

**DEGREE PROGRAM
STUDENT LEARNING REPORT**

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Psychology, Sociology, and Criminal
Justice
For Academic Year 2012-2013

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: Bachelor of Science in Community Counseling

1) **A.** Insert and clearly state the school, department and degree program missions in the spaces below.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of Psychology, Sociology, and Criminal Justice is to assist students in developing knowledge and understanding of social, legal and psychological issues and to operate effectively in today's legal, social, and culturally diverse community.	The Bachelor of Science Degree in Community Counseling is designed to foster an understanding of counseling theories, social issues, and effective counseling practices with a diverse population. The degree will prepare students to work with children, adults, families, and groups in numerous human service settings.

B. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
------------------------	-----------------	---------------------	---------------------------

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students quality associate and baccalaureate degrees.	Students will demonstrate critical thinking skills by comprehending and applying counseling theories to the real world. Students will analyze and synthesize Human Service Research.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	The Department will promote and foster skills to think critically, creatively, and skills to work in social situations and the ability to communicate with a diverse population.	Students will evaluate their academic experience and report academic program satisfaction. Students will demonstrate knowledge of counseling ethics and apply to real world examples. Students will demonstrate a multicultural perspective.
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The school will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Serve the University and the community through the provision of quality general education courses which promote lifelong learning and service to a diverse population.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Promote a community of scholars among faculty and students through research and scholarly experiences.	Students will analyze and synthesize Human Service Research. Students will evaluate their academic experience and report academic program satisfaction.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.	Students will participate in service learning project and apply counseling knowledge to service practice. Students will comprehend and apply a multicultural perspective.

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

- 2) List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Community Counseling faculty met in spring and made a change to data collection method for the first outcome, "Students will demonstrate critical thinking skills by comprehending and applying counseling theories to real world" based on unmet performance standards, with the goal of increasing	Y	No impact on Degree Program Curriculum or Budget.

critical thinking skills by putting a greater emphasis on ethics and core areas of counseling theory.		
---	--	--

- 3) The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
Page 4, Instructional Changes: was the separation of assessment results for different majors implemented?	N	Program coordinator no longer employed by RSU.
Page 14, Measures: please list the direct and indirect measures.	Y	Direct and indirect measures now listed.

Analysis of Evidence of Student Learning Outcomes

- 4) For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
Students will demonstrate critical thinking skills by comprehending and applying	Five Essay Exams. Exam One: Ethics. Exam Two: Psychoanalytic	70% of students will achieve a competence score equal to or greater	All BSCC students enrolled in CC 3023, Community Counseling	19	Exam One: 100% of students achieved a competence score equal to or greater than 70%, 37% A's, 37% B's, and 26% C's.	The performance standard was met on exam 1, 2, 3 and 5. Students did not meet the performance standard for exam four. Exam Four	Yes for exam 1, 2, 3 and 5. No for exam 4.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
counseling theories to real world.	and Humanistic theory. Exam Three: REBT, CT, and CBT. Exam Four: Brief, Family, and Eclectic Theory. Exam Five: Theory Application of Emotion, Thought, and Behavior Core Cognitions and change model.	than 70% on four theory exams.	and Therapy.		Exam Two: 84% of students achieved a competence score equal to or greater than 70%, 26% A's, 26% B's, 32% C's, 5% D's, and 11% F's. 16% did not meet performance standard. Exam Three: 78% of students achieved a competence score equal to or greater than 70%, 26% A's, 26% B's, 26% C's, 11% D's, and 11% F's. 22% did not meet performance standard. Exam Four: 68% of students achieved a competence score equal to or greater than 70%, 21% A's, 21% B's, 26% C's, 21% D's, and 11% F's. 32% did not meet performance standard. Exam Five: 84% of students achieved a competence score equal to or greater than 70%, 26% A's, 32% B's, 26% C's, 5% D's, and 11% F's. 16% did not meet performance standard.	included some less familiar theories such as Brief Theory and Family Theory. Students successfully demonstrated critical thinking skills, they were able to comprehend and analyze theories to real world examples. To address this issue the professor plans to focus on the Core Counseling Theories and present them together as "systems" (e.g. Humanism, Psychoanalytic, etc.).	
Students will analyze and	Written and Oral	90% of students will	All BSCC students	14	100%, 14 out of 14 students obtained a	Student's demonstrated they were able to analyze	Y

