

Degree Program Student Learning Report (rev. 7/14)

Fall 2015 – Spring 2016

The Department of Psychology and Sociology 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 Science and Arts 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 students to work with children, adults, families, and groups in numerous human

University Mission	School Mission	Department Mission	Degree Program Mission
			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, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology.	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality 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 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 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	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	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
service in a diverse society.		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.	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.			
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.		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 2013-2014 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		No impact on curriculum, degree plan, or budget at this time.

PART 3

Discussion About the University Assessment Committee's 2013-2014 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 would like to see improved. Please discuss how this effort is proceeding when we meet for the peer review.	N	New coordinator assigned and will address this issue.
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?	?	New coordinator assigned and will address this topic.

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 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	Five Essay	70% of	All BSCC	18	Exam One: 89% of	All performance	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)
demonstrate comprehension and critical thinking skills by applying counseling theories to the real world.	<p>Exams:</p> <p>Exam One: Ethics.</p> <p>Exam Two: Humanistic Theory.</p> <p>Exam Three: Cognitive and Behavioral.</p> <p>Exam Four: CBT and Psychoanalytic.</p> <p>Exam Five: Family and Integrated.</p>	students will achieve a competence score equal to or greater than 70% on five theory exams.	students enrolled in CC 3023, Community Counseling and Therapy.		<p>students achieved a competence score equal to or greater than 70%: 28% A's, 39% B's, 22% C's, and 11% D's. 11% did not meet performance standard.</p> <p>Exam Two: 77% of students achieved a competence score equal to or greater than 70%: 22% A's, 33% B's, 22% C's, 17% D's, and 6% F's. 23% did not meet performance standard.</p> <p>Exam Three: 78% of students achieved a competence score equal to or greater than 70%: 28% A's, 22% B's, 28% C's, 17% D's, and 6% F's. 23% did not meet performance standard.</p> <p>Exam Four: 83% of students achieved a competence score equal to or greater than 70%: 22% A's, 22% B's, 39% C's, 11% D's, and 6% F's. 17% did not meet performance standard.</p>	standards met Students successfully demonstrated critical thinking skills, they were able to comprehend and analyze theories to real world examples.	

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)
					Exam Five: 72% of students achieved a competence score equal to or greater than 70%: 22% A's, 28% B's, 22% C's, 17% D's, and 11% F's. 28% 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 BSOC students completing CC 4513, Research and Evaluation in Community Counseling.	11	Capstone projects were completed; no access to data due to change in LMS	Students demonstrated they were able to analyze and synthesize human service research, they demonstrated they had developed oral communication and written communication skills.	Unknown
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	100% of students will achieve a competence score equal to or greater than 80% on ethics written assignment.	All BSOC students enrolled in CC 1213, Intervention Strategies.	13	92% of students obtained a competence score equal to or greater than 80%, 80% achieved A's, 23% achieved B's, and 7% achieved F's.	Students were able to demonstrate knowledge of counseling ethics and apply to real world examples.	N

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)
	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	10	Journals were completed; no access to data due to change in LMS	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.	Unknown
Students will evaluate their academic experience and report academic program satisfaction.	Students will complete program evaluation survey.	100% of students will rate the BSCC degree equal to or greater than 3.5 on a 5.0 rating scale.	All BSCC students completing CC 4513 Research and Evaluation in Community Counseling.	13 out of 15 graduating seniors completed survey	100% of responding seniors rated the BSCC program Very Satisfied.	2015-2016 Graduating Seniors rated the BSCC program as Somewhat Satisfied or above. Students report they are satisfied with access to faculty, quality instruction, preparation for advanced degree, intellectual challenge, and developing writing skills.	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 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.
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:

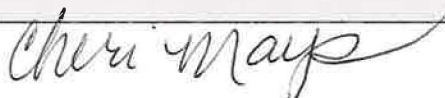


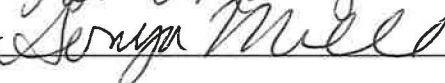
1) How many different assessment measures were used? 6

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):

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.	
Dr. Kevin M. P. Woller	Reported data	
Dr. Lori O'Malley	Reported data	
Dr. Sonya Munsell	Reported data	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		2016/01/11
Dean	Dr. Keith Martin		12/12/16

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

Exemplary	Established	Developing	Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are not stated.

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

Exemplary	Established	Developing	Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?

Exemplary	Established	Developing	Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

Exemplary	Established	Developing	Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being	Feedback from reviewers was not included.

implemented or not.	implemented or not.	implemented or not.	
---------------------	---------------------	---------------------	--

4) A. Are the student learning outcomes listed and measurable?

Exemplary	Established	Developing	Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

Exemplary	Established	Developing	Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

Exemplary	Established	Developing	Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

Exemplary	Established	Developing	Undeveloped
Sample size was listed for all	Sample size was listed for most	Sample size was listed for some	Sample size was not listed for any

assessment measures.	assessment measures.	assessment measures.	assessment measures.
----------------------	----------------------	----------------------	----------------------

F. How well do the data provide clear and meaningful overview of the results?

Exemplary	Established	Developing	Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

H. Does the report indicate whether the performance standards were met?

Exemplary	Established	Developing	Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

- 5) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 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.**

Exemplary	Established	Developing	Undeveloped
All planned changes are specifically focused on student	Most planned changes are specifically focused on student	Some planned changes are specifically focused on student	No planned changes are specifically focused on student

learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	learning and based on the conclusions. There is no rationale.
---	--	---	---

6) Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) A. How well did the faculty vary the assessment measures?

Exemplary	Established	Developing	Undeveloped
Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed.	Assessment measures vary, but they are all direct. The number of measures is consistent with those listed.	Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed.	Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed.

B. Does the list of faculty participants clearly describe their role in the assessment process?

Exemplary	Established	Developing	Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Examples include:

- 1) Ratings of student skills by their field experience supervisors.
- 2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
- 3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
- 4) Written work or performances scored using a rubric.
- 5) Portfolios of student work.
- 6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
- 7) Score gains between entry and exit on published or local tests or writing samples.
- 8) Employer ratings of the skills of recent graduates.
- 9) Summaries and analyses of electronic class discussion threads.
- 10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing. Examples include:

- 1) Course grades.
- 2) Assignment grades, if not accompanied by a rubric or scoring guide.
- 3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
- 4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
- 5) Placement rates of graduates into appropriate career positions and starting salaries.
- 6) Alumni perceptions of their career responsibilities and satisfaction.
- 7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
- 8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
- 9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- 10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA