

DUE Mar 1, 2018

Completed at the beginning of each new Three-Year Assessment Cycle, though may be revised at any time. Programs wishing to see the previous Three Year Plan submitted for their program may request it from their area's Faculty Assessment Fellow.

Department: Department of Counseling and Development
Program: M. S.
Contact: Dr. Kathy Keefe-Cooperman
Date: 3/2/18

THREE-YEAR ASSESSMENT PLAN OVERVIEW

Every three years programs are asked to review & report their program goals and objectives, their plans for the three-year assessment cycle, and a curriculum map. If the plan is revised later, please resubmit.

Programs are encouraged to examine the resources available on the Assessment of Student Learning website at <http://liushare.liu.edu/SitePages/Home.aspx>.

PROGRAM MISSION

Please state the program's mission.

The mission of the Department of Counseling and Development is to educate and prepare graduate students to enter the counseling professions. We aim to prepare our students with the skill-set that will render them competent, capable and reflective scholar practitioners; as well as developing a healthy and adaptive disposition. We embrace diversity, respect and dignity for all peoples and seek to expose our student to a multicultural learning community. We are committed to academic rigor and the highest standards of excellence, and as such hold our students to reaching their highest potential. We promote the counseling identity and encourage advocacy, education, leadership and collaboration in preparing lifelong learners who are invested in building and contributing to professional counseling practices.

Clinical Mental Health Counseling Mission Statement:

The mission of the Clinical Mental Health Counseling Program is to promote positive mental health, as well as meet the needs for mental health counseling services in multicultural and diverse communities. To that end, we aim to educate mental health counselors who will embrace the mission of our Department and the values and ethics of the mental health counseling profession. The Department is committed to educating and training mental health professionals who are comprehensively trained in assessment and evaluation, diagnosis, empirically supported therapeutic techniques, and evidence based treatment planning and practice. The Department fosters the development of strong clinical counseling skills to ensure appropriate mental health care to individuals, groups, couples, and families. To that end collaboration, consultation, and advocacy skills are also a major focus during student training.

School Counseling Mission Statement:

The mission of the school counseling program is to provide comprehensive Pre K- grade 12 multicultural counseling services that are preventive in design, and developmental in nature, with the primary goal to promote student achievement. We embrace the ASCA model and endorse the notion that effective school counseling programs are a collaborative effort between the school counselor, parents and other educators in order to achieve these goals. We work to promote and to foster equitable access to opportunities and rigorous curriculum for all students. We support the goal to use student data and standards of best practices to promote academic, career, social and emotional development to enhance the learning process for all students. The Department ensures that embedded within the school counseling program are the ASCA themes of leadership, advocacy, collaboration, and systemic change.

PROGRAM GOALS AND OBJECTIVES

List *all* the program goals and related learning objectives.

Clinical Mental Health Counseling M.S. Objectives

CMHC Goal 1: Students will promote positive mental health, as well as meet the needs for mental health counseling services in multicultural and diverse communities

Objective 1: Demonstrate an understanding of the theoretical constructs underlying multicultural counseling (e.g. racial identity development, acculturation).

CMHC Goal 2: Students are comprehensively trained in assessment and evaluation, diagnosis, empirically supported therapeutic techniques, and evidence based treatment planning and practice.

Objective 1: Demonstrate knowledge of the theories underlying mental health issues identification and classification and the ability to meaningfully utilize patient diagnosis in goal and treatment selection and implementation.

CMHC Goal 3: Students evidence strong clinical counseling skills to ensure appropriate mental health care to individuals, groups, couples, and families. To that end collaboration, consultation, and advocacy skills.

Objective 1: 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)

School Counseling M.S. Objectives

SCO Goal 1: Students provide comprehensive Pre K- grade 12 multicultural counseling services that are preventive in design, and developmental in nature, with the primary goal to promote student achievement.

Objective 1: Demonstrate an understanding of the theoretical constructs underlying multicultural counseling (e.g. racial identity development, acculturation)

SCO Goal 2: Students will demonstrate knowledge of the ASCA model as applied in the school setting and endorse the notion that effective school counseling programs are a collaborative effort between the school counselor, parents and other educators in order to achieve these goals.

Objective 1: 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 for running groups in schools as a means of applying the collaborative ASCA model in the school setting. (CACREP Section II: Prof Identity G.6.a).

SCO Goal 3: Students demonstrate knowledge of academic, career, social and emotional development to enhance the learning process for all students.

Objective 1: Demonstrate knowledge by using appropriate assessment strategies to evaluate a student's academic, career, and personal/social development (CACREP SCO H.2).

SCO Goal 4: Students will learn ASCA themes of leadership, advocacy, collaboration, and systemic change.

Objective 1: Students will demonstrate an understanding of the ASCA themes of leadership, advocacy, collaboration and systemic change.

