructed to direct program questions to students' advisors, clinical coordinators or the chair.
3. Admissions: During COVID-19 and beyond, more students have demonstrated dispositional and academic issues; potentially add in additional screening tools at admissions.
4. Many students are struggling with self-management when given too much flexibility in coursework. Instructors should seek to create more structure than what we needed to do in the past. We should also track when students are seeking incompletes across multiple semesters.
5. At the conclusion of EDC 501/ EDC 503, the faculty should discuss each student's strengths and limitations.
6. In addition to the time of Application to Clinical Coursework, faculty should also conduct a full academic and dispositional review as students enroll in EDC 720 (Practicum) to address emerging issues since their approval to clinical coursework

Mental Health Counseling Graduates Demographics

Sex	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
Male	40% (2)	0% (0)	57% (4)	0% (0)	50% (5)	22% (2)	20% (1)	38% (5)
Female	60% (3)	100% (5)	43% (3)	100% (1)	50% (5)	78% (7)	80% (4)	62% (8)

Race	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
Black or African American	40% (2)	20% (1)	14% (1)	0% (0)	20% (2)	0% (0)	20% (1)	9% (1)
White Not Hispanic	60% (3)	60% (3)	72% (5)	100% (1)	70% (7)	100% (7)	80% (4)	91% (11)
Hispanic or Latino	0% (0)	20% (1)	0% (0)	0% (0)	10% (1)	0% (0)	0% (0)	0% (0)
Asian/ Pacific Islander	0% (0)	0% (0)	14% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

School Counseling Graduates Demographics

Sex	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
Male	29% (2)	14% (1)	N/A	25% (1)	31% (5)	N/A	38% (3)	0% (0)
Female	71% (5)	86% (6)	N/A	75% (3)	69% (11)	N/A	62% (5)	100% (10)

Race	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
Black or African American	43% (3)	29% (2)	N/A	0% (0)	13% (2)	N/A	25% (2)	10% (1)
White Not Hispanic	57% (4)	71% (5)	N/A	100% (4)	81% (13)	N/A	62% (5)	90% (9)
Hispanic or Latino	0% (0)	0% (0)	N/A	0% (0)	0% (0)	N/A	13% (1)	0% (0)
Asian/ Pacific Islander	0% (0)	0% (0)	N/A	0% (0)	6% (1)	N/A	0% (0)	0% (0)

Alumni Survey Data (2021; findings are also listed in the table above labeled, "Program Objectives Data Results")

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 23 questions. Each question stated with the same qualifier: "I am able to…" followed by the program objective. For example, "I am able to demonstrate self-care strategies appropriate to the counselor role." Alumni chose from the following Likert scale responses: (1) Unacceptable, (2) Developing, (3) Proficient, or (4) Exemplary.

The survey was emailed to 53 Alumni, who graduated within the past three years. There was a 71.6% response rate (n = 38). Thus, we are relatively confident about the interpretation of results, but recognize that self-reports may limit the interpretation of the results. Alumni indicated that they were "proficiently" or "exemplary" able to demonstrate 3 of the 8 program objectives (all specialties). Alumni rated themselves as "developing" in 5 of the program objectives (all specialties). Areas with greatest strength were related to being able to "describe the effects of power and privilege for counselors and clients".

Of the mental health only objectives, alumni only reported feeling proficient in one "demonstrate knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)." They identified themselves as "developing" in the other 3 objectives.

Of the school counseling only objectives, alumni reported feeling proficient in all 3 objectives, with the greatest strength focused on "Effectively serve in school counselor roles, as leaders, advocates, and systems change agents in P-12 schools."

Alumni reported feeling "proficient" or "exemplary" in their professional dispositions, with seeing themselves as most proficient or exemplary in Respect for Human Dignity and Diversity and least in Professional Commitment.

Alumni agreed to strongly agreed that mission reflected the SUNY Brockport, Department of Counselor Education.

Alumni Survey	CACREP Standard	Item	Mean
Mission	N/A	The Mission reflects the SUNY Brockport, Department of Counselor Education: 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.	3.63
Program Objective 1 (all specialties)	1.l.	Demonstrate self-care strategies appropriate to the counselor role.	3.18

Program Objective 2 (all specialties)	2.e.	Describe the effects of power and privilege for counselors and clients.	3.25
Program Objective 3 (all specialties)	3.f.	Describe how systemic and environmental factors affect human development, functioning, and behavior,	3.11
Program Objective 4 (all specialties)	4.g.	Identify strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.	2.61
Program Objective 5 (all specialties)	5.m	Effectively use crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	2.96
Program Objective 6 (all specialties)	6.g.	Effectively use ethical and culturally relevant strategies for designing and facilitating groups.	2.82
Program Objective 7 (all specialties)	7.m.	Effectively use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	2.71
Program Objective 8 (all specialties)	8.a.	Describe the importance of research in advancing the counseling profession, and can effectively critique research to inform counseling practice.	2.89
Program Objective 9 (Mental Health Only)	MH 1.c.	Demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	2.69
Program Objective 10 (Mental Health Only)	MH 2.c.	Demonstrate knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services.	2.85
Program Objective 11 (Mental Health Only)	MH 2.d.	Demonstrate knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	3.00
Program Objective 12 (Mental Health Only)	MH 3.b.	Effectively use techniques and interventions for prevention and treatment of a broad range of mental health issues.	2.62

