



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

*Department of Counselor Education*

**Assessment Committee**  
**Employment, Graduate, Employer & Site Supervisor**  
**Surveys**  
**For 2005 – 2008**

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Completed: August 2008

## The College at Brockport Brockport, NY

### Introduction

Enclosed herein is a summary of the assessment data that the Department of Counselor Education at The College at Brockport has amassed and utilized in program evaluation over the course of the past three years. This report brief will summarize the data of the following assessment measures to determine our effectiveness and to guide departmental and curricular change. These are:

- ④ Graduate Placement Employment Survey: Examines the degree to which students were able to find meaningful employment after graduation.
- ④ Graduate Employer Follow-up Survey: Determines the degree to which both graduates and employers believe that graduates meet our department objectives and program area (school, college and mental health) outcomes.
- ④ Site-Supervisor Follow-up study: looks at the effectiveness of our students in the role of counselor in their internship sites and measure achievement of program area (school, college and mental health) outcomes.

The following is a summary of the data that have been collected over the course of the past three academic years, 2005-2006, 2006-2007, and 2007-2008.

### Graduate Placement Employment Study

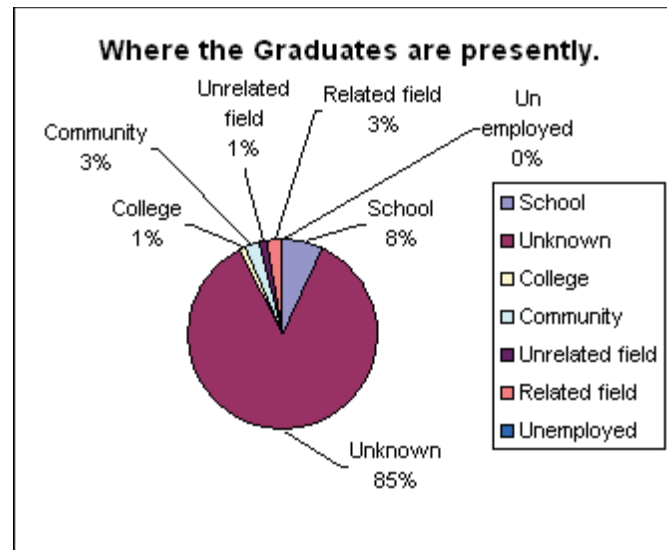
The employment survey is sent out every three years, so this report covers the 2004-2007 period. Response rates were extremely low, with only 15% responding out of a total of 79 surveys mailed out. Out of the responses, 100% are working full time, 92% of those in the counseling field, while 17% reported looking for work in counseling fields. From those graduated from the school counseling emphasis, 92% reported working, with 60% of those working full time in school settings, and 20% reported looking for work in school settings. There were no responses from the college track, and only 2 responses from the community counseling emphasis. Both responders reported working full time in the community, and both reported they were also looking for full time work in a community

counseling setting. The lack of response from the community counseling emphasis results in questionable interpretation of the results. However, New York State enacted a mental health counselor licensure law, which has no doubt resulted in a dearth of jobs in the community counseling field. Results from upcoming employment surveys from students graduating from the mental health counseling program should prove more enlightening relative to employment opportunities. In sum, given the limited number of responses, it appears that despite a stagnant market for school counselors in this area, 92% report they are working in the counseling field, and only 17% report they are looking for work in a school counseling setting. Attached are the results of the survey data

**Graduate Placement Employment Study Dept. of Counselor Education  
2004-2007 Graduates**

<u>M.S. and M.S. Ed. Program</u>		<u>Emphasis</u>		<u>Jobs</u>	
Total Grads	79	Total School	58	School	8%
Responded	12	Total College	6	Unknown	85%
No Response	67	Total Community	15	College	1%
		<b>Total</b>	<b>79</b>	Community	3%
				Unrelated field	1%
				Related field	3%
				Unemployed	0%
				<b>Total</b>	<b>100.0%</b>

