

School/College: CEIT

Department: Counseling & Development

Program: Clinical Mental Health Counseling

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Date: 11/30/18

### ACCREDITED PROGRAMS - ANNUAL ASSESSMENT REPORT OVERVIEW

This document is submitted *twice* by programs doing the Modified Outcomes Assessment process.

By Mar 1, 2018, 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, 2019, 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 resources available on the Assessment of Student Learning website at <http://liushare.liu.edu/SitePages/Home.aspx>.

### Expectations for measurement tools -

- One outcome must be assessed by at least two direct measures. For a given academic year, at least two direct measures should be used. (In addition to the two direct measures, programs are welcome to submit additional, optional indirect measurement tools for review.)
- Each outcome should be assessed in multiple places (e.g., courses, field experiences, comprehensive exams) across a program, although exceptions may be made for Capstone data.
- Each measurement tool must be designed to identify students' relative strengths and weaknesses (if programs are not sure how to do that, please consult your Faculty Fellow).
- All measurement tools for the current year should be submitted for review. Please embed ALL measurement tools in this document after page 3.
- If an objective-type (e.g., multiple choice, True-False, short answer) exam is used for data, include the Test Blueprint Table in this document. Information about creating TBTs can be found at <http://liushare.liu.edu/liu/learning/SitePages/Test%20Blueprint%20Tables.aspx>
- If any other assessment is being used, a rubric should be included in this document. Information about creating effective rubrics can be found at [http://liushare.liu.edu/liu/learning/ layouts/15/start.aspx - /SitePages/Effective Rubrics.aspx](http://liushare.liu.edu/liu/learning/layouts/15/start.aspx - /SitePages/Effective Rubrics.aspx)
- Graduate student learning should be more advanced than undergraduate student learning.

### Expectations for findings -

- ALL data relevant to a given outcome should be reported in tables in the Findings section.

### Expectations for "closing the loop" -

- Report ALL program changes based on OA results that have been implemented in recent years in this section.

Note: Actually implementing changes to support student learning is the *raison d'être* for OA, so **make sure to complete this section!** If you need prior years' reports, consult your Faculty Fellow.

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 Mar 1, 2018.

Phase II: Fill in this last column, complete the rest of the document, and email the document to your Dean by November 1, 2019.

2018-2019 ACADEMIC YEAR TABLE		
Phase I – due March 1, 2018		Phase II – due November 1, 2019
Student Learning Outcomes	Measurement Tools (Provide name of tool, course, and semester used below; then embed TBTs and Rubrics at the end of this file.)	Key Data Findings (Note only key trends here – embed complete data tables later in this document)
<p><b>Goal:</b> Upon completion of this course, the student will acquire knowledge about group counseling.</p> <p><b>Learning Objective 1:</b> CMHC 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 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e.f.g.h)*</p>	<p><b>Measure 1:</b> CMHC: Group portfolio assignment and scoring rubric to be administered in Group Class EDC 687 (Appendix 1) in Fall 2018 and Spring 2019. Please see Appendix 1. (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e.g.h).</p>	<p><b>Measure 1:</b> All students (N= 24) were found to meet the standards. No significant discrepancy was found between Post and Brentwood students. (Please see breakdown in the Phase II: Data Findings area)</p>
	<p><b>Measure 2:</b> CMHC: Classroom group experience and scoring rubric to be administered in Group Class EDC 687(Appendix 2) ) in Fall 2018 and Spring 2019. Please see Appendix 2. (CACREP 2016 Standards: Section 2: Prof Counseling Identity F.6.a.b.c.d.e.g.h).</p>	<p><b>Measure 2:</b> All students (N= 31) were found to meet the standards. No significant discrepancy was found between Post and Brentwood students. Relative weaknesses (below 3.5) were seen in the areas of Attendance, Promptness/Lateness, Professional Attitude and Demeanor, Preparation and Level of Engagement when examining the combined scores. (Please see breakdown in the Phase II: Data Findings area)</p>

\*As approved in conversation with Andrea McLoughlin and in line with our CACREP Accreditation requirements, the Counseling Program is assessing its program at the goal level for our Outcomes Assessment work. Data is collected on every outcome every year for CACREP.

