

Alfred University
Annual Assessment Report: School Counseling
2018-2019

College/Division/Department: Alfred University/School of Graduate and Continuing Studies/School Counseling Program

Mission Statement: Alfred University’s graduate program in counseling prepares individuals for counseling positions in elementary, middle and high schools, colleges and universities, mental health centers and social service agencies. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling. We (the faculty) strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

2019 CACREP Vital Statistics Survey (2009 Standards): Number of graduates: 6; Completion rate: 100%; Licensure/certification exam pass rate: NCE: 67%; Job placement rate: 100%

Broad Learning Goals	Specific Learning Objectives	Learning Assessment Activities	Assessment Methodology	Assessment Date(s)	Results of Assessments	Recommendations																											
<p>Goal A: To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling.</p>	<p>Objective A: Students will demonstrate knowledge in each of the eight common core curricular areas:</p> <ul style="list-style-type: none"> • Prof Orientation/Ethics • Social/Cultural Diversity • Human Development • Career Development • Helping Relationships • Group Work • Assessment • Research/Program Evaluation 	Counselor Preparation Comprehensive Exam (CPCE)	Standardized test measures	Spring semester of a student’s final year in the program	<p>100% of students scored above the minimum cutoff-score, which is set at one standard deviation below the national mean, the typical score set by programs that utilize the CPCE as an exit exam.</p> <p>The counseling program as a whole had a total mean score that was above the national exit exam mean (94.00 vs. 84.7).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Curricular Area</th> <th>AU Mean</th> <th>National Mean</th> </tr> </thead> <tbody> <tr> <td>C1: Hum Dev</td> <td style="text-align: center;">12.2</td> <td style="text-align: center;">11.5</td> </tr> <tr> <td>C2: Social/Cult Diversity</td> <td style="text-align: center;">11.8</td> <td style="text-align: center;">9.7</td> </tr> <tr> <td>C3: Helping Relationships</td> <td style="text-align: center;">11.5</td> <td style="text-align: center;">10</td> </tr> <tr> <td>C4: Group Work</td> <td style="text-align: center;">11.7</td> <td style="text-align: center;">10.5</td> </tr> <tr> <td>C5: Career Development</td> <td style="text-align: center;">11.8</td> <td style="text-align: center;">10.8</td> </tr> <tr> <td>C6: Assessment</td> <td style="text-align: center;">11.0</td> <td style="text-align: center;">10.4</td> </tr> <tr> <td>C7: Research/Program Eval</td> <td style="text-align: center;">11.9</td> <td style="text-align: center;">10.9</td> </tr> <tr> <td>C8: Professional Orient/Ethics</td> <td style="text-align: center;">12.1</td> <td style="text-align: center;">10.9</td> </tr> </tbody> </table>	Curricular Area	AU Mean	National Mean	C1: Hum Dev	12.2	11.5	C2: Social/Cult Diversity	11.8	9.7	C3: Helping Relationships	11.5	10	C4: Group Work	11.7	10.5	C5: Career Development	11.8	10.8	C6: Assessment	11.0	10.4	C7: Research/Program Eval	11.9	10.9	C8: Professional Orient/Ethics	12.1	10.9	<p>Continue utilizing the CPCE as an exit exam.</p> <p>Continue to review CPCE results with advisees so that students are better prepared for the NCE should they take it.</p> <p>Utilize remediation plans for any students falling below the minimum passing score.</p> <p>Continue to recommend that students purchase the <i>NCE/CPCE Study Guide, 2nd edition</i> (Erford, Hays, & Crockett, 2014), <i>The Encyclopedia of Counseling, 4th ed</i> (Rosenthal, 2017), or <i>Study Guide for the National Counselor Examination and CPCE, 2nd ed.</i>, (Helwig, 2018) as test prep.</p>