- Percentage of responding grads working (full-time and part-time) 100%
- Percentage of responding grads working full-time 100%
- Percentage of responding grads looking for full-time work as counselor 17%
- Percentage of responding grads working full-time in counseling or related fields 92%



**School Counseling Emphasis (Actual Responding Grads n=10)**

Percentage of responding grads

working full-time	92%	Percentage unknown	20%
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Percentage of responding grads

working full-time in schools	60%	Percentage of responding school grads looking for full-time work in schools	20%
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**College Counseling Emphasis (Actual Responding Grads n=0)**

Percentage of responding grads

working full-time	0%	Percentage unknown	0%
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Percentage of responding grads

working full-time in colleges	0%	Percentage of responding college grads looking for full-time work in colleges	0%
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**Community Counseling Emphasis (Actual Responding Grads n=2)**

Percentage of responding grads

working full-time	100%	Percentage unknown	0%
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Percentage of responding grads

working full-time in community	100%	Percentage of responding community grads looking for full-time work in community settings	100%
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**C.A.S. Program (Actual Responding Grads n=1)**

Responded	1	working in schools	1
		working in community	0

Percentage of responding grads working full-time in counseling / related field 92%



## Graduate/Employer Follow-up Survey

For the period of this report, the department continued to utilize the survey which had been created in 2003. The grand means for those students graduating in 2004-2007 ranged from 3.91-4.73 across all surveys, on a scale of 1 (low) to (high). This suggests that both graduates and their employers believe that our alumni are well prepared for the practice of counseling in the School and Community emphases of preparation. There was only one graduate survey from the mental health counseling program at the time of the survey, so there is insufficient data to assess that program at this time. No surveys from college employers had been returned during the examination period. The questions on this survey are set out below.

Beginning with surveys distributed in spring 2008, the Department modified its program area objectives on which this survey is based. In essence, the Department devised a separate survey for each of the counseling emphases. Questions were added that more closely reflected CACREP standards and program objectives. Revised surveys were mailed out beginning in the Spring 2008 Semester, so there is, as yet, very limited data relative to the new questions. However, this limited data suggests that we help our students meet our program objectives in school and mental health, as assessed by questions 13-18. The department will conduct a thorough analysis once we have sufficient input that the results are deemed valid and reliable. In essence, the new form consists of 18 questions. The first 12 questions remain unchanged, and the same for all three programs. The remaining 6 questions were devised to more closely reflect the CACREP competencies associated with each emphasis. Both the old and new surveys are set out below for comparison. The data reported was collected utilizing the new survey.

M.S. Graduate/Employer Graduate Program Assessment Survey created in 2003.

### Survey Items

Scale 1 (low) to 5 (high)

1. Copes effectively with issues and concerns related to a culturally diverse society that arise while functioning as a counselor.
2. Performs effectively in the general counselor functions identified for the appropriate setting.
3. Consults effectively with appropriate personnel and clients.
4. Analyzes the institutional influences in order to enhance the counselor role and function.
5. Provides effectively the individual and group counseling needs of the setting.
6. Applies decision making or problem solving methods and action-oriented programs which use career development and measurement and evaluation concepts.
7. Understands the relationship between human growth and development and the helping relationship.
8. Initiates, completes, and evaluates original projects.

- 9. Understands the relationship between counselor self-understanding and the effective counselor.
- 10. Understands the roles and functions of professional counselor, including significant organizations, ethical and legal standards, and credentialing.

