



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Counselor Education

Assessment Committee Report
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Thomas J. Hernández
Associate Professor

Kathleen M. Fallon
Assistant Professor

Patricia Goodspeed Grant
Associate Professor

The College at Brockport
Brockport, NY

Introduction

Enclosed herein is a summary of the assessment data that the Department of Counselor Education at the SUNY College at Brockport has amassed and utilized in program evaluation over the course of the past three years. The Department utilizes 7 different assessment measures to determine our effectiveness and to guide departmental and curricular change. These are:

- ⊕ Admissions Study: Looks carefully at enrollment and application trends across the years.
- ⊕ Graduate Placement Employment Survey: Examines the degree to which students were able to find meaningful employment after graduation.
- ⊕ Graduate Employer Follow-up Survey: Determines the degree to which both graduates and employers believe that graduates meet our program objectives.
- ⊕ Site-Supervisor Follow-up study: looks at the effectiveness of our students in the role of counselor in their internship sites.
- ⊕ CPCE: assesses the effectiveness of the department in preparing students through instruction across the eight CACREP core areas.
- ⊕ NCE: assesses the effectiveness of the department in preparing students to receive the NCC credential.

The following is a summary of the data that have been collected over the course of the past three academic years, 2009-2010, 2010-2011, and 2011-2012.

Admissions Study Data

Matriculation Decisions

	2009-2010		2010-2011		2011-2012	
Category	Frequency	%	Frequency	%	Frequency	%
Accepted	36	30.78	52	57.14	45	45.91
Conditionally Accepted	6	5.13	3	3.30	5	5.10
Rejected	63	53.85	31	34.06	39	39.80
Withdrawn	12	10.26	5	5.49	8	8.16
N=	117		91		98	

Undergraduate Majors by Category

	2009-2010		2010-2011		2011-2012	
Category	Frequency	%	Frequency	%	Frequency	%
Theoretical Social Science	79	67.52	60	65.93	49	50.00
Applied Social Science	16	13.68	11	12.09	29	29.59
Natural Science	2	1.71	2	2.20	1	1.02
Arts	0	0	1	1.10	8	8.16
Humanities	6	5.13	4	4.40	5	3.8
Business	5	4.27	5	5.50	4	5.10
Technical	2	1.71	0	0	0	0
Education	3	2.56	7	7.70	2	2.04
Unreported	4	3.42	1	1.10	0	0
N=	117		91		98	

Undergraduate College

	2009-2010		2010-2011		2011-2012	
Category	Frequency	%	Frequency	%	Frequency	%
Brockport	36	30.80	28	30.76	31	31.63
SUNY System	33	28.21	32	35.16	35	35.71
Private NYS	36	30.77	24	26.37	21	21.43
Private out of state	5	4.27	4	4.40	6	6.12
Public out of state	7	5.98	2	2.20	4	4.08
Foreign	0	0	0	0	0	0
Empire State	1	0.85	0	0	1	1.02
N=	117		91		98	

Undergraduate Grade Point Average

	2009-2010				2010-2011				2011-2012			
Category	Mean	SD	Range	N	Mean	SD	Range	N	Mean	SD	Range	N
Population	3.25	0.43	1.95	117	3.26	0.45	1.91	91	3.17	0.43	1.76	98
Accepted	3.30	0.39	1.50	36	3.34	0.45	1.91	52	3.34	0.41	1.53	46
Conditional	3.06	0.36	1.00	6	2.96	0.13	0.25	3	3.26	0.36	0.92	5
Rejected	3.18	0.46	1.95	63	3.12	0.45	1.73	31	2.92	0.36	1.45	39
Withdrew	3.48	0.24	0.78	12	3.48	0.39	0.96	5	3.42	0.35	0.99	7

Audiotape Rating Scores

	2009-2010				2010-2011				2011-2012			
Category	Mean	SD	Range	N	Mean	SD	Range	N	Mean	SD	Range	N
Population	1.59	0.56	2.16	100	1.72	0.77	3.34	87	1.40	0.48	2.83	94
Accepted	1.93	0.67	2.16	34	1.80	0.81	3.16	51	1.63	0.48	1.83	45
Conditional	1.62	0.49	1.25	6	1.11	0.10	0.17	3	1.68	0.52	1.20	5
Rejected	1.36	0.37	1.17	48	1.52	.54	1.92	31	1.12	0.35	2.30	39
Withdrew	1.51	0.46	1.58	12	3.58	.83	1.17	2	1.32	0.25	0.70	5