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<p>Goal B: To prepare counseling students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.</p>	<p>Objective B-1: Students will demonstrate professional knowledge necessary to promote the academic, career, and personal/social development of all K-12 students.</p> <p>Objective B-2: Students will demonstrate professional skills and practices necessary to promote the academic, career, and personal/social development of all K-12 students.</p>	<p>Key School Counseling Assessments measuring CACREP section III student learning <i>knowledge</i> outcomes</p> <p>School Counseling Practicum and Internship performance evaluations measuring CACREP section III student learning <i>skills and practices</i></p>	<p>Skill rubrics used for all key assessments, qualifying exams, case studies, counseling skills demonstrations, and research papers.</p> <p>Rating scales completed by practicum and internship supervisors</p>	<p>Ongoing throughout the program</p> <p>End of the semester during a student's practicum and internship experience</p>	<p>In terms of aggregate outcomes, the School Counseling track adequately met expectations or better (on a 4-point scale) in the demonstration of professional knowledge, skills, and practices, for all CACREP section III domain, as follows:</p> <table border="1" data-bbox="1696 318 2126 797"> <thead> <tr> <th></th> <th>Knowledge</th> <th>Skills & Practices</th> </tr> </thead> <tbody> <tr> <td>Foundations</td> <td>3.14</td> <td>3.33</td> </tr> <tr> <td>Coun, Prev, Intervention</td> <td>3.25</td> <td>3.20</td> </tr> <tr> <td>Diversity & Advocacy</td> <td>3.33</td> <td>3.29</td> </tr> <tr> <td>Assessment</td> <td>3.11</td> <td>2.97</td> </tr> <tr> <td>Research & Evaluation</td> <td>3.17</td> <td>3.11</td> </tr> <tr> <td>Academic Development</td> <td>3.17</td> <td>3.17</td> </tr> <tr> <td>Collaboration Consultation</td> <td>3.21</td> <td>3.23</td> </tr> <tr> <td>Leadership</td> <td>3.27</td> <td>3.00</td> </tr> </tbody> </table>		Knowledge	Skills & Practices	Foundations	3.14	3.33	Coun, Prev, Intervention	3.25	3.20	Diversity & Advocacy	3.33	3.29	Assessment	3.11	2.97	Research & Evaluation	3.17	3.11	Academic Development	3.17	3.17	Collaboration Consultation	3.21	3.23	Leadership	3.27	3.00	<p>Continue utilizing qualifying exam questions, Internship case presentations, Internship performance evaluations, and evidence-based program presentations as multiple measures of <i>professional skills and practices</i> SLOs.</p> <p>Continue using <i>Comprehensive School Counseling Program</i> assignment in order to target skills in design, implementation, and management of school counseling programs as well as academic development, collaboration, and consultation.</p> <p>Was not able to implement service project presentation (research, leadership, and advocacy). Will table this assignment at present and consider introducing spring 2020.</p>
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<p>Goal C: To prepare counseling students to become competent, self-aware, and socially conscious in order to work in a variety of settings serving a diverse population.</p>	<p>Objective C: Students will engage in personal and professional growth experiences that will allow them to assess their academic progress, personal and professional development skills, self-understanding, interpersonal effectiveness, and commitment and readiness to enter the counseling field.</p>	<p>Student Progress Monitoring Evaluations</p>	<p>Faculty and self-rating scale</p>	<p>End of a student's first;</p> <p>End of a student's practicum semester;</p> <p>Mid-term of a student's final semester.</p>	<p>100% of 2nd year students adequately met expectations or better on terms of overall progress in the program, which measures, academic progress, counseling dispositions, and personal and professional development skills (n=6).</p> <p>100% of 1st year students adequately met expectations or better for overall progress in the program (n=4).</p>	<p>Continue to measure personal and professional development through the student progress monitoring process.</p> <p>Continue to generate remediation plans for students who do not meet expectations as determined by the Scholastic Standards Committee and core faculty.</p> <p>For students in their final year, faculty continue to utilize specific items from the internship evaluation that pertain to professional dispositions.</p>																											