

**Student Learning Outcome Assessment
Assessment Year: 2014-2015**

**Changes Made in
Response to the**

Student Learning Outcome Assessment

Assessment Year: 2014-2015

clinical relationships criteria was passed by this student by exceeding the standard on the second attempt).

For the child/adolescent case study, 57% (n = 7) met or exceeded standards on the criteria for *building clinical relationships* on the first attempt. The three students who did not pass the *building clinical relationships* criteria during the first attempt, did pass in the second attempt by meeting standards for this criteria.

When combining the first attempts for both the adult and child/adolescent case studies, results indicated that 57% (n = 7) of the students met or exceeded standards for the *building clinical relationships* criteria. However, 100% of students met or exceeded standards when a second attempt was required.

As this exam is given at midpoint in their program, it stands to reason that not all students will be able to demonstrate the skills that are necessary to build clinical relationships. However, 2724.279cessa412

Student Learning Outcome Assessment
Assessment Year: 2014-2015

the cultural

Student Learning Outcome Assessment
Assessment Year: 2014-2015

<p style="text-align: center;">Changes Made in Response to the Assessment Process or Results:</p>	<p>students met or exceeded standards for the <i>multicultural awareness</i> criteria. However, 100% of students met or exceeded standards when a second attempt was required.</p> <p>As multicultural counseling is aspirational in nature, the results of this exam speak to the notion that students will continue to develop cultural counseling competencies as they experience diverse cases. Also, this exam demonstrates that with proper supervision, students are able to identify cultural counseling deficiencies that they may possess.</p> <p>Given the low scores on the child and adolescent case studies, there</p>
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Student Learning Outcome Assessment
Assessment Year: 2014-2015

application of his/her counseling theory. The rubric describes
theoretical comprehension
standard standards,

Student Learning Outcome Assessment

Assessment Year: 2014-2015

	organizational ability, (b) demonstrated knowledge of relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards.
<p style="text-align: center;">Criteria for Success:</p>	<p style="text-align: center;">on the criteria specific to <i>theoretical awareness</i> for the Midpoint Clinical Application Exam.</p>
<p style="text-align: center;">Results and Analysis:</p>	<p>For the adult case study, 71% (n = 7) met or exceeded standards on the criteria for <i>theoretical awareness</i> on the first attempt (two students needed to retake the adult case study, and the <i>theoretical awareness</i> criteria was passed by these students by meeting and exceeding the standards on the second attempt).</p> <p>For the child/adolescent case study, 86% (n = 7) met or exceeded standards on the criteria for <i>theoretical awareness</i> on the first attempt. The one student who did not pass the <i>theoretical awareness</i> criteria during the first attempt, did pass in the second attempt by meeting the standard for this criteria.</p> <p>When combining the first attempts for both the adult and child/adolescent case studies, results indicated that 71% (n = 7) of the students met or exceeded standards for the <i>theoretical awareness</i> criteria. However, 100% of students met or exceeded standards when a second attempt was required.</p> <p>Results from this exam indicate that students are continuing to develop their ability to conceptualize cases via their theoretical lens.</p>

Changes Made in Response to the Assessment Process or Results:

During the 2015-2016 academic year there will be a concerted effort to provide case studies in 0 1 11a

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Assessment Year: 2014-2015

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Assessment Year: 2014-2015