ALIGNMENT OF GOALS AND MISSION

In a few sentences, please describe how the program goals align with the program's mission. The M. S. in Counseling and Development aims to have students acquire the knowledge and skills to be able to work within a larger cultural framework at the mental health or school organization level and incorporates the CACREP standards into every course. Key to both the SCO and CMHC mission statements are the concepts of counseling, consulting, and coordinating skills, and exposure to acculturative experiences. Each of the program goals promotes mastery in the counseling profession so as to facilitate development of a professional identity, understanding the ethics related to the counseling profession, and furthering professional identity. The program goals reflect consulting with larger community resources, developing counseling skills with groups, honing assessment skills, and being a culturally competent counselor. All program goals are drawn from and reflect the CACREP 2016 standards. Care was taken to align the LIU assessment plan with CACREP areas of assessment as part of our ongoing self-accreditation process.

PLAN & CURRICULUM MAP

Indicate which of the program outcomes will be assessed during each year of the current three-year cycle. Programs should assess at least two objectives during each year of the three-year cycle. (This plan for assessing program goals/objectives can be modified during the three-year cycle.) *In this section, programs may simply use an annotation to label the chosen goals from the prior page, for example, Year 1: G2O2 and G4O1.*

Year 1 (AY 2018/19):

CMHC Goal 3

SCO Goal 2

Year 2 (AY 2019/20):

CMHC Goal 1

SCO Goal 1

Year 3 (AY 2020/21):

CMHC Goal 2

SCO Goal 3

SCO Goal 4

Please submit an up-to-date curriculum map of all of the program’s learning objectives using the format below, and shading the specific cells where the objectives noted above will be assessed during this three year cycle.

SCHOOL COUNSELING CURRICULUM MAP

	G1	G2	G3	G4
Course	Obj 1	Obj 1	Obj 1	Obj 1
EDC 602	I	I	I	I
EDC 610	P			
EDC 613	D			
EDC 614				
EDC 615				
EDC 659		P		
EDC 668			P	
EDC 669	P		P	P
EDC 670				
EDC 676			P, D	
EDC 687		D		
EDC 690	D	D	D	D
EDC 691	D	D	D	D
EDC 701	P			
EDC 702				

I = Introduced, P = Practiced, D = Developed

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM MAP

	Goal 1	Goal 2	Goal 3
Course	Obj 1	Obj 1	Obj 1
EDC 601	I	I	I
EDC 608			
EDC 610		P	
EDC 611		D	
EDC 613	D	P	
EDC 614	P	P	
EDC 615	P		
EDC 616		P	
EDC 660	P		
EDC 668	P	P	P
EDC 669	P	P	P
EDC 676			
EDC 683	D	D	D
EDC 684	D	D	D
EDC 685	D	D	D
EDC 687		P	D
EDC 702			

I = Introduced, P = Practiced, D = Developed

For definitions of “I”, “P”, and “D,” and for an example of a curriculum map, see the Annotated Exemplar for the Three-Year Plan at: <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx>.

ASSESSMENT RATIONALE

In one paragraph, explain why the assessment is being conducted at those points in the program.

Our program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). We are engaged in ongoing self-assessment as part of our accreditation process. The CACREP Standards were revised in 2009 and became significantly more goal specific. The standards were again revised in 2016 and continued to be goal specific. The department aims to meet the Core Standards of CACREP, and to align some key CACREP standards using the LIU Post Outcomes Assessment. The goals that were chosen for OA reflect core concepts that are central to the development of the counselor. It is key for our students to understand assessment strategies, multiculturalism, group dynamics, as well as the professional model, and be able to draw upon and integrate resources within the larger community framework. Applying a multicultural perspective is necessary to treat the ever changing population. The courses chosen for assessment reflect learning objectives aligned with CACREP, and will provide the program with key data for the next visit. Also, the courses chosen reflect key points in the program where mastery of the goals and learning objectives is reflected. The program also has both Clinical Mental Health Counseling (CMHC) students and School Counseling (SCO) students. Goals were chosen that examine separate areas of specialization. EDC 611 specifically targets evidenced based treatment planning for our CMHC students. EDC 676 is taken later in the program and examine mastery of assessment strategies for our school counselors. EDC 613 is a key class that specifically allows for measurement of diversity mastery, which is an important theme within CACREP. EDC 687 is key because so many sites specialize in running groups for both SCO and CMHC. EDC 690 provide programmatic assessment that the student has mastered using community resources, which is key for successful counseling. The goals chosen for OA and the program as a whole examine the student in key areas of performance related to the field of counseling and reflect the standards of our accrediting body.

Email this Three-Year Assessment Plan to your Dean’s Office by Mar 1, 2018.

Make sure your filename follows the following convention:
Psychology BS AY2018-21 OA 3-Year Plan.docx

RESOURCES

Please contact the Assessment Dean Representative, Assessment Specialist, or Faculty Assessment Fellow for your school/college with any questions. A list of those individuals, along with additional supportive materials, can be found at the Assessment of Student Learning website at <http://liushare.liu.edu/SitePages/Home.aspx>.