Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

BS in Community Counseling

For 2018-2019 Academic Year

PART 1
Degree Program Mission and Student Learning Outcomes

A. State the school, department and degree program missions.

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 Arts and Sciences is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities.	The mission of the Department of Psychology and Sociology 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 student to work with children, adults, families and groups in numerous human services settings.

B. Align each of the program student learning outcomes with the institutional purposes and commitments.

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	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidence-based inquiry, experimental	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees.	Utilizing faculty mentors students will develop, analyze and synthesize human subject research. Students will show comprehension of and apply counseling theories to the real world.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
communications, scientific reasoning and critical and creative thinking.	investigation and theoretical explanation of natural phenomena and innovative technology.		
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 its majors to think independently and have the knowledge, skills, and vision to work in all types of situations and careers 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 as well as the ability to communicate with a diverse population.	Students will translate understanding of developmental concepts into artistic works. Students will create and implement community based activities. Students will comprehend and apply a multicultural perspective. Students will demonstrate knowledge of counseling ethics and apply to real world examples.
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 services to a diverse society.	
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.	Utilizing faculty mentors students will develop, analyze and synthesize human subject research.
To provide university-wide student services, activities and resources that complement academic programs.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.	The School will foster a community of scholars among the faculty and students of the institution.		
To promote and encourage student, faculty, staff and community	The School will offer and promote artistic, scientific, cultural, and	Offer and promote student and community interaction to create	Students will comprehend and apply a multicultural perspective.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	public affairs events on the campus and in the region.	opportunities for cultural, intellectual, and personal enrichment.	Students will participate and apply counseling knowledge in community settings. Students will create and implement community based activities.

PART 2
Follow-Up on Proposed Changes Made in Previous Assessment Cycle

Follow up on each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported here. Indicate whether the proposed change was implemented and comment accordingly. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
The CC degree requirements have been modified and aligned to pair with a variety of career paths and make the degree more student-friendly. These changes have passed the RSU Academic Council and are awaiting review by the OU Board of Regents. Include an outcome measure of admission into graduate programs as well as job placement in relevant fields. Currently, students are asked to complete a graduation survey a full semester prior to graduation. This early collection does not accurately reflect the plans or next step of many students.	Y ?	Regent approval was gained in F'18. New and continuing students were directed to the new degree plan which includes focus areas of study related to 5 different career paths within the field. Course numbering changes are in effect with a new introductory course approved and slated for F'19. Work has begun on this with a change in collection date of the existing graduating student survey to ensure the most up-to-date information regarding employment and graduate school applications.

PART 3
Response to University Assessment Committee Feedback

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comment
Clarify the content and purpose of work regarding "ethics".	Y	Explanation of the content of ethical codes and the particular code in play was provided.
Clarify grading components for Part 4, all SLOs in the comments sections.	Y	Explanation of rubrics and the grading process was included.
Remove the second measure from SLO #3	Y	Although the instructor believes the measure was evidence of service learning the review committee felt it was a compulsory "do it or don't do it" project with no gradation for variance in levels of participation or grading among the group.

PART 4
Evidence of Student Learning

Provide evidence of student progress for each of the student learning outcomes associated with the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. A copy of the table should be inserted below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome					
SLO #1: Utilizing faculty mentors and project judges from diverse disciplines students will develop, analyze and synthesize human subject research.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Average of judges scores for capstone poster and presentation	90% of students will achieve a competence score equal to or greater than 70% for the capstone poster and presentation	Degree students in CC 4513 & SBS 4513, Capstone	N=7 (total group = 36)	100% of students met the competence criteria. The average score for this group is 91.69. |	A	B	C	D	F	TOT | |---|---|---|---|---|---|---| | N | 5 | 2 | 0 | 0 | 0 | 7 | | % | 71 | 29 | 0 | 0 | 0 | 100 |	Y
Signed mentorship agreements noting hypothesis and IRB request	100% of students will submit a completed mentorship agreement	Degree students in CC 4513 & SBS 4513, Capstone	N=7 (total group = 36)	100% of students met the performance standard	Y
G. Conclusions					
Community Counseling students continue to perform well on their capstone projects! Results show an average score 20% above the standard. This process includes a comprehensive mentorship agreement including the sharing/discussion of the hypothesis and whether or not IRB approval is required to complete the research. Capstone leadership recruits judges from across the campus, additional campuses and the community at large. Judges are provided with and use a rubric designed by the department to provide measures in the areas of format, content, elocution, graphics and writing skills. *Results above relate to the 7 students seeking a degree in the Community Counseling program as opposed to the additional 36 seeking other degrees.					

