

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



Academic Year 2022 - 2023

CONTENTS:

Overview of Program Evaluation & Outcomes Assessments ...	Page 3
Program Data & Candidate Transitions	
Number of Students in Program	Page 4
Pre-Practice & Screening Data	Page 4
Practice Data	Page 5
Graduation Data	Page 5
Program Completion Rates	Page 5
Counselor Preparation Comprehensive Exam	Page 6
Job Placement Rates	Page 6
Licensing Pass Rates	Page 6
Counseling Dispositions	Page 7
Key Performance Indicators (Knowledge)	Page 8
Key Performance Indicators (Skills)	Page 8
<i>Changes Associated with Key Performance Indicators and Dispositions</i>	Page 11
Surveys	Page 12
Exiting Students	
Changes	Page 14
Graduates/Alum	
Changes	Page 16
Cooperating Counselors	Page 17
Changes	Page 18
Employers	Page 18
Changes	Page 19
College-Wide Learning Goals/Program Objectives	Page 19
Appendices	
Appendix I: CPCE Reports	Page 20
Appendix II: Full Text of Skill KPI's from Practicum Handbooks	Page 22

Overview of Program Evaluation & Student Learning Outcomes Assessment Plan:

The Department of Counseling and Human Services at Canisius College 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 late Summer or early Fall. Student advisement and specific program changes are made based on the data from our 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 - (Spring-only)

	2023	2022	2021
Clinical Mental Health Program	45	46	49
School Program	44	31	35

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 2022 & Spring 2023	Fall 2021 & Spring 2022	Fall 2020 & Spring 2021
EDC 570 (Academic Paper)	Both Programs	5.7	6.0	6.0
EDC 573 (Applied Theory to Case)	Both Programs	5.5	5.7	5.2
EDC 567 (CSCP)	School	5.5	5.5	5.7
EDC 568 (Needs Assessment Assignment)	CMHC	6.0	6.0	6.0

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

		Fall 2022 & Spring 2023	Fall 2021 & Spring 2022	Fall 2020 & Spring 2021
Completed Screening	School	24	13	15
	CMHC	11	29	16

3. Transition III: Practice

a. Evaluations by Site Supervisors from Practicum

b. Reflection Scores

Semester	Fall 2022 & Spring 2023	Fall 2021 & Spring 2022	Fall 20 & Spring 2021
Average of Practicum Site Supervisor Evaluation (Mental Health)	5.2	5.4	4.7
Average of Practicum Site Supervisor Evaluation (School)	5.4	5.7	5.3
Average of Reflection Assignment (Mental Health)	4 Target 12 Acceptable	11 Target 5 Acceptable	14 Target 2 Acceptable
Average of Reflection Assignment (School)	5 Target 5 Acceptable	10 Target 3 Acceptable	11 Target 1 Acceptable

4. Transition IV: Graduation

a. Numbers graduating

b. Program Completion Rates

c. Counselor Preparation Comprehensive Exam

a. Graduation Numbers (Summer, Fall, Spring)

	2022 - 2023	2021-2022	2020-2021
Clinical Mental Health	19	14	21
School Counseling	10	14	15

b. Program Completion Rates

	2022 - 2023	2021-2022	2020-2021
Clinical Mental Health	91%	93%	92%
School Counseling	96%	97%	94%

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 retaking and scoring within one standard deviation	Number required to complete and pass remedial essay
CPCE 2022 - 2023 Summer, Fall and Spring	20	18	1	2

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

	2022 - 2023	2021 - 2022	2020-2021
Clinical Mental Health	95% Estimated 2 months out	95%	94%
School Counseling	80% Estimated 2 months out	98%	88%

e. Licensing Certification Pass Rates (approximate):