**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.

**Measure 1: CMHC: Results: Group portfolio assignment Fall & Spring 18-19**

Administered during the Fall 2018 and Spring 2019 semesters

Overall N = 24

Brentwood N = 12

Post N = 12

**Theoretical foundations of group counseling**

Overall Score: 3.75

Brentwood 3.75

Post 3.75

**Dynamics associated with group process/development**

Overall Score: 3.58

Brentwood 3.5

Post 3.67

**Therapeutic factors contributing to group effectiveness**

Overall Score: 3.88

Brentwood 3.83

Post 3.92

**Characteristics/ functions of effective group leaders**

Overall Score: 3.83

Brentwood 4.0

Post 3.67

**Approaches to group formation; including recruiting, screening, and selecting members**

Overall Score: 3.71

Brentwood 3.5

Post 3.92

**Ethical and culturally relevant strategies for designing and facilitating groups were included**

Overall Score: 3.92

Brentwood	4.0
Post	3.83

### **Measure 2: CMHC: COUNSELING GROUP PARTICIPATION RUBRIC**

Administered during the Fall 2018 and Spring 2019 semesters

Overall N =31

Brentwood N = 17

Post N = 14

#### **Attendance**

Overall Score: **3.33**

Brentwood	3.28
Post	3.40

#### **Promptness/Lateness**

Overall Score: **3.30**

Brentwood	3.17
Post	3.47

#### **Professional Attitude & Demeanor**

Overall Score: **3.48**

Brentwood	3.56
Post	3.40

#### **Preparation**

Overall Score: **3.48**

Brentwood	3.56
Post	3.40

#### **Level of Engagement**

Overall Score: **3.36**

Brentwood	3.50
Post	3.20

### **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 planned change is proposed. It is understood that follow-up faculty discussions will be needed to finalize planned changes.

Both measures addressed Group Counseling because this is an area of relative weakness on the CPCE. The Department uses the Counselor Preparation Comprehensive Examination (CPCE) to assess mastery of the curriculum. It is administered in the semester prior to a student’s graduation. The 2019 CPCE results for Group Counseling and Group Work were 1.5 standard deviations below the national mean. An email was sent by the Department chair to all professors teaching EDC 687. The email indicated the results from the OA study did not match the CPCE results. The OA study found students to meet standards, yet the CPCE results indicated students were 1.5 standards below the national mean.

Professors were told to address this discrepancy so as to improve scores for the Fall 2019 CPCE exam. Professors were told to focus more on the counseling theories related to group counseling. Professors were also told greater emphasize that students should be on time for class and attend all classes because of the involved group counseling experience in class.

**PHASE II: CLOSING THE LOOP - RECENTLY IMPLEMENTED CHANGES IN TEACHING AND LEARNING**

Discuss below *all changes based on OA data that were actually implemented based on last year’s data.*

What outcome was assessed?	What change was implemented? (Note one change per line.)	In what semester/year was the change implemented?	What resources (if any) were requested to support this change?	To what extent were those resources granted?	In what semester/year will this outcome be re-assessed?
Students demonstrate self-care strategies appropriate to the counselor role (CACREP Section II: Prof Identity.G.1.d) (CACREP 2016 Section 2: Professional Counseling Identity: F.1 (Professional Counseling Orientation and Ethical Practice).I(L) (self-care strategies appropriate to the counselor role).	The Self-Care Assessment Worksheet assignment will continue to be conducted in EDC 669 as of spring 2019 and thereafter.  An email was sent to professors teaching EDC 615 during the fall 2018 semester to inform them of the OA results so that this critical thinking skills related to self-care strategies using a counseling theory can be addressed.	<b>Fall 2018</b>	<b>None</b>	<b>N/A</b>	<b>Ongoing</b>

