

OUTCOMES ASSESSMENT—2019-2020



Program(s): School Counseling	Department: Counseling & Development
Submitted by: Kathy Keefe-Cooperman	Chair/Director: James Colangelo
Academic Year: 19-20	Date Submitted: 6/13/20
PHASE I DUE: SEPT. 30	PHASE II DUE: MAY 30

Expectations for PHASE I of annual Outcomes Assessment at LIU. (Complete yellow portions of Tables A and B.)

- Two outcomes must be assessed by at least two direct measures each. For a given academic year, at least four direct measures should be used.
- Each outcome should be assessed in multiple places (e.g., courses, field experiences, exams) and from multiple perspectives (e.g., faculty, field supervisors).
- Each measurement tool must be detailed enough to identify students' relative strengths and weaknesses.
- All measurement tools for the current year should be submitted for review. **Embed ALL measurement tools at the end of this document.**
- If an objective exam (e.g., multiple choice, true-false, short answer) is used for data, include a test blueprint table in this document. (See information about creating test blueprints [here](#).)
- For other types of assessment, include a rubric in this document. (See information about creating rubrics [here](#).)
- Graduate student learning should be more advanced than undergraduate student learning and must be separately assessed.

Expectations for PHASE II of annual Outcomes Assessment at LIU. (Complete blue portions of Tables A and B.)

- Summarize key findings from assessment data in the tables provided. Include complete data results at the end of this document.
- Indicate if data from your measurements will be collected after May 30 and include a date when the results will be available for analysis.
- Provide a detailed analysis of data findings and changes made based on assessment to demonstrate continuous program improvement.

Submit completed Phase I and Phase II reports to the Faculty Assessment Fellow for your school/college by the stated due dates. If you have questions on how to complete this report, ask your Faculty Assessment Fellow or the Director of Assessment for your campus (Post: Maureen.tuthill@liu.edu or Brooklyn: Richard.comitz@liu.edu).

Chair/Director of Program

6/10/2020
Date

TABLE A. LEARNING OUTCOME 1

PHASE I: Due Sept. 30		PHASE II: May 30
GOAL: Students will demonstrate foundational knowledge in the area of counselor education in the area of human development.		<i>Report key findings here; embed complete data results at the end of this document.</i>
Learning Outcome 1: Demonstrate a strong knowledge of theorists and human development and also be able to apply that knowledge.	Measure 1: Final exam to be completed in EDC 614 (Human Growth and Development) using a test blueprint in Fall of 2019. Post and Brentwood results will be compared both separately and together. Please see Appendix 1.	Students (Post N=24; Brentwood N=10). Test takers were not identified as SCO or CMHC so results had to be examined as a whole but are believed to be equally representative of both student bodies. Post students showed Mastery of Knowledge in the areas of Theorists; Human Development; Emotional Make-Up and Learning/Cog Dev. Post students showed Mastery of Application in the areas of Human Development; Emotional Make-Up and Learning/Cog Dev. Post students showed a weakness in Application of Theorists. Brentwood students showed Mastery of Knowledge in the areas of Theorists; Emotional Make-Up and Learning/Cog Dev. Brentwood students showed Mastery of Application in the areas of Theorists and Emotional Make-Up. Brentwood students showed a weakness in Mastery of Knowledge related to Human Development. Brentwood students showed a weakness in Mastery of Application in the areas of Human Development and Learning/Cog Dev. Cumulatively, 92% of Post students achieved a score of 80 or above in both the knowledge and application sections of the test, and 88% of Brentwood students achieved a score of 80 or above. Please see Appendix 1
	Benchmark 1: 90% will score 80 or better in both the knowledge and application sections of the test.	Benchmark Met? Yes
	Measure 2: Internship rubric to be administered in EDC 691 (School Counseling Internship II) in Spring 2020. Post and Brentwood results will be compared both separately and together. Please see Appendix 2.	Data Findings Measure 2: Over 90% of combined students (N=4) from Brentwood and Post evidenced a score of 3 or 4 on each area of the rubric. A relative weakness was evidenced by Post students related to their ability to demonstrate an understanding of the domains and dimensions of thought, emotion and action (3.2).
	Benchmark 2: 90% will attain a score	