	2022 - 2023	2021 - 2022	2020 - 2021
Clinical Mental Health	92%	90%	88%
School Counseling	No Exam Required in NYS until Summer of 2024	No Exam Required in NYS	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 2022 & Sp 2023	Adm	Pre Prac	Prac	Fa 2021 & Sp 2022	Adm	Pre-Prac	Prac	Fa 2020 & Sp 2021	Adm	Pre-Prac	Prac
Respect toward Others	4.9	4.0	4.8	Respect toward Others	4.9	4.2	4.8	Respect toward Others	4.8	4.1	4.8
Embraces Diversity	4.8	4.1	4.8	Embraces Diversity	4.9	4.3	4.7	Embraces Diversity	4.9	4.0	4.9
Professional Integrity	4.8	4.2	4.7	Professional Integrity	4.9	4.1	4.5	Professional Integrity	4.9	4.0	4.9
Ethical Behavior	4.7	4	4.9	Ethical Behavior	4.9	4.0	4.7	Ethical Behavior	4.8	4.0	4.6
Empathy	4.8	4.0	4.8	Empathy	4.8	4.1	4.7	Empathy	4.8	4.2	4.3
Open to Feedback	4.7	4.0	4.9	Open to Feedback	4.8	4.0	4.7	Open to Feedback	4.8	4.0	4.6
Engagement and Communication	4.9	4.1	4.7	Engagement and Communication	4.8	4.2	4.7	Engagement and Communication	4.8	4.2	4.8

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)

	2022/2023			2021/2022			2020/2021		
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)	25	5.8	1	34	6.0	0	30	6.0	0
EDC 579 Social/Cult (Plunge Assign)	19	6	0	34	5.9	3	26	5.9	0
EDC 593 Human Dev. (Life Stage Assign)	20	5.7	1	34	5.6	3	24	5.3	4
EDC 572 Career (Career Paper)	33	5.2	8	32	5.7	1	19	5.6	1
EDC 573 Helping Relationships (Theory Paper)	25	5.5	3	35	5.1	8	29	5.2	9
EDC574 Group Wrk (Concept/Model Paper)	29	5.7	2	18	6.0	0	29	6.0	0
EDC571 Assessment (Case Summary)	28	5.9	1	34	5.9	1	26	5.8	0
EDC615 Research (Critical Review)	34	5.4	2	25	6.0	0	32	5.2	2
EDC568Mental Health (Needs Assessment Presentation)	20	6	0	23	6.0	0	24	6.0	0
EDC567 School Counseling (CSCP Assign – Paper)	17	5.5	1	12	5.5	0	16	5.5	2

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)

	2022/2023			2021/2022			2020/2021			
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	a. School (EDC 576) Item B. 6.	10	5.5	1	13	5.0	0	13	5.5	0

Pract Eval –	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.	14	5.6	2	15	5.6	0	17	4.8	7
Social/ Cult Pract Eval	School (EDC 576) Item B. 4. Ability to work with diversity issues & cultural factors.	10	5.5	1	13	5.7	0	13	5.5	0
	MH (EDC 577) Item A. 4. Ability to work with diversity issues & cultural factors.	14	5.5	3	15	5.3	2	17	5.5	6
Human Dev. Pract Eval	School (EDC 576) Item C.4 Demonstrates awareness of child development & its relationship to a CSCP.	10	4.6	2	13	5.6	2	13	4.7	4
	MH (EDC 577) Item C. 4. Uses developmentally appropriate strategies across the lifespan.	14	5.3	3	15	4.8	5	17	4.4	7
Career. Pract Eval	School (EDC 576) Item E. 3. Facilitates education and career development of all students.	10	5	2	13	5.3	2	13	4.8	4
	MH (EDC 577) Item C. 5. Incorporates consideration of work and career in case conceptualization,	14	5.1	5	15	4.7	6	17	4.3	5

	diagnosis & treatment.									
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.	10	5.1	2	13	5.7	0	13	4.8	5
	MH (EDC 577) Item B. 14. Uses counseling theory and strategies to resolve client issues.	14	4.8	5	15	5.0	4	17	4.2	9
Group Work Pract Eval	School (EDC 576) D. 20. Effectively leads counseling groups including screening, group model, use of “rules” & facilitation	10	4.9	3	13	5.1	2	13	4.8	3
	MH (EDC 577) C. 7. Effectively leads counseling groups including screening, group model, use of “rules” & facilitation	14	5.2	3	15	4.8	4	17	4.8	7
Assessment Pract Eval	School (EDC 576) Item C. 1. Formally and informally assesses students’ strengths & needs accounting for diversity.	10	5.2	1	13	5.5	1	13	5.2	2
	MH (EDC 577) Item C. 2. Can conduct intake and initial interview for assessment & case management.	14	5.3	3	15	4.5	8	17	4.3	7
Re-search	615 Assignment Research Proposal	34	5	6	25	6	0	32	5.1	6

Critical Review	*(combined Sch and MH)									
Sch Counseling Pract Eval	School (576) Item A. 1. Demonstrates use of ASCA National Model.	10	5.2	1	13	5.4	1	13	5.0	3
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	5.3	3	15	4.7	6	17	4.1	7

Report on Changes Associated with Assessment of Dispositions and Key Performance Indicators from the 2021-2022 Analysis:

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. Action Item Completed: The professor developed a sample template to assist students on the case study paper in EDC 573 Counseling Theory. Based on the improved performance of students on this KPI, it appears that the template did improve students' performance.

