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

Fall 2013 – Spring 2014

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 2012-2013 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
SECTION 5: Community Counseling faculty discussed and made a change to the data collection method based on unmet performance standards, with the goal of increasing critical thinking skills.	Y	No impact on curriculum, degree plan, or budget; the instructional and assessment process was changed.
SECTION 4, p. 5: 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.).	Y	No impact on curriculum, degree plan, or budget; the instructional and assessment process was changed.
Section 4, p. 6: 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	No impact on curriculum, degree plan, or budget; the instructional and assessment process was changed.
Section 4, p. 8: An area they would like to see change is better preparation of adjunct faculty.	Y	No impact on curriculum, degree plan, or budget.

PART 3

Discussion About the University Assessment Committee's 2012-2013 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 I. B. A better way of phrasing the first SLO might be: "Students will demonstrate comprehension and critical thinking skills by applying counseling theories to the real world."	Y	Change implemented.
Part 2. In the Conclusion section (Column G) on pp. 6-7 the 2011-12 SLR states that testing material will be reorganized so that ethics is tested separately. This was not reported in Part 5 of the 2011-12 SLR or Part 2 of the 2012-13 SLR. Was this change made?	Y	Ethics are now tested separately in Exam #1.
Part 2. In the Conclusion section (Column G) on pp, 8-9 the 2011-12 SLR states that increased time will be "spent on Ethical Decision Making model for each topic to increase application skill set." This was not reported in Part 5 of the 2011-12 SLR or Part 2 of the 2012-13 SLR. Was this change made?	Y	Change implemented.
Part 2. In the Conclusion section (Column G) on p. 10 the 2011-12 SLR states that additional "class time assisting students with developing new research which will benefit the community partners." This was not reported in Part 5 of the 2011-12 SLR or Part 2 of the 2012-13 SLR. Was this change made?	N	Program Coordinator no longer employed at RSU; at this time no replacement has been hired. As there is no one currently available to oversee this aspect of the program, this change will not be implemented.
Part 2. In the Conclusion section (Column G) on p. 11 the 2011-12 SLR states they "will incorporate small group discussions which address cultural journal topics to increase cultural knowledge and awareness of different world views." This was not reported in Part 5 of the 2011-12 SLR or Part 2 of the 2012-13 SLR. Was this change made?	Y	Change implemented.
2012-13 SLR did not follow directions, that is, all feedback and recommendations were not included in Part 3.	Y	Those issues are being addressed in this Student Learning Report.

The most significant recommendation (4-F on p. 2) in the Peer Review Report was not addressed in Part 4.	N	**FROM THE 2011-2102 PEER REVIEW REPORT: "As discussed in peer review, consider tracking each student's performance on each exam—how many students achieved competence on all four, as well as how many did so on each individual exam."** The CC Faulty met to discuss and consider this suggestion. It was decided that this level of assessment was unnecessary.
Why is a focus group used one semester and an evaluation survey the other semester?	Y	Limited faculty, time, and resources as well as the departure of the Program Coordinator with no current replacement demanded alternate strategies. Additionally, CC faculty wanted to streamline the process and get it in line with other department programs for comparison. As assessment data for the other programs already was being collected using the survey method, this appeared to be the best method.
How beneficial would it be to go beyond reporting aggregate results for each exam, for example, collecting and reporting letter grades on each exam versus the collective individual results of each student on all of the exams taken? In addition, what is the impact of outlier student scores (zeros)?	N	As addressed above: The CC Faulty met to discuss and consider this suggestion. It was decided that this level of assessment was unnecessary.
Consider presenting data in tabular form to improve clarity and ease of understanding.	N	Information appears clear and easy to understand.
Please discuss the students' concern with the lack of "preparation of adjunct faculty."	Y	There was an individual adjunct that did not fulfill the program or course goals. That person is no longer utilized as an adjunct.
How does the change to the data collection method result in change to the core counseling theories being presented as systems of thought?	Y	The CC Faculty decided information should be more cohesive and concentrate on critical theories and approaches. Systems were presented as cohesive units (e.g. "Humanism" included Rogers and Gestalt ONLY with no other systems for each assessment), to better gauge student understanding and comprehension of each "system." Mainstream/representative or more critical theories were addressed in-depth rather than giving more of an "introductory coverage" of several theories to improve student knowledge and retention.