1 is low, 5 is high

Frequency of Audiotape Rating (rounded to the nearest 0.5)

	2009-2010		2010-2011		2011-2012	
Rating	Frequency	%	Frequency	%	Frequency	%
1.0	57	57	37	44	61	65
1.5	19	19	25	30	19	20
2.0	13	13	10	11	11	12
2.5	9	9	5	6	3	3
3.0	2	2	3	3.5	0	0
3.5	0	0	2	2	0	0
4.0	0	0	3	3.5	0	0
4.5+	0	0	0	0	0	0
N=	100	100	83	100	89	100

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

	2009-2010 N=117				2010-2011 N=91				2007-2008 N=76			
	UG GPA	Audio-tape Rating	Interview Rating	Age	UG GPA	Audio-tape Rating	Interview Rating	Age	UG GPA	Audio-tape Rating	Inter-view Rating	Age
UG GPA	1	-.193	0.256	-.166	1	0.191	0.242	0.28	1	0.127	0.336	-0.151
Audiotape Rating	-.193	1	0.388	0.113	0.191	1	0.216	0.087	0.127	1	0.188	0.134
Interview Rating	0.256	0.388	1	-.025	0.242	0.216	1	0.306	0.336	0.188	1	-0.011
Age	-.166	0.113	-.025	1	0.028	0.087	0.306	1	-0.151	0.134	-0.011	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

	2009-2010				2010-2011*				2011-2012**			
	Accepted	Conditional	Rejected	N	Accepted	Conditional	Rejected	N	Accepted	Conditional	Rejected	N
Male	5 (25.0%)	3 (15.0%)	12 (60.0%)	20	10 (55.6%)	1 (5.6%)	7 (38.9%)	18	8 (60%)	3 (20%)	9 (20%)	17
Female	31 (36.5%)	3 (3.5%)	51 (60.0%)	85	42 (60.9%)	2 (2.9%)	25 (34.2%)	69	38 (34%)	2 (8%)	33 (56%)	77
Mean Age	25.47	26.50	24.19	105	27.55	29.30	23.06	87	27.56	24.60	24.90	95
Black, Non-Hispanic	4 (40%)	1 (10%)	5 (50%)	10	3 (60%)	0	2 (40%)	5	6 (50%)	0	6 (50%)	12
Hispanic	0 (0.00%)	0 (0.00%)	7 (100%)	7	3 (100%)	0	0	3	1 (100%)	0	0	1
Native American/Alaskan	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	1 (100%)	0	0	1	0	0	0	0	0	0	0	0
White-Non Hispanic	29 (34.1%)	5 (5.9%)	51 (60%)	85	20 (54.1%)	0	17 (45.9%)	37	23 (52.3%)	4 (9.1%)	17 (38.7%)	44
International Student	0	0	0	0	0	0	0	0	0	0	0	0

Note: Candidates who withdrew their applications for admission are not included

**38 applicants did not report their ethnicity*

***24 applicants did not report their ethnicity*

Numbers and Results of Previous Conditionally Accepted Applicants

	2009-2010	2010-2011	2011-2012
Number of Conditional Accepts	6	3	5
Number of Conditional accepts reapplying	4	2	5
Fully Accepted	2	1	2
Rejected	1	1	2
Withdrawal	1	0	1

Graduate Placement Employment Study

Response rates to the Graduate Employer survey have been poor over the course of the past three years. In an effort to increase the response rate, the department created an electronic survey for ease of completion, but that has clearly not had a substantive impact. The Assessment committee will, in the coming academic year be investigating new delivery plans to increase response rates. While in sum, respondents indicated that most of our graduates are working and working in their field of study, these data are less than sufficient to be able to establish solid employment patterns. Attached are the results of the last three years of survey data.

