

School/College: College of Education, Information and Technology
Department: Department of Counseling and Development
Program: M. S.
Contact: Dr. Kathy Keefe-Cooperman
Date: 11/1/17

ANNUAL ASSESSMENT REPORT OVERVIEW

This document is submitted *twice*.

By February 15, 2016, programs are asked to enter their goals, objectives, and the measurement tools that will be used to assess student learning into the table on the next page (Phase I).

By November 1, 2017, programs are asked to report all data results, to interpret those data, to describe proposed changes to the program, and to offer a brief discussion of previous years' changes (Phase II).

Programs are encouraged to examine the Annotated Exemplar available on the Outcomes Assessment website: <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx>

MEASUREMENT TOOLS

All measurement tools for the current year should be submitted for review. Please embed all measurement tools in this document after page 3.

Expectations:

- Each measurement tool must be designed to identify students' relative strengths and weaknesses.
- Each objective must be assessed by at least two direct measures. For a given academic year, at least four direct measures should be used.
- Each objective should be assessed in multiple places (e.g., courses, field experiences, comprehensive exams) across a program.
- If an exam is used, a Test Blueprint should be included that labels the categories of sub-concepts or sub-skills that are being assessed for the objective and notes the number of test items per category.
- If a rubric is used, the rubric should have a sufficient number of dimensions (learning criteria) identifying and describing sub-concepts or sub-skills of the objective being assessed.
- Graduate student learning should be more advanced than undergraduate student learning.

In addition to the four direct measures, programs are welcome to submit additional, optional indirect measurement tools for review. Similarly, discipline-based accredited programs are welcome to include measurement tools that are part of the discipline-based reaccreditation process for review, in addition to the four direct measures necessary for this OA report.

All programs conducting discipline-based self-studies will need to include the program's LIU Assessment Report in their reaccreditation submission. Such programs are encouraged to use the LIU assessment process to examine more closely areas of student weaknesses identified in their self-study findings.

For data *collected* in current academic year, please report:

Phase I: Fill in these two columns, embed your measurement tools at the end of this file, and email the document to your Dean by February 15, 2016.

Phase II: Fill in this last column, complete the rest of the document, and email the document to your Dean by November 1, 2017.

2016-2017 ACADEMIC YEAR TABLE		
Phase I – due February 15, 2016		Phase II – due November 1, 2017
Student Learning Goals & Objectives Students will...	Measurement Tools (provide name of tool, course, and semester used; then embed tool at the end of this file)	Key Data Findings (for an example Annotated Exemplar , please see the OA website http://www.liu.edu/Academic-Affairs/Outcomes-Assessment/ and click on the Post or Regionals page
<p>Goal 1: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field</p> <p>The Department of Counseling and Development is transitioning from the CACREP 2009 Standards to the CACREP 2016 Standards. Both sets of standards are included.</p> <p>Data will be analyzed in terms of CMHC and SCO students, as well as between the Post and Brentwood campuses.</p>		
<p>Learning Objective 1: SCO & CMHC Objective 2: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP 2009 Section II: Prof Identity G.6.a) (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e.f.g.h)</p>	<p>Measure 1: SCO/CMHC: Group portfolio assignment and scoring rubric to be administered in Group Class EDC 687 (Appendix 1) in Fall 2016. Please see Appendix 1. (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e.g.h).</p>	<p>Measure 1: There was no significant differences in scores between the two campuses or between SCO and CMHC students that could not be explained by external factors such as differences in grading by professors. A relative weakness was noted related to mastery of the theoretical foundations of group counseling. (3.65 out of a possible 4) See Table A</p>
	<p>Measure 2: SCO/CMHC: Classroom group experience and scoring rubric to be administered in Group Class EDC 687.(Appendix 2)) in Fall 2016. Please see Appendix 2.</p>	<p>Measure 2: There was no significant differences in scores between the two campuses or between SCO and CMHC students that could not be explained by external factors such as differences in grading by professors. A relative weakness was noted related to</p>

	(CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e..g.h).	regular attendance of students in the group class experience. (2.69 out of a possible 3) See Table B
	Measure 3: Internship supervisor rating of student's ability to identify types of groups and factors (i.e. students with disabilities, people with serious mental illness) that affect conducting groups in varied settings to be administered in Internship class EDC 690 (SCO) & 683 (CMHC)) in Fall 2016. Please see Appendix 3. (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.f).	There was no significant differences in scores between the two campuses. The Brentwood SCO and CMHC students could not be compared because the professors did not list it by mistake. There were only 4 SCO students compared to 12 CMHC students at Post. A relative overall weakness was noted in the aggregate related to students not fully understanding that factors related to multicultural/sexual orientation/religion factors may present differently in members in various setting. (3.65 out of a possible 4) See Table C
<p>Goal 1: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field</p> <p>The Department of Counseling and Development is transitioning from the CACREP 2009 Standards to the CACREP 2016 Standards. Both sets of standards are included.</p> <p>Data will be analyzed in terms of CMHC and SCO students, as well as between the Post and Brentwood campuses.</p>		
<p>Learning Objective 2: CMHC Objective 4: Students demonstrate knowledge of information regarding community resources to make appropriate referrals (CACREP CMHC F.1) SCO Objective 4: Students locate resources in the community that can be used in the school to improve student achievement and success. (CACREP SCO N.2)</p>	<p>Measure 1: Paper completed in EDC 601(SCO) and EDC 602 (CMHC) and graded by rubric) in Fall 2016. Please see Appendix 4. (CACREP 2009: CMHC F.1 and SCO N.2) (CACREP 2016: C.2.c (CMHC) & G.2.k (SCO).</p>	<p>Measure 1: There was no significant differences in scores between the two campuses. The Brentwood SCO and CMHC students could not be compared because the Post professors did not list the degree. A relative overall aggregate weakness was noted related to students not fully identifying differences in the referral process dependent on the need of individuals/families and community resources. (3.13 out of a possible 4) See Table D</p>
	<p>Measure 2: Internship supervisor rating of student's ability to identify community resources and to make appropriate referrals) in</p>	<p>Measure 2: There was no significant differences in scores between the two campuses. The Brentwood SCO and CMHC students could not be compared because the designation of SCO or CMHC was not listed correctly. A</p>

	EDC 691 (SCO) & 684 (CMHC) in Fall 2016. Please see Appendix 5. (CACREP 2009: CMHC F.1 and SCO N.2) (CACREP 2016: C.2.c (CMHC) & G.2.k (SCO).	relative overall aggregate weakness was noted related to students not fully identifying key factors in how to make a referral. (3.25 out of a possible 4) See Table E
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Phase I ends with the table and embedded measurement tools, but Phase II completes the table and continues on the following page.

PHASE II: DATA FINDINGS

- Report ALL data for each measure in this section of the report, highlighting results that are key findings.
- For each measure, report scores (or frequencies) for each specific sub-topic/sub-skill/dimension assessed by the measure rather than total scores earned for an entire exam or rubric.
- Do NOT report faculty or student names. Be sure to include the total students (*n*) assessed per measure or per sub-topic/sub-skill/dimension, as appropriate.
- Report *aggregate results* rather than data for each individual student. Small programs are encouraged to report cumulative results over multiple years.
- Please reiterate only key findings for each measure in the Phase II column of the ACADEMIC YEAR TABLE on p 2.

Data was collected during both the Fall 2016 and Spring 2017 semesters for all measures.

TABLE A

Goal 1: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field

Learning Objective 1:

SCO & CMHC Objective 2: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP 2009 Section II: Prof Identity G.6.a) (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e.f.g.h)

Measure 1:

SCO/CMHC: Group portfolio assignment and scoring rubric to be administered in Group Class EDC 687 (Appendix 1) in Fall 2016. Please see Appendix 1.

(CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e.g.h).

N=52

Post N=26

CMHC N=16

SCO N=10

Brentwood N=26

CMHC N=10

SCO N=16

RUBRIC RESULTS

Theoretical foundations of group counseling (Rating scale of 1 – 4)

Overall 3.65

Post Overall	3.73	SCO	3.9	CMHC	3.63
BT Overall	3.59	SCO	3.67	CMHC	3.5

Dynamics associated with group process/development (Rating scale of 1 – 4)

Overall 3.73

Post Overall	3.80	SCO	3.8	CMHC	3.72
BT Overall	3.65	SCO	3.73	CMHC	3.56

Therapeutic factors contributing to group effectiveness (Rating scale of 1 – 4)

Overall 3.86

Post Overall	3.92	SCO	3.9	CMHC	3.94
BT Overall	3.81	SCO	3.8	CMHC	3.89

Characteristics/ functions of effective group leaders (Rating scale of 1 – 4)

Overall 3.87

Post Overall	3.86	SCO	3.91	CMHC	3.81
BT Overall	3.88	SCO	3.93	CMHC	3.89

Approaches to group formation; including recruiting, screening, and selecting members (Rating scale of 1 – 4)

Overall 3.9

Post Overall	4.0	SCO	4.0	CMHC	4.0
BT Overall	3.81	SCO	3.87	CMHC	3.78

Ethical and culturally relevant strategies for designing and facilitating groups were included (Rating scale of 1 – 4)

Overall 3.85

Post Overall	3.73	SCO	3.6	CMHC	3.81
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BT Overall	3.96	SCO	3.93	CMHC	4
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TABLE B

SCO & CMHC Objective 2: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP Section II: Prof Identity G.6.a).