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	All performance standards met Students successfully demonstrated critical thinking skills, they were able to comprehend and analyze theories to real world examples.	Y

					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% 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 2013 6 Spring 2013 6	**Fall 2013** 100%, 6 out of 6 students obtained a competence score equal to or greater than 70% on their oral and written presentation of senior research capstone project, 67% A's and 33% B's. **Spring 2014** 100%, 6 out of 6 students obtained a competence score equal to or greater than 70% on their oral and written presentation of senior research capstone project, 67% A's 33% B's	Student's 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	Writing Assignment	100% of students will	All BSCC students	15	67% of students obtained a competence score	The performance standard was not met.	N

knowledge of counseling ethics and apply to real world examples.	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 examples.	achieve a competence score equal to or greater than 80% on ethics written assignment.	enrolled in CA 1213, Intervention Strategies.		equal to or greater than 80%, 40% achieved A's, 27% achieved B's, 20% achieved C's, and 13% achieved D's.	33% of students were unable to correlate the ACA code of ethics with the moral principles and apply to real world examples. Instructor feels student performance was due in part to an inability of students to follow directions. Instructor plans to clarify the expectations for writing assignment.	
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	All BSCC students in CC 4513, Research and Evaluation in Community Counseling who selected the Service Learning Project option.	2	100% of students, 2 out of 2 obtained a competence score equal to or greater than 70%, 100% achieved A's. Supervisors failed to provide copies of the evaluation after the course was completed.	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	Y

		scale) from agency site supervisor on service application.				included recommendations and programs which benefit the community agency and the population they serve.	
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	21	95% of students, 20 out of 21 obtained a competence score equal to or greater than 70% on Multicultural Journals. 33% achieved A's, 48% achieved B's, 14% achieved C's, and 5% achieved D's.	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
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.	**Fall Program Evaluatio n Survey** = 6 **Spring Program Evaluatio n Survey** = 6	100% of Fall students rated the BSCC program equal to or greater than 3.5 on a 5.0 scale; 67% rated it as a "5" and 33% rated it as a "4." 100% of Fall students rated the BSCC program equal to or greater than 3.5 on a 5.0 scale. 100% rated it as a "5."	Fall and Spring students rated the BSCC program high. 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 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 knowledge of counseling ethics and apply to real world examples.	Instructor plans to clarify the expectations for writing assignment.	Instructor feels student performance was due in part to an inability of students to follow directions.	An increase in competence score equal to or greater than 80% on ethics written assignment.
Students will participate in service learning project and apply counseling knowledge to service practice.	Service Learning will no longer be a part of Community Counseling Capstone Courses.	Program Coordinator no longer employed at RSU; at this time no replacement has been hired. As there is no one currently available to oversee this aspect of the program, there will no longer be service learning projects.	All future Capstone projects will be either Qualitative or Quantitative in nature, but will not incorporate service learning.

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.

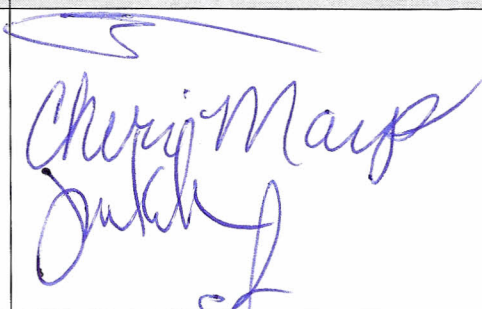| Description |
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PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:
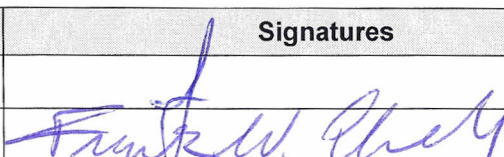
1) How many different assessment measures were used? 6

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): 1; Journal scored

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
Dr. Kevin M. P. Woller	Collected data, analyzed data, prepared report, reviewed report.	
Ms. Cheri Mays	Collected data, analyzed data, prepared report, reviewed report.	
Dr. Johnny Kirk	Collected data, reported data.	
Dr. Abe Marrero	Collected data, reported data.	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		
Dean	Dr. Frank Elwell		9-23-14