	of 3 or 4 on each area of the rubric.	Benchmark Met? Yes
PHASE I: PAST ASSESSMENT FOR THIS LEARNING OUTCOME		
<p>Date last assessed: Learning Outcome 1: Assessment of theorists and human development involved a paper assigned in EDC 614 during the 18-19 AY. This developed out of a paper originally added in 2017 that focused on the DSM-5 diagnostic criteria and application of critical thinking skills in the area of human development. Students also take the Counselor Preparation Comprehensive Examination (CPCE) the semester before graduation, and the Department receives the separate scores for the eight core CACREP identified areas each semester. The identified area for this outcome is the area of Human Growth and Development.</p>		
<p>Briefly summarize previous assessment findings for this learning outcome: Learning Outcome 1: The EDC 614 paper rubrics completed by Departmental professors showed mastery of Human Growth and Development concepts as part of the Department's ongoing internal CACREP self-assessment. The CPCE scores from the 2019 spring and summer test administrations showed a gap between the national mean and the LIU students mean CPCE scores. LIU students scored below the national mean. There is a discrepancy between professorial ratings of students and their performance on a national test.</p>		
<p>Describe changes made based on last assessment (specify when and where changes were made): Learning Outcome 1: Changes were not made previously based on the LIU Department outcomes showing mastery of subject matter. However, the CPCE scores and faculty input had led to an additional paper being added in 2017 that focused on the DSM-5 diagnostic criteria and application of critical thinking skills in the area of human development. A current review of the CPCE scores as compared to the LIU Departmental findings led to this current assessment.</p>		
PHASE II: INTERPRETATION OF RESULTS		
<p>To what extent have students achieved this learning outcome? Provide possible reasons for specific strengths and weaknesses in student learning.</p> <p>Internship supervisors rated students as proficient in their ability to demonstrate a strong knowledge of theorists and human development and also be able to apply that knowledge. Students have mastered knowledge of human development, theories of human development, and to be able to use the theories to answer questions. Some relative weaknesses were noted related to the students' ability to demonstrate an understanding of the domains and dimensions of thought, emotion and action (3.2). One campus found no relative weakness and the other campus showed this relative weakness, but was still found to be proficient.</p> <p>A departmentally devised test administered in EDC 614 showed an overall ability to demonstrate a strong knowledge of theorists and human development and also be able to apply that knowledge. Brentwood students evidenced difficulty with mastery of knowledge in the area of Human Development. Brentwood students evidenced difficulty with their ability to apply knowledge in the area of Human Development and Learning/Cognitive Development. Post students evidenced difficulty in their ability to apply theorists. Individual teaching style differences may account for the discrepancy in scores between the two campuses. Students showed greater difficulty as a whole with applying knowledge of theory, but mastery was evidenced overall.</p> <p>Reasons for strengths in student learning include the Departmental emphasis on demonstrating a strong knowledge of theorists and human development and being able to apply that knowledge. Thus, these concepts are</p>		

applied across the curriculum. For example, EDC 614 teaches these concepts. EDC 610 focuses on psychopathology and has students complete a research paper in which they must show knowledge of a theory related to explaining a mental health issue and how that theory can be applied. The program is better preparing students for the counseling field.

PHASE II: EFFECTIVENESS OF PAST CHANGES

Compare this year's data to results from the last time this learning outcome was assessed. Based on this year's results, how effective were changes made to improve student learning for this outcome? To what extent did they improve the program itself?

An additional assignment had been added previously and showed proficient mastery of material. However, the Department's acknowledgement of the discrepancy between CPCE results showing scores below the national mean led to the addition of these measures to address student learning. Although the test results indicate some areas of weakness, the use of the multiple measures (i.e. test, internship rubric) is improving the mastery of skills across classes. This has improved the program itself by showing greater attention to not just teaching students knowledge based material, but emphasizing application of such materials. The program is better preparing students for the counseling field.

PHASE II: PLANNED CHANGES

Describe the program's specific plans to make pedagogical or programmatic changes that are directly linked to the interpretation of results.

A review of the test results was held in the fall of 2019 with Departmental faculty. A decision was made to again administer the test in EDC 614 (Human Dev & Growth) in the fall of 2020 and agreed upon by the curriculum committee. The weaknesses noted in the test results are the closest the Department has come to identifying how to improve overall CPCE results. The results underscore the Department's ongoing recommendations to professors to address both mastery of knowledge as well as the ability to apply learned material. The internship supervisor rubric results were shared with all professors so the areas of relative weakness can be addressed in classes in the Fall of 2020, and professors can be given positive feedback for their overall efforts to date. EDC 610 (Psychopathology) will continue to have a theoretical knowledge and application component in the research paper. EDC 615 (Theories) professors will be instructed to address both knowledge and application of theories in class.

