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

****

**Academic Year 2019 – 2020**

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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 – 2020 (Spring-only)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2020 | 2019 | 2018 |
| Number Attending (MH) | 50 | 53 | 48 |
| Number Attending (School) | 38 | 37 | 25 |

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

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

b. Screening Data

1. **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 2019 &  Sp 2020 | Fall 2018 &  Sp 2019 | Fall 2017 &  Sp 2018 |
| EDC 570 (Academic Paper) | Both  Programs | 5.6 | 5.6 | 4.9 |
| EDC 573 (Applied Theory to Case) | Both  Programs | 5.1 | 5.4 | 5.5 |
| EDC 567 (Paper: Comprehensive School Counseling Program) | School | 6.0 | 5.8 | 5.4 |
| EDC 568 (Needs Assessment Assignment) | CMHC | 5.8 | 6.0 | 5.8 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Fall 2019 &  Spring 2020 | Fall 2018 & Spring 2019 | Fall 2017 & Spring 2018 |
| Completed Screening | School | 12 | 11 | 12 |
|  | CMHC | 14 | 17 | 32 |

3. Transition III: Practice

a. Evaluations by Site Supervisors from Practicum

b. Reflection Scores

Note: Several Reflection Assignments were not collected due to COVID and the disruption of administrative assistance, therefore the numbers in the 2019 and 2020 less than the other academic years

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Fall 19 &  Spring 20 | Fall 18 &  Spring 19 | Fall 17 &  Spring 18 |
| Average of Site Supervisor Evaluation (Mental Health) | 5.3 | 5.2 | 5.1 |
| Average of Site Supervisor Evaluation (School) | 5.6 | 5.6 | 5.5 |
| Average of Reflection Assignment (Mental Health) | 3 Target | 6 Target  1 Acceptable | 14 Target  11 Acceptable |
| Average of Reflection Assignment (School) | 4 Target  1 Acceptable | 4 Target | 9 Target  3 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)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2019-2020 | 2018-2019 | 2017-2018 |
| Clinical Mental Health | 17 | 45 | 48 |
| School Counseling | 13 | 24 | 9 |

**b. Program Completion Rates**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2019-2020 | 2018-2019 | 2017-2018 |
| Clinical Mental Health | 94% | 92% | 93% |
| School Counseling | 98% | 96% | 95% |

**c. Counselor Preparation Comprehensive Exam:**

Due to the COVID Pandemic, the CPCE was suspended for the Spring semester of 2020. 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)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2019-2020 | 2018-2019 | 2017-2018 |
| Clinical Mental Health | 95% | 94% | 95% |
| School Counseling | 85% | 82% | 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)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fa 2019 & Sp 2020** | **Adm** | **Pre-**  **Prac** | **Prac** | **Fa 2018 & Sp 2019** | **Adm** | **Pre-Prac** | **Prac** | **Fa 2017 & Sp 2018** | **Adm.** | **Pre-Prac** | **Prac.** |
| Respecttoward Others | 4.75 | 3.7 | 4.75 | Respect toward Others | 4.7 | 3.9 | 4.4 | Respect toward Others | 4.75 | 4.05 | 4.5 |
| Embraces Diversity | 4.8 | 3.7 | 4.65 | Embraces Diversity | 4.6 | 4.0 | 4.5 | Embraces Diversity | 4.5 | 4.25 | 4.55 |
| Professio-nal Integrity | 4.75 | 3.8 | 4.4 | Professio-nal Integrity | 4.8 | 3.8 | 4.3 | Professio-nal Integrity | 4.75 | 4.15 | 4.75 |
| Ethical Behavior | 4.8 | 3.8 | 4.65 | Ethical Behavior | 4.7 | 3.7 | 4.6 | Ethical Behavior | 4.6 | 4 | 4.65 |
| Empathy | 4.8 | 3.7 | 4.65 | Empathy | 4.8 | 3.7 | 4.2 | Empathy | 4.6 | 4.1 | 4.5 |
| Open to Feedback | 4.6 | 3.6 | 4.65 | Open to Feedback | 4.2 | 3.7 | 4.4 | Open to Feedback | 4.75 | 4.2 | 4.7 |
| Engage-ment and Communi-cation | 4.8 | 3.6 | 4.75 | Engage-ment and Commun-ication | 4.6 | 3.8 | 4.3 | Engage-ment and Commun-ication | 4.7 | 4.05 | 4.7 |

