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BROCKPORT
STATE UNIVERSITY OF NEW YORK

Assessment Report

Counselor Education

School of Education and Human Services

Committee Chair: Summer Reiner

Committee Members: Thomas Hernandez &
Susan Seem

What was Assessed

Student Learning Outcomes

Spring 2014 Data

- High Value Standards ($n = 11$): *Used to measure learning outcomes related to Program Objectives*
- Clinical Mental Health Counseling ($n = 61$)
- School Counseling ($n = 70$)
- Student Affairs & College Counseling ($n = 53$)



How the assessment was accomplished

Assessment Committee Reviewed Student Learning Outcomes:

- On 194 Standards
- In 15 Counselor Education Courses & HLS 509
- Through 53 Assessments



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What the data told us:

Goal: 85% of students performing at a level of *proficient* in each program objective

Program Objectives Outcomes

I (n = 1264) = 85%

- II.G.1: d, i, j
- II.G.2: b, e, f
- II.G.5: b, c
- SCD1

• II (n = 563) = 86%

- II.G.1: d, i, j
- II.G.2: b, e, f
- II.G.5: a
- II.G. 8. a

III (n = 1297) = 85%

- II.G.1: d, i, j
- II.G.2: b, e, f
- II.G.5: a, b, c
- SCD1



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What the data told us...

- Goal: 85% of students performing at a level of *proficient* in each standard in each course
 - 72 of 166 standards met the initial goal
 - 94 of 166 standards did not meet the initial goal
 - 46 determined as developmentally appropriate → no action required = met (bringing total met to 118 of 166 [71.1%])
 - 48 were not met
 - **Themes Emerged: Crisis, Emergency, and Trauma, diversity, and substance use**



Action Plan/Data Driven Decision:

How the department did or will “close the loop”

- Committee shared data results with whole department (8/22/14; 9/17/14; 9/24/14)
- Determined the following actions:
 - Developmentally appropriate = no action
 - Insufficient data/ watch for trends
 - Remove from course/ not appropriate for course
 - Place in a more appropriate course
 - Remove from assessment/ already sufficiently assessed in other assessments
 - Requires further investigation (themes)- Charged EDC 606 students with assisting with theme investigation



Action Plan/Data Driven Decision:

What curricular or programmatic changes were made

- For Spring 2015 Syllabi, assessments, and evaluation tools will be changed according to identified action :
 - Remove from course/ not appropriate for course
 - Place in a more appropriate course
 - Remove from assessment/ already sufficiently assessed in other assessments
- EDC 606 students will report on the theme investigation on November 19 at the Department's Scholarly Conference
- Faculty agreed to be mindful about more explicitly addressing the themes in their courses through course discussions



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Questions for Consideration

- Should outcome goals for standards be set based on developmental level of course?
 - For example, in EDC 501/502/503- Should we be expecting 75% of students to be proficient or better (equivalent of a B)?
- What is developmentally proficient at certain points in the program?
 - Is “proficient” a measure of an end goal or is it “proficient” at a developmental point in the program?



Resources applied to close the loop

- Tremendous amount of time
- Keith Nobles & Leigh Robinson
- TK20
- Brendan Post (TK20 & Blackboard)
- EDC 606 Students



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Resources Needed

- More Faculty Time
- More Faculty in the department
- Additional Graduate Assistants
- Additional PEU and IT staff to support college assessment
- Increased Assessment burdens on site supervisors: Mental Health and College supervisor do not receive any compensation for taking on supervisees
- Continue to need resources used