PHASE II: CONTINUOUS PROGRAM IMPROVEMENT

Briefly describe the program's ongoing efforts to continuously improve the program as a whole. How has the program recently used assessment results to improve or innovate in the curriculum?

The Department of Counseling and Development is actively involved in an ongoing Outcomes Assessment process. The Department began using an assessment model as part of a larger Outcomes Assessment project initiated by LIU in 2009. The role of the Committee is to measure our program's effectiveness by assessing student mastery of outcomes objectives, and to then use that data to make recommendations to the curriculum committee. The curriculum committee votes on the recommendations. The OA results are also discussed in

Departmental meetings. The recommendations may include modifications to current classes for which students are showing a lack of mastery of learning objectives. The committee also looks at the program efficacy within the Department as a whole based on the data, and between the Post and Brentwood campuses. Both adjuncts and full-time professors are involved in the assessment process, which involves different classes based on the academic year.

The Counselor Education program systematically assesses student learning of Key Performance Indicators (KPIs) identified from the core curriculum and area of program specialization. KPIs are assessed by faculty and stakeholders (e.g., site supervisors) at multiple points during the student's academic program, measuring both content knowledge and applied knowledge/skill.

Key Performance Indicators are assessed on a rotating basis, with the goal being multiple assessments for each of the CACREP Standards and Specialty Standards. Previous findings lead to the next phase of assessment. Key performance indicators are based on a sampling of standards from each of the eight core areas and the specialty areas that represent a mix of important knowledge and skill measures at multiple points throughout the program. Our assessment of student learning identifies: (1) at least one knowledge or skill for each of the 8 core areas, and (2) at least one knowledge or skill for each specialty area.

Determination of KPIs are based on several factors. The Outcomes Assessment (OA) committee reviews the results of the previous OA reports to determine the appropriate area to address in the next OA cycle. Thus, different standards may be measured based on indications of a need for assessment from the previous reports. Our OA assessment has been conducted to meet the university's and CACREP's requirements.

An example of how the program has recently used assessment is based on the results from the 2018 – 2019 OA Assessment: Both measures used in the assessment addressed Group Counseling because this is an area of relative weakness on the CPCE scores. 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 instructed to address knowledge and application of group counseling principles so as to improve scores for the Fall 2019 CPCE exam. Professors were instructed 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. We are improving program level learning and instituting change in the curriculum related to the knowledge and application of the eight CACREP standards through KPIs and LIU's OA process. A Departmental test was also devised and administered in EDC 687 in Fall 2019 to improve student mastery of knowledge and application in this area.

TABLE B: LEARNING OUTCOME 2

PHASE I		PHASE II
GOAL: Students will demonstrate foundational knowledge in the area of counselor education in the area of multicultural counseling.		<i>Report key findings here; embed complete data results at the end of this document.</i>
Learning Outcome 2: Demonstrate an understanding of the theoretical constructs underlying multicultural counseling (e.g. racial identity development, acculturation).	Measure 1: Paper graded by rubric to be administered in EDC 613 in Spring 2020. Post and Brentwood results will be compared both separately and together. Please see Appendix 3. Benchmark 1: 90% will attain a score of 3 or 4 on each area of the rubric.	Data Findings Measure 1: Results were received for 9 students overall. Over 90% achieved a 3 or 4 on each rubric area. Brentwood students did evidence a score of 2.4 related to their ability to identify three specific ways in which the theory could be used to describe a specific counseling example in a school setting. Please see Appendix 3. Benchmark Met? Yes
	Measure 2: Internship supervisor rubric to be completed in EDC 690 (SCO internship I) in Spring 2020. Post and Brentwood results will be compared both separately and together. Please see Appendix 4. Benchmark 2: 90% will attain a score of 3 or 4 on each area of the rubric.	Data Findings Measure 2: Results were received for 5 students overall. Over 90% achieved a 3 or 4 on each rubric area. Both Post and Brentwood showed a relative weakness related to understanding ethics, and social justice issues (3.18). Please see Appendix 4. Benchmark Met? Yes
PHASE I: PAST ASSESSMENT FOR THIS LEARNING OUTCOME		
Date last assessed: Learning Outcome 2: Multicultural counseling was last assessed through the LIU OA process in the 14-15 AY and 18-19 AY. Students also take the Counselor Preparation Comprehensive Examination (CPCE) the semester before graduation, and the Department receives the separate scores for the eight core CACREP identified areas each semester. The identified area for this outcome is the area of Social and Cultural Diversity.		
Briefly summarize previous assessment findings for this learning outcome: Learning Outcome 2: Students were found to be competent based on in-class presentations scored by the professor completed rubric and the internship supervisor completed rubric. Students were rated as proficient by Internship supervisors in their ability to meaningfully apply a multicultural perspective with clients/students. However, the CPCE scores from the 2019 spring and summer test administrations showed a gap between the national mean and the LIU students mean scores. LIU students scored below the national mean. There is a discrepancy between professorial ratings of students and their performance on a national standardized test.		
Describe changes made based on last assessment (specify when and where changes were made):		

