



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

*Department of Counselor Education*  
**Assessment Committee Report**  
**May 2016**

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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.
- Employer Survey: Examines graduates performance in relation to the Department's mission and program objectives.
- 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.
- National Counselor Exam (NCE): Assesses the effectiveness of the department in preparing students to receive the NCC credential.

## Admissions Study Data

### *Matriculation Decisions*

	2013-2014		2014-2015		2015-2016	
Category	Frequency	%	Frequency	%	Frequency	%
Accepted	42	43.3%	57	46.7%	42	46.2%
Conditionally Accepted	5	5.2%	5	4.1%	10	11.0%
Rejected	44	45.4%	54	44.3%	31	34.1%
Withdrawn	4	4.1%	6	4.9%	6	6.6%
Delay Application Process	2	2.1%	0	0.0%	2	2.2%
N=	97		122		91	

### *Undergraduate Majors by Category*

	2013-2014		2014-2015		2015 – 2016	
Category	Frequency	%	Frequency	%	Frequency	%
Theoretical Social Science	60	61.9%	55	45.1%	52	57.1%
Applied Social Science	14	14.4%	10	11.2%	14	15.4%
Natural Science	1	1.0%	1	1.1%	1	1.1%
Arts	2	2.1%	4	4.5%	5	5.5%
Humanities	8	8.2%	6	6.7%	6	6.6%
Business	7	7.2%	4	4.5%	3	3.3%
Technical	0	0.0%	2	2.2%	3	3.3%
Education	4	4.1%	5	5.6%	6	6.6%
Unreported	0	0.0%	35	28.7%	1	1.1%
N=	97		89		91	

*Undergraduate College*

	2013-2014		2014-2015*		2015 – 2016**	
Category	Frequency	%	Frequency	%	Frequency	%
Brockport	35	36.1%	31	34.8%	26	28.6%
SUNY System	29	29.9%	25	20.5%	24	26.4%
Private NYS	22	22.7%	25	20.5%	21	23.1%
Private out of state	6	6.2%	2	2.2%	6	6.6%
Public out of state	3	3.1%	2	2.2%	2	2.2%
Foreign	0	0.0%	0	0.0%	1	1.1%
Empire State	2	2.1%	2	2.2%	1	1.1%
N=	97		87		91	

*\*5 students did not report their undergraduate college.*

*\*\*10 students did not report their undergraduate college.*

*Undergraduate Grade Point Average*

	2013-2014				2014-2015				2015 - 2016			
Category	Mean	SD	Range	N	Mean	SD	Range	N	Mean	SD	Range	N
Population	3.13	.45	1.77	96	3.33	.37	1.49	87	3.29	.42	1.63	82
Accepted	3.30	.43	1.53	42	3.35	.37	1.49	57	3.42	.32	1.45	42
Conditional	3.31	.43	1.13	5	3.08	.54	1.29	5	3.03	.52	1.38	9
Rejected	2.92	.41	1.67	43	3.29	.35	1.41	23	3.1	.46	1.51	24
Withdrew	3.35	.10	.25	4	3.62	.21	.30	2	3.56	.20	.43	6
Delay Application Process	3.33	.81	1.15	2	0	0	0	0	3.86	.00	.00	1

*Audiotape Rating Scores*

	2013-2014				2014-2015				2015 - 2016			
Category	Mean	SD	Range	N	Mean	SD	Range	N	Mean	SD	Range	N
Population	1.50	.43	1.67	85	1.34	.37	1.75	104	1.39	.40	1.75	83
Accepted	1.56	.46	1.67	42	1.40	.35	1.00	57	1.42	.42	1.75	42
Conditional	1.87	.43	1.17	5	1.45	.48	1.25	5	1.45	.54	1.25	10
Rejected	1.39	.39	1.50	33	1.26	.40	1.50	38	1.25	.27	.75	25
Withdrew	1.22	.19	.33	3	1.31	.18	.25	4	1.7	.33	.75	6
Delayed Application Process	1.50	0.00	0.00	2	0.00	0.00	0.00	0	0.00	0.00	0.00	0

1 is low, 5 is high

Frequency of Audiotape Rating (rounded to the nearest 0.5)

	2013-2014		2014-2015		2015 - 2016	
Rating	Frequency	%	Frequency	%	Frequency	%
1.0	29	34.1%	58	55.8%	27	68.7%
1.5	37	43.5%	23	22.1%	38	45.8%
2.0	12	14.1%	23	22.1%	12	14.5%
2.5	7	8.2%	0	0	5	6.0%
3.0	0	0	0	0	1	1.2%
3.5	0	0	0	0	0	0
4.0	0	0	0	0	0	0
4.5+	0	0	0	0	0	0
N=	85	100%	104	100%	83	100%

*Correlations for Audiotape Ratings/UG GPA/Interview Rating/ Age (bivariate correlation using a Pearson Correlation Coefficient)*