CACREP 2016 Standard. 2.F.6.h: Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

Measure2: Students will participate in a weekly group experience as part of the larger class.

RUBRIC RESULTS:

N = 52

POST N=26

SCO=10

CMHC=16

BT N = 26

SCO = 16

CMHC=10

Attendance (Rating scale of 1 – 3)

Overall **2.69**

Post Overall	2.73	SCO	2.8	CMHC	2.69
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BT Overall	2.66	SCO	2.69	CMHC	2.6
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Promptness/Lateness (Rating scale of 1 – 3)

Overall 2.75

Post Overall	2.85	SCO	3	CMHC	2.75
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BT Overall	2.65	SCO	2.69	CMHC	2.6
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Professional Attitude & Demeanor (Rating scale of 1 – 3)

Overall 2.92

Post Overall	3	SCO	3	CMHC	3
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BT Overall	2.85	SCO	2.88	CMHC	2.8
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PREPARATION (Rating scale of 1 – 3)

Overall 2.82

Post Overall	2.96	SCO	3	CMHC	2.93
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BT Overall	2.69	SCO	2.69	CMHC	2.7
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Level of Engagement (Rating scale of 1 – 3)

Overall 2.88

Post Overall	2.96	SCO	3	CMHC	2.94
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BT Overall	2.81	SCO	2.67	CMHC	2.9
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Data was collected during both the Fall 2016 and Spring 2017 semesters.

TABLE C

Data was collected during both the Fall 2016 and Spring 2017 semesters.

SCO & CMHC Objective 2: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP Section II: Prof Identity G.6.a).

CACREP 2016 Standard. 2.F.6.f: types of groups and other considerations that affect conducting groups in varied settings

Measure 3: Internship supervisor rating of student's ability to identify types of groups and factors (i.e. students with disabilities, people with serious mental illness) that affect conducting groups in varied settings to be administered in EDC 690 (SCO) & 683 (CMHC). (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.f)

RUBRIC RESULTS:

N = 46

POST N=16

SCO=4

CMHC=12

BT N = 30

SCO = Did not differentiate between SCO & CMHC

CMHC= Did not differentiate between SCO & CMHC

Student is able to identify and differentiate between different groups (psychotherapy, psychoeducational, etc.) (Rating scale of 1 – 4)

Overall 3.84

Post Overall	3.67	SCO	3.5	CMHC	3.85
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BT Overall	3.9	SCO	---	CMHC	---
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Student demonstrates understanding of the demand for groups in different settings (i.e. schools, hospitals). (Rating scale of 1 – 4)

Overall 3.8

Post Overall	3.69	SCO	4	CMHC	3.46
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BT Overall	3.93	SCO	---	CMHC	---
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Student identified how the group structure can be modified to fit the needs of members of a particular group (i.e. children of divorce, addictions, bereavement) (Rating scale of 1 – 4)

Overall 3.76

Post Overall	3.6	SCO	3.5	CMHC	3.7
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BT Overall	3.83	SCO	---	CMHC	---
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Student demonstrates an understanding that factors related to multicultural/sexual orientation/religion factors may present differently in members in various settings. (Rating scale of 1 – 4)

Overall 3.65

Post Overall	3.41	SCO	2.75	CMHC	3.61
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BT Overall	3.79	SCO	---	CMHC	---
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Student identified key factors related type of group setting that may impact efficacy. (Rating scale of 1 – 4)

Overall 3.78

Post Overall	3.59	SCO	3.75	CMHC	3.54
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BT Overall	3.9	SCO	---	CMHC	---
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TABLE D

Goal: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field

Learning Objective 2:

CMHC Objective 4: Students demonstrate knowledge of information regarding community resources to make appropriate referrals (CACREP 2009 Standard: CMHC F.1)

SCO Objective 4: Students locate resources in the community that can be used in the school to improve student achievement and success. (CACREP 2009 Standard: SCO N.2)

Measure 1:

Paper completed in EDC 601: Introduction to School Counseling & Ethics (SCO) and EDC 602: Foundations of Clinical Mental Health Counseling and Ethics (CMHC) and graded by rubric.