Learning Outcome 2: Professors teaching EDC 610 (Psychopathology) will highlight multicultural differences in accessing resources during class lectures and provide examples to improve student ability to address multicultural differences based on the 18-19 AY findings.

EDC 613 is a Diversity course, and professors paid more attention to applying multiculturalism theory to real world examples as examples of critical thinking based on the 18-19 AY findings.

The current assessments will increase student knowledge and application of multiculturalism and lead to increased CPCE scores.

PHASE II: INTERPRETATION OF RESULTS

To what extent have students achieved this learning outcome? Provide possible reasons for specific strengths and weaknesses in student learning.

Students have shown a mastery in their ability to demonstrate an understanding of the theoretical constructs underlying multicultural counseling (e.g. racial identity development, acculturation). A relative weakness was noted related to the students' understanding of ethics and social justice issues.

The importance of being proficient in the area of diversity is key for counselors, and is addressed in each course by professors. The mastery of knowledge and ability to apply concepts related to diversity is key to being a competent counselor, and is emphasized by professors. This is a possible reason for the strong scores.

PHASE II: EFFECTIVENESS OF PAST CHANGES

Compare this year's data to results from the last time this learning outcome was assessed. Based on this year's results, how effective were changes made to improve student learning for this outcome? To what extent did they improve the program itself?

Previous test results indicate some relative areas of weakness but overall mastery of material. The ongoing use of the multiple measures across the curriculum is improving the mastery of skills across classes. This has improved the program itself by showing greater attention to not just teaching students knowledge based material, but emphasizing application of such materials. Multicultural competency is addressed on an ongoing basis as a means of best practice for counselors.

In order to be culturally competent counselors, individuals must be open-minded and recognize that valuing and respecting cultural differences requires a commitment to life-long learning and being able to make sound ethical decisions within diverse cultural contexts. Continuously addressing these skills across the curriculum improves the program in its ability to address larger social justice issues and prepare our counselors to better serve all clients.

PHASE II: PLANNED CHANGES

Describe the program's specific plans to make pedagogical or programmatic changes that are directly linked to the interpretation of results.

The interpretation of results indicate that professors should continue to address multiculturalism throughout the curriculum so as to ensure ongoing proficiency. The program will continue to examine KPIs on an ongoing basis related to the CACREP standard of Social and Cultural Diversity. The Chair of the Department notified all professors via email regarding the importance of teaching both knowledge and application of social justice and multicultural issues. Professors were also instructed to fully identify a wider variety of social justice issues that future counselors may face.

PHASE II: CONTINUOUS PROGRAM IMPROVEMENT

Briefly describe the program's ongoing efforts to continuously improve the program as a whole. How has the program recently used assessment results to improve or innovate in the curriculum?

The Department of Counseling and Development is actively involved in an ongoing Outcomes Assessment process. The Department began using an assessment model as part of a larger Outcomes Assessment project initiated by LIU in 2009. The role of the Committee is to measure our program's effectiveness by assessing student mastery of outcomes objectives, and to then use that data to make recommendations to the curriculum committee. The curriculum committee votes on the recommendations. The OA results are also discussed in Departmental meetings. The recommendations may include modifications to current classes for which students are showing a lack of mastery of learning objectives. The committee also looks at the program efficacy within the Department as a whole based on the data, and between the Post and Brentwood campuses. Both adjuncts and full-time professors are involved in the assessment process, which involves different classes based on the academic year.

