

**COMPREHENSIVE SUMMARY OF PROGRAM EVALUATION AND
ASSESSMENT OF STUDENT LEARNING FOR THE DEPARTMENT OF
COUNSELING AND HUMAN SERVICES**



Academic Year 2021 - 2022

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Overview of Program Evaluation & Outcomes Assessments:

The Department of Counseling and Human Services at Canisius College has a multi-layered systematic and continuous program assessment and evaluation system. Interlocking processes assess student outcomes and the effectiveness of the School Counseling and Clinical Mental Health Counseling programs. Assessment processes include the following:

1. A Transition System, which measures student's readiness and matriculation through the program, including the Counselor Preparation Comprehensive Exam (CPCE) as an exiting exam.
2. Assessment of Counseling Dispositions.
3. Multiple Assessments of Key Performance Indicators of Knowledge and Skills.
4. Surveys.
5. Additional reports and data collected for the School of Education and Human Services.

Student advisement and specific program changes are made based on the data in the appropriate reports.

Where applicable, data is reported for three years; the most recent academic year and the previous two years.

I. Program Data & Transition Data:

1. Transition I: Admissions/Number of Students in the Program

Enrolled Students - 2022 (Spring-only)

	2022	2021	2020
Number Attending (MH)	46	49	50
Number Attending (School)	31	35	38

2. Transition II: Pre-Practice Academic Portfolios & Screening

a. Papers from EDC 570, EDC 573, EDC567 or EDC 568

b. Screening Data

a. Academic Portfolios and Screening

Uses 6 point scale:

Scale: 94+ = 6 93 -> 88 = 5 87 -> 80 = 4
79 -> 75 = 3 75 -> 70 = 2 > 70 = 1

Average Scores:		Fall 2021 & Spring 2022	Fall 2020 & Spring 2021	Fall 2019 & Spring 2020
EDC 570 (Academic Paper)	Both Programs	6.0	6.0	5.6
EDC 573 (Applied Theory to Case)	Both Programs	5.7	5.2	5.1
EDC 567 (Paper: Comprehensive School Counseling Program)	School	5.5	5.7	6.0
EDC 568 (Needs Assessment Assignment)	CMHC	6.0	6.0	5.8

b. Screening (Autobiography, Empathic Responses, MMPI-II, Interview)

		Fall 2021 & Spring 2022	Fall 2020 & Spring 2021	Fall 2019 & Spring 2020
Completed Screening	School	13	15	12

	CMHC	29	16	14
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3. Transition III: Practice

- a. Evaluations by Site Supervisors from Practicum
- b. Reflection Scores

Semester	Fall 2021 & Spring 2022	Fall 2020 & Spring 2021	Fall 19 & Spring 20
Average of Site Supervisor Evaluation (Mental Health)	5.4	4.7	5.3
Average of Site Supervisor Evaluation (School)	5.7	5.3	5.6
Average of Reflection Assignment (Mental Health)	11 Target 5 Acceptable	14 Target 2 Acceptable	3 Target
Average of Reflection Assignment (School)	10 Target 3 Acceptable	10 Target 3 Acceptable	4 Target 1 Acceptable

4. Transition IV: Graduation

- a. Numbers graduating
- b. Program Completion Rates
- c. Counselor Preparation Comprehensive Exam

a. Graduation Numbers (Summer 20, Fa 20, Sp 21)

	2021 - 2022	2020-2021	2019-2020
Clinical Mental Health	14	21	17
School Counseling	14	15	13

b. Program Completion Rates

	2021 - 2022	2020-2021	2019-2020
Clinical Mental Health	93%	92%	94%
School Counseling	97%	94%	98%

c. Counselor Preparation Comprehensive Exam:

Due to the COVID Pandemic, the CPCE was suspended starting in the Spring semester of 2020 through the Spring semester of 2022. A local, essay-based exam was administered. All students passed the exam. See the results of the Summer 2019 and the Fall 2019 CPCE on page 18.

d. Job Placement Rates in Counseling or Related Field (6 months after graduation - approximate)

	2021 - 2022	2020 -2021	2019-2020
Clinical Mental Health	95%	94%	95%
School Counseling	90%	88%	85%

II. Program Evaluation: Student Learning Outcome Data

Outcome Assessment Data Review 2019 -2020 (2016 CACREP Standards) -

Disposition Averages – Both Programs (based on 5 point Likert scale)
Adm = At Admission – Pre-Prac = Pre-Practicum – Prac = Practicum