N = 56

POST N=24

SCO= Did not differentiate between SCO & CMHC

CMHC= Did not differentiate between SCO & CMHC

BT N = 33

SCO = 14

CMHC= 19

Student identifies community resources available (AA/NA, list of mental health specialists). (Rating scale of 1 – 4)

Overall 3.5

Post Overall	3.71	SCO	---	CMHC	---
BT Overall	3.34	SCO	3	CMHC	3.65

Student expanding his/her knowledge of resources. (Rating scale of 1 – 4)

Overall 3.32

Post Overall	3.33	SCO	---	CMHC	---
BT Overall	3.31	SCO	3.73	CMHC	3.1

Demonstrates knowledge of cultural sensitivity related to referrals and resources (Rating scale of 1 – 4)

Overall 3.23

Post Overall	3.42	SCO	---	CMHC	---
BT Overall	3.09	SCO	3.48	CMHC	2.62

Student identifies differences in the referral process dependent on the need of the individual/family and community resource (i.e. self-help group, mandated CPS reporter, tutors). (Rating scale of 1 – 4)

Overall 3.13

Post Overall	2.96	SCO	---	CMHC	---
BT Overall	3.25	SCO	4	CMHC	2.86

Data was collected during both the Fall 2016 and Spring 2017 semesters.

TABLE E

Data was collected during both the Fall 2016 and Spring 2017 semesters.

Goal 1: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field

Learning Objective 2:

CMHC Objective 4: Students demonstrate knowledge of information regarding community resources to make appropriate referrals (CACREP 2009 Standard: CMHC F.1)

(CACREP 2016 Standard C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.)

SCO Objective 4: Students locate resources in the community that can be used in the school to improve student achievement and success. (CACREP 2009 Standard: SCO N.2)

(CACREP 2016 Standard: G.2.k. community resources and referral sources)

Measure 3: Internship supervisor rating of student's ability to identify community resources and to make appropriate referrals. EDC 691 (SCO) & 684 (CMHC). (CACREP 2009: CMHC F.1 and SCO N.2) (CACREP 2016: C.2.c (CMHC) & G.2.k (SCO)).

N=18

BT N= 8 (ALL CMHC) NOT ALL PROFESSORS DID THE OA ASSIGNMENT AS REQUESTED

POST N=10 (ALL SCO) NOT ALL PROFESSORS DID THE OA ASSIGNMENT AS REQUESTED

RUBRIC RESULTS:

Student is able to identify community resources. (Rating scale of 1 – 4)

Overall 3.5

Post Overall 3.2

BT Overall 3.88

Student identifies key factors in how to make a referral (Rating scale of 1 – 4)

Overall 3.25

Post Overall 3.1

BT Overall 3.4

Student demonstrated mastery of resource mapping (gathering information about agencies/programs in the community with linkages can be made) (Rating scale of 1 – 4)

Overall 3.89

Post Overall 3.96

BT Overall 3.88

Student identifies resources for diverse groups (i.e. historically disadvantaged/gender orientation/religion). (Rating scale of 1 – 4)

Overall 3.61

Post Overall 3.5

BT Overall 3.75

Student demonstrates ability to check resource/referral source credentials (i.e. licensure). (Rating scale of 1 – 4)

Overall 3.89

Post Overall 3.96

BT Overall 3.88

PHASE II: DATA INTERPRETATION

In approximately a paragraph for each measurement tool, please discuss possible curricular/pedagogical reasons for key findings regarding students' relative strengths and weaknesses for the objectives being measured.

- 1) G1.LO1. Measure 1: We previously discovered during the OA process that students exhibited a weakness in the area of theories related to counseling. The focus of this OA cycle was on the Group class (EDC 687). Students were found to exhibit a relative weakness in the area of theoretical foundations of group counseling. They understood group dynamics, therapeutic factors contributing to efficacy, characteristics of effective group leaders, and approaches to group formation. This indicates that our students have greater difficulty mastering theories of counseling related to both group and the counseling field as a whole. The Department addressed this difficulty within the Theories class previously. This current finding indicates a need for the same in EDC 687.
- 2) G1.LO1. Measure 2: Students participate in weekly group experiences as part of class. There was no significant difficulty related to promptness, professional attitude and demeanor, preparation, and level of engagement. The lowest score was in the area of attendance. Professors might be more cognizant of absences due to the importance of all members being present for the group experience on a continuous basis.
- 3) G1.LO1. Measure 3: Internship supervisors rated students in EDC 683 and 690 in their ability to identify types of groups and factors that impact conducting groups in varied settings. Students were able to identify and differentiate between different group, demonstrate an understanding of the demand for groups in different settings, identify how groups can be modified to fit the needs of members of a particular group, and identify factors related to the type of group setting that may impact efficacy. Students had the greatest difficulty understanding that factors related to multicultural/sexual orientation/religion factors may present differently in members in various settings. Students appear to master knowledge but are weak in using critical thinking skills to generalize information to a variety of settings.
- 4) G1.LO2. Measure 1: Students were tasked with writing a 3 page paper in EDC 601 and EDC 602 focusing on identifying resources in the community for referrals and/or to improve success. Students were able to identify community resources available, expand their knowledge of resources, and demonstrate knowledge of cultural sensitivity related to referrals. A relative weakness was noted in their ability to identify differences in the referral process dependent on the need of the individual/family and community resources. This is in line with previous findings showing that students have greater difficulty applying knowledge using critical thinking skills. We have addressed this by introducing critical thinking tasks more across classes. This indicates an ongoing need to ensure students can apply learned material appropriately.
- 5) G1.LO2. Measure 2: The internship supervisor in EDC 691 and 684 rated the student's ability to identify community resources and make appropriate referrals. Students were able to identify community resources, demonstrate mastery of resource mapping, identify resources for diverse groups, and check resource/referral source credentials. A relative weakness was noted in the students' ability to identify key factors in how to make a