The Counselor Education program systematically assesses student learning of Key Performance Indicators (KPIs) identified from the core curriculum and area of program specialization. KPIs are assessed by faculty and stakeholders (e.g., site supervisors) at multiple points during the student's academic program, measuring both content knowledge and applied knowledge/skill.

Key Performance Indicators are assessed on a rotating basis, with the goal being multiple assessments for each of the CACREP Standards and Specialty Standards. Previous findings lead to the next phase of assessment. Key performance indicators are based on a sampling of standards from each of the eight core areas and the specialty areas that represent a mix of important knowledge and skill measures at multiple points throughout the program. Our assessment of student learning identifies: (1) at least one knowledge or skill for each of the 8 core areas, and (2) at least one knowledge or skill for each specialty area.

Determination of KPIs are based on several factors. The Outcomes Assessment (OA) committee reviews the results of the previous OA reports to determine the appropriate area to address in the next OA cycle. Thus, different standards may be measured based on indications of a need for assessment from the previous reports. Our OA assessment has been conducted to meet the university's and CACREP's requirements.

An example of how the program has recently used LIU assessment is based on the results from the 2018 – 2019 OA Assessment: Both measures used in the assessment 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 instructed to address knowledge and application of group counseling principles so as to improve scores for the Fall 2019 CPCE exam. Professors were instructed 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. We are improving program level learning and instituting change in the curriculum related to the knowledge and application of the eight CACREP standards through KPIs and LIU's OA process.

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Carefully label and embed all MEASUREMENT TOOLS and COMPLETE DATA FINDINGS here.



COVID-19 OA REPORT ADDENDUM 2019-2020

Which of the following responses reflect your experience with assessment or instruction as a result of the COVID-19 pandemic and the University's move to remote instruction in spring 2020? (Check all that apply)

Statement	Applies to my Program
1. Assessment was completed as planned.	X
2. Some planned assessment had to be changed.	
3. It was impossible to do the planned assessment in a remote format.	
4. The measurement tools had to be changed.	
5. The outcomes assessed were changed.	
6. Course expectations or outcomes in general were changed.	
7. The curriculum had to be adjusted this semester.	
8. The design of the program will be changed as a result of this experience.	
9. Teaching in the program will change as a result of this experience.	
10. The program will reconsider the way it conducts assessment after this semester.	

Please share your reflections on any or all of the following so that we may better understand the impact of the COVID-19 experience on assessment for 2019-20.

How did this experience affect your ability to meet the program's outcomes?

It did not impact our ability to meet the program's outcomes. However, there were a lower number of responses due to the closing of schools.

If you changed your assessment plan, what were the main reasons you had to do so?

We did not change the assessment plan.

If you decided to assess different outcomes in the remote environment, why?

We did not do this.

What lessons have you learned about your program during this time?

Our professors are resilient and creative. Our program is strong and places the welfare of our students above all else.

As a result of this experience, what improvements did your program make that it would not otherwise have made?

Our professors became more proficient at Zoom.

Please provide any other comments particularly about assessment.

A smaller number of responses were received due to schools being closed.

Appendix 1:

GOAL: Students will demonstrate mastery in the area of Human Growth and Development

Learning Outcome 1: Students will demonstrate a strong knowledge of theorists and human development.

Measure 1: Final exam to be completed in EDC 614 (Human Growth and Development) using a test blueprint in fall of 2019.

EDC 614 Test Blueprint

	Number of Knowledge/Comprehension Level Items on the Exam	Number of Application Level Items on the Exam
Theorists	10	9
Human Development	7	6
Emotional Make-Up	4	5
Learning/Cognitive Dev	4	5

Results:

Post Students N=24 Brentwood (BT) students N=10

Average score on Overall Test: Post-86 Brentwood-81

	Knowledge/Comprehension Class Average	Application Class Average
Theorists	Post: 90 BT: 91 Total: 90.5	Post: 79 BT: 80 Total: 79.5
Human Development	Post: 87 BT: 77 Total: 82	Post: 85 BT: 70 Total: 77.5
Emotional Make-Up	Post: 84 BT: 88 Total: 86	Post: 96 BT: 88 Total: 92
Learning/Cognitive Dev	Post: 82 BT: 85 Total: 83.5	Post: 84 BT: 76 Total: 80