**Knowledge and Skills (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, therefore only data averages from the 2018/2019 academic year and the 2017/2018 academic year are reported here. In addition, due to COVID and the disruption of administrative assistance the 2019/2020 data does not include all student results from Spring 2020.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2019/~~2020~~** |  |  | **2018/2019** |  |  | **2017/2018** |  |
| **KPI Area and Assignment** | **N** | **Avg Score** | **# Score 4 or Below** | **N** | **Avg Score** | **# Score 4 or Below** | **N** | **Avg Score** | **# Score 4 or Below** |
| **Identity/Ethics** (Ethic Assign) | 10 | 5.6 | 2 |  | 5.1 |  |  | **4.8** |  |
| **Social/Cult** (Plunge Assign) | 17 | 5.7 | 1 |  | 5.5 |  |  | 6 |  |
| **Human Dev**. (Life Stage Assign) | 12 | 4.8 | 5 |  | 5.2 |  |  | 5.6 |  |
| **Career.** (Career Paper) | 12 | 5.3 | 6 |  | 5.4 |  |  | 5.2 |  |
| **Helping Relationships** (Theory Paper) | 16 | 5.1 | 4 |  | 5.4 |  |  | 5.6 |  |
| **Group Work** (Concept/Model Paper) | 14 | 5.2 | 1 |  | 5.5 |  |  | 6 |  |
| **Assessment** (Case Summary) | 25 | 5.7 | 1 |  | 5.9 |  |  | 5.5 |  |
| **Research** (Critical Review) | 6 | 5.8 | 0 |  | 6 |  |  | 5.8 |  |
| **Mental Health** (Needs Assessment Presentation) | 23 | 6.0 | 0 |  | 5 |  |  | 6 |  |
| **School Counseling** (CSCP Assign – Paper) | 29 | 5.6 | 2 |  | 5.8 |  |  | 6 |  |

**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 Year, therefore only data averages from the 2018/2019 academic year and the 2017/2018 academic year are reported here. In addition, due to COVID and the disruption of administrative assistance the 2019/2020 data does not include data from Spring 2020.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **2019/**  **~~2020~~** |  |  |  |  |  |  |  |
| **School** | **& Mental Health** | **N** | **Skill Avg** | **#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.  **b. MH (EDC 577)** Item A. 6. Demonstrates adherence to prof ethical standards & state & and federal legalities. | 10  7 | 5.2  5.4 | 0  1 |  | 5.6  5.6 |  |  | 5.8  5.8 |  |
| **Social/**  **Cult** Pract  Eval | **School (EDC 576)** **Item B. 4.** Ability to work with diversity issues & cultural factors.  **MH (EDC 577)** **Item A. 4**. Ability to work with diversity issues & cultural factors. | 10  7 | 5.1  4.7 | 1  4 |  | 5.5  5.5 |  |  | 5.8  5.8 |  |
| **Human Dev**. Pract Eval | **School (EDC 576)** **Item A. 2.** Demonstrates awareness of child development & its relationship to a CSCP.  **MH (EDC 577) Item C. 4.**  Uses developmentally appropriate strategies across the lifespan. | 10  7 | 5.3  5.1 | 1    2 |  | 5.4  5.4 |  |  | 5.4  5.4 |  |
| **Career.** Pract Eval | **School (EDC 576) Item E. 3.** Facilitates education and career development of all students.  **MH (EDC 577) Item C. 5.** Incorporates consideration of work and career in case conceptualization, diagnosis & treatment. | 10  7 | 4.8  4.3 | 3  5 |  | 5.3  5.3 |  |  | 5.3  5.3 |  |
| **Helping Relation ships** 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.  **MH (EDC 577) Item B. 14.** Uses counseling theory and strategies to resolve client issues. | 10  7 | 4.7  4.9 | 1  4 |  | 5.2  5.2 |  |  | 5.3  5.3 |  |
| **Group Work** Pract Eval | **School (EDC 576) D. 20.** Effectively leads counseling groups including screening, group model,  use of “rules” & facilitation  **MH (EDC 577) C. 7.** Effectively leads counseling groups including screening, group model,  use of “rules” & facilitation | 10  7 | 5  5.3 | 2  1 |  | 5.1  5.1 |  |  | 5.5  5.5 |  |
| **Assess-ment** Pract Eval | **School (EDC 576) Item C. 1.** Formally and informally assesses students’ strengths & needs accounting for diversity.  **MH (EDC 577) Item C. 2.** Can conduct intake and initial interview for  assessment & case  management. | 10  7 | 4  4.4 | 1  6 |  | 5.2  5.2 |  |  | 6  6 |  |
| **Re-search** Critical Review | 615 Assignment Research Proposal  \*(combined Sch and MH) | 7 | 5.7 | 4 |  | 6 |  |  | 6 |  |
| **Sch Counseling** Pract Eval | **School (576) Item A. 1.** Demonstrates use of ASCA National Model. | 10 | 5.3 | 0 |  | 5.6 |  |  | 6 |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Mental Health** Pract Eva | **MH (EDC 577) Item C. 3.** Demonstrates skills in therapy, crisis intervention with ability in brief, intermediate, & long-term strategies. | 7 | 5.2 | 3 |  | 5.4 |  |  | 4.5 |  |