Program Objective 9 (School Counseling Only)	SC 1.d.	Demonstrate knowledge of models of school-based collaboration and consultation.	3.00
Program Objective 10 (School Counseling Only)	SC 2.a.	Effectively serve in school counselor roles, as leaders, advocates, and systems change agents in P-12 schools.	3.56
Program Objective 11 (School Counseling Only)	SC 3.b.	Effectively design and evaluate school counseling programs.	3.33
Program Objective 12 (School Counseling Only)	SC 3.h.	Demonstrate effective skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Question accidentally left off survey
Disposition: Counseling Orientation	N/A	Demonstrate the traits that embody a professional counselor, such as: an orientation to wellness; the belief that all people can grow and change; the ability to be perceptive, think critically, and to be self-directed; the ability and willingness to establish interpersonal connections, develop meaningful relationships, and to work collaboratively.	3.64
Disposition: Integrity	N/A	Demonstrate the ability to foster trust in clients, colleagues, site supervisors, clinical supervisors, and professors by maintaining a high level of dependability and consistency. Demonstrate sound moral character; is truthful, honest, and sincere; exhibits ethical behavior, professional and intellectual integrity.	3.71
Disposition: Respect for Human Dignity and Diversity	N/A	be: Non-judgmental, empathic, compassionate, respectful to all clients, colleagues, classmates, site supervisors, clinical supervisors, staff and faculty; respectful in advocating for self and others. Candidate demonstrates an appreciation for differences among people; has a strong ability to interact, work and be with people who have characteristics different from self, and continually seeks opportunities to learn more about others' perspectives; is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the counseling milieu. Candidate applies multicultural competencies and an understanding of how power, oppression, and privilege impact the counseling process.	3.75
Disposition: Self-Awareness	N/A	Demonstrate congruence, genuineness, self-care, and an awareness of one's own strengths and limitations, assumptions and biases, and the impact these have on professional and counseling relationships. Demonstrate openness to receiving, and a willingness to incorporate, feedback. Seek supervision or other professional assistance.	3.54

Disposition: Professional Commitment	N/A	Exhibit a commitment to their professional development, clients, and the counseling profession. Use a wide range of personal and professional resources to develop as a scholar/practitioner in order to address clinical and other professional issues and facilitate change.	3.41

Site Supervisor Data (2022; findings are also listed in the table above labeled, "Program Objectives Data Results")

The survey was designed to determine site supervisors' perceptions regarding our meeting objectives and mission. 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 18 questions. Respondents chose from the following Likert scale responses: (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

Site Supervisor Survey	CACREP Standard	Item	Mean
Mission	N/A	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. The mission reflects the Department of Counselor Education at The College at Brockport, SUNY.	3.32
Program Objective 1 (all specialties)	1.l.	Interns are able to understand and demonstrate self-care strategies appropriate to the counselor role.	3.36
Program Objective 2 (all specialties)	2.e.	Interns are able to describe the effects of power and privilege for counselors and clients	3.14
Program Objective 3 (all specialties)	3.f.	Interns are able to describe how systemic and environmental factors affect human development, functioning, and behavior.	3.14
Program Objective 4 (all specialties)	4.g.	Interns are able to identify strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.	3.00
Program Objective 5 (all specialties)	5.m	Interns are able to effectively use crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	3.14
Program Objective 6 (all specialties)	6.g.	Interns are able to effectively use ethical and culturally relevant strategies for designing and facilitating groups.	3.33
Program Objective 7 (all specialties)	7.m.	Interns are able to effectively use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	3.21

Program Objective 8 (all specialties)	8.a.	Interns are able to describe the importance of research in advancing the counseling profession, and can effectively critique research to inform counseling practice.	3.16
Program Objective 9 (Mental Health Only)	MH 1.c.	Interns are able to demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	3.32
Program Objective 10 (Mental Health Only)	MH 2.c.	Mental Health Counseling Interns are able to demonstrate knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	3.16
Program Objective 11 (Mental Health Only)	MH 2.d.	Mental Health Counseling Interns are able to demonstrate knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	3.08
Program Objective 12 (Mental Health Only)	MH 3.b.	Mental Health Counseling Interns are able to effectively use techniques and interventions for prevention and treatment of a broad range of mental health issues.	3.25
Program Objective 9 (School Counseling Only)	SC 1.d.	School Counseling Interns are able to demonstrate knowledge of models of school-based collaboration and consultation	3.08
Program Objective 10 (School Counseling Only)	SC 2.a.	School Counseling Interns are able to effectively serve in school counselor roles, as leaders, advocates, and systems change agents in P-12 schools.	3.28
Program Objective 11 (School Counseling Only)	SC 3.b.	School Counseling Interns are able to effectively design and evaluate school counseling programs	3.41
Program Objective 12 (School Counseling Only)	SC 3.h.	School Counseling Interns are able to demonstrate effective skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.	3.19

The survey was emailed to 60 supervisors (who served for us in the past 3 years). The response rate was 37% (n = 22). For all items, employers agreed or strongly agreed that our graduates demonstrated the knowledge, attitudes and skills linked to our program objectives.

