

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



Academic Year 2023 - 2024

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Overview of Program Evaluation & Student Learning Outcomes Assessment Plan:

The Department of Counseling and Human Services at Canisius University has a multi-layered systematic and continuous program assessment and evaluation plan. 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.

Data Collected: Transition Assignments from Selected Classes (see data in this document)

2. Assessment of Counseling Dispositions.

Data Collected: Counseling Dispositions at three points - self-rated at Admission to Program, Rated by Professors in Pre-Practicum and Practicum (see data in this document)

3. Multiple Assessments of Key Performance Indicators of Knowledge and Skills.

Data Collected: Knowledge Assessed through Key Performance Indicators in Core Classes and Skills Assessed through Key Performance Indicators in Practicum Classes (see report in this document)

4. Surveys

Data Collected: Results of periodic surveys of students exiting the program, graduates of the program, employers of graduates and cooperating counselors from Practicum and Internships (see reports in this document)

5. Additional reports and data collected for the School of Education and Human Services.

A yearly review of our Assessment Data is conducted in the Summer or early Fall. Student advisement and specific program changes are made based on the data from the yearly COMPREHENSIVE SUMMARY OF PROGRAM EVALUATION AND ASSESSMENT OF STUDENT LEARNING FOR THE DEPARTMENT OF COUNSELING AND HUMAN SERVICES (this document).

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 (note that we are moving to report enrolled students only for the Fall semester)

	2023 (Fa)	2022(Sp)	2021(Sp)
Clinical Mental Health Program	59	46	49
School Program	41	31	35

Sex of Students - (Fall 2023) New Data

2023-2024	Clinical Mental Health Program	School Counseling Program
Female	46	31
Male	13	10
Non-Binary	0	0

Racial Diversity - New Data (Note that previous to 2023 - 2024 Spring data was used below - currently Fall data is used)

Semester	Total # Students	Caucasian	Black or African American	Latinx	American Indian	Other	Percent Minority
Spring 2022	87	73	11	1	0	2	16%
Spring 2023	89	74	13	1	0	2	17%
Fall 2023	104	80	11	9	0	4	23%

Full-Time Equivalent Professor to Student Ratio & Number of Courses Taught by Full-Time Professors - 2023-2024, first time listed in yearly report)

	2023 (Su)	2023 (Fa)	2024 (Sp)
FTE Faculty to Student Ratio For Su. Fall and Spring	4.6	10.2	9.8
	1/4	14/9	14/9

Number of Classes Taught by FT Faculty and Adjunct Faculty (FT/PT)			
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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 2023 & Spring 2024	Fall 2022 & Spring 2023	Fall 2021 & Spring 2022
EDC 570 (Academic Paper)	Both Programs	6.0	5.7	6.0
EDC 573 (Applied Theory to Case)	Both Programs	5.3	5.5	5.7
EDC 567 (CSCP)	School	5.18	5.5	5.5
EDC 568 (Needs Assessment Assignment)	CMHC	6.0	6.0	6.0

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

Completed Screening		Fall 2023 & Spring 2024	Fall 2022 & Spring 2023	Fall 2021 & Spring 2022
	School	8	24	13
	CMHC	32	11	29

3. Transition III: Practice

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

Semester	Fall 2023 & Spring 2024	Fall 2022 & Spring 2023	Fall 2021 & Spring 2022

Average of Practicum Site Supervisor Evaluation (Mental Health)	5.4	5.2	5.4
Average of Practicum Site Supervisor Evaluation (School)	5.8	5.4	5.7
Average of Reflection Assignment (Mental Health)	Reflections Data No Longer Used	4 Target 12 Acceptable	11 Target 5 Acceptable
Average of Reflection Assignment (School)	Reflections Data No Longer Used	5 Target 5 Acceptable	10 Target 3 Acceptable

4. Transition IV: Graduation

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

a. Graduation Numbers (Summer, Fall, Spring)

	2023 - 2024	2022 - 2023	2021-2022
Clinical Mental Health	20	19	14
School Counseling	11	10	14

b. Program Completion Rates

	2023 -2024	2022 - 2023	2021-2022
Clinical Mental Health	92%	91%	93%
School Counseling	90%	96%	97%

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. The CPCE was resumed as an

exiting exam in the Summer of 2022. See more detail of the results of the CPCE since it was resumed on page 19.