***Changes Associated with Assessment of Dispositions and Key Performance Indicators (Discussed at Dept Meeting):***

***Last Year:***

***1. The Coordinator of the Clinical Mental Health Program met with the Professor who teaches the pre-practicum class on inter-rater reliability for the Dispositions Rating Form in the Fall of 2020. (Delayed due to COVID).***

***2. The number of students who scored a 4 or below on the KPIs was added to the 2019-2020 report.***

***2019-2020***

***Department review of the Disposition and KPI Data Suggested centered on the following:***

***1. It was suggested that the presentation of the KPI data be improved.***

***2. It was suggested that a comparison chart be developed containing three years of data in order to better determine trends over time.***

***3. A discussion was held regarding the number of mental health students who were rated at 4 or below by Cooperating Counselors on skill-based items from the Practicum. Since the Practicum is a formative experience, the cooperating counselors’ evaluations did not seem inappropriate, however some action items were determined.***

***Action Items:***

***1. Improve data presentation in report.***

***2. Include a 3 year comparison chart on relevant data points.***

***3. Practicum Professor(s) in the Clinical Mental Health Program will examine variables related to skill areas where more than 4 students were rated at 4 or below on the Cooperating Counselor’s Evaluation.***

**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 though 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

Section II (not included for employers)

1. Quality of Field Experience
2. Opportunity for Diverse Placement
3. Accessibility to College Supervisor
4. Adequate Communication and Support from Supervisor
5. Cooperating Counselor Handbooks

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

Surveys in the academic year and in future years will be done with a 7pt. Likert Scale.

**Exiting Surveys of Students Spring 2020:**

Twelve students completed the exiting survey in the Spring of 2020. Mean calculations averaged 6 of 7 on a Likert scale (averaged to the whole number) all 16 feedback questions. The target goal for the Department is a mean of at least 5 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, recognition of student’s confidence and readiness to enter the field of counseling, recognition of the quality and depth of counseling knowledge and skill development. Suggestions included the need for more information regarding application processes for licensure and for certification, some felt that there was too much emphasis on Mental Health Counseling.

Mean Scores of exiting students (N =12) were as follows:

6.5 Professionalism/Leadership

6.5 Counseling Knowledge

6.3 Understanding Diversity

6.2 Accessibility to College Supervisor

6.1 Understanding Human Development

6.1 Graduate Student Handbook

5.8 Multiple Intervention/Instructional Strategies

5.7 Reflective Practice

5.5 Behavior Management/motivation

5.5 Quality of Field Experiences

5.5 Assessment and Case Conceptualization

5.5 Community and/or School Involvement

5.2 Opportunity for Diverse Placement

5.3 Service

5.2 Communication and Technology

5.0 Planning, Record Keeping

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

Pros: Faculty Dedicated to Students – Quality of Learning – Diverse Class Experiences