Discussion of Assessment of Dispositions and Key Performance Indicators from 2022 -2023

Dispositions and Knowledge Based KPIs

1. Scores on the measures of Dispositions were considered appropriate.
2. A review of the knowledge based KPIs indicated that students generally met expectations and scored in the mid 5.0 range on the 6-point scale. It was noted that 8 students scored 4.0 or below on the Career Paper. This measure was not consistent with the previous two years where only one student scored a 4.0 or below on this assignment.

Action Items:

1. It was suggested 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.

Skill Based KPIs

1. A 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.

2. The chairpersons will communicate with all professors about the importance of best pedagogy including simulated application exercises in all classes.

III. SUMMARY OF SURVEY RESULTS 2020 – 2023:

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

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

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 7 pt. Likert Scale --> 7 = Extremely Satisfied, 6. Satisfied, 5 = Moderately Satisfied, 4 = Neither Satisfied nor Dissatisfied, 3 = Moderately Dissatisfied, 2 = Dissatisfied, 1 = Unsatisfied

Exiting Surveys of Students Summer 2022, Fall 2022 and Spring 2023:

Twenty-five students completed the exiting survey from Summer 2022, Fall 2022 and the Spring of 2023. Six completed the School Counseling Program and 19 completed the Mental Health Counseling Program. Mean calculations averaged 5 on a 7-point Likert scale for 10 of 12 feedback questions. The mean fell below 5 on the questions related to Reflective Practice and Community and School Involvement. 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.

Strengths Included:

Praise for the quality and availability of professors as well as the classroom experience.

Suggestions Included:

1. A desire for more practice counseling in both mental health and school-based situations before the Practicum and Internship experiences.
2. The need for more inclusion of school counseling applications in core courses.
3. The need to update material from family counseling and to include concerns for single parent families and LGBTQ family structures.
4. More help navigating the licensure process for Mental Health Counselors.

Mean Scores of exiting students (N =25) were as follows:

- 5 Counseling Knowledge
- 5 Understanding Human Development
- 5 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
- 4 Community and/or School Involvement
- 4 Service

Follow-up on Action Items from 2021-2022 --> The following action items were identified in the 2022 review of exiting surveys:

- 1. Qualitative comments noted a need for more focus on School Counseling in Core courses and more information on Special Education. Responding to these concerns, it was noted that 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 including more time spent on Special Education. A careful monitoring of the implementation of the new curriculum was done over this academic year.***
- 2. The Chairs reached out to all adjunct professors to ensure that courses feature both school counseling and mental health counseling considerations during class presentations and activities.***

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

- 1. It was noted that the Summer 2022 and the Fall 2022 semester cohorts of exiting students had a lower mean rating on several of the survey items. As a group, the Spring 2023 cohort reported greater satisfaction on all survey questions. It is speculated that for this cohort, the return to more face-to-face courses had a positive effect on student satisfaction.***
- 2. It was recognized that although changes were made based on the 2021 - 2022 exiting surveys, the exiting students in this survey would not have experienced some of the changes that were implemented due to the timing of their progression through the program.***
- 3. A discussion of the survey questions was held. It was noted that our survey was modified from the surveys by the School of Education and Human Services when we were part of the NCATE and CAPE review processes. We no longer are included in those reviews. All agreed that our surveys should be redesigned to more accurately reflect the focus of our counseling programs.***

Action Items for 2022 - 2023:

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. In addition, all professors will be encouraged to use more simulated counseling activities that support the objectives of their classes. For example, an assessment class could have role play activities to interpret test results. A diagnosis and treatment class could require application of diagnostic and treatment skill building in real time.

3. Our surveys will be updated and redesigned to more accurately reflect the focus of our counseling programs.

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 College 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 College 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 College Supervisor
- 5 College 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.

