

Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

BS in Community Counseling

For 2016-2017 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 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 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	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking,	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional	Students will demonstrate critical thinking skills by comprehending and applying counseling theories to the real world.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
<p>excellence in oral and written communications, scientific reasoning and critical and creative thinking.</p>	<p>creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology.</p>	<p>students dual associate and baccalaureate degrees.</p>	<p>Students will analyze and synthesize Human Service Research.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Students will evaluate their academic experience including rating of instructors and learning processes. Students will demonstrate knowledge of counseling ethics and apply to real world examples. Students will demonstrate multicultural competencies relevant to careers in the human services arena.</p>
<p>To provide a general liberal arts education that supports specialized academic program and prepares students for lifelong learning and service in a diverse society.</p>	<p>The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.</p>	<p>Serve the University and the community through the provision of quality general education courses which promote lifelong learning and services to a diverse society.</p>	
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.</p>	<p>The School will foster a community of scholars among the faculty and students of the institution.</p>	<p>Promote a community of scholars among faculty and students through research and scholarly experiences.</p>	<p>Students will analyze and synthesize research related to the development of counseling, psychology and human services. Students will evaluate their academic experience including rating of instructors and learning processes.</p>
<p>To provide university-wide student services, activities and resources that complement academic programs.</p>	<p>The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.</p>	<p>To keep abreast of services available to students while serving as a connecting point for students and to build community among students and the department via student organizations.</p>	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	Faculty members and students (as appropriate) shall serve on a variety of University committees bringing reports back to the department as a whole.	
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 artistic, scientific, 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 two internship opportunities to observe and apply counseling theory and knowledge. Students will demonstrate multicultural competencies relevant to careers in the human services arena.

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
No changes were planned or implemented.		No impact on curriculum, degree plan, or budget at this time.

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
<p>SLO #1: Would parsing this into five different outcomes addressing each of these areas be better?</p>	N	<p>The exams are taken across the time frame of one semester with one class covering the five areas. The intent of having them in one SLO is to simplify the process and shorten the length of the report while maintaining discussion of the depth of study.</p>
<p>SLO#2: The conclusion indicates the faculty were satisfied with student progress towards this outcome, but no data was available due to the change in LMS.</p>	Y	<p>Anecdotal information was used to establish the conclusion. We anticipate no further issues with this in the future, but will be mindful of sources of data included in the report from here forward.</p>
<p>SLO #3: You set a high standard for the ethics outcome. You addressed the rationale for this in a previous report; does the standard usually get met?</p>	N&Y	<p>The standard for outcome is intentionally high as ethics are at the heart of the counseling profession. It is true that the 100% achievement rate isn't met every semester, but lowering it to a more realistic standard seems inappropriate. After the current assessment year, a two instrument assessment will be utilized to explore the level of ethical standards and understanding early in the program and at the program end. Results should show a correlation between length in the program and understanding concepts and applicability of ethics information and codes.</p>
<p>Use of student satisfaction surveys.</p>	Y	<p>Student satisfaction ratings will no longer be used. This will be replaced with information from the IDEA surveys. This will include faculty ratings as well as ratings regarding learning processes and activities.</p>

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					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
SLO #1: Students will demonstrate critical thinking skills by comprehending and applying counseling theories to the real world.					
Five essay exams Exam 1: Ethics Exam 2: Humanistic Theory Exam 3: Cognitive/Behavioral Theory Exam 4: CBT and Psychoanalytic Exam 5: Family/Integrated	70% of students will achieve a competence score equal to or greater than 70% on five theory exams.	CC 3023: Community Counseling & Therapy	13	Exam 1: 85% (11) of students met the competence criteria; 15% (2) students did not meet the competence criteria. Exam 2: 69% (9) of students met the competence criteria; 31% (4) did not meet the criteria. Exam 3: 92% (12) of students met the competence criteria; 8% (1) did not meet the criteria. Exam 4: 77% (10) of students met the competence criteria; 33% (3) did not meet the criteria. Exam 5: 77% (10) of students met the competence criteria; 33% (3) did not meet the criteria.	Y N Y Y Y
G.					
Conclusions					
Overall, the criteria for competency in understanding and applying counseling theory in a classroom setting were met. Extrapolation would indicate these students will be able to adequately identify the use of proper theory and application of techniques matching their own personality styles which allows for a more genuine relationship between client and practitioner.					