CPCE	Number Taking	Number within one standard deviation	Number required to complete & pass remedial essay
CPCE 2022 - 2023 Summer, Fall and Spring	20	18	2
CPCE 2023 - 2024 Summer, Fall and Spring	29	27	2

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

	2023 - 2024	2022 - 2023	2021 - 2022
Clinical Mental Health	96%	95%	95%
School Counseling	90%	80%	98%

e. Licensing Certification Pass Rates (approximate):

	2023 - 2024	2022 - 2023	2021 - 2022
Clinical Mental Health	90%	92%	90%
School Counseling	No Exam Required in NYS until Spring of 2024 - No Data	No Exam Required in NYS until Spring of 2024	No Exam Required in NYS

II. Program Evaluation: Student Learning Outcome Data

Outcome Assessment Data (2016 CACREP Standards) -

Disposition Averages - Both Programs (based on 5 point Likert scale)

Adm = At Admission - Pre-Prac = Pre-Practicum - Prac = Practicum

Fa 2023 & Sp 2024	Adm	Pre Prac	Prac	Fa 2022 & Sp 2023	Adm	Pre Prac	Prac	Fa 2021 & Sp 2022	Adm	Pre-Prac	Prac
Respect toward Others	4.8	3.7	4.2	Respect toward Others	4.9	4.0	4.8	Respect toward Others	4.9	4.2	4.8
Embraces Diversity	4.8	3.7	4.5	Embraces Diversity	4.8	4.1	4.8	Embraces Diversity	4.9	4.3	4.7
Professional Integrity	4.8	3.8	4.6	Professional Integrity	4.8	4.2	4.7	Professional Integrity	4.9	4.1	4.5
Ethical Behavior	4.8	3.7	4.8	Ethical Behavior	4.7	4	4.9	Ethical Behavior	4.9	4.0	4.7
Empathy	4.8	3.7	4.7	Empathy	4.8	4.0	4.8	Empathy	4.8	4.1	4.7
Open to Feedback	4.7	4.0	4.6	Open to Feedback	4.7	4.0	4.9	Open to Feedback	4.8	4.0	4.7
Engagement and Communication	4.9	4.1	4.7	Engagement and Communication	4.9	4.1	4.7	Engagement and Communication	4.8	4.2	4.7

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 KPIs School and Mental Health Combined (Summer, Fall, Spring)

		2023/2024			2022/2023			2021/2022	
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)	39	6	0	25	5.8	1	34	6.0	0
EDC 579 Social/Cult (Plunge Assign)	38	5.9	0	19	6	0	34	5.9	3
EDC 593 Human Dev. (Life Stage Assign)	35	5.6	1	20	5.7	1	34	5.6	3
EDC 572 Career (Career Paper)	38	5.6	3	33	5.2	8	32	5.7	1

EDC 573 Helping Relationships (Theory Paper)	40	5.3	2	25	5.5	3	35	5.1	8
EDC574 Group Wrk (Concept/Model Paper)	30	5.6	3	29	5.7	2	18	6.0	0
EDC571 Assessment (Case Summary)	32	5.8	0	28	5.9	1	34	5.9	1
EDC615 Research (Critical Review)	23	5.7	0	34	5.4	2	25	6.0	0
EDC568Mental Health (Needs Assessment Presentation)	34	6	0	20	6	0	23	6.0	0
EDC567 School Counseling (CSCP Assign – Paper)	13	5.3	4	17	5.5	1	12	5.5	0

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)