referral. Students understood the theoretical underpinnings of finding resources and referring clients, but appeared to lack mastery of how to actually make a referral.

If a program is reassessing a learning objective, please contrast data collected during the current year to data previously collected and address this comparison in the interpretation.

PHASE II: PLANNED CHANGES IN TEACHING AND LEARNING BASED ON ABOVE FINDINGS

In a sentence or two for each measure, please describe proposed tangible ways (e.g., changes in course modules, course sequencing, course offerings, teaching techniques) in which the program can help improve the student learning performance described in the above findings for each objective. Please identify the course, semester, and year for which the change is proposed. It is understood that follow-up faculty discussions will be needed to finalize planned changes.

The findings from this current OA cycle were discussed with the full faculty, and recommendations were presented. The faculty voted to implement the recommendations starting in the Spring 2018 semester, and have sent out emails during the Fall 2017 semester to professors advising them to incorporate the recommendations.

- 1) G1.LO1. Measure 1: The EDC 687 professor will pay greater attention to the theories of group counseling in class and will hold class discussions in class.
- 2) G1.LO1. Measure 2: Students should be encouraged to not miss class, and this will be emphasized to a greater level by the EDC 687 professor.
- 3) G1.LO1. Measure 3: The EDC 687 professor will stress to students in class that factors related to multicultural/sexual orientation/religion factors may present differently in members in various settings. In class exercises will be conducted to apply critical thinking skills. Professors teaching EDC 613 (Diversity) and EDC 669 (Practicum) will also focus on how these factors may vary in different group settings.
- 4) G1.LO2. Measure 1: The EDC 601 and 602 professors will provide different case examples in the classroom setting so as to expand the students' ability to critically think about differences in the referral process dependent on the need of the individual/family and community resources. We have addressed this by introducing critical thinking tasks across classes and will continue to do so.
- 5) G1.LO2. Measure 2: The EDC 691 and 684 professors will demonstrate an example of making an actual referral in class. This will help the students learn the practical application of this skill.

PHASE II: CLOSING THE LOOP - CUMULATIVE CHANGES IN TEACHING AND LEARNING

The OA AY 16-17 findings were shared with all faculty. This is a continuation of what has successfully been conducted in previous years. A discussion was held with all faculty concerning the OA findings. Specific recommendations were developed by the OA committee and provided to the Curriculum Committee. The Department continues to realize that critical thinking skills need to be developed, that theories need to be mastered and applied, and that students must master and apply the objectives reflected within the CACREP standards.

The OA process has successfully allowed the Department to look at a range of courses within the program. We ensure that all courses are targeted over time so as to provide a broad range of information related to programmatic assessment. The OA committee integrates the CACREP standards with the OA process to look at programmatic efficacy and prepare for our CACREP mid-cycle report and impending self-accreditation study.

The faculty voted to implement the recommendations starting in the Spring 2018 semester, and have sent out emails during the Fall 2017 semester to professors advising them to incorporate the recommendations. The Committee made changes to the following courses to address relative student weaknesses.

- **Goal 1: Learning Objective 1: SCO & CMHC: Measure 1:**
Changes in EDC 687 (Group) were initiated to address critical thinking skills weaknesses related to theories. Professors were advised to hold class discussions focusing on theoretical underpinnings of group therapy.
- **Goal 1: Learning Objective 1: SCO & CMHC: Measure 2:**
EDC 687 (Group) contains an in class experiential component that is central to the success of mastering skills key to running a group. Being present for the actual group is key for its success. Professors will stress the importance of and underlying reasons for consistent attendance.
- **Goal 1: Learning Objective 1: SCO & CMHC: Measure 3:**
The EDC 687 (Group) professor will stress to students in class that factors related to multicultural/sexual orientation/religion factors may present differently in members in various settings. Professors teaching EDC 613 (Diversity) and EDC 669 (Practicum) will also focus on how these factors may vary in different group settings. In class exercises will be conducted to apply critical thinking skills.
- **Goal 1: Learning Objective 2: SCO & CMHC: Measure 1:**
The EDC 601 and 602 professors will provide different case examples in the classroom setting so as to expand the students' ability to critically think about differences in the referral process dependent on the need of the individual/family and community resources. We have addressed this by introducing critical thinking tasks across classes and will continue to do so.
- **Goal 1: Learning Objective 2: SCO & CMHC: Measure 2:** The EDC 691 and 684 professors will demonstrate an example of making an actual referral in class. The will help the students learn the practical application of this skill.