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. Selected Outcome Measures are included in course syllabi for these Learning Goals and Program Objectives.

APPENDIX I: CPCE SUMMARY REPORTS
(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 100222 N=629 (Su 2022)	Canisius Summer 2022 (N = 4)	National Stats Exiting Exams Version Spring 2023 (N = 1058)	Canisius Fall 2022 (N = 11)	National Stats Exiting Exams Version Spring 2023 (N = 1437)	Canisius Spring 2023 (N = 5)
Content Areas:						
Prof. Orientation & Ethics	M=10.86 SD=2.37	M=11.0 SD=2.0	M=10.9 SD=2.4	M=10.3 SD=1.8	M=10.9 SD=2.3	M=10.8 SD=1.6
Social and Cultural Found	M=8.15 SD=2.49	M=8.8 SD=1.3	M=8.1 SD=2.4	M=8.4 SD=1.6	M=9.8 SD=2.6	M=7.2 SD=1.3
Human Growth and Dev	M=10.87 SD=2.63	M=9.8 SD=3.2	M=10.7 SD=2.6	M=9.0 SD=1.9	M=10.3 SD= 2.6	M=8.6 SD=2.7
Career Development	M=10.11 SD=2.63	M=9.5 SD=1.7	M=10.1 SD=2.4	M=10 SD=1.7	M=10.1 SD=2.4	M=8.4 SD=2.1
Helping Relationships	M=9.64 SD=2.84	M=11.5 SD=1.7	M=9.6 SD=2.6	M=7.9 SD=2.3	M=10.3 SD=2.7	M=7.4 SD=1.5
Group Work	M=11.06 SD 2.71	M=10.3 SD=2.1	M=11.1 SD=2.1	M=9.5 SD=2.0	M=11.4 SD=2.8	M=9.4 SD=2.1
Assessment	M=9.62 SD=2.68	M=8.3 SD=1.0	M=9.6 SD=2.5	M=7.9 SD=2.0	M=9.6 SD=2.6	M=8.8 SD=.8
Research and Prog Eval	M=10.24 SD=3.03	M=11.3 SD=2.1	M=10.3 SD=2.8	M=9.5 SD=1.5	M=11.2 SD=3.0	M=9.8 SD=2.4
TOTAL SCORE	80.56	80.3	80.3	73.0	82.9	70.4

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.

In the **Fall of 2022** eleven students took the CPCE. Ten of the students scored within one standard deviation on the first attempt. One student scored within one standard deviation on the second attempt. Although all exiting students met the Department's criteria for "passing" the CPCE, the average scores were one point or more below the national mean on 4 of the 8 content areas (Human Growth and Development, Helping Relationships, Group Work and Assessment).

In the **Spring of 2023** five students took the CPCE. Four of the students scored within one standard deviation on the first attempt. 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. All but one of the exiting students met the Department's criteria for "passing" the CPCE (scored within one standard deviation of the national mean. The average scores were one point or more below the national mean on 6 of the 8 content areas (Social and Cultural, Human Growth and Development, Career, Helping Relationships, Group Work and Research).

As a whole, students taking the CPCE in the Fall of 2022 and the Spring of 2023 scored an overall average of 10 points or lower than the overall average of the national average scores.

Discussion of the CPCE Results for 2022 - 2023

Several factors were identified that may have influenced the less than expected scores on the CPCE. These included the following:

- 1. The students in this cohort experienced the shift to on-line delivery of courses due to COVID and the subsequent shift back to primarily in-person coursework.***
- 2. The suspension of the CPCE as an exiting exam may have diminished its importance in the culture of the Department for both students and faculty.***
- 3. The resumption of the CPCE as an exiting exam may have caught students unprepared.***
- 4. The scores of the 3 students who scored more than one standard deviation lower than the national mean had a significant impact on the mean scores for students taking the exam this year (Total N = 20)***

Action Items from the 2022-2023 CPCE Results:

- 1. The Chairs of the Department will ask all faculty to emphasize the importance of the CPCE in all 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 will be provided with information about available study guides.

3. Despite several factors that likely affected the results of the CPCE for the 2022- 2023 cohort, the Department will ask all professors who teach in the 8 core areas to compare their curriculum to study guide materials for the CPCE.

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>