	School & Mental Health	2023/2024			2022/2023			2021/2022		
		N	Average Score	4 or Below	N	Average Score	4 or Below	N	Average Score	4 or Below
KPI Skill Area	Item from Practicum Hdbk Skill Measure									
Identity /Ethics Pract Eval –	a. School (EDC 576) Item B. 5 (Before 23/24 -B6.) Demonstrates adherence to prof ethical standards & state & and federal legalities.	13	5.5	3	10	5.5	1	13	5.0	0
	b. MH (EDC 577) Item A. 6. Demonstrates adherence to prof ethical standards & state & and federal legalities.	16	5.2	5	14	5.6	2	15	5.6	0
Social/ Cult Pract Eval	School (EDC 576) Item B. 3. (Before 23/24 -B4.) Ability to work with diversity issues & cultural factors.	13	5.6	0	10	5.5	1	13	5.7	0

	MH (EDC 577) Item A. 4. Ability to work with diversity issues & cultural factors.	16	5.1	4	14	5.5	3	15	5.3	2
Human Dev. Pract Eval	School (EDC 576) Item A.2 Demonstrates awareness of child development & its relationship to a CSCP.	13	5.6	3	10	4.6	2	13	5.6	2
	MH (EDC 577) Item C. 4. Uses developmentally appropriate strategies across the lifespan.	16	5.1	4	14	5.3	3	15	4.8	5
Career. Pract Eval	School (EDC 576) Item E. 3. Facilitates education and career development of all students.	13	5.6	2	10	5	2	13	5.3	2
	MH (EDC 577) Item C. 5. Incorporates consideration of work and career in case conceptualization, diagnosis & treatment.	16	4.6	7	14	5.1	5	15	4.7	6
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	5.0	3	10	5.1	2	13	5.7	0
	MH (EDC 577) Item B. 12 (<i>Before 2024-B14.</i>). Uses counseling theory and strategies to resolve client issues.	16	4.8	8	14	4.8	5	15	5.0	4

Group Work Pract Eval	School (EDC 576) D. 17. (Before 2024 - B20) Effectively leads counseling groups including screening, group model, use of “rules” & facilitation	13	5.3	2	10	4.9	3	13	5.1	2
	MH (EDC 577) C. 7. Effectively leads counseling groups including screening, group model, use of “rules” & facilitation	16	5	4	14	5.2	3	15	4.8	4
Assessment Pract Eval	School (EDC 576) Item C. 1. Formally and informally assesses students’ strengths & needs accounting for diversity.	13	5.2	3	10	5.2	1	13	5.5	1
	MH (EDC 577) Item C. 2. Can conduct intake and initial interview for assessment & case management.	16	4.7	7	14	5.3	3	15	4.5	8
Research Critical Review	615 Assignment Research Proposal *(combined Sch and MH)	23	5.4	2	34	5	6	25	6	0
Sch Counseling Pract Eval	School (576) Item A. 1. Demonstrates use of ASCA National Model.	13	5.1	4	10	5.2	1	13	5.4	1
Mental Health Pract Eva	MH (EDC 577) Item C. 3. Demonstrates skills in therapy, crisis intervention with ability in brief, intermediate, & long-term strategies.	16	5.1	3	14	5.3	3	15	4.7	6

*****Note that a report of the results of the Action Items from the previous academic year are reported first and then the data from the current period is discussed.**

Report on Changes Associated with Assessment of Dispositions and Knowledge based Key Performance Indicators from the 2022-2023 Analysis:

A concern was identified regarding the number of students who scored 4.0 or lower on the Career Paper.

The Action Item related to this finding was that the Chairpersons dialog with the professor about this data point and possibly suggest developing a template for this assignment, since this change was utilized with some success for the KPI in the Counseling Theory course in the previous year. **Based on the scores for this KPI over the 2023-2024 academic year, there was a clear improvement for the Career KPI.**

Discussion of Assessment of Dispositions and Knowledge Based Key Performance Indicators from 2023 -2024

The distribution of Disposition Ratings mirror past years. Incoming students generally rate themselves high on all of the dispositions. The second evaluation done in the pre-practicum indicates lower average scores on the Dispositions. The third evaluation done in the Practicum, shows an average score higher than the rating done in the Pre-Practicum, however the rating averages are slightly lower than students self-rating at the start of the program.

Average scores on the Knowledge Based Key Performance Indicators were all within the target range for the Department (5.0 or better)

No Action Plan was identified in regard to Dispositions and Knowledge based Indicators.