Appendix 1

MEASURE 1:

Develop a Group Portfolio:

Identify the kind of group and the topics you plan to cover. Each group session should:

- outline the topic,
- the objectives/goals for that session,
- the activities you plan to implement
- how the outcome will be evaluated.
- theoretical foundations for your group
- dynamics associated with your group process and development
- therapeutic factors and how they contribute to your group effectiveness
- characteristics and functions of your effective group leaders
- approaches to your group formation, including recruiting, screening, and selecting members
- ethical and culturally relevant strategies for designing and facilitating your group

For example, CMHC students may develop a group related to specific mental health issues such as anxiety, depression, eating disorders, social skills, assertiveness training, anger management, self-esteem. SC students might develop a study-skill group or a support group for bereaved students, or students from a divorced family, etc. Other topics may include, but are not limited to self esteem building groups, relational violence (bullying), parent orientation to the high school experience, the elementary school experience, or the middle school experience, etc.

	Below Standards 1	Somewhat Below Standards 2	Meets Standards 3	Exceeds Standards 4
Theoretical foundations of group counseling	Student does not articulate an understanding of the theoretical foundations of group counseling	Student minimally articulates an understanding of the theoretical foundations of group counseling; as provided by 1 – 2 explanations/ examples	Student does articulate an understanding of the theoretical foundations of group counseling; using 3 – 4 explanations/ examples	Student articulates an advanced understanding of all the aspects of the theoretical foundations of group counseling; using 5+ explanations/ examples
Dynamics associated with group process/development	Demonstrates a minimal understanding of the dynamics associated with group process/development; as evidenced by only 1 – 2 examples of stages (i.e. storming, norming, etc). Does not address all areas.	Demonstrates a superficial understanding of the dynamics associated with group process/development (i.e. storming, norming, etc). Addresses only 3 areas	Demonstrates an understanding of the dynamics associated with group process/development (i.e. storming, norming, etc). Addresses all areas minimally.	Demonstrates a comprehensive, focused, and thorough understanding of the dynamics associated with group process/development (i.e. storming, norming, etc). Addresses all areas comprehensively
Therapeutic factors contributing to group effectiveness	Student does not articulate an understanding of any of the therapeutic factors contributing to group effectiveness (i.e. universality).	Student minimally articulates an understanding of the therapeutic factors contributing to group effectiveness (i.e. universality). Can only provide 1 – 3 factors.	Student articulates a understanding of the therapeutic factors contributing to group effectiveness (i.e. universality). Provides 4 – 5 factors, but with a minimal detail.	Student articulates 5+ therapeutic factors contributing to group effectiveness (i.e. universality). Addresses each factor comprehensively.
Characteristics / functions of effective group leaders	Student does not articulate an understanding of any of characteristics/functions of effective group leaders (i.e. sensitive to the group stage)	Student minimally articulates an understanding of any of characteristics/functions of effective group leaders (i.e. sensitive to the group stage). Can only provide 1 – 3 factors.	Student articulates an understanding of characteristics/functions of effective group leaders (i.e. sensitive to the group stage). but at a minimal level:	Student demonstrates excellence in: understanding of characteristics/functions of effective group leaders (i.e. sensitive to the group stage). Provides detailed descriptions.

Approaches to group formation; including recruiting, screening, and selecting members	Student does not provide information about their group formation (i.e. recruiting, screening).	Student provides minimal information about their group formation (i.e. recruiting, screening). Can only provide 1 – 3 factors.	Student demonstrates minimal knowledge of group formation, as seen by identifying all factors, but providing incomplete descriptions.	Student demonstrates knowledge and can provide examples of their group formation (i.e. recruiting, screening).
Ethical and culturally relevant strategies for designing and facilitating groups were included	Demonstrates no understanding of working with a historically disadvantaged group.	Demonstrates limited understanding of working with a historically disadvantaged group. Provides 1 - 2 considerations.	Demonstrates an understanding of working with a historically disadvantaged group. Addresses all areas minimally.	Demonstrates a comprehensive, focused, and thorough understanding of the dynamics associated with working with a historically disadvantaged group. Addresses all areas comprehensively

Appendix 2:

SCO/CMHC: Classroom group experience and scoring rubric to be administered in EDC 687.

SCO & CMHC Objective 2: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP Section II: Prof Identity G.6.a).