<p>Demonstrate an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Section II: Prof Identity G.1.j.; CACREP 2016 Section 2: Professional Counseling Identity: F.1, Professional Counseling Orientation and Ethical Practice) e.g., ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling)</p>	<p>EDC 676 professors have been emailed the results of the OA findings during the fall 2018 semester so as to reinforce their high level of teaching. No changes needed. The professors will continue to assess students' understanding of ethical standards of professional organizations and credentialing bodies each semester.</p> <p>The OA findings have been shared with the professors who regularly teach EDC 702 and 668. Positive feedback will help continue to motivate the professors.</p> <p>Professors are being encouraged to pay greater attention to teaching about APA style and reference the LIU libguides on Blackboard for easy access for students. <b>The LIU Post libguide at <a href="http://liu.cwp.libguides.com/APAstyle">http://liu.cwp.libguides.com/APAstyle</a> is being shared in class by all professors starting Fall 2018 and in continuing semesters.</b></p>	<p><b>Fall 2018</b></p>	<p><b>None</b></p>	<p><b>N/A</b></p>	<p><b>Within the next CACREP self-study cycle</b></p>
<p>Goal: Demonstrate an understanding of content knowledge needed for the Clinical Mental Health Counseling field.</p> <p>Objective: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic</p>	<p>The EDC 687 professor will pay greater attention to the theories of group counseling in class and will hold discussions in class starting fall 2017 and continuing each semester.</p> <p>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 starting fall 2017 and continuing each semester afterwards.</p> <p>Students will be encouraged to not miss class, and this was emphasized to a greater level by the EDC 687</p>	<p><b>Fall 2018</b></p>	<p><b>None</b></p>	<p><b>N/A</b></p>	<p><b>Ongoing because of CPCE scores</b></p>

factors of group work	professor starting fall 2017 and continuing each semester afterwards. Missing group members can disrupt the group therapy process.				
Objective: 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	An email was sent to all professors about the discrepancy between OA and CPCE scores	<b>May 2019</b>	<b>None</b>	<b>N/A</b>	<b>2020</b>

**By Mar 1, 2018:** Email this document to your **Dean's Office**, with Phase I information embedded and copy your Faculty Assessment Fellow on the email. Make sure your filename follows the following convention: Psychology BS AY18-19 OA PI.docx.

**By November 1, 2019:** Email an updated version of this document to your **Dean's Office**, with Phase II information embedded and copy your Faculty Assessment Fellow on the email. Make sure your filename follows the following convention: Psychology BS AY18-19 OA PII.docx.

**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.



Annual Assessment Report, 2018-2019, Year 1 of Cycle	Prep Standards 1	Year 1 of Cycle Standards 2	Meets Standards LIU 33	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).

<p>Ethical and culturally relevant strategies for designing and facilitating groups were included</p>	<p>Demonstrates no understanding of working with a historically disadvantaged group.</p>	<p>Demonstrates limited understanding of working with a historically disadvantaged group. Provides 1 -2 considerations.</p>	<p>Demonstrates an understanding of working with a historically disadvantaged group. Addresses all areas minimally.</p>	<p>Demonstrates a comprehensive, focused, and thorough understanding of the dynamics associated with working with a historically disadvantaged group. Addresses all areas comprehensively</p>
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**APPENDIX 2**

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

**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. The student’s tone, intonation, expression, and choice of words are always on target.	Students is almost always respectful of others in group; predominately maintains a positive attitude and demeanor towards others; accepts constructive feedback moderately well. The student’s tone, intonation, expression, and choice of words are usually on target.	Student reacts inappropriately at times towards others during group; sometimes displays inappropriate attitude and demeanor towards others; reacts negatively at times to constructive feedback. The student’s tone, intonation, expression, and choice of words are not on target for the group setting.
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.

<p>Level of Engagement</p>	<p>Student is always proactively contributing to group by offering comments, expressing thoughts and feedback. Student exhibits continuous interpersonal engagement through the articulation and modeling of group norms.</p>	<p>Student contributes to group by offering comments, expressing thoughts and feedback. However, not one of the active members of group. Student exhibits interpersonal engagement through the articulation and modeling of group norms but not at all times.</p>	<p>Student infrequently contributes to group; waits to be asked to participate and/or appears disengaged. Student does not exhibit and/or exhibits little interpersonal engagement through the articulation and modeling of group norms.</p>
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