Fa 2021 & Sp 2022	Adm	Pre Prac	Prac	Fa 2020 & Sp 2021	Adm	Pre-Prac	Prac	Fa 2019 & Sp 2020	Adm	Pre-Prac	Prac
Respect toward Others	4.9	4.2	4.8	Respect toward Others	4.8	4.1	4.8	Respect toward Others	4.75	3.7	4.75
Embraces Diversity	4.9	4.3	4.7	Embraces Diversity	4.9	4.0	4.9	Embraces Diversity	4.8	3.7	4.65
Professional Integrity	4.9	4.1	4.5	Professional Integrity	4.9	4.0	4.9	Professional Integrity	4.75	3.8	4.4
Ethical Behavior	4.9	4.0	4.7	Ethical Behavior	4.8	4.0	4.6	Ethical Behavior	4.8	3.8	4.65
Empathy	4.8	4.1	4.7	Empathy	4.8	4.2	4.3	Empathy	4.8	3.7	4.65
Open to Feedback	4.8	4.0	4.7	Open to Feedback	4.8	4.0	4.6	Open to Feedback	4.6	3.6	4.65

Engage- ment and Communi- cation	4.8	4.2	4.7	Engage- ment and Communi- cation	4.8	4.2	4.8	Engage- ment and Communi- cation	4.8	3.6	4.75
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Knowledge and Skills Below Are Measured by Key Performance Indicators (based on a 6 point scale correlated to grades)

Scale: 94 + = 6 93 -> 88 = 5 87 -> 80 = 4
79 -> 75 = 3 75 -> 70 = 2 70 - = 1

Knowledge Table School and Mental Health Combined (Summer, Fall, Spring)

NOTE: Reporting of KPI data was reorganized and improved for the 2019 - 2020 Academic Year, however, due to COVID and the disruption of administrative assistance the 2019/2020 data does not include results from Spring 2020. Prior to 2019-2020 only data from the Spring Semester was reported, the number of students was not tabulated and the number of students scoring 4 or below was not tabulated.

		2021/2022			2020/2021			2019/2020	
KPI Area and Assignment	N	Average Score	# Score 4 or Below	N	Average Score	# Score 4 or Below	N	Average Score	# Score 4 or Below
EDC 570 Identity/Ethics (Ethic Assign)	34	6.0	0	30	6.0	0	10	5.6	2
EDC 579 Social/Cult (Plunge Assign)	34	5.85	3	26	5.9	0	17	5.7	1
EDC 593 Human Dev. (Life Stage Assign)	34	5.6	3	24	5.3	4	12	4.8	5
EDC 572 Career (Career Paper)	32	5.7	1	19	5.6	1	12	5.3	6
EDC 573 Helping Relationships (Theory Paper)	35	5.1	8	29	5.2	9	16	5.1	4
EDC574 Group Wrk (Concept/Model Paper)	18	6.0	0	29	6.0	0	14	5.2	1
EDC571 Assessment (Case Summary)	34	5.9	1	26	5.8	0	25	5.7	1
EDC615 Research (Critical Review)	25	6.0	0	32	5.2	2	6	5.8	0
EDC568Mental Health (Needs Assessment Presentation)	23	6.0	0	24	6.0	0	23	6.0	0

EDC567 School Counseling (CSCP Assign – Paper)	12	5.5	0	16	5.5	2	29	5.6	2
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Skill Table for School and Mental Health (Summer, Fall, Spring)

(Note that Assessment Items from Practicum Handbooks are abbreviated – full text of item in Appendix)

NOTE: Reporting of KPI data was reorganized and improved for the 2019 – 2020 Academic. However, due to COVID and the disruption of administrative assistance the 2019/2020 data does not include data from Spring 2020.