Appendix 2:

Internship supervisor rubric to assess knowledge and application skills related to human growth and development during weeks 9 – 11 in EDC 691

Expectation	Not Met (1)	Approaches (2)	Meets (3)	Exceeds (4)
Demonstrates knowledge of the nature of human development and/or changes.	Demonstrates no knowledge of human development as a neurological, biological, psychological and/or cultural process.	Demonstrates limited knowledge of human development as a neurological, biological, psychological and/or cultural process. May address in a limited way without complete ideas or comparisons.	Demonstrates basic but adequate knowledge of human development as a neurological, biological, psychological and/or cultural process. May try to articulate ideas or comparisons about human development.	Demonstrates a complex body of relevant knowledge of human development as a neurological, biological, psychological and/or cultural process. Is able to effectively articulate ideas or comparisons as well as pose questions.
Demonstrates knowledge of social contexts, such as institutions, belief systems, cultural patterns, political and economic structures, etc. in which human development takes place.	Is unable to demonstrate any familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are not demonstrated.	Demonstrates some familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are limited or partially incorrect.	Demonstrates good familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are adequate and correct.	Demonstrates an advanced understanding of the relevant environmental contexts in which human development takes place. Knowledge and comprehension are extensive, detailed and correct.
Demonstrates knowledge of the environmental contexts such as geographic location, home/ school environment, community, etc. in which human development takes place.	Is unable to demonstrate any familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are not demonstrated.	Demonstrates some familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are limited or partially incorrect.	Demonstrates good familiarity with or understanding of the environmental contexts in which human development takes place. Knowledge and comprehension are adequate and correct.	Demonstrates an advanced understanding of the relevant environmental contexts in which human development takes place. Knowledge and comprehension are extensive, detailed and correct.
Demonstrates an understanding of the domains and dimensions of thought, emotion and action.	Is unable to demonstrate any knowledge of the domains and dimensions of thought, emotion and action.	Demonstrates some knowledge of the domains and dimensions of thought, emotion and action. May try to illustrate or interpret the domains and dimensions in an ineffective or incorrect manner.	Demonstrates good knowledge of the domains and dimensions of thought, emotion and action. Student may adequately examine or analyze the domains or dimensions in addition to illustration or interpretation	Demonstrates advanced knowledge of the relevant domains and dimensions of thought, emotion and action. Student may critically evaluate the domains and dimensions in a sophisticated way in addition to illustration and examination.
Demonstrates an ability to identify and un-	Does not demonstrate an ability to identify	Demonstrates some ability to identify and	Demonstrates good ability to identify and	Demonstrates a complex and highly

derstand general theories, conceptual schemes or explanatory models to define and approach problems, questions or topics.	and un- derstand general theories, conceptual schemes or explanatory models to define and approach prob- lems, questions or topics.	understand general theories, concept- tual schemes or explan- atory models to define and approach problems, questions or topics.	understand general theories, conceptual schemes or explanatory models to define and approach problems, questions or topics	developed ability to id- entify and understand releva- nt general theories, conceptu- al schemes or explanatory mo- dels to define and approach problems, questions or topics.
Shows an ability to use theories, schemes and models to answer/ address questions, problems and/or topics.	Does not show an ability to use theories, schemes and models to answer/address questions, problems and/or topics.	Shows some ability to use theories, schemes and models to answer/address questions, problems and/or topics.	Shows good ability to use theories, schemes and models to answer/address questions, problems and/or topics.	Shows very good ability to use relevant theories, schemes and models to answer/address questions, problems and/or topics.

EDC 691 Results

- Post: N=2
- Brentwood: N=2

Demonstrates knowledge of the nature of human development and/or changes.

- Overall: 3.5
- Post: 3.71
- Brentwood: 3.34

Demonstrates knowledge of social contexts, such as institutions, belief systems, cultural patterns, political and economic structures, etc. in which human development takes place.

- Overall: 3.32
- Post: 3.33
- Brentwood: 3.31

Demonstrates know- ledge of the environ- mental contexts such as geographic location, home/ school environment, community, etc. in which human development takes place.

- Overall: 3.52
- Post: 3.35
- Brentwood: 3.70

Demonstrates an understanding of the domains and dimensions of thought, emotion and action.