Employer Data (2023; findings are also listed in the table above labeled, "Program Objectives Data Results")

The survey was designed to determine employers' perceptions regarding our meeting objectives and mission. Employers were asked to think about their experiences with their counselors from the Department of Counselor Education. Essentially, we were interested in learning whether professional counselors demonstrated the qualities, attitudes, and skills that questions address.

The survey contained 18 questions. Respondents chose from the following Likert scale responses: (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

Employer Survey	CACREP Standard	Item	Mean
Mission	N/A	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. The mission reflects the Department of Counselor Education at The College at Brockport, SUNY.	3.86
Program Objective 1 (all specialties)	1.l.	Our counselors are able to understand and demonstrate self-care strategies appropriate to the counselor role.	3.86
Program Objective 2 (all specialties)	2.e.	Our counselors are able to describe the effects of power and privilege for counselors and clients	3.86
Program Objective 3 (all specialties)	3.f.	Our counselors are able to describe how systemic and environmental factors affect human development, functioning, and behavior.	3.86
Program Objective 4 (all specialties)	4.g.	Our counselors are able to identify strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.	3.86
Program Objective 5 (all specialties)	5.m	Our counselors are able to effectively use crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	3.33
Program Objective 6 (all specialties)	6.g.	Our counselors are able to effectively use ethical and culturally relevant strategies for designing and facilitating groups.	3.57
Program Objective 7 (all specialties)	7.m.	Our counselors are able to effectively use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	3.71
Program Objective 8 (all specialties)	8.a.	Our counselors are able to describe the importance of research in advancing the counseling profession, and can effectively critique research to inform counseling practice.	3.50
Program Objective 9 (Mental Health Only)	MH 1.c.	Our Mental Health Counselors (if applicable) are able to demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	3.86
Program Objective 10 (Mental Health Only)	MH 2.c.	Our Mental Health Counselors (if applicable) are able to demonstrate knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	3.71

Program Objective 11 (Mental Health Only)	MH 2.d.	Our Mental Health Counselors (if applicable) are able to demonstrate knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	3.43
Program Objective 12 (Mental Health Only)	MH 3.b.	Our Mental Health Counselors (if applicable) are able to effectively use techniques and interventions for prevention and treatment of a broad range of mental health issues.	3.17
Program Objective 9 (School Counseling Only)	SC 1.d.	Our School Counselors (if applicable) are able to demonstrate knowledge of models of school-based collaboration and consultation	3.67
Program Objective 10 (School Counseling Only)	SC 2.a.	Our School Counselors (if applicable) are able to effectively serve in school counselor roles, as leaders, advocates, and systems change agents in P-12 schools.	3.67
Program Objective 11 (School Counseling Only)	SC 3.b.	Our School Counselors (if applicable) are able to effectively design and evaluate school counseling programs	3.33
Program Objective 12 (School Counseling Only)	SC 3.h.	Our School Counselors (if applicable) are able to demonstrate effective skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.	3.33

The survey was emailed to 81 alumni (who graduated in the past 3 years), who were asked to forward the link to their employers. There were eight respondents. For all items, employers agreed or strongly agreed that our graduates demonstrated the knowledge, attitudes and skills linked to our program objectives.

Employment Outcomes

From 2021 - 2022, there were 20 Mental Health Counseling and 22 School Counseling program graduates. Most alumni are employed in mental health, college, or k-12 environments. This past year, 100% of our alumni graduating 21-22 were employed as counselors, and many of our students during the 22-23 year were offered paid positions, while still enrolled in the program as interns. There is a significant need for school counselors and mental health counselors due to retirements and turn-over in the area.

- 100% (n = 22) were employed in k-12 school districts
- 100% (n = 20) were employed in mental health settings (i.e., agencies, private practice)

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 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 student diversity. We did, however, experience more dispositional challenges from students, which we theorize is related to COVID and learning to engage in a more structured environment again. We aim to further improve our recruitment efforts of diverse students, especially with Hispanic/Latino, Asian/ Pacific Islander, and Native American/ Alaskan populations. We believe that we need to pay close attention to minority student retention in the department, especially among our students who are parents. 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 Employer and Site Supervisor results suggest that our graduates have the necessary characteristics, knowledge, and skills to provide effective services in the counseling field. Our Alumni survey results led us to initiate a plan to engage alumni in qualitative assessments in addition to quantitative survey. Review of our Assessment Plan results led to several closing the loop activities previously mentioned in this report. As a result of the data gathered from these assessments, the Department will review program objectives and curriculum in the coming academic year with an eye to address any weaknesses.

5/31/2023 Report approved by Assessment Committee