CACREP 2016 Standard. 2.F.6.h: Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

Measure2: Students will participate in a weekly group experience as part of the larger class.

COUNSELING GROUP PARTICIPATION RUBRIC

5 – 15 Possible Points

CATEGORY	3	2	1
Attendance	Student attended all group sessions during class during the semester	Student missed only 1 group session during class during the semester	Student missed 2 group sessions during class during the semester
Promptness/Lateness	Student was prompt for all group sessions during class and was never late	Student was late for 1 group session during class during the semester	Student was late for 2 or more group sessions during class during the semester
Professional Attitude & Demeanor	Student is always respectful of others in group; displays a positive attitude and demeanor at all times towards others; and accepts constructive feedback extremely well	Students is almost always respectful of others in group; predominately maintains a positive attitude and demeanor towards others; accepts constructive feedback moderately well	Student reacts inappropriately at times towards others during group; sometimes displays inappropriate attitude and demeanor towards others; reacts negatively at times to constructive feedback
Preparation	Student is always prepared for group. Has consistent meaningful reflection from previous groups.	Student is usually prepared for group and makes insightful comments from previous group meeting.	Student is frequently unprepared for group and does not provide feedback or reflect on previous groups.
Level of Engagement	Student is always proactively contributing to group by offering comments, expressing thoughts and feedback.	Student contributes to group by offering comments, expressing thoughts and feedback. However, not one of the active members of group.	Student infrequently contributes to group; waits to be asked to participate and/or appears disengaged.

APPENDIX 3:

SCO & CMHC Objective 2: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP Section II: Prof Identity G.6.a).

CACREP 2016 Standard. 2.F.6.f: types of groups and other considerations that affect conducting groups in varied settings

Measure 3: Internship supervisor rating of student's ability to identify types of groups and factors (i.e. students with disabilities, people with serious mental illness) that affect conducting groups in varied settings to be administered in EDC 690 (SCO) & 683 (CMHC). (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.f)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exceeds Standards 4	Meets Standards 3	Somewhat Below Standards 2	Below Standards 1
Student is able to identify and differentiate between different groups (psychotherapy, psychoeducational, etc.)	Identifies and understands the differences between 4 or more types of groups.	Identifies and understands the differences between 2 - 3 types of groups.	Demonstrates some understanding of different types of groups, but can only identify 1 - 2.	Demonstrates little to no awareness of the various types of groups available.
Student demonstrates understanding of the demand for groups in different settings (i.e. schools, hospitals).	Student identified 4 or more settings where groups may be available and beneficial.	Student identified 3 or more settings where groups may be available and beneficial.	Student was only able to identify 1 - 2 settings where groups may be available and beneficial.	Did not identify settings where groups would be available, and could not determine benefit of groups in different settings.
Student identified how the group structure can be modified to fit the needs of members of a particular group (i.e. children of divorce, addictions, bereavement)	Student fully identified aspects of how the group structure could be modified to meet the needs of its members, as indicated by 4 or more considerations.	Student somewhat identified aspects of how the group structure could be modified to meet the needs of its members, as indicated by 3 considerations.	Student minimally identified aspects of how the group structure could be modified to meet the needs of its members, as indicated by only 1 consideration.	Student is not able to identify how groups can be modified to meet the needs of the members, or does not demonstrate an understanding of why the group structure would need to be modified.

<p>Student demonstrates an understanding that factors related to multicultural/sexual orientation/religion factors may present differently in members in various settings.</p>	<p>Clearly and comprehensively identified 5 or more ways that the factors may influence groups in varied settings.</p>	<p>Somewhat identified 5 or more ways that the factors may influence groups in varied settings, but the student's meaning could be understood.</p>	<p>Identified ways that the factors may influence groups in varied settings, but may be only 1 - 4 or not fully described.</p>	<p>Student cannot identify the importance of the factors in various settings.</p>
<p>Student identified key factors related type of group setting that may impact efficacy.</p>	<p>Clearly and comprehensively identified 5 or more factors related to the type of group setting that may impact efficacy.</p>	<p>Somewhat clearly identified 5 or more factors related to the type of group setting that may impact efficacy. Could interpret meaning.</p>	<p>Identified 1 - 4 factors related to type of group setting that may impact efficacy, and may be somewhat unclear.</p>	<p>No factors identified or a minimal number factors identified partially, or incorrect factors identified.</p>

Appendix 4:

Goal: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field

Learning Objective 2:

CMHC Objective 4: Students demonstrate knowledge of information regarding community resources to make appropriate referrals (CACREP 2009 Standard: CMHC F.1) (CACREP 2016 Standard C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.)