- Overall: 3.5
- Post: 3.2
- Brentwood: 3.88

Demonstrates an abil- ity to identify and un- derstand general theo- ries, conceptual sch- emes or explanatory models to define and approach problems, questions or topics.

- Overall: 3.61

- Post: 3.50
- Brentwood: 3.75

Shows an ability to use theories, schemes and models to answer/ address questions, problems and/or topics.

- Overall: 3.49
- Post: 3.50
- Brentwood: 3.51

	1	2	3	4
Student's ability to define, compare, and contrast racial/ethnic identity development and acculturation	<p><u>Unacceptable</u> No definition is present and/or a lack of comparison and contrast.</p>	<p><u>Below Standards</u> Student partially defines, compares and contrasts racial/ethnic identity development and acculturation but does not address all parts</p>	<p><u>Meets Standards</u> The definition, comparison and contrast of racial/ethnic identity development and acculturation is present and each part adequately explored and researched.</p>	<p><u>Exceeds Standards</u> The definition, comparison and contrast of racial/ethnic identity development and acculturation is very well written and/or researched, showing insight, creativity, and depth.</p>

Appendix 3:

EDC 613 OA Assignment

Students should complete this assignment later in the semester (weeks 9 – 11) so as to show mastery of material learned in class.

The assignment can be given as a written paper

1. Define, compare, and contrast racial/ethnic identity development and acculturation.
2. Identify a theory of racial/ethnic identity development or acculturation.
 - a. Identify three specific ways in which the theory could be used to describe a specific counseling example in either a school or mental health setting depending on if you are CMHC or SCO.
3. What implication does this have for counselors?

Student's ability to identify a theory of racial/ethnic identity development or acculturation.	No theory is provided and/or incorrect information is provided.	A theory is present, but lacking in depth or lacking in research.	The identified theory is present and adequately explored and researched.	The identified theory is very well written and/or researched, showing insight, creativity, and depth.
Student's ability to identify three specific ways in which the theory could be used to describe a specific counseling example in either a school or mental health setting depending on if they are SCO or CMHC.	No specific ways are mentioned.	1 – 2 specific ways in which the theory could be used to describe a specific counseling example in either a school or mental health setting are mentioned.	Three specific ways in which the theory could be used to describe a specific counseling example in either a school or mental health setting are present and adequately explored and researched.	Three specific ways in which the theory could be used to describe a specific counseling example in either a school or mental health setting are very well written and/or researched, showing insight, creativity, and depth.
Student's ability to demonstrate an understanding of implications for counselors	Student does not demonstrate any understanding of the implications for counselors.	Student shows a limited understanding of the implications for counselors, with little insight provided.	Student demonstrates a clear understanding of the implications for counselors.	The implications for counselors are very well written and/or researched, showing insight, creativity, and depth.
APA Style and Citations	Greater than 5 APA style errors Reference and citation errors detract significantly from paper.	Errors in APA style are noticeable. 3-4 APA style errors. Two references or citations missing or incorrectly written.	Rare errors in APA style that do not detract from the paper. Scholarly style. One reference or citations missing or incorrectly written.	No errors in APA style. Scholarly style. All references and citations are correctly written and present.

Top 4 Standards – 4 points each Score = _____ out of 16

Bottom 2 Standards – 2 points each Score = _____ out of 4

Total Score – 20 points Score = _____ out of 20

EDC 613- Results

Brentwood N=12

SCO N=5

CMHC N=7

Post N =17

SCO N=4

CMHC N=13

Overall SCO N=9

Overall CMHC N=20

Student's ability to define, compare, and contrast racial/ethnic identity development and acculturation

Overall: 3.7

SCO Overall: 3.7

- Brentwood: 3.69
- Post: 3.7

CHMC Overall: 3.71

- Brentwood: 3.56
- Post: 3.7

Student's ability to identify a theory of racial/ethnic identity development or acculturation.

Overall: 3.5

SCO Overall: 3.56

- Brentwood: 3.4
- Post: 3.75

CHMC Overall: 3.45

- Brentwood: 3.57
- Post: 3.38

Student's ability to identify three specific ways in which the theory could be used to describe a specific counseling example in either a school or mental health setting depending on if they are SCO or CMHC.

