

**Alfred University**  
**Annual Assessment Report: School Counseling**  
**2021-2022**

**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.

**2022 CACREP Vital Statistics Survey (2009 Standards):** Number of graduates: 2; Completion rate: 100%; Exam pass rate: CPCE: 100%; Job placement rate: 100%.

Broad Learning Goals	Specific Learning Objectives	Learning Assessment Activities	Assessment Methodology	Assessment Date(s)	Results of Assessments	Recommendations																											
<p><b>Goal A:</b> To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling.</p>	<p><b>Objective A:</b> Students will demonstrate knowledge in each of the eight common core curricular areas:</p> <ul style="list-style-type: none"> <li>• Prof Orientation/Ethics</li> <li>• Social/Cultural Diversity</li> <li>• Human Development</li> <li>• Career Development</li> <li>• Helping Relationships</li> <li>• Group Work</li> <li>• Assessment</li> <li>• Research/Program Evaluation</li> </ul>	Counselor Preparation Comprehensive Exam (CPCE)	Standardized test measures	Spring semester of a student’s final year in the program	<p><b>100%</b> of MH &amp; SC students (n=6) scored above the minimum cutoff-score, which is set at one standard deviation below the typical national mean.</p> <p>The counseling program as a whole had a total mean score of <b>89.83</b> (n=6) compared to the CPCE national exit exam mean of 88.85.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Curricular Area</th> <th style="text-align: center;">AU Mean</th> <th style="text-align: center;">National Mean</th> </tr> </thead> <tbody> <tr> <td>C1: Professional Orient/Ethics</td> <td style="text-align: center;"><b>12</b></td> <td style="text-align: center;">12.1</td> </tr> <tr> <td>C2: Social/Cult Diversity</td> <td style="text-align: center;"><b>10.8</b></td> <td style="text-align: center;">10.4</td> </tr> <tr> <td>C3: Human Dev</td> <td style="text-align: center;"><b>10</b></td> <td style="text-align: center;">10.4</td> </tr> <tr> <td>C4: Career Dev</td> <td style="text-align: center;"><b>9.65</b></td> <td style="text-align: center;">11.4</td> </tr> <tr> <td>C5: Helping Relationships</td> <td style="text-align: center;"><b>11.5</b></td> <td style="text-align: center;">12.0</td> </tr> <tr> <td>C6: Group Work</td> <td style="text-align: center;"><b>12.85</b></td> <td style="text-align: center;">12.1</td> </tr> <tr> <td>C7: Assessment</td> <td style="text-align: center;"><b>10.3</b></td> <td style="text-align: center;">9.3</td> </tr> <tr> <td>C8: Research/Program Eval</td> <td style="text-align: center;"><b>12.7</b></td> <td style="text-align: center;">11.6</td> </tr> </tbody> </table>	Curricular Area	AU Mean	National Mean	C1: Professional Orient/Ethics	<b>12</b>	12.1	C2: Social/Cult Diversity	<b>10.8</b>	10.4	C3: Human Dev	<b>10</b>	10.4	C4: Career Dev	<b>9.65</b>	11.4	C5: Helping Relationships	<b>11.5</b>	12.0	C6: Group Work	<b>12.85</b>	12.1	C7: Assessment	<b>10.3</b>	9.3	C8: Research/Program Eval	<b>12.7</b>	11.6	<p>Continue to 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, 3rd edition</i> (Erford, Hays, &amp; Crockett, 2019), <i>The Encyclopedia of Counseling, 4th ed</i> (Rosenthal, 2017), or <i>Study Guide for the National Counselor Examination and CPCE, 9th ed.</i>, (Helwig, 2021) as test prep.</p>
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<p><b>Goal B:</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><b>Objective B-1:</b> Students will demonstrate professional knowledge necessary to promote the academic, career, and personal/social development of all K-12 students.</p> <p><b>Objective B-2:</b> 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 &amp; Practices</th> </tr> </thead> <tbody> <tr> <td>Foundations</td> <td>3.14</td> <td>3.13</td> </tr> <tr> <td>Coun, Prev, Intervention</td> <td>3.24</td> <td>3.31</td> </tr> <tr> <td>Diversity &amp; Advocacy</td> <td>3.38</td> <td>3.25</td> </tr> <tr> <td>Assessment</td> <td>3.22</td> <td>3.73</td> </tr> <tr> <td>Research &amp; Evaluation</td> <td>3.00</td> <td>3.33</td> </tr> <tr> <td>Academic Development</td> <td>2.67</td> <td>3.33</td> </tr> <tr> <td>Collaboration Consultation</td> <td>3.27</td> <td>3.27</td> </tr> <tr> <td>Leadership</td> <td>2.80</td> <td>3.00</td> </tr> </tbody> </table>		Knowledge	Skills & Practices	Foundations	3.14	3.13	Coun, Prev, Intervention	3.24	3.31	Diversity & Advocacy	3.38	3.25	Assessment	3.22	3.73	Research & Evaluation	3.00	3.33	Academic Development	2.67	3.33	Collaboration Consultation	3.27	3.27	Leadership	2.80	3.00	<p>Gather feedback re: practicum/internship experiences across multiple K-12 settings.</p> <p>Pleased with the feedback for the new course on <i>College Counseling and Advising</i></p> <p>Explore curricular activities to increase knowledge of academic development and leadership skills.</p>
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<p><b>Goal C:</b> 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><b>Objective C:</b> 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 <b>2<sup>nd</sup> year School Counseling</b> students adequately met expectations or better in terms of personal and professional counseling dispositions (n=3).</p> <p>100% of <b>1st year School Counseling</b> students adequately met expectations or better for overall progress in the program (n=7).</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>																											