**2004-07 C.A.S. / M.S. and M.S. Ed. Graduate/Employer Follow-Up Study Replies**

	<u>N</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>Q5</u>	<u>Q6</u>	<u>Q7</u>	<u>Q8</u>	<u>Q9</u>	<u>Q10</u>	<u>Q11</u>	<u>Q12</u>	<u>Q13</u>	<u>Q14</u>	<u>Q15</u>	<u>Q16</u>	<u>Q17</u>	<u>Q18</u>	<u>Q19</u>	<u>Q20</u>	<u>Avg.</u>		
<u>School-graduate</u>	1	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.95	
	2	5.00	4.00	4.00	5.00	5.00	2.00	4.00	3.00	4.00	2.00	4.00	4.00	4.00	3.50	5.00	5.00	4.00	4.00	4.00	4.00	4.00	3.98	
	3	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	-	4.00	4.00	4.00	4.68	
	4	4.00	4.00	5.00	5.00	-	-	5.00	4.00	3.00	5.00	5.00	5.00	5.00	5.00	3.00	5.00	4.00	3.00	5.00	3.00	5.00	4.33	
	5	5.00	5.00	5.00	5.00	4.00	4.00	4.00	3.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.55	
	6	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.85
	7	4.00	4.00	5.00	5.00	4.00	3.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.90
	8	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.65
	9	4.00	4.00	5.00	5.00	4.00	3.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	5.00	5.00	5.00	5.00	4.55
	10	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
	11	5.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	4.35
<u>AVG</u>		4.55	4.45	4.73	4.73	4.40	4.00	4.36	3.91	4.45	4.09	4.64	4.64	4.64	4.50	4.55	4.73	3.91	4.40	4.55	4.45	4.45	<b>4.44</b>	
<u>School-employer</u>	1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.05
	2	5.00	5.00	4.00	5.00	-	-	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	4.67
	3	4.00	5.00	4.00	5.00	4.00	5.00	-	-	4.00	4.00	-	-	4.00	-	4.00	4.00	-	4.00	4.00	4.00	4.00	4.00	4.21
	<u>AVG</u>		4.33	4.67	4.00	4.67	4.00	4.50	4.50	4.00	4.33	4.00	4.00	4.50	4.33	4.00	4.67	4.33	4.00	4.33	4.33	4.33	4.33	<b>4.31</b>
<u>Mental Health-graduate</u>	1	5.00	5.00	5.00	5.00	5.00	4.00	5.00	3.00	5.00	3.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.58
	2	5.00	5.00	4.00	4.00	5.00	3.00	1.00	3.00	5.00	3.00	5.00	4.00	3.00	4.00	5.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.92
	<u>AVG</u>		5.00	5.00	4.50	4.50	5.00	3.50	3.00	3.00	5.00	3.00	5.00	4.50	3.50	4.50	5.00	4.50	4.50	4.50	4.00	4.50	4.50	<b>4.25</b>
<u>Mental Health-employer</u>	1	4.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	4.55
	2	4.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	3.00	4.00	4.00	4.00	4.40
	<u>AVG</u>		4.00	4.50	5.00	5.00	5.00	4.00	4.50	4.00	5.00	4.00	4.50	4.50	5.00	4.50	4.00	4.00	4.50	5.00	4.00	4.50	4.50	<b>4.48</b>

<b>Total N Avg Grad.</b>	4.34
<b>Total N Avg Emp.</b>	4.39
<b>Average</b>	<b>4.37</b>

**Employer**

Sent	Reply	% Returned
71	5	7.0%

**Graduates**

Sent	Reply	% Returned
79	13	16.5%

M.S. Graduate/Employer Graduate Program Assessment Survey (Created in 2007)

Survey Items

First 13 questions across all forms. Scale = 1 (low) to 5 (high))

1. Effectively addresses issues and concerns related to a diverse society that arise while functioning as a counselor.
2. Performs effectively in the general counselor functions identified for the appropriate employment.
3. Consults effectively with appropriate personnel and clients.
4. Applies legal and ethical principles in the practice of counseling.
5. Provides effective individual counseling needs of the employment setting.
6. Provides effective group counseling needs of the employment setting.
7. Appropriately addresses issues of career development in the practice of counseling.
8. Effectively applies measurement and evaluation concepts within the counseling process when appropriate.
9. Applies an appropriate understanding of human growth and development from childhood through adulthood to the practice of counseling.
10. Appropriately conducts needs assessment and significant research in the development of counseling projects.
11. Understands the relationship between self-awareness and counselor effectiveness, and employs this understanding in the professional practice of counseling.
12. Understands 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.
13. Effectively communicate in oral and written modalities.