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
synthesize Human Service Research.	presentation of senior research capstone project.	achieve an oral and written competence score equal to or greater than 70% in CC 4513.	completing CC 4513, Research and Evaluation in Community Counseling.		competence score equal to or greater than 70% on their oral and written presentation of senior research capstone project, 71% A's and 29% B's.	and synthesize human service research, they demonstrated they had developed oral communication and written communication skills. Students written performance average was 92% and their oral communication average was at 89%.	
Students will demonstrate knowledge of counseling ethics and apply to real world examples.	Writing Assignment where students identify the ethical codes which are client centered from the ACA code of ethics, and identify which code correlates with the moral principles defined by Kitchener's Five Moral Principles for Human Service Provider and apply to real world	100% of students will achieve a competence score equal to or greater than 80% on ethics written assignment.	All BSCC students enrolled in CA 1213, Intervention Strategies.	22	100% of students obtained a competence score equal to or greater than 80%, 77% achieved A's, 23% achieved B's, and 0% achieved C or lower.	The performance standard was met. Due to the importance of ethics in the counseling setting, the faculty member reports that they spent more time on ethics to insure a complete understanding by the students.	Y

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	examples.						
Students will participate in service learning project and apply counseling knowledge to service practice.	Service Learning Portfolio including, discipline research, formal volunteer training, journal, and supervisor evaluation.	90% of students will achieve a score equal to or greater than 70% on Service Learning Portfolio and receive a 4.00 rating or higher (scale is 1.00 to 5.00 rating scale) from agency site supervisor on service application.	All BSCC students in CC 4513, Research and Evaluation in Community Counseling who selected the Service Learning Project option.	10	100% of students, 10 out of 10 obtained a competence score equal to or greater than 70%, 80% achieved A's, 20% achieved B's, and 0% achieved C's. 90% of students, 9 out of 10, received an evaluation score of 4.00 or higher. One student failed to provide copies of the evaluation after the course was completed. The average service application score for the five students was 4.8. Students performed above average in collaboration skills, human service professionalism, and service practice.	Students completed formal volunteer training at a human service agency in Northeast Oklahoma. All students completed the formal volunteer training and completed service hours and journal. Student's research addressed agency needs and issues. All students provided agency with evidence based research which included recommendations and programs which benefit the community agency and the population they serve.	Y
Students will comprehend and apply a multicultural perspective.	Multicultural journal addressing cultural diversity.	90% of students will achieve a competence score equal to or greater than 70% on multicultural journal.	All BSCC students completing CC 3013, Multicultural Counseling	17	100% of students, 17 out of 17 obtained a competence score equal to or greater than 70% on both Multicultural Journals. On journal one 53% achieved A's, 37% achieved B's, and 10% achieved C's. On journal	Students applied cultural identity typologies as they relate to race and ethnicity. Students applied theoretical models of diversity to race, ethnicity, religion, social status, gender, and lifestyle choices.	Y

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
					two 76% achieved A's, 18% achieved B's, and 6% achieved C's.		
Students will evaluate their academic experience and report academic program satisfaction.	Students will participate in focus group for Fall 2011 and Spring 2012 students will complete program evaluation survey.	100% of students will rate the BSCC degree equal to or greater than 3.50 on a 5.0 rating scale.	All BSCC students completing CC 4513 Research and Evaluation in Community Counseling.	Fall Focus Group = 5 Spring Program Evaluation Survey = 9	100% of Fall students rated the BSCC program as 4.0. 100% of Spring students, rated BSCC program as 4.14.	Fall and Spring students rated the BSCC program high. Students report they are satisfied with faculty, qualitative research component, interdisciplinary course work, and case studies, faux counseling sessions, and ethics assignments. An area they would like to see change is better preparation of adjunct faculty. Students believe they are academically prepared for the workforce and graduate school.	Y

5) State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
Students will demonstrate critical	Community Counseling faculty	Retention, comprehension, and	No impact on curriculum, degree plan,

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
thinking skills by comprehending and applying counseling theories to real world.	discussed and made a change to the data collection method based on unmet performance standards, with the goal of increasing critical thinking skills. The focus will change to the core counseling theories presented as "systems" (e.g. Psychoanalytic, Humanistic) of thought.	application of critical thinking skills seem to have been impeded by the amount and relevance of material for each assessment.	or budget; the instructional and assessment process will be changed.

- 6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description




7) Assessment Measures:

- A. How many different assessment measures were used? 7
- B. List the direct measures (see rubric): 5; Essay Exams scored using a grading rubric; Written & Oral Presentations scored using a grading rubric; Writing Assignment scored using a grading rubric; Portfolio of student work; Ratings of student skills by field experience supervisors.
- C. List the indirect measures (see rubric): 2; Journal scored without a grading rubric; Focus Group/Survey on experience and program satisfaction


Documentation of Faculty Assessment

8) A. How many full time faculty (regardless of department affiliation) teach in the program? **2**

B. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Dr. Kevin Woller	Collected data, analyzed data, prepared report, reviewed report.	
Dr. Cara Bosler	Analyzed data, prepared report, reviewed report.	
Dr. Sharon Fernlund	Organized Focus group, submitted data, analyzed data.	
Ms. Cheri Mays	Submitted data, analyzed data.	

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		2013/10/6
Dean	Dr. Frank Elwell		11-11-13