A. Student Learning Outcome					
SLO #2: Students will analyze and synthesize Human Service Research.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Written and oral presentation of capstone project	90% of students will achieve an average competence score of over 70% on both the written and oral component of the capstone project.	CC 4513: Capstone	5	100% (5) of students met the competence criteria	Y

G. Conclusions

Students exceeded the expectation for competency in this area! The written projects demonstrated the ability to follow American Psychological Association directives in formatting scientific research as well as the ability to effectively carry out qualitative and quantitative research from idea to analysis to implications for future research. In addition, they were very effective in discussion of their work via class presentations and the final judging presentations. As a final note, a CC student won the Outstanding Capstone Award for the year.

A. Student Learning Outcome					
SLO #3: 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)
Ethics Exam	70% of students will achieve a competence score	CC 3023: Community Counseling & Therapy	13	85% (11) of students met the competence criteria; 15% (2) students did not meet the criteria	Y

A. Student Learning Outcome					
SLO #3: 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)
Written assignment	equal to or greater than 70% 100% of students will achieve a competence score equal to or greater than 80%	CC 1213: Intervention Strategies	8	88% (7) of students met the competence criteria; 22% (1) did not submit the assignment	N

G. Conclusions
This area showed mixed results with a split between meeting the expected criteria and not meeting it. This area includes ratings from two different courses with entirely different material in each. The expected competence rate is purposefully high in this area as ethics are at the heart of all human services and counseling work. The CC program at RSU will continue to strive to meet this expectation. In actuality, if that one student would have submitted the assignment the 100% rate most likely would have been met in the second measure of this attribute which would have resulted in a completely positive measure.

A. Student Learning Outcome					
SLO #4: Students will participate in an internship opportunity to observe and apply counseling theory and knowledge.					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Completion of a semester long internship placement	Qualitative ratings by internship supervisors will be	CC students enrolled in SBS 4043: Internship II	2	FA 100% (5 of 5) of comments were positive with 2 of 2 saying they would hire the student if possible	Y

**A.
Student Learning Outcome**

SLO #4: Students will participate in an internship opportunity to observe and apply counseling theory and knowledge.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
	analyzed and placed into one of 3 categories: Positive, Negative or Prescriptive. 80% of comments overall will fall into the positive category		2	SP 100% (2 of 2) of comments were positive with 1 of 1 saying they would hire the student if possible	Y
			3	SU 59% (10 of 17) of comments were positive; 24% of comments were prescriptive in nature; and 17% were negative; 1 student received a job offer	N

**G.
Conclusions**

Students did a fantastic job in this area, with 100% exceeding the competence criteria in the fall and spring. Internship supervisors reported being very pleased with the knowledge and abilities of these interns. Even though the number of interns in this program is small, results indicate the program is adequately preparing students for work in human services.

There were interesting issues with the summer group; many comments were made, but generally applied to one student with other supervisor entries being more prescriptive (e.g. gain more experience and watch the joking around with employees). One of the supervisors provided negative statements while the student reported having a poor work environment. At any rate, one student in the summer did receive a job offer from his internship site. Despite mixed results, the vast majority of comments were positive with supervisors being pleased with the preparation and performance of the internship students.

**A.
Student Learning Outcome**

SLO #5: Students will demonstrate multicultural competencies relevant to careers in the human services arena.

