



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

# Assessment Report

## DEPARTMENT OF COUNSELOR EDUCATION

School of Education and Human Services

EDC ASSESSMENT COMMITTEE: SUMMER REINER (COMM.  
CHAIR), SUSAN SEEM (DEPT. CHAIR), & ROBERT DOBMEIER

# What was Assessed

## Student Learning Outcomes

- **Program Objectives**
- **Diversity related SLOs**
- **Crisis Related SLOs**
- **Writing SLOs**



# How the assessment was accomplished

- Reviewed 2014- 2015 SLOs Aligned with **Program Objectives**
- Reviewed Spring 2015 SLOs related to **Diversity & EDC 606 Student Action Research Report on Diversity**
- Reviewed Spring 2015 SLOs related to **Crisis and Trauma & EDC 606 Student Action Research Report on Crisis and Trauma**
- Reviewed 2014 – 2015 SLOs of EDC **Writing Rubric**



# What the data told us:

- **Program Objectives** (Goal= 3.0):
  - 1 (M= 3.02; Nobs = 1809), 2 (M= 3.14; Nobs=1083), 3 (M=3.01; Nobs=1898)
- **Diversity:**
  - **FACULTY:** While students are exposed to diversity throughout the curriculum, starting with required readings for new student orientation, faculty believed:
    - Students had adequate knowledge about diversity
    - Students lacked confidence in addressing difference in counseling sessions
  - **STUDENTS** (Action Research Report):
    - Students believe they have adequate knowledge and awareness of diversity but lack opportunities to practice skills before integration
    - Students would like more real world exposure to issues and experiences of diversity beyond required readings
    - Diversity discussions/assignments are too broad – specific information for mental health, college or school settings, and particular groups (veterans, LGBTQ, refugees) would be helpful
    - Students lack confidence when broaching diversity differences with clients
    - Students do not believe written assignments/rubrics accurately reflect their abilities to work comfortably with diverse clients



# What the data told us (Continued):

- **Crisis & Trauma:**

- FACULTY:

- Students needed more exposure to crisis, trauma and disaster counseling via their academic experience to consistently perform at the proficient-level on assessment measures for these SLOs.
    - Students were anxious about working with clients with these presenting issues.

- STUDENTS (ACTION RESEARCH PROJECT):

- 14/19 (74%) surveyed indicated that crisis, disaster and trauma are unique to the individual
    - 10/19 (53%) thought there was no differentiation between the three above terms
    - 8/19 (42%) described disaster as being immediate and affecting a community; trauma was explained as a result of a crisis or disaster and having long-term effects; crisis was seen as personal and immediate.
    - 11/18 (61%) respondents think that the outcomes are unique to the individual; 50% said they lead to PTSD, anxiety, mental illness, addiction, etc.
    - 8/18 (44%) say that the impact of all three is long term
    - 7/17 (41%) would like additional experiential practice in addressing the three

- **Writing:**

- 40% (M=2.65) did not meet competency (3.0) on Grammar, Sentence Structure, & Spelling
  - 56% (M=2.4) did not meet competency (3.0) on proof reading
  - > 20% of students did not meet competency (3.0) on the following: Organization, Main Purpose, Main Assumptions, Main Inferences, and Implications



# Action Plan/Data Driven Decision: How the department did or will “close the loop”

- **Program Objectives**
  - Met all 3 objectives
- **Diversity** (EDC Department Approved Strategies on April 8, 2015):
  - Recommend adding an application experience (role play) in EDC 604, EDC 613, and EDC 614
  - EDC 720 students to demonstrate when they address difference in counseling sessions
  - EDC 612 assignment on development to address three different populations
  - Host counselors working with different populations to address how they work with diversity in all its forms as Nu Chapter events
  - Charged EDC 606 with an Action Project on (to further understand results related to the 3 High Value Standards that had means lower than 3.0 [Range= 2.86 – 2.95]).



# Action Plan/Data Driven Decision:

How the department did or will

“close the loop” (Continued)

- **Crisis & Trauma:**

- Assess the utility and effectiveness of the 15 hours of focused instruction time to EDC 720 prior to considering adding an additional, incremental class to the curriculum.
- Review 3 semesters of Crisis, Trauma & Disaster SLOs in Spring 2016.
- Curricular Supplement: Nu Chapter bring in guest speakers with clinical experience in these areas.

- **Writing:**

- Charged EDC 606 with Action Project on



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# Action Plan/Data Driven Decision:

## What curricular or programmatic changes were made

- **Objectives:**
  - None at this time
- **Diversity:**
  - Recommend adding an application experience (role play addressing difference) in EDC 604, EDC 613, and EDC 614 (Addresses student recommendation 1)
  - Recommend asking EDC 720 students to show examples of when they address difference in counseling sessions
  - Recommend adjusting EDC 612 assignment on development to address three different populations (Addresses student recommendation 2)
- **Crisis & Trauma:**
  - None at this time
- **Writing:**
  - None at this time





# What resources were applied or are needed to close the loop

- Applied:
  - Faculty Time
  - PEU and IT staff
  - Site Supervisor Time
  - EDC 606 Students
  - TK20
- Need:
  - Faculty Time and recognition
  - Additional Faculty in the department (short one faculty member)
  - Additional Graduate Assistants
  - Compensation for Mental Health and College supervisors (Additional Burdens with TK20)