			2021/2022				2020/2021				2019/2020	
	School & Mental Health	N	Average Score	#4 or Below	N	Skill Avg	#4 or Below	N	Skill Avg	#4 or Below		
KPI Skill Area	Item from Practicum Hdbk Skill Measure											
Identity /Ethics Pract Eval –	a. School (EDC 576) Item B. 6. Demonstrates adherence to prof ethical standards & state & and federal legalities.	13	5.0	0	13	5.5	0	10	5.2	0		
	b. MH (EDC 577) Item A. 6. Demonstrates adherence to prof ethical standards & state & and federal legalities.	14	5.6	0	14	4.8	5	7	5.4	1		
Social/ Cult Pract Eval	School (EDC 576) Item B. 4. Ability to work with diversity issues & cultural factors.	13	5.7	0	13	5.5	0	10	5.1	1		
	MH (EDC 577) Item A. 4. Ability to work with diversity issues & cultural factors.	14	5.3	2	14	5.5	6	7	4.7	4		
Human Dev. Pract Eval	School (EDC 576) Item C.4 Demonstrates awareness of child development & its relationship to a CSCP.	13	5.6	2	13	4.7	4	10	5.3	1		
	MH (EDC 577) Item C. 4. Uses developmentally	14	4.8	5	14	4.4	7	7	5.1	2		

	appropriate strategies across the lifespan.									
Career. Pract Eval	School (EDC 576) Item E. 3. Facilitates education and career development of all students.	13	5.3	2	13	4.8	4	10	4.8	3
	MH (EDC 577) Item C. 5. Incorporates consideration of work and career in case conceptualization, diagnosis & treatment.	14	4.7	6	14	4.3	7	7	4.3	5
Helping Relationships Pract Eval	School (EDC 576) Item D. 15. Uses counseling theory & strategies to resolve client issues & to help students identify strengths, & cope with environmental and developmental problems.	13	5.7	0	13	4.8	5	10	4.7	1
	MH (EDC 577) Item B. 14. Uses counseling theory and strategies to resolve client issues.	14	5.0	4	14	4.2	9	7	4.9	4
Group Work Pract Eval	School (EDC 576) D. 20. Effectively leads counseling groups including screening, group model, use of "rules" & facilitation	13	5.1	2	13	4.8	3	10	5	2
	MH (EDC 577) C. 7. Effectively leads counseling groups including screening, group model,	14	4.8	4	14	4.0	6	7	5.3	1

	use of "rules" & facilitation									
Assessment Pract Eval	School (EDC 576) Item C. 1. Formally and informally assesses students' strengths & needs accounting for diversity.	13	5.5	1	13	5.2	2	10	4	1
	MH (EDC 577) Item C. 2. Can conduct intake and initial interview for assessment & case management.	14	4.5	8	14	4.3	7	7	4.4	6
Research Critical Review	615 Assignment Research Proposal *(combined Sch and MH)	25	6	0	32	5.1	6	7	5.7	4
Sch Counseling Pract Eval	School (576) Item A. 1. Demonstrates use of ASCA National Model.	13	5.4	1	13	5.0	3	10	5.3	0
Mental Health Pract Eva	MH (EDC 577) Item C. 3. Demonstrates skills in therapy, crisis intervention with ability in brief, intermediate, & long-term strategies.	14	4.7	6	14	4.1	8	7	5.2	3

Changes Associated with Assessment of Dispositions and Key Performance Indicators (Input from Full-time Faculty during the Summer of 2022):

Action Items Completed from 2020-2021: No action items were identified for last year

Review of Assessment of Dispositions and Key Performance Indicators from 2021 -2022

- 1. It was noted that 8 students in EDC 573 scored at or below 4.0 (6pt. scale) on the knowledge based KPI, which is the 2nd Case Study Paper. It was suggested that the professor develop a sample template to assist students in the future on this assignment.***
- 2. Performance scores for several of the Field-Based Evaluations indicated that several Mental Health Counseling students scored at a 4.0 or below. Upon discussion, the faculty did not perceive this result as problematic, since the***

evaluation items focus on intermediate to advanced skills such as crisis intervention, assessment, and over-all case management.

Action Items:

1. Professor will develop a sample template to assist students in the future on the case study paper in EDC 573 Counseling Theory.

III. SUMMARY OF SURVEY RESULTS 2018 – 2020:

The following surveys are conducted on a regular basis:

- 1. Exiting Surveys of Students about to graduate (each semester)*
- 2. Surveys of Cooperating Counselors - Site Supervisors (given to cooperating counselors in both programs)*
- 3. Surveys of Graduates (a two year cohort done for each survey)*
- 4. Surveys of Employers (done through graduates of the Program)*

Dimensions of all of the surveys include the following:

Section I

1. Counseling Knowledge
2. Understanding Human Development
3. Multiple Intervention/Instructional Strategies
4. Behavior Management/motivation
5. Communication and Technology
6. Planning, Record Keeping
7. Assessment and Case Conceptualization
8. Reflective Practice
9. Professionalism/Leadership
10. School and/or Community Involvement
11. Service