Skill Based KPIs

Report on Changes Associated with Assessment of Skill Key Performance Indicators from the 2022-2023 Analysis:

The 2022-2023 review of the skill based KPIs indicated that students generally met expectations and scored in the mid 5.0 range on the 6-point scale. Performance scores for the field-based items related to the incorporation of career considerations in treatment and use of counseling theory indicated that 5 Mental Health Counseling students scored at a 4.0 or below.

The 2022-2023 Action Plan was that chairpersons communicate with all professors about the importance of best pedagogy including simulated application exercises in all classes.

A review of the 2023 - 2024 Skill Based KPIs indicated that over-all most KPI averages were within the target range of 5 to 6 points, however there were several KPI averages in both the Mental Health and School Practica where 4 or more students scored at or below 4.0. These scores represented up to 50% of the Mental Health Counseling Students and up to 31% of the School Counseling Students. While a score of 4.0 is within an acceptable "B" range, it falls below the target of 5.0 or better for the Department.

Action Plan Based on Skill KPIs for the 2024-2025 academic year.

1. The chairpersons of the Department will discuss the specific KPIs with the professors who are teaching the Practica in the Fall 2024 semester where 4 or more students scored a 4 or below. Specific attention will be focused on these skill areas during the weekly group supervision meetings and the individual supervision meetings.

III. SUMMARY OF SURVEY RESULTS 2023 – 2024:

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)*

*A revised survey was developed and given to Exiting Students in the Fall of 2023 and the Spring of 2024.

Exiting Surveys of Students - Fall 2023 and Spring 2024:

In the Fall 23 semester and the Spring 24 semester 100% of the eligible students in both programs responded (N =22). Students responded to the question

**"How satisfied are you that your coursework provided the necessary knowledge for entering the field of counseling in the following areas?"
(1=Extremely dissatisfied, 7=Extremely satisfied)**

Survey questions and results are reported below:

6.3	Understanding professional and ethical behavior in the field.
6.25	Understanding the fundamentals of several theoretical approaches to counseling.

6.35	Understanding the implications of human growth and development in counseling.
6.45	Understanding how racial, ethnic, religious, sexuality and other factors related to diversity influence the counseling process.
5.95	Knowledge of various strategies of assessment including the use and interpretation of standardized tests.
5.9	Understanding career development and how to do career counseling in school counseling or mental health counseling.
6.55	Recognizing behaviors related to positive mental health.
6.45	Recognizing behaviors related to psychopathology.
6.15	Understanding the strengths and weaknesses of research methodologies.
6.1	Rate your satisfaction in the development of entry level counseling skills in your specialty area of mental health counseling or school counseling.

Qualitative comments from the surveys must be made by at least 2 persons to be noted.

Strengths of the Program:

Knowledge, teaching skills and encouragement from professors
 Modeling, role playing and examples provided in classes
 Adjunct professors - especially learning from their work experience
 Internships
 The Group Counseling course
 Feeling very prepared to be a professional counselor

Suggestions in regard to improving learning in the in the core or specialty areas of counseling:

More role-play or practice of skills
 Core classes need more focus on school counseling applications
 Some professors seem "out of date" with current practices in the field

2023-2024 - Discussion of the Exiting Surveys focused on the following:

Follow-up on the 2022-2023 Action Items based on the Exiting Surveys included developing a guide to distribute to students regarding MH Licensing, encouraging more role play in courses and revising the exiting survey questions.

It was noted that the Action Items from the 2022-2023 Exiting Survey were completed and appeared to have a positive effect on students' experiences in the program. However, since the survey questions were revised, comparisons with past surveys are not easily determined.

1. Over-all student average rating their experiences in the program was above 6 on the Likert scale except for the areas of Assessment and Career Counseling, however these areas were rated at 5.95 and 5.9 respectively. The results of this survey indicated that the Department met the goal of at least of rating of 5.0 in regard to student impressions of their experiences.

2. Exiting surveys indicated that there continues to be a desire for more role play and inclusion of school counseling applications in core courses.