Overall: 3.10

SCO: 2.78

- Brentwood: 2.4
- Post: 3.25

CHMC: 3.25

- Brentwood: 3.14
- Post: 3.31

Student's ability to demonstrate an understanding of implications for counselors

Overall: 3.48

SCO: 3.11

- Brentwood: 3.2
- Post: 3.0

CHMC:

- Brentwood: 3.57
- Post: 3.69

APA Style and Citations

Overall: 3.2

SCO: 3.25

- Brentwood: 3.0
- Post: 3.5

CHMC: 3.2

- Brentwood: 3.29

- Post: 3.15

Appendix 4

Rubric completed by Internship supervisor in both to **Multiculturalism**

	4 Exceeds Standards	3 Meets Standards	2 Somewhat Below Standards	1 Does Not Meet Standards
Applies a multicultural counseling perspective with clients/students	Exceptional knowledge and understanding of cultural competency as evidenced by 6 or more references, facts or nuances related to multiculturalism throughout the semester.	Average knowledge and understanding of cultural competency as evidenced by expressing 3 – 5 facts or nuances related to multiculturalism throughout the semester.	Below average knowledge and understanding of cultural competency evidenced by only 1 – 2 facts or nuances related to multiculturalism throughout the semester.	No Knowledge or understanding of cultural competency, or a misunderstanding of cultural competency throughout the semester..
Shows understanding of ethics, and social justice issues.	Extensive knowledge and understanding of ethics, and social justice. Able to relate it from a personal and professional perspective. Has evidenced mastery for 5 or more times.	Average knowledge and understanding of ethics, and social justice for 2 – 4 times, but not using in all possible situations.	Below average knowledge and understanding of ethics, and social justice . May have evidenced only minimal knowledge and understanding, as shown by 1 time only.	No knowledge or understanding of ethics, and social justice. May show incorrect knowledge also.
Student provides services with an understanding of diversity, ethnicity, and culture.	The student consistently provides fosters a clear understanding and appreciation of diversity, ethnicity, and culture. This has been evidenced in work with at least 4 clients/students throughout the semester.	The student takes a multicultural or diverse perspective into consideration when providing services to students, and this has been evidenced with 2 – 3 clients/students.	The student sometimes fosters a clear understanding of diversity, ethnicity, and culture. The student is inconsistent or has only evidenced this with 1 client/student.	The student never takes a multicultural or diverse perspective into consideration when providing services to clients/students.
Understands issues, and trends in a multicultural society	Exceptional knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society. Able to synthesize information by relating to it from a personal perspective and incorporate it into professional practice. Has shown	Mastery knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society. Able to relate it from a personal and professional perspective, but not well	Below average knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society. Has evidenced only minimal knowledge and understanding, or shown evidence	No knowledge or understanding of the cultural context of issues, and trends in a multicultural society. May also have evidenced a misunderstanding or incorrect knowledge.

	this 5 or more times.	synthesized. Has evidenced understanding 2-4 times.	of such 1 time.	
Demonstrates an understanding of and provides a supportive atmosphere for LGBTQIA students/clients	Exceptional knowledge and understanding of LGBTQIA issues. Able to synthesize information by incorporating it into professional practice. Has shown this 5 or more times.	Mastery knowledge and understanding of LGBTQIA issues. Able to relate it from a professional perspective, but not well synthesized. Or has evidenced understanding 2-4 times.	Below average knowledge and understanding of LGBTQIA issues. Has evidenced only minimal knowledge and understanding, or shown evidence of such 1 time.	No knowledge or understanding of LGBTQIA issues. May also have evidenced a misunderstanding or incorrect knowledge.

EDC 690 Results

Overall numbers: 5

- **Post: N=3**
- **Brentwood: N=2**

Applies a multicultural counseling perspective with clients/students

SCO:

- Overall: 3.5
- Post: 3.4
- Brentwood: 3.6

Shows understanding of ethics, and social justice issues.

SCO:

- Overall: **3.18**
- Post: **3.15**
- Brentwood: **3.21**

-

Student provides services with an understanding of diversity, ethnicity, and culture.

SCO:

- Overall: 3.5
- Post: 3.5
- Brentwood: 3.5

Understands issues, and trends in a multicultural society

SCO:

- Overall: 3.37
- Post: 3.33
- Brentwood: 3.41

Demonstrates an understanding of and provides a supportive atmosphere for LGBTQIA students/clients

SCO:

- Overall: 3.45
- Post: 3.50
- Brentwood: 3.40