Additional Survey items, Program Assessment, College Counselor

14. Contribute to the counseling profession (e.g., development of innovative programs and practices, deliver professional presentations, represent the counseling perspective in collaborative environments).
15. Understands issues related to and is able to work with traditional and nontraditional students.
16. Able to work with diverse students.
17. Able to work with students with personal and career concerns.
18. Able to develop, monitor and evaluate programs.
19. Able to develop and conduct workshops/outreach to various college constituencies such as students, faculty and professional staff.
20. Understands issues that might impact the development and functioning of college students (e.g., eating disorders, sexual assault, substance use and abuse, disabilities, etc) and make appropriate referrals when necessary.

Survey items, Program Assessment, School Counselor

14. Contribute to the counseling profession (e.g., development of innovative programs and practices, deliver professional presentations,
15. Able to effectively advocate on behalf of students.
16. Able to work effectively with diverse students.
17. Uses data to identify learning barriers and issues that impact the development and functioning of students.
18. Consults with teachers, school personnel, administrators, parents, community agencies and students.
19. Displays leadership skills.
20. Collaborates with teachers, school personnel, administrators, parents, and community agencies to deliver counseling services.

Additional Survey items, Program Assessment, Mental Health Counselor

14. Contribute to the counseling profession (e.g., development of innovative programs and practices, deliver professional presentations, represent the counseling perspective in collaborative environments).
15. Understands the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupations, and physical and mental status, and equity issues in mental health counseling.
16. Able to case conceptualize with diverse clients.
17. Able to diagnose and develop treatment plans with diverse clients.
18. Able to develop, implement, monitor and assess programs at both the individual client level and at the agency level.
19. Knowledge of community intervention including programs and facilities for inpatient, out patient, partial treatment and after care treatment and the human services network.
20. Able to collaborate with the client, significant others and multiple service providers to develop a treatment plan that empowers the client toward recovery from mental illness.

## **Site Supervisor Follow-up Survey**

In general, this survey is similar to the graduate employer survey, but this time we are assessing site supervisor ratings of our interns' performance regarding the departmental objectives and specific program area objectives (school, college and mental health). The site supervisor survey was sent to all site supervisors in spring 2008 utilizing the newly created form. The results represent all emphases (school, college, and mental health counseling), with an n = 17. Of particular note is the mean score for questions 15 and 16, which queries about skills in advocacy and diversity. The department does not have a specific course in these areas, but rather infuses these areas across the curriculum. These exceptional scores indicate that the infusion model has been extremely effective in preparing our students to work in a diverse society. The lowest mean score was obtained in the implementation of career development at the site, although the scores were quite variable across forms. While students typically tend to score at or above the national results on standardized tests such as the NCE, the department will be paying special attention to this issue to determine whether there are any patterns relative to the settings in which this occurs. Perhaps the best place to address this would be during clinical supervision, as it is evidently not a matter of knowledge and skill, but rather one of application of this knowledge in internship settings.

The department improved the site supervisor follow-up survey to measure program-specific outcomes. Survey items numbered from 1 to 13 are identical to the old forms, but new questions were added to reflect specific competencies in the 3 program emphasis areas. The data set forth below reflect means for the three programs. A low response rate has resulted in questionable validity for the survey data for the present period. In addition, since the mental health program is brand new, and the college emphasis enrolls a very small number of students, the results are not truly meaningful. To increase the response rate, the department is in the process of assessing the survey deliver system to ensure a better return rate. It is anticipated that the surveys will be placed on line in the near future. By doing this, we anticipate that in the upcoming report periods there will be sufficient data to accurately assess these competencies.