Results table within cell E:

	A	B	C	D	F	TOT
N	5	2	0	0	0	7
%	71	29	0	0	0	100

A. Student Learning Outcome					

SLO #2:   Students will translate understanding of developmental concepts into artistic works.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Average scores for two separate creative components	80% of students will achieve a competence score equal to or greater than 80% for the creative components	Degree students in PSY 2413, Adolescent Development	N= 3 (total class = 19)	100% of students fell in the 80% or above range for the creative component 		A	B	C	D	F	TOT
---	---	---	---	---	---	---
N	2	1	0	0	0	3
%	67	33	0	0	0	100 | 67% of students fell in the 80% or above range for the newsletter component |	A	B	C	D	F	TOT
---	---	---	---	---	---	---
N	2	0	0	1	0	3
%	67	0	0	33	0	100		Y N

G. Conclusions

After receiving feedback from the students to lessen the number of creative projects in the class, the category was limited to two projects during the semester. These assignments were designed to enhance creative thinking by asking students to demonstrate understanding of self-selected concepts during two specified units of coursework. Students select topics from the contents of the textbook being used in the course. Submissions ranged from paintings and poetry to photography and a complete song submitted by recording. Grading was completed by the instructor using a rubric consisting of items related to level of creativity, understanding of concept and identifying characteristics. The second group of scores above includes a student who submitted the project over a month after the deadline which clearly impacted the assessment results in this small number of students.

A.
Student Learning Outcome

SLO #3:   Students will create and implement community based activities.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results						F. Standard Met (Y/N)
Scores from group leadership project/campus-wide skills building seminar	100% of students will achieve a competence score equal to or greater than 80%	Degree students in CC 3213, Group Dynamics	N=16 (total class = 16)	% of students met or exceeded the competence score						N

% of students met or exceeded the competence score

	A	B	C	D	F	TOT
N	6	6	2	2	0	16
%	37.5	37.5	12.5	12.5	0	100

G.
Conclusions

Even though the standard was not met last year during the first iteration of the skills building seminars project designed specifically for Community Counseling students with the express purpose of demonstrating skills learned in class, it was still deemed a success. The project was promoted across campus as "#AuthenticSelfie, a Series of Workshops Designed to Change Your Life". Feedback from students in the class was extremely positive with suggestion of continuing it in subsequent semesters. Unfortunately, this year the campus wide application of the project did not occur leaving the class to complete the exercise with no external audience or participants. Last year the rubric used to score the projects was undisclosed to students in effort to encourage creativity and critical thinking skills. This year the rubric was disclosed and includes items related to proper case notes structure/content, confidentiality statements, activities and guiding participation of group members, effective use of time and appropriate session closure. These two changes may have actually resulted in less effort by the students.

The majority of students involved demonstrated the ability to effectively plan and implement a group process; two groups showed a distinct lack of planning and preparation. These same students suffered in other areas as well.

A.
Student Learning Outcome

SLO #4:   Students will comprehend and apply a multicultural perspective.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Scores from assigned experiences related to diversity in age, sexual orientation, religion and disability	80% of students will achieve a competence score equal to or greater than 80%	Degree students in CC 3013, Multicultural Counseling	N=20 (total class =20) *1 student did not submit the assignment *2 students did not submit the assignment *4 students did not submit the assignment *3 students did not submit the assignment	(see results below)	(see below)

Age: 95% met or exceeded the competence score

	A	B	C	D	F	TOT
N	14	5	0	0	0	19
%	74	26	0	0	0	100

Standard Met: Y

Sexual Orientation: 90% met or exceeded the competence score

	A	B	C	D	F	TOT
N	14	4	0	0	0	18
%	78	22	0	0	0	100

Standard Met: Y

Religion: 55% met or exceeded the competence score

	A	B	C	D	F	TOT
N	10	1	5	0	0	16
%	63	6	31	0	0	100

Standard Met: N

Disability: 80% met or exceeded the competence score

	A	B	C	D	F	TOT
N	16	0	1	0		17
%	94	0	6	0	0	100

Standard Met: Y

G.
Conclusions

These assignments involved students interviewing, attending and/or volunteering with the specific diverse group and submitting a written review of the activity along with a comparison of old views and new perspectives gained. Students were required to do a volunteer aspect in either the aging or disability assignment. Interview questions were provided by the instructor along with a rubric specifying expected content related to the volunteerism

A.
Student Learning Outcome
SLO #4:   Students will comprehend and apply a multicultural perspective.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
and religious experience. All assignments were graded by the course instructor. Unfortunately, this class included a few students who did not submit the required assignments which impacted the results.					

