Fall 2014 – Spring 2015

The Department of Psychology, Sociology & Criminal Justice in the School of Liberal Arts

Community Counseling, B.S.

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.

PART 1 (A & B)
Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly 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 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,	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

		social, and culturally diverse community.	work with children, adults, families, and groups in numerous human service settings.

B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align 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
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.
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.

PART 2

Discussion of Instructional Changes Resulting from 2014-2015 Degree Program Student Learning Report

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
No changes were planned or implemented		Community Counselor coordinator still not assigned or hired

PART 3

Discussion About the University Assessment Committee's 2014-2015 Peer Review Report

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
Part 4. 1. Since about 90% of students scored at least 70% on the five exams, what do you think about the idea of raising the standard?	N	This is the first year that all performance standards were met. It is too soon to raise the bar as for just meeting it for the first time.
Part 4. 3. Why is 100% the standard for the measure of the second SLO (this is actually third SLO)?	N/A	Ethics are at the heart of the counseling profession.
Part 4. 5. How do you measure focus group responses?	N/A	Focus groups are no longer used and were replaced with graduating seniors' surveys.
Part 2. The last comment in Part 2 states that better preparation of adjunct faculty is an area the department	N	When a coordinate is assigned or hired, this issue will be addressed.

would like to see improved. Please discuss how this effort is proceeding when we meet for the peer review session.		
Part 3. Regarding a couple of comments in Part 3, there is some lack of clarity. The second comment (p. 6) does not indicate whether you are still doing both focus groups and surveys or just surveys. The sixth comment (p. 6) never mentions data collection method, which was the question.	N/A	The last sentence states "As assessment data for the other programs already was being collected using the survey method, this appeared to be the best method." In our opinion, this suggested clearly that we switched exclusively to the survey method. The sixth comment explains how the data collection method was changed to a modular system to specifically address the core counseling theories.
Part 5. 1. Regarding the comment on the impact related to the first SLO in Part 5 (p. 11), how is the competence score "increasing" if you are going from 100% (bottom of page 8) to 80% listed here?	N/A	The original performance standard was "100% of students will achieve a competent score equal to or greater than 70% on Ethics written assignment." The comment on p. 11 demonstrates the implemented change to 100% of students will achieve a competent score equal to or greater than **80%** on Ethics written assignment.
Part 5. 2. According to the comment related to the second SLO in Part 5 (p. 11), service learning will no longer be a part of the Community Counseling Capstone course. When staff permits, will it be continued?	?	Unknown. When a coordinator is assigned or hired, this issue will be addressed.

PART 4

Analysis of Evidence of Student Learning Outcomes

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 relevant conclusions related to <u>strengths and weaknesses of their performance</u>.

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 comprehension and critical thinking skills by applying counseling theories to the real world	Five Essay Exams: Exam One: Ethics. Exam Two: Humanistic theory. Exam Three: Cognitive and Behavioral. Exam Four: CBT and Psycho-analytic. Exam Five: Family and Integrated.	70% of students will achieve a competence score equal to or greater than 70% on five theory exams.	All BSCC students enrolled in CC 3023, Community Counseling and Therapy.	23	**Exam One**: 96% of students achieved a competence score equal to or greater than 70%: 22% A's, 52% B's, 22% C's, and 4% D's. **Exam Two**: 92% of students achieved a competence score equal to or greater than 70%: 35% A's, 31% B's, 26% C's, 4% D's, and 4% F's. 8% did not meet performance standard. **Exam Three**: 78% of students achieved a competence score equal to or greater than 70%, 13% A's, 48% B's, 26% C's, and 13% D's. 13% did not meet performance standard. **Exam Four**: 83% of students achieved a competence score equal to or greater than 70%: 39% A's, 22% B's, 22% C's, 13% D's, and 4% F's. 17% did not meet performance standard. **Exam Five**: 92% of students achieved a competence score equal to or greater than 70%, 26% A's, 35% B's, 31%	All performance standards met Students successfully demonstrated critical thinking skills, they were able to comprehend and analyze theories to real world examples.	Y

					C's, 4% D's, and 4% F's. 16% did not meet performance standard.		
Students will analyze and synthesize Human Service Research.	Written and Oral presentation of senior research capstone project.	90% of students will achieve an oral and written competence score equal to or greater than 70% in CC 4513.	All BSCC students completing CC 4513, Research and Evaluation in Community Counseling.	**Fall 2014** 4 **Spring 2015** 13	**Fall 2014** 100%, 4 out of 4 students obtained a competence score equal to or greater than 70% on their oral and written presentation of senior research capstone project,100% A's **Spring 2015** 100%, 13 out of 13 students obtained a competence score equal to or greater than 70% on their oral and written presentation of senior research capstone project, 92% A's 8% B's	Students demonstrated they were able to analyze and synthesize human service research, they demonstrated they had developed oral communication and written communication skills.	Y
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	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.	11	100% of students obtained a competence score equal to or greater than 80%, 64% achieved A's and 36% achieved B's.	Students were able to demonstrate knowledge of counseling ethics and apply to real world examples.	Y

	principles defined by Kitchener's Five Moral Principles for Human Service Provider and apply to real world examples.						
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	The instructor did not have students complete a multicultural journal.	This degree program does not have a coordinator to oversee the requirements.	N
Students will evaluate their academic experience and report academic program satisfaction.	Students will participate in focus group for Fall 2012 and Spring 2013 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.	**2014-2015 Graduating Senior Survey 5**	80% of responding seniors rated the BSCC program Somewhat Satisfied or above. 20% did not rate. 20% rated the BSCC program Somewhat Satisfied. 60% rated the BSCC program Very Satisfied.	2014-2015 Graduating Seniors rated the BSCC program as Somewhat Satisfied or above. Students report they are satisfied with quality of instruction in major, interdisciplinary course work, and ethics assignments. Students believe they are academically prepared for the workforce and graduate school.	Y

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

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 <u>informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc.</u> 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.
.No changes are planned.			

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

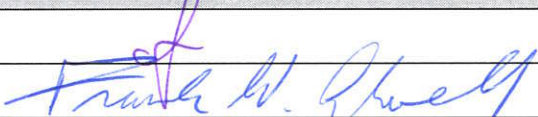   **1)** How many different assessment measures were used? 6

2) 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; survey on experience and program satisfaction using a scoring rubric.

3) List the indirect measures (see rubric):

4) without a grading rubric

B.

1) 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
Ms. Cheri Mays	Collected data, analyzed data, prepared report, reviewed report.	*For Cheri Mays*
Dr. Kevin M. P. Woller	Collected data, analyzed data, prepared report, reviewed report.	
Dr. Johnny Kirk	Reported data.	
Mr. Edward Ewe	Reported data.	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		20151028
Dean	Dr. Frank Elwell	*Frank W. Elwell*	10-30-15