Action Items based on Exiting Surveys:

1. The results of the exiting surveys will be shared with the new faculty in the Fall of 2024 emphasizing the importance of including school-based information in core courses and practical skill building activities as part of counselor education pedagogy in all courses.

NOTE: Surveys prior to the 2023 -2024 academic year including exiting surveys included the following Dimensions of all surveys:

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*

Additional questions were asked of Graduates, Cooperating Counselors and Employers appropriate to their professional roles.

Survey of Alumni conducted in the Spring of 2023
Graduates from 2019 to 2021 were surveyed

A total of 12 Alumni responded - Five graduates from the School Counseling Program and 7 from the Mental Health Counseling Program. Eleven of the twelve who responded were employed as professional counselors.

2022-2023 - Qualitative comments by Graduates of the program included the following (Only comments made by 2 or more graduates are included)

Strengths Included:

1. Several positive comments were made about the core faculty and the adjunct faculty
2. Small class sizes

Suggestions Included:

1. More assistance in understanding the licensing process in NYS.
2. While several suggestions were directed at various counseling skills such as managing complex cases, using school-based computer programs, dealing with lethality issues and more exploration of the differences between mental health counseling and school counseling, no specific suggestions were made by more than one graduate.

Mean Scores of graduates were as follows:

- | | |
|---|--|
| 6 | Counseling Knowledge |
| 5 | Understanding Human Development |
| 6 | Understanding Diversity |
| 5 | Multiple Intervention/Instructional Strategies |
| 5 | Behavior Management/motivation |
| 5 | Communication and Technology |
| 5 | Planning, Record Keeping |
| 6 | Assessment and Case Conceptualization |

- 6 Reflective Practice
- 7 Professionalism/Leadership
- 6 Community and/or School Involvement
- 6 Service
- 6 Quality of Field Experiences
- 5 Opportunities for Diverse Placements
- 7 Access to University Supervisor/Advisor
- 7 Graduate Student Handbook
- 6 Over-all Satisfaction

2022-2023 - Discussion of the survey of Graduates of the program focused on the following:

- 1. The policy change by the University to no longer support indefinite Canisius email accounts after graduation, has made the identification of graduates for surveys more difficult.***
- 2. Professors do review the procedures to obtain the clinical mental health counseling license in at least three classes.***

Action Items from the survey of Graduates of the program:

- 1. The step-by-step guide for obtaining the NYS Mental Health Counseling License by the NYS Mental Health Counseling Association will be distributed to students in the program.***
- 2. No additional action item was identified except the decision to revise our surveys to better reflect the focus of our programs (see above).***

Survey of Cooperating Counselors (Field Supervisors) conducted in the Spring of 2023

A total of 10 Cooperating Counselors responded - Five from the School Counseling Program and 5 from the Mental Health Counseling Program.

2022-2023 - Qualitative comments by Cooperating Counselors included the following (Only comments made by 2 or more cooperating counselors are included)

Strengths Included:

1. Students were well prepared
2. Students were very motivated
3. Students were positive about gaining a deeper understanding of the field

Suggestions Included:

1. Wished students had a more realistic sense of what to expect in the "real world" of counseling

Mean Scores of Cooperating Counselors rating interns were as follows:

- 5 Counseling Knowledge
- 5 Understanding Human Development
- 6 Understanding Diversity
- 5 Multiple Intervention/Instructional Strategies
- 5 Behavior Management/motivation
- 5 Communication and Technology
- 5 Planning, Record Keeping
- 5 Assessment and Case Conceptualization
- 5 Reflective Practice
- 5 Professionalism/Leadership
- 6 Community and/or School Involvement
- 6 Service
- 5 Initial Contact and Placement Processes
- 5 Requirements were clear
- 5 Access to University Supervisor
- 5 University Responsiveness to Concerns
- 5 Cooperating Counselor Handbook

2022-2023 - Discussion of the Cooperating Counselors Surveys focused on the following:

1. It was noted that there seems to be increasing turn-over in cooperating counselors in the Mental Health Counseling Program due to general turn-over in the field, which may be influencing Cooperating Counselors understanding of our program expectations despite our processes designed to make expectations clear.