Cons: Placement Coordinator – did not seem to work for student requests…. Not enough emphasis on School Counseling

**Survey of Employers 🡪 Planned for the Spring of 2019, but delayed due to COVID-19, rescheduled for the Fall of 2020.**

**Survey of Cooperating Counselors (Sp 2019) – Based on 6 point Likert Scale:**

Sch. (7) MH (7)

Counseling Knowledge 5.4 4.6

Understanding Human Development 5.3 4.4

Understanding Diversity 5.6 4.4

Multiple Intervention/Instructional Strategies 5.0 4.2

Behavior Management/Motivation 5.4 4.4

Communication and Technology 5.3 4.7

Planning, Record Keeping 5.1 4.7

Assess. & Case Conceptualization 5.0 4.3

Reflective Practice 5.3 4.7

Professionalism/Leadership 4.9 4.8

Community and/or School Involvement 5.3 4.4

Service 5.2 4.6

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

Pros: Professionalism

Empathic

Students open minded

Flexible

Cons: Need Better Case Conceptualization 2

Record Keeping for Billing Purposes

Need better background for IEPs and Assessment

**Survey of Graduates (Spring 2020):**

The most recent **surveys of graduates from the clinical mental health program** (2016 & 2017 Cohort)…10 of 30 responded – (8 were school counseling graduates and 2 were clinical mental health graduates). An over-all satisfaction rating of 4.54 on a 7 point rating scale was reported. “Assessment and Case Conceptualization” and “Reflective Practice” Received less than a 4.0 averaged rating. Qualitative Feedback indicated the following strengths (2 responses or more): The professors experience and commitment to students. Well prepared to Enter the Field Qualitative Feedback indicated the following suggestions (2 responses or more): Too much focus on mental health, more needed on behavioral interventions for students, more needed on data collection.

**Based on a 7 point Likert Scale:**

Counseling Knowledge 4.8

Understanding Human Development 5.2

Understanding Diversity 5.8

Multiple Intervention/Instructional Strategies 4.3

Behavior Management/Motivation 4.1

Communication and Technology 4.3

Planning, Record Keeping 4.3

Assess. & Case Conceptualization 3.7

Reflective Practice 4.3

Professionalism/Leadership 4.6

Community and/or School Involvement 4.1

Service 3.9

Field Experiences 3.9

Diverse Placements 4.6

Access to Supervisor 5.2

Graduate Student Handbook 4.8

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

Pros: Knowledge and Experience of Professors

Size of Classes

Professors Commitment to Students

Well prepared for the field

Cons: More Hands-on Experience

Too Much Focus on Mental Health in Program

More on Data Collection and Differentiated Instruction

More on Behavioral Strategies for Students

***Changes Associated with Surveys (Discussed at Dept Meeting):***

***Last Year:***

***1. Updated surveys were completed for graduates of the program and for cooperating counselors.***

***2. As suggested in last year’s report, the 2018-2019 report was shared with consortium members.***

***2019-2020***

***Changes Associated Surveys (Discussed at Dept Meeting):***

***Discussion centered on the following:***

***1. Readers should note that surveys are transitioning to a 7-point Likert Scale replacing the 6-point scale used in the past. Some surveys still use the 6-point system.***

***2. Convergence was noted between lower ratings on Assessment and Case Conceptualization on the cooperating counselor survey, the graduate survey and the KPIs for the Clinical Mental Health Program in skill areas related to client assessment and case conceptualization.***

***3. Exiting Student Survey – In general exiting students rated their experiences in the program high. However, the average rating for Planning and Record Keeping was 5.0. In the qualitative section students indicated that there was not enough emphasis on school counseling.***

***4. Survey of Cooperating Counselors (Field Supervisors) – In general mental health cooperating counselors rated interns lower than the school counselors on all areas surveyed. Case conceptualization and record keeping emerged for both programs as potential areas for improvement.***

***5. Surveys of Graduates – Conclusions from the latest surveys of graduates were discussed with caution since only 10 students responded (8 from the school counseling program and 2 from the mental health counseling program). Case Conceptualization, Service and Field Placements were rated the lowest by recent graduates of the program. Qualitative comments indicated that there was too much focus on mental health rather than school counseling in the program, more was needed on use of data in practice and on behavioral strategies.***