A. Student Learning Outcome					

SLO #5: Students will demonstrate knowledge of counseling ethics and apply to real world examples.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Scores on the ethics exam	80% of students will achieve a competence score equal to or greater than 80%	Degree students in CC 3023, Community Counseling Theory and Practice	N=20 (total class = 20)	60% of students met or exceeded the competence score |	A	B	C	D	F	TOT
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N	6	6	4	3	1	20
%	30	30	20	15	5	100		N
Delivery of a concise and understandable code for group behavior	90% of students will achieve a competence score equal to or greater than 90%	Degree students in CC 3213, Group Dynamics	N=14 (total class = 14)	71% of students met or exceeded the competence score |	A	B	C	D	F	TOT
---	---	---	---	---	---	---
N	10	4	0	0	0	14
%	71	29	0	0	0	100		N
Scores on a group presentation related to ethics	90% of students will achieve a competence score equal to or greater than 90%	Degree students in CC 1213, Intervention Strategies	N=24 (total class = 24)	100% of students met or exceeded the competence score |	A	B	C	D	F	TOT
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N	24	0	0	0	0	24
%	100	0	0	0	0	100		Y

G. Conclusions

Community Counseling students continue to provide mixed results for this learning objective. Ethical standards for working in the human services and counseling areas include the concepts of confidentiality, beneficence, no maleficence, justice, fidelity, veracity and autonomy as set forth in the American Counseling Association Code of Ethics. The assessment measures for this area include scores on an exam covering this ethical code, oral delivery of the code as it pertains to group counselling sessions and a presentation covering issues related to the code. In Fall 2019 a new course focused on the issue of ethics will begin.

A. Student Learning Outcome

SLO #6:   Students will participate and apply counseling knowledge in community settings.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results							F. Standard Met (Y/N)
Exam scores across three exams	70% of scores will meet or exceed a competence score of 70%	Degree students in CC 3023, Counseling Theory and Practice	N=20 (total class = 20)	75% of exam scores met or exceeded the competence score							Y
					A	B	C	D	F	TOT	
				N	12	17	16	10	5	60	
				%	20	28	27	17	8	100	
Completion of required internship hours	100% of students will meet a 100% completion rate	Degree students in SBS 4033 and SBS 4043, Internships I and II	N= 17	100% of students met the required number of internship hours (sixty hours per semester)							Y
Evaluation ratings by internship site supervisor	90% of students will be rated by supervisors as "hire ready"	Degree students in SBS 4033 and SBS 4043, Internships I and II	N= 13	100% of students were rated as "hire ready" by their site supervisors; 4 supervisors did not complete the survey							Y

G. Conclusions

This is the third year Community Counseling students have met the criteria for understanding counseling theory and how it applies to a wide variety of personal situations and psychological disorders. No changes were made to the course or expectations.

Two internships are required of each Community Counseling student. Each internship requires students to secure an approved internship site and complete multiple assignments including journal entries regarding tasks and reflection at multiple points during the experiences. In addition, students are required to complete sixty hours of supervised work on site. At the end of each internship, the site supervisors are sent an online survey with items related to the students' skills and professional attributes. The pinnacle item is to rate each student with either a "yes" or "no" to the item "Would you recommend this intern for hire at their present level?" This item is considered to rate the candidate's "hire ready" status.

PART 5
Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improving course instruction and program curriculum. Below discuss potential changes the department is considering aimed at improving student learning or the assessment process. These proposals will be revisited in next assessment cycle.

Proposed Change	Rationale
Design and implement a method for collecting follow up information related to employment and graduate school applications/placement.	An independent survey will allow for the collection of additional data relevant to the successful preparation of students either for the world of work or admission into graduate studies.
A new course will begin in fall 2019 specifically focused on ethics in the social/human services area.	Students will have earlier exposure and increased knowledge opportunities for the development and understanding of ethical principals.

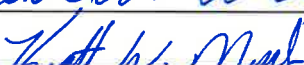# PART 6
Assessment Measures and Faculty Participation

A. Summary of assessment measures:

1) How many different assessment measures were used? **Eleven** measures were used.

2) List the direct measures (see appendix): Exam scores; juried review of capstone projects; class assignments

3) List the indirect measures (see appendix): Completion of internship hours; evaluation ratings by internship supervisors

B. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Lori O'Malley	Data Provider and Report Author	
Brian Andrews	Data Provider	
Christi Mackey	Data Provider	
Sonya Munsell	Data Provider	
Chrissy Whiting	Data Provider	
Kevin Woller	Data Provider	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Abe Marrero	*Frank W. Whell* for AM	5-28-19
Dean	Dr. Keith Martin	*Keith W. Mart*	6/10/19

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

> Examples:
> *Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.*
> *Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.*

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

> Examples:
> *At least 70% of students will score 70% or higher on a comprehensive final exam.*
> *At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.*

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

> Examples:
> *All students enrolled in BIOL 4801 Biology Research Methods II*
> *All majors graduating in the 2016-17 academic year.*

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?