	2013-2014 N=97				2014-2015 N=122				2015 - 2016			
	UG GPA	Audio Rating	Interview Rating	Age	UG GPA	Audio Rating	Interview Rating	Age	UG GPA	Audio Rating	Interview Rating	Age
UG GPA	1	.012	.309*	.107	1	.214*	.131	-.025	1	.324**	.196	-.161
Audiotape Rating	.012	1	.192	.236*	.214*	1	.049	.297*	.324*	1	.096	-.104
Interview Rating	.309*	.192	1	.037	.131	.049	1	.173	.196	.096	1	.191
Age	.107	.236*	.037	1	-.025	.297**	.173	1	-.161	-.104	.191	1

\*Correlation is significant at the .05 level (2-tailed)

\*\*Correlation is significant at the .01 level (2-tailed)

*Decision of Applicants by Ethnicity, Gender and Age*

	2013-2014*				2014-2015**				2015-2016***			
	Accepted	Conditional	Rejected	N	Accepted	Conditional	Rejected	N	Accepted	Conditional	Rejected	N
<b>Male</b>	10 (55.6%)	1 (5.6%)	7 (38.9%)	18	9 (39.1%)	4 (17.4%)	10 (43.5%)	23	8 (40.0%)	6 (30.0%)	6 (30.0%)	20
<b>Female</b>	32 (43.8%)	4 (6.8%)	37 (50.7%)	73	48 (51.6%)	1 (1.1%)	44 (47.3%)	93	34 (52.3%)	4 (6.15%)	27 (41.5%)	65
<b>Mean Age</b>	26.98	38.60	25.52	91	28.75	32.40	25.31	87	25.31	26.9	23.3	85
<b>Black, Non-Hispanic</b>	4 (33.3%)	1 (8.3%)	7 (58.3%)	12	2 (66.7%)	0	1 (33.3%)	3	3 (50%)	1 (16.7%)	2 (33.3%)	6
<b>Hispanic</b>	0	0	2 (100%)	2	0	0	0	0	0	0	0	0
<b>Native American/Alaskan</b>	0	0	0	0	0	0	0	0	1 (100%)	0	0	1
<b>Asian/Pacific Islander</b>	0	0	0	0	1 (50%)	0	1 (50%)	2	1 (100%)	0	0	1
<b>White-Non Hispanic</b>	11 (45.8%)	3 (12.5%)	10 (41.7%)	24	19 (63.3%)	1 (3.3%)	10 (33.3%)	30	22 (42.3%)	2 (3.9%)	28 (53.8%)	52
<b>International Student</b>	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.*

*\*57 applicants did not report their ethnicity.*

*\*\*86 applicants did not report their ethnicity.*

*\*\*\*25 applicants did not report their ethnicity.*

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015 - 2016</b>
<b>Number of Conditional Accepts</b>	<b>5</b>	<b>5</b>	<b>2</b>
<b>Number of Conditional accepts reapplying</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Fully Accepted</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>Rejected</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Withdrawal</b>	<b>1</b>	<b>1</b>	<b>1</b>

## Employer Follow-up Survey

*What follows in this section are paraphrases from the paper by Waldbillig, Mollura and Hansen (2016) from their action research report class project for EDC 606: Research and Program Evaluation.*

Employer satisfaction with the performance, knowledge and skills of The College at Brockport’s Department of Counselor Education graduates was examined for the past three years (2012-2015).

Employers of graduates of the department were asked about questions as to how well the graduate they supervised demonstrated the Department’s mission and program objectives. Overall employers indicated that they were always, or most of the time, satisfied with graduate’s skills, knowledge and performance. Responses indicated that in each category employees (graduates) meet or exceeded expectations.

The survey contained 24 questions. Followed with a program objective, each question stated with the same qualifier: “The Brockport graduates you have hired....” For example, “The Brockport graduates you have hired engage in the ongoing practice of self-care and life balance skills.” Employers choose from the following Likert scale responses: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree, or (5) not observed.

The survey was sent to known thirteen employers. Seven employers of the department’s graduates completed the survey. The small sample size and low response rate means conclusions must be drawn cautiously. The results are below.



Category	Question	Mean	Not Observed
<b>Mission Statement</b>	Prepare and mentor scholar practitioners, with a deep level of self-understanding, in the art and science of professional counseling.	3.67	1
<b>Program Objective #:</b> Self-Awareness	To understand and demonstrate the relationship between self-awareness and counselor effectiveness in the practice of professional counseling.	3.71	0
	To engage in an ongoing practice of self-care and life balance skills.	3.0	0
	To recognize boundaries of competence.	3.57	
	To be non-judgmental and respectful in a diverse professional environment.	3.71	
<b>Program Objective #2:</b> Develop Scholar and Practitioner Identity	How to conduct research assessments, measurements, treatment skills, and evaluation concepts in counseling.	3.75	3
	To apply critical thinking skills as related to the practice of counseling research.	3.71	0
	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.	3.71	0
<b>Program Objective #3:</b> Competent Professional Counselor	How to provide effective individual counseling.	3.83	1
	How to provide effective group counseling.	4.0	4
	How to apply legal and ethical principles in the practice of counseling.	3.71	0
	How to demonstrate non-verbal, oral, and written communication skills, including oral presentations.	3.57	0
	To be well equipped to learn and adapt to changes in the professional environment.	3.51	1
	To conduct program evaluation, program development, and the development of innovative programs.	3.0	1 *1 un-answered
	Effective consultation skills.	3.57	0
	Effective teamwork and collaboration skills.	3.86	0

## 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. This exam is administered once each semester. While students are encouraged to study for this exam, the vast majority do not. Despite this fact, students mean scores are truly quite acceptable.

### CPCE Results

#### Mean Score Results of the Counselor Preparation Comprehensive Examination Fall 2014 – Spring 2016

	<i>Human growth and Development</i>	<i>Social &amp; Cultural foundations</i>	<i>Helping Relationships</i>	<i>Group work</i>	<i>Career &amp; lifestyle development</i>	<i>Assessment</i>	<i>Research and Program Evaluation</i>	<i>Professional Orientation</i>	<i>Mean Total (Range of Scores)</i>
	Total possible=17	Total possible=17	Total possible=17	Total possible=17	Total possible=17	Total possible=17	Total possible=17	Total possible=17	Total possible=136
<b>Fall 2014 Mean Score N=15</b>	11.93	12.13	13.07	12.33	10.60	11.67	11.20	12.00	94.93
<b>Spring 2015 Mean Score N=11</b>	10.18	11.18	11.82	12.36	9.91	9.45	10.64	12.18	87.73
<b>Fall 2015 Mean Score N=</b>	11.00	9.43	12.14	12.43	9.86	9.14	11.57	10.29	85.96
<b>Spring 2016 Mean Score N=</b>	11.00	9.43	12.14	12,43	9.86	9.13	11.57	10.29	85.86

### 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. No students completed the NCE in Spring 2015. Spring 2016 data are not available at the time of this report's publication.

# NCE Results

## Mean Score Results of the NCE from Administration for 2013-2015\*

<i>CACREP Areas</i>	<i>SUNY College at Brockport Results</i>				<i>National Results</i>				<i>National CACREP Results</i>			
	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>N=</i>	6	4	14	2	330	257	326	343	1731	2862	1695	1592
<i>Human Growth &amp; Development</i>	7.83	9.00	7.79	10.50	6.10	6.98	6.71	7.64	7.06	8.90	8.28	8.47
<i>Social &amp; Cultural Foundations</i>	8.00	9.25	8.29	7.50	6.99	6.49	6.62	6.22	7.65	8.14	7.53	7.61
<i>Helping Relationships</i>	28.17	27.75	26.43	26.50	21.80	20.79	20.31	19.34	25.22	25.18	24.09	23.31
<i>Group Work</i>	12.17	14.00	12.50	14.00	10.19	9.96	9.71	9.52	11.33	11.88	11.39	11.44
<i>Career &amp; Lifestyle Development</i>	15.17	14.75	13.93	14.50	11.01	11.56	10.97	10.00	12.81	14.01	12.96	11.78
<i>Assessment</i>	14.67	14.50	13.64	16.00	12.03	12.20	11.34	11.03	13.46	14.58	13.30	13.19
<i>Research &amp; Program Evaluation</i>	12.67	12.50	11.07	11.50	9.44	8.37	8.45	8.27	10.69	10.72	10.34	9.99
<i>Professional Orientation &amp; Ethics</i>	25.00	24.75	22.50	21.00	19.19	19.35	17.84	17.20	21.01	22.00	20.35	20.10
<b><i>Counseling Areas</i></b>												
<i>Fundamental Counseling Practices</i>	22.67	24.50	21.64	23.50	18.43	19.04	17.30	16.58	20.95	23.29	20.80	19.59
<i>Counseling for Career Development</i>	36.67	36.00	36.07	37.00	28.05	27.84	27.84	26.14	31.79	33.29	32.71	31.06
<i>Counseling Groups</i>	17.33	18.00	15.57	17.50	12.27	13.88	12.64	12.51	14.50	17.02	15.19	15.13
<i>Programmatic &amp; Clinical Interventions</i>	29.17	32.00	27.36	29.50	24.76	22.23	21.68	21.45	27.29	27.07	25.57	25.59
<i>Professional Practice</i>	17.83	16.00	15.50	14.00	13.23	12.77	12.48	12.54	14.73	14.73	14.00	14.52
<b><i>TOTAL</i></b>	<b>123.67</b>	<b>126.50</b>	<b>116.14</b>	<b>121.50</b>	<b>96.75</b>	<b>95.70</b>	<b>91.94</b>	<b>89.21</b>	<b>109.22</b>	<b>115.40</b>	<b>108.25</b>	<b>105.90</b>

\* no students took the exam in Spring 2015 semester.

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. We believe that we need to pay close attention to the use of audiotape rating scores in the admissions process. 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. Our Employer Follow-up Survey 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 2016-2017 academic year with an eye to addressing any weaknesses.

5/5/2016 Report submitted to the Assessment Committee by S. Seem

5/11/2016 Report approved by Counselor Education Department