***Action Items:***

***1. Case Conceptualization will receive greater emphasis in the Counseling Theory Course and in the Practica.***

***2. A new school counseling program requiring 60 graduate hours and a revised curriculum will begin in the Fall of 2021, which will address the perception that school counseling has not been adequately addressed in the current course of study.***

**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:**

CANISIUS & NATIONAL STATISTICS: A COMPARISON OF

CPCE SCORES 2018 -2019

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2019 –National Stats –Exiting Exams – Version 100115  Fall 2019 | Canisius  Summer2019  (N = 2) | Canisius Fall 2019 (N = 7) |  | 2020 National Stats Exiting Exams  Version  **CPCE Suspended Sp. 20** | Canisius  Spring 2020  **CPCE Suspended Sp. 20** |
| Content Areas: |  |  |  |  |  |  |
| Human Growth and Dev | M=11.58  SD=2.71 | M=11.46  SD=2.7 | M =12.7 SD = 1.4 |  |  |  |
| Social and Cultural Found | M=10.8  SD=2.54 | M=10.00  SD=2.51 | M = 10.6 SD =1.8 |  |  |  |
| Helping Relationships | M=9.5  SD=2.60 | M=9.41  SD=2.62 | M = 10.3 SD = 1.6 |  |  |  |
| Group Work | M=11.3  SD 2.56 | M=11.29  SD=2.54 | M = 11.7 SD = 1.9 |  |  |  |
| Career and Life Dev. | M=10.5  SD=2.32 | M=9.92  SD=2.39 | M = 9.6 SD = 2.1 |  |  |  |
| Assessment | M=9.06  SD=2.25 | M=8.97  SD=2.9 | M = 9.4 SD = 2.6 |  |  |  |
| Research and Prog Eval | M=9.62  SD=2.79 | M=9.59  SD=2.7 | M = 10.3 SD = 2.8 |  |  |  |
| Prof. Orientation & Ethics | M=10.87  SD=2.30 | M=10.75  SD=2.36 | M = 11.7 SD = 2.2 |  |  |  |
| TOTAL SCORE | 82.09 | 93.0 | 86.3 |  |  |  |

In the Spring of 2020 the CPCE was suspended due to the COVID-19 pandemic. Nine Canisius students took the CPCE in the Summer and Fall Semesters and our Total Mean Score was higher than the national mean score. In each of the Content areas all candidates scored within one standard deviation of the national mean.

A review of the content areas for the Fall 2019 semester, revealed that scores in Social and Cultural Diversity and Career Development were slightly lower than the national mean scores.

No changes were suggested based on the results of the available CPCE scores. Due to COVID-19 a decision was made to temporarily suspend administration of the CPCE. A local Exiting Comprehensive Exam was constructed and will be used until the end of constraints due to COVID-19.

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

|  |
| --- |
| **Items from Practicum Hdbk Skill Measures** |
| **a. School (EDC 576)** Item B. 6. Demonstrates ability to adhere to professional ethical standards as well as state and federal legal requirements.  **b. MH (EDC 577)** Item A. 6. Demonstrates ability to adhere to professional ethical standards as well as state and federal legal requirements |
| **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.  **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. |
| **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.  **MH (EDC 577) Item C. 4.** Recognizes  developmental issues across the lifespan and incorporates appropriate strategies in the treatment of client issues. |
| **School (EDC 576) Item E. 3.** Facilitates the educational and career development of all students.  **MH (EDC 577) Item C. 5.** Incorporates  consideration of work and career in case conceptualization, diagnosis and treatment. |
| **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.  **MH (EDC 577) Item B. 14.** Demonstrates the ability to use counseling theory and strategies to ameliorate client issues. |
| **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.  **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. |
| **School (EDC 576) Item C. 1.** Able to formally and informally assess students’ strengths and needs  while accounting for diverse backgrounds and abilities.  **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. |
| **MH and School** 615 Assignment Research Proposal |
| **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. |
| **School (576) Item A. 1.** Demonstrates knowledge of national and state models for comprehensive  developmental counseling programs. |