SCO Objective 4: Students locate resources in the community that can be used in the school to improve student achievement and success. (CACREP 2009 Standard: SCO N.2) (CACREP 2016 Standard: G.2.k. community resources and referral sources)

Measure 1:

Paper completed in EDC 601: Introduction to School Counseling & Ethics (SCO) and EDC 602: Foundations of Clinical Mental Health Counseling and Ethics (CMHC) and graded by rubric.

Students will complete a 3 page paper outlining resources within the community and how to make appropriate referrals relevant for their profession.

	Exceeds Standards 4	Meets Standards 3	Somewhat Below Standards 2	Below Standards 1
Student identifies community resources available (AA/NA, list of mental health specialists).	Identifies and understands the differences between 6 or more types of resources.	Identifies and understands 4 – 5 resources available.	Identifies 2 - 3 community resources, but significant gaps are present in understanding resources.	Identifies 0 - 1 community resources, or has inaccurate understanding of resources.
Student expanding his/her knowledge of resources.	Student evidenced dedication to expanding knowledge of resources (joining listserv, etc).	Student met the requirements for the paper with only some interest in expanding knowledge of resources.	Student showed little - minimal interest in expanding knowledge of resources.	Student did not evidence any insight into the benefit of expanding resources.

<p>Demonstrates knowledge of cultural sensitivity related to referrals and resources</p>	<p>Identifies resources available to a large variety of cultures and socio-economic groups represented in the community.</p>	<p>Demonstrates understanding of need for resources available to various cultures and socio-economic groups but can only identify resources for 1 – 2 groups of people.</p>	<p>Demonstrates understanding of need for resources available to various cultures and socio-economic groups but does not know of any resources.</p>	<p>Student is not able to identify resources available to a different cultures and socio-economic groups represented in the community;</p>
<p>Student identifies differences in the referral process dependent on the need of the individual/family and community resource (i.e. self-help group, mandated CPS reporter, tutors).</p>	<p>Clearly and comprehensively identified 5 or more different types of referral processes.</p>	<p>Somewhat identified 5 different types of referral processes, but the student's meaning could be understood.</p>	<p>Identified different types of referral processes, but only 1 - 4 or not fully described.</p>	<p>Student cannot identify how the referral process differs depending on the situation, and/or shows limited insight into the referral process.</p>

Appendix 5:

Goal: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field

Learning Objective 2:

CMHC Objective 4: Students demonstrate knowledge of information regarding community resources to make appropriate referrals (CACREP 2009 Standard: CMHC F.1) (CACREP 2016 Standard C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.)

SCO Objective 4: Students locate resources in the community that can be used in the school to improve student achievement and success. (CACREP 2009 Standard: SCO N.2) (CACREP 2016 Standard: G.2.k. community resources and referral sources)

Measure 3: Internship supervisor rating of student's ability to identify community resources and to make appropriate referrals. EDC 691 (SCO) & 684 (CMHC). (CACREP 2009: CMHC F.1 and SCO N.2) (CACREP 2016: C.2.c (CMHC) & G.2.k (SCO)).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exceeds Standards 4	Meets Standards 3	Somewhat Below Standards 2	Below Standards 1
Student is able to identify community resources.	Identifies 6 or more types of community resources available for commonly found referral needs.	Identifies 3 - 5 types of community resources available for commonly found referral needs.	Identifies community resources available for commonly found referral needs, but can only identify 1 - 2.	Demonstrates little to no awareness of the various types of community resources available.
Student identifies key factors in how to make a referral	Student identified 4 key factors related to making a referral.	Student identified 3 key factors related to making a referral.	Student was only able to identify 1 - 2 key factors related to making a referral, or showed minimal understanding.	Did not understand the intricacies of making a referral.
Student demonstrated mastery of resource mapping (gathering information about agencies/programs in the community with	Student fully demonstrated mastery of resource mapping, as indicated by 4 or more information gathering examples.	Student somewhat demonstrated mastery of resource mapping, as indicated by 3 considerations.	Student minimally demonstrated mastery of resource mapping, as indicated by only 1 consideration.	Student is not able to demonstrate mastery of resource mapping.

with linkages can be made)				
Student identifies resources for diverse groups (i.e. historically disadvantaged/gender orientation/religion).	Clearly and comprehensively identified 5 or more resources for diverse groups.	Somewhat identified 5 or more resources for diverse groups, but the student's meaning could be understood.	Identified resources for diverse groups, but may be only 1 - 4 or not fully described.	Student cannot identify resources for diverse groups.
Student demonstrates ability to check resource/referral source credentials (i.e. licensure).	Clearly demonstrated ability to check resource/referral source credentials (i.e. did licensure check on state website)	Somewhat clearly demonstrated ability to check resource/referral source credentials (i.e. did licensure check on state website but needed help)	Asked for help and was not able to independently check resource/referral source credentials.	Did not check or see a need to check resource/referral source credentials.