Action Items from the survey of Cooperating Counselors:

1. No specific action item was identified except the decision to revise our surveys to better reflect the focus of our programs (see above).

Survey of Employers conducted in the Spring of 2023

A total of 14 Employers responded -

2022-2023 - Qualitative comments by Employers included the following (Only comments made by 2 or more graduates are included)

No Strengths or Suggestions were made by more than one employer. Comments that were made indicated that graduates were successful and it was noted that any areas for improvement would come with experience.

Employers Mean Response to the Over-all Quality of Canisius Alumni were rated at 4.0 on a 5 Point Scale

Mean Scores of Employers rating alum on the 7-point scale were as follows:

- 6 Counseling Knowledge
- 6 Understanding Human Development
- 7 Understanding Diversity
- 6 Multiple Intervention/Instructional Strategies
- 6 Behavior Management/motivation
- 7 Communication and Technology
- 7 Planning, Record Keeping
- 7 Assessment and Case Conceptualization

- 6 Reflective Practice
- 6 Professionalism/Leadership
- 6 Community and/or School Involvement
- 6 Service

2022-2023 - Discussion of the Employer Surveys focused on the following:

1. The Employer Ratings of alumni of the program were categorically higher than any of the other surveys (Exiting, Graduates, Cooperating Counselors). It may be that employers' perspectives are broader than the perspectives of exiting students, recent graduates and cooperating counselors who are all immersed in a more formative period of development of new professional counselors. In addition, employers are also able to reference professionals who have graduated from other counselor education programs.

Action Items from the survey of Employers:

1. No action items were identified based on the survey of employers.

Review of Program Objectives and Dispositions -> 2023-2024

Program Objective
1. Demonstrates professional identity and ethical practice.
2. Demonstrates cultural sensitivity, a commitment to social justice, and promotion of diversity.
3. Applies knowledge of human growth and development in individual, group, and family counseling.
4. Demonstrates the application of career development and career decision making theories within the career counseling process.
5. Demonstrates essential interview and counseling skills, based on knowledge of counseling theories
6. Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
7. Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
8. Identifies research methods and statistical procedures used to study human behavior and uses appropriate data-based procedures for assessment of client outcomes and program evaluation.

9. Demonstrates the knowledge, skills, and practices necessary for effective professional work in the student's specialization in counseling
<p>10. Demonstrates the following Dispositions:</p> <p>a. Dignity and Respect for Self and Others: Treats all people with respect as defined by emotionally controlled communication, and the absence of pejorative labeling. In addition, the student recognizes and practices self-care.</p> <p>b. Embraces Diversity: Seeks to understand all persons and cultures. Never behaves in a prejudicial or discriminatory manner to any group of people.</p> <p>c. Professional Integrity: Demonstrates personal responsibility in academic and professional endeavors; personal and professional maturity; honesty and congruence.</p> <p>d. Ethical Behavior: Always acts in an ethical manner as described in the current version of the Ethical Standards of the American Counseling Association.</p> <p>e. Empathy: Demonstrates empathy by recognizing and being able to verbalize the emotional and experiential realities of others.</p> <p>f. Openness/Accepts feedback: Accepts feedback in a constructive manner as demonstrated by professional and thoughtful consideration and subsequent modification of behavior without discounting the suggestions made by professors and fellow students.</p> <p>g. Engagement/Communication: Engages with other students and professors in a positive manner as experienced by students and professors.</p>

The data points collected for Dispositions, Knowledge KPIs and Skill KPIs, mirror the Department Objectives. In addition, the results of the CPCE and the most recent surveys) all indicate that the Program Objectives of the Department were met in the 2023-2024 academic year.

Action items:

Since 3 new core faculty have been hired starting in the Fall of 2024. The chairs will focus on acquainting them with our Vision and Objectives as well as encouraging appropriate innovation as the program incorporates the 2024 CACREP Standards.

V. Outcome Measures for University 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 University. There are 5 Learning Goals identified by the University 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. Selected Outcome Measures are included in course syllabi for these Learning Goals and Program Objectives.