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Completion of a semester long journaling project	90% of students will achieve a competence score equal to or greater than 80% 80% will demonstrate a qualitative growth in personal and professional insight	CC 3013: Multicultural Counseling	18	96% of students achieved a competence score equal to or greater than 80% across 10 journal assignments. 94% (17 of 18) of students demonstrated qualitative growth in personal and professional insight	Y Y

G. Conclusions

Positive results in this area indicate that CC students are indeed learning the competencies required of a multicultural perspective in their work within the expected client/customer groups they may come in contact with. In addition, it demonstrates that these students are expanding their world views to include cultural material with whom the majority of them had no earlier knowledge or experience.

A. Student Learning Outcome					
SLO #6: Instructor and Learning Evaluation					
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
Students will evaluate their academic experience including rating of instructors and learning	100% of IDEA teacher ratings will fall at or above the 3.5 raw score. 100% of IDEA course	IDEA reports: The overall ratings on items B and C raw scores for courses taught in the CC area.	FA = 3 SP = 3	FA CC 2223: 4.8 / 4.9 CC 3023: 4.6 / 4.2 CC 4014: 4.7 / 4.1 SP CC 1213: not assessed by IDEA CC 3013: 4.6 / 4.6	Y Y

A.
Student Learning Outcome

SLO #6: Instructor and Learning Evaluation

A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results	F. Standard Met (Y/N)
processes.	ratings will fall at or above the 3.5 raw score			CC 3213: 5.0 / 4.9 CC 4513: 4.6 / 4.4	

G.
Conclusions

Based on results provided in the IDEA survey, the CC faculty and courses are seen as doing a great job in reaching students! Faculty and course content consistently are rated very highly and above the performance standard.

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
<p>SLO #3; Counseling Ethics To date only one measure has been used to assess knowledge and application of ethical principles. The change will include a combination of exam scores from CC 3023 and a new pre/post-test procedure from CC 1213 and CC 4513. Overall scores from both measures will be used in analysis until the point is reached for direct comparison between individual scores.</p> <p>SLO #4; Internship Completion Data from internships was not considered in the assessment process. Moving forward, assessment will include analysis of site supervisor ratings of student performance as well as qualitative information via comments by supervisors.</p> <p>SLO #5; Multicultural Competencies Moving forward the journaling assignments will continue, but will include two measures – a direct measure of understanding and in indirect measure of qualitative evidence of personal growth.</p> <p>SLO #6; Instructor and Course Evaluation Moving forward scores from the IDEA report will be utilized as data instead of student satisfaction reports.</p>	<p>The past method of using scores from an early program written assignment frequently did not meet the competence criteria as students had not experienced enough coursework to demonstrate understanding and application of the ethical principles.</p> <p>Varied feedback from internship supervisors will enable the program to review the competencies of its students where it counts – out in the field.</p> <p>In the past, assessment included completion of journal entries with no consideration of content. This change will address the demonstration of change in students.</p> <p>The UAC and CC program coordinator agree that use of student satisfaction ratings does not serve as a viable measure. This new data is an attempt to rely on less potentially emotionally based information.</p>

PART 6
Assessment Measures and Faculty Participation

A. Summary of assessment measures:

- 1) How many different assessment measures were used? 13

PART 6
Assessment Measures and Faculty Participation

A. Summary of assessment measures:

- 1) How many different assessment measures were used? 13
- 2) List the direct measures (see appendix): Capstone experience; Exam grades; Student reflection of their values, beliefs and attitudes. All scored using rubrics.
- 3) List the indirect measures (see appendix): EOI/IDEA ratings of course and instructor; Qualitative analysis of internship supervisor comments.

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

Faculty Name	Assessment Role	Signature
Ms. Cheri Mays	Reported data	No longer at RSU
Dr. Sonya Munsell	Reported data	<i>Sonya E Munsell</i>
Dr. Kevin Woller	Reported data	
Dr. Lori O'Malley	Reported data; collected data; analyzed data, prepared and reviewed report.	<i>Lori O'Malley</i>

Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Abe Marrero	<i>Abe Marrero</i>	20170912
Dean	Dr. Keith Martin	<i>Keith W. Martin</i>	9/12/17

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?