**Graduate Placement Employment Study Dept. of Counselor Education
2008-2011 Graduates**

M.S. and M.S. Ed. Program

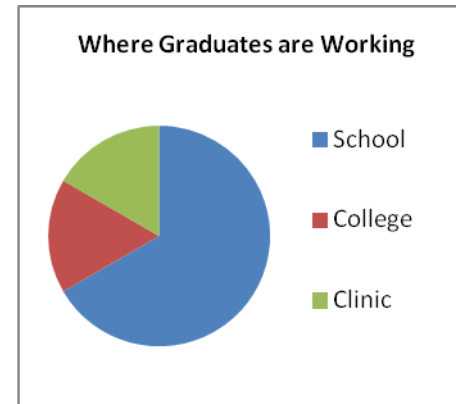
Total Grads	70
Responded	6
No Response	64

Emphasis

Total School	41
Total College	3
Total Mental Health	21
Total CAS	5
Total	70

Jobs

School:	4
Community Clinic:	1
College:	1
Total:	6



Percentage of responding grads working: 100%
(full-time)

Percentage of responding grads looking: 0%
for full-time work as counselor

Percentage of responding grads working
full-time in counseling or related fields 100%

School Counseling Emphasis (Actual Responding Grads n=3)

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

Percentage of responding grads		Percentage of responding school	
working full-time in schools		grads looking for full-time work	
		in schools	

College Counseling Emphasis (Actual Responding Grads n=1)

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

Percentage of responding grads		Percentage of responding college	
working full-time in colleges	100%	grads looking for full-time work	
		in colleges	
			0%

Mental Health Counseling Emphasis (Actual Responding Grads n=1)

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

Percentage of responding grads		Percentage of responding community	
working full-time in		grads looking for full-time work	
community	100%	in community	
		settings	100%

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

The current data from the last three years' study of Graduate employer follow up study is based on the previous update of the program objectives (ratified in 2003). The department spent the better part of the Spring 2012 semester updating our program objectives. Given this, the future graduate employer study will be significantly different.

*M.S. Graduate/Employer Graduate Program Assessment Survey
2009-2012*

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.

Average **4.15**

Employer

Sent	Reply	% Returned
53	2	3.78%

Graduates

Sent	Reply	% Returned
53	9	16.98%

Site Supervisor Follow-up survey

No responses were received for this study. As with other assessments with external constituents, the department Assessment Committee will be investigating new way to achieve better response rates.

CPCE Results

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. We have noticed that in the past three years there appears to have been a trend toward our students scoring lowest in the areas of Appraisal, Research and Program Evaluation, and Career and Lifestyle Development. These three areas are content rich and require specific knowledge and facts. Therefore, it is not surprising that students who do not study score lowest in these areas. On the other hand, high scores can be found in the areas of Group Work, Helping Relationships, and Professional Orientation. These higher scores reflect the emphasis in our program on development of clinical skills and counselor identity.

**Mean Score Results of the Counselor Preparation Comprehensive Examination
Fall 2009 – Spring 2012**

	<i>Human growth and Development</i>	<i>Social & Cultural foundations</i>	<i>Helping Relationships</i>	<i>Group work</i>	<i>Career & lifestyle development</i>	<i>Appraisal</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
Spring 2009 Mean Score N=6	9.83	8.67	9.67	12	11.17	9.50	10	10.17	81
Fall 2010 Mean Score N=	8.88	8.38	8.62	10	9	9.50	8.75	8.62	71.75

New Assessment Plan

The department has created a new Assessment Plan to coincide with the transition to CACREP's 2009 Standards which challenge us to assess not only student inputs but also student outputs. While the 2009 Standards only require that individual program standards be assessed as Student Learning Outcomes, we will be assessing ALL CACREP Standards as Student Learning Outcomes.

Report Summary

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

Overall, the department is pleased with the quality of students admitted, and with our increase in the diversity of our student body. We believe that we need to pay close attention to the use of audiotape rating scores in the admissions process. New changes to this procedure in the past year have led to greater inter-rater reliability. The department plans to continue this practice for the coming year and re-assess its effectiveness in 2013.

In general, the department is also satisfied with the employability of our students, particularly given the challenging economic times. 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. Because the department has made a concerted effort to assess specific counseling skills and assessment skills we suggest that the department pay close attention to student ratings in terms of their performance in individual and group counseling skills, and assessment of career development, and measurement and evaluation in counseling in order to determine if there are any trends that require our attention. Having said all this, the Department will be looking at ways to increase the return rate of surveys to alumni and employers. The return rates have been quite disappointing.

As a result of the data gathered from these assessments, the Department has made some changes in its program objectives and curriculum. The new program objectives are linked directly to CACREP Standards, thus allowing the faculty to better assess these and implement change into the curriculum.