APPENDIX I: CPCE SUMMARY REPORTS

CANISIUS UNIVERSITY AND NATIONAL STATISTICS: A COMPARISON OF CPCE SCORES **2023-2024**

	2023 - National Stats - Exiting Exams - Version 100223 N=1,061 (Su 2023)	Canisius Summer 2023 (N = 2)	National Stats Exiting Exams Version Spring 2023 (N = 1,010)	Canisius Fall 2023 (N = 20)	National Stats Exiting Exams Version Spring 2024 (N = 554)	Canisius Spring 2024 (N = 7)
Content Areas:						
Prof. Orientation & Ethics	M=10.12 SD=2.15	M=9.5 SD=2.1	M=10.3 SD=2.4	M=10.7 SD=2.9	M=10.82 SD=2.53	M=11.9 SD=2.3
Social and Cultural Found	M=9.5 SD=2.23	M=9.0 SD=0	M=9.8 SD=2.5	M=10.6 SD=1.8	M=10.23 SD=2.47	M=9.8 SD=2.3
Human Growth and Dev	M=10.66 SD=2.19	M=9.5 SD=2.7	M=11.3 SD=3.6	M=12.2 SD=2.6	M=11.27 SD= 2.72	M=10.8 SD=2.5
Career Development	M=9.37 SD=2.81	M=9.0 SD=0	M=9.9 SD=2.6	M=10.6 SD=2.9	M=11.01 SD=2.59	M=10.6 SD=2.8
Helping Relationships	M=8.77 SD=2.51	M=8.5 SD=2.1	M=9.2 SD=3.5	M=10 SD=2.2	M=10.85 SD=2.67	M=10.8 SD=2.7
Group Work	M=10.37 SD 2.38	M=10. SD=0	M=10.8 SD=2.6	M=11.1 SD=2.7	M=10.25 SD=2.76	M=10.8 SD=2.7
Assessment	M=8.37 SD=2.49	M=9 SD=0	M=8.8 SD=2.2	M=9.9 SD=2.5	M=10.75 SD=2.75	M=9.8 SD=2.8
Research and Prog Eval	M=9.27 SD=2.77	M=10.5 SD=2.1	M=9.8 SD=2.9	M=11.8 SD=2.9	M=12.08 SD=2.34	M=10.3 SD=2.8
TOTAL SCORE	76.45	75	80	86.6	87.29	84.9

In the **Summer of 2023** two students took the CPCE. Both students scored within one standard deviation of the mean, although the mean student scores were below the national mean on all core areas of measurement.

In the **Fall of 2023** twenty students took the CPCE. All but one scored within one standard deviation from the mean. The mean scores of Canisius students were higher than the mean scores for the national mean scores on all of the eight core areas of measurement

In the **Spring of 2024** seven students took the CPCE. Six of the students scored within one standard deviation on the first attempt. One candidate scored below the

national mean by over one standard deviation. That student was required to complete the remedial procedure for the Exiting CPCE.

As a whole, students taking the CPCE in the Summer of 2023, the Fall of 2023 and the Spring of 2024 scored an overall average near the overall average of the national scores. In the Summer of 2023 and the Spring of 2024 Canisius students average score was slightly lower than the national average. In the Fall of 2023, it was higher than the national average.

Discussion of the CPCE Results for 2023 - 2024

In the summer of 2023 Department members identified several that may have influenced the less than expected scores on the CPCE in the 2022-2023 academic year, including the aftermath of suspending the CPCE during COVID. The following action items were implemented in the 2023-2024 academic year:

- 1. The Chairs of the Department asked all faculty to emphasize the importance of the CPCE in core courses.***
- 2. Instead of providing information on study guides for the CPCE in the Internships, starting in the Fall of 2023 students in the Practicum classes were provided with information about available study guides.***
- 3. Professors who teach in the 8 core areas were asked to compare their curriculum to study guide materials for the CPCE.***

Faculty noted that the Canisius CPCE scores for the 2023-2024 academic year met expectations. Apparently, the action items from last year did make a difference. It was noted that a discussion of the CPCE with the new full-time faculty will take place in the Fall 2024 semester.