**Department of Counselor Education  
2004-2005 - Site Supervisor Program Assessment  
(Old Form, used until 2005)**

**Site Supervisor:** Please assess your interns proficiency in the execution of the following behaviors:

1. Effectively addresses issues and concerns related to a diverse society that arise while functioning as a counselor.
2. Performs effectively in the general Counselor functions identified for the appropriate employment.
3. Consults effectively with appropriate personnel and clients.
4. Applies legal and ethical principles in the practice of counseling.
5. Provides effective individual counseling in the employment setting.
6. Provides effective group work in the employment setting.
7. Appropriately addresses issues of career development in the practice of counseling.
8. Effectively applies measurement/evaluation concepts in the counseling process when appropriate.
9. Applies an appropriate understanding of human growth and development from childhood to the practice of counseling.
10. Appropriately conducts needs assessment and sign. Research in the development of counseling thesis.
11. Understands the relationship between self-awareness and counselor effectiveness, and employs this understanding in the professional practice of counseling.
12. Understands the counseling community, roles/functions of the professional counselor in a variety of settings, significant professional organizations, and the importance of professional standards and credentialing.
13. Effectively communicate in oral and written modalities.



**Department of Counselor Education  
Site Supervisor Program Assessment  
(New Form, 2006-2008 by program)**

The following items have been altered to reflect competencies in specific programs. The first 13 items remain the same as above.

Additional Survey Items, School Counselor Emphasis

14. Contribute to the counseling profession (e.g., development of innovative programs and practices, deliver professional presentations, represent the counseling perspective in collaborative environments.
15. Able to effectively advocate on behalf of students.
16. Able to work effectively with diverse students.
17. Uses data to identify learning barriers and issues that impact the development and functioning of students.
18. Consults with teachers, school personnel, administrators, parents, community agencies and students.
19. Displays leadership skills.
21. Collaborates with teachers, school personnel, administrators, parents, and community agencies to deliver counseling services.

Additional Survey Items, College Counselor Emphasis

14. Contribute to the counseling profession (e.g., development of innovative programs and practices, deliver professional presentations, represent the counseling perspective in collaborative environments.
15. Understands issues related to and is able to work with traditional and nontraditional students.
16. Able to work with diverse students.
17. Able to work with students with personal and career concerns.
18. Able to develop, monitor and evaluate programs.
19. Able to develop and conduct workshops/outreach to various college constituencies such as students, faculty and professional staff
20. Understands issues that might impact the development and functioning of college students (e.g., eating disorders, sexual assault, substance use and abuse, disabilities, etc) and make appropriate referrals when necessary.

Additional Survey Items, Mental Health Counselor Emphasis

14. Contribute to the counseling profession (e.g., development of innovative programs and practices, deliver professional presentations, represent the counseling perspective in collaborative environments.
15. Understands the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupations, and physical and mental status, and equity issues in mental health counseling.
16. Able to case conceptualize with diverse clients.
17. Able to diagnose and develop treatment plans with diverse clients.
18. Able to develop, implement, monitor and assess programs at both the individual client level and at the agency level.
19. Knowledge of community intervention including programs and facilities for inpatient, out patient, partial treatment and after care treatment and the human services network.
20. Able to collaborate with the client, significant others and multiple service providers to develop a treatment plan that empowers the client toward recovery from mental illness

## **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 assessed specific outcomes of our three program areas (school, college and mental health).

In general, the department is satisfied with the employability of our students. Our Graduate/Employer Follow up Study and our Site Supervisor Follow up Study results suggest that our alumni 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 has made some changes in its program objectives and curriculum. For example, with the new M.S. in Mental Health Counseling, we have revised the Follow-up studies to reflect the specific skills for each emphasis area. These new surveys were completed in the spring of 2008, so results are not yet available to include in this report. Other changes that have been instituted include full time faculty teaching the emphasis course, Counseling in School Settings, as well as Research and Program Evaluation.