Previous surveys were done with the following scale: 6 = Exceptional, 5 = Advanced, 4 = Adequate, 3 = Minimally Adequate, 2 = Needs Improvement, 1 = Unsatisfactory

Starting in the academic year 2020 - 2021 surveys were done using the following 7pt. Likert Scale 7 = Extremely Satisfied, 6. Satisfied, 5 = Moderately Satisfied, 4 = Neither Satisfied or Dissatisfied, 3 = Moderately Dissatisfied, 2 = Dissatisfied, 1 = Unsatisfied

Exiting Surveys of Students Summer 2021, Fall 2021 and Spring 2022:

Twenty-six students completed the exiting survey from Summer 2021, Fall 2021 and the Spring of 2022. Twelve completed the School Counseling Program and 14 completed the Mental Health Counseling Program. Mean calculations averaged 6 or over on a 7-point Likert scale for 10 of 12 feedback questions. The mean fell below 6 on the questions related to Behavior Management/Motivation and Planning and Record Keeping. The target goal for the Department is a mean of at least 6 for all survey questions.

Qualitative comments must be made by at least 2 persons to be noted. Comments included praise of the quality of professors and the classroom experience. Suggestions included a desire for more inclusion of direct application to both mental health and school based situations, and more curriculum related to some areas of school counseling.

Mean Scores of exiting students (N =26) were as follows:

- 6.49 Counseling Knowledge
- 6.32 Understanding Human Development
- 6.0 Understanding Diversity
- 6.22 Multiple Intervention/Instructional Strategies
- 5.9 Behavior Management/motivation
- 6.09 Communication and Technology
- 5.85 Planning, Record Keeping
- 6.13 Assessment and Case Conceptualization
- 6.45 Reflective Practice
- 6.44 Professionalism/Leadership
- 6.28 Community and/or School Involvement
- 6.06 Service

Comments: Only includes comments when 2 or more students endorsed....

Pros: 12 students commented on the quality of the faculty and the quality of classes – Professors were knowledgeable, available and dedicated to students –

Cons:

2 students suggested more active learning strategies be utilized in classes

2 students wished more curriculum in the area of Special Education

2 students wished for more electives related to school counseling

2 students would have liked more specific skill training in Mental Health Counseling.

2021-2022 - Department Review of the Exiting Surveys centered on the following:

It was noted that the Spring 2021 semester cohort of exiting students had a lower mean rating on several of the survey items. Mean scores on the following items were lower than the 6.0 or above target for the Department:

Understanding Diversity, Multiple Intervention/Instructional Strategies, Behavior Management/motivation, Planning, Record Keeping, Assessment and Case Conceptualization and Service. Mean ratings on these items were between 5.4 and 5.7.

On the combined means for all three cohorts of the 2021 - 2022 Academic Year only the scales of Behavior Management/Motivation, and Planning and Record Keeping were rated below 6.0.

Action Items:

1. This is the last full cohort of school counseling students completing the 48 hour program. Future students will complete the 60 graduate hour program. Several concerns voiced by the exiting school counseling students have already been addressed when the curriculum was restructured. A careful review of the implementation of the new curriculum will be made over the course of the next academic year.

2. The Chairs will reach out to all adjunct professors to ensure that courses feature both school counseling and mental health counseling considerations during class presentations and activities.

NOTE THAT SURVEYS OF EMPLOYERS, COOPERATING COUNSELORS AND GRADUATES OF THE PROGRAM ARE PLANNED FOR THE FALL OF 2022...IN ADDITION THE COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) WILL AGAIN BE USED (POST COVID) STARTING IN THE

SUMMER OF 2022- see past Program Evaluation Reports for prior surveys

IV. Outcome Measures for College Wide Universal Learning Goals and Program Objectives

Assessment Processes beyond the level of the Department of Counseling and Human Services include assessments for the School of Education and Human Services and for Canisius College. There are 5 Learning Goals identified by the College that have been adapted to the School of Education and Human Services and are included in all Department Syllabi. In addition, the Counseling Program Objectives are linked to the Learning Goals and appear on all course syllabi. Outcome Measures for selected Outcome Measures for these Learning Goals and Program Objectives are contained in the Compliance Assist reports compiled for the School of Education and Human Services.

APPENDIX I: CPCE SUMMARY REPORTS
(note that administration of the CPCE was resumed in the Summer of 2022
after a 2 year suspension due to COVID):

CANISIUS & NATIONAL STATISTICS: A COMPARISON OF
CPCE SCORES Summer 2022

CANISIUS COLLEGE AND NATIONAL STATISTICS: A COMPARISON OF CPCE SCORES 2017-2018

	2022 -National Stats -Exiting Exams - Version 100122 January (N=657)	Canisius Summer 2022 (N = 3)	Canisius Fall 2022 (N = 7)		National Stats Exiting Exams Version	Canisius Spring CPCE
Content Areas:						
Prof. Orientation & Ethics	M=12.10 SD=2.08	M=11.33 SD=				
Social and Cultural Found	M=10.36 SD=2.39	M=8 SD=				
Human Growth and Dev	M=10.41 SD=2.33	M=10.67 SD=				
Career Development	M=11.41 SD=2.50	M=9.67 SD=				
Helping Relationships	M=12.01 SD=2.63	M=11.33 SD=				
Group Work	M=12.13 SD 2.53	M=10.37 SD=				
Assessment	M=9.34 SD=2.37	M=8.66 SD=				
Research and Prog Eval	M=11.63 SD=2.66	M=11.33 SD=				
TOTAL SCORE	89.38	81.36				

In the Spring of 2020 the CPCE was suspended due to the COVID-19 pandemic. The CPCE was resumed in the Summer of 2022. Two of the three candidates scored within one standard deviation of the national mean on each of the scales. One candidate scored below the national mean by over one standard deviation on two attempts. That student was required to complete the remedial procedure for the Exiting CPCE.

Since only 3 students took the CPCE in the Summer of 2022, no changes were suggested based on these results.

APPENDIX II: Full text of Practicum Handbook Items used for Assessment

Items from Practicum Hdbk Skill Measures
<p>a. School (EDC 576) Item B. 6. Demonstrates ability to adhere to professional ethical standards as well as state and federal legal requirements.</p> <p>b. MH (EDC 577) Item A. 6. Demonstrates ability to adhere to professional ethical standards as well as state and federal legal requirements</p>
<p>School (EDC 576) Item B. 4. Recognizes and exhibits the ability to work with diversity issues of clients, as well as cultural factors that influence client issues.</p> <p>MH (EDC 577) Item A. 4. Recognizes and exhibits the ability to work with diversity issues of clients, as well as cultural factors that influence client issues.</p>
<p>School (EDC 576) Item A. 2. Demonstrates knowledge of child and adolescent developmental issues in counseling and how developmental awareness relates to a comprehensive developmental counseling program.</p> <p>MH (EDC 577) Item C. 4. Recognizes developmental issues across the lifespan and incorporates appropriate strategies in the treatment of client issues.</p>
<p>School (EDC 576) Item E. 3. Facilitates the educational and career development of all students.</p> <p>MH (EDC 577) Item C. 5. Incorporates consideration of work and career in case conceptualization, diagnosis and treatment.</p>
<p>School (EDC 576) Item D. 15. Demonstrates the ability to use counseling theory and strategies to ameliorate client issues as well as to help students identify strengths, and cope with environmental and developmental problems.</p> <p>MH (EDC 577) Item B. 14. Demonstrates the ability to use counseling theory and strategies to ameliorate client issues.</p>
<p>School (EDC 576) D. 20. Able to effectively lead counseling groups by using appropriate selection procedures, choice of group model, establishment of "rules" and facilitation of group processes.</p> <p>MH (EDC 577) C. 7. Able to effectively lead counseling groups by using appropriate selection procedures, choice of group model, establishment of "rules" and facilitation of group processes.</p>
<p>School (EDC 576) Item C. 1. Able to formally and informally assess students' strengths and needs while accounting for diverse backgrounds and abilities.</p> <p>MH (EDC 577) Item C. 2. Exhibits knowledge of the process involved in and conducting intake and initial interviews with mental health clients for the purpose of assessment and case assignment and management.</p>
<p>MH and School 615 Assignment Research Proposal</p>
<p>MH (EDC 577) Item C. 3. Demonstrates working knowledge and skills in the process of therapy as it applies to crisis intervention and brief, intermediate, and long-term intervention strategies.</p>
<p>School (576) Item A. 1. Demonstrates knowledge of national and state models for comprehensive developmental counseling programs.</p>