

Degree Program Student Learning Report

Revised November 2019

Select Academic Department

BS in Community Counseling

For 2019-2020 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

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

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Arts and Sciences is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities.	The mission of the Department of Psychology and Sociology is to assist students in developing knowledge and understanding of social, legal, and psychological issues and to operate effectively in today's legal, social, and culturally diverse community.	The Bachelor of Science degree in Community Counseling is designed to foster an understanding of Counseling theories, social issues and effective counseling practices with a diverse population. The degree will prepare student to work with children, adults, families and groups in numerous human services settings.

B. Align school purposes, department purposes, and program student learning outcomes 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	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	Utilizing faculty mentors students will develop, analyze and synthesize human subject research. (SLO #1)

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 dually associate and baccalaureate degrees.</p>	<p>Students will show comprehension of and apply counseling theories to the real world. (SLO #2)</p> <p>Students will rate their experience and share their employment status at graduation. (SLO #6)</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 create and implement community based activities. (SLO #3)</p> <p>Students will comprehend and apply a multicultural perspective. (SLO #4)</p> <p>Students will demonstrate knowledge of counseling ethics and apply to real world examples. (SLO #5)</p>
<p>To provide a general liberal arts education that supports specialized academic programs 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>Utilizing faculty mentors students will develop, analyze and synthesize human subject research. (SLO #1)</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>		

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
<p>To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.</p>	<p>The School will foster a community of scholars among the faculty and students of the institution.</p>		
<p>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.</p>		<p>Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.</p>	<p>Students will comprehend and apply a multicultural perspective. (SLO #4)</p> <p>Students will participate and apply counseling knowledge in community settings. (SLO #3)</p> <p>Students will create and implement community based activities. (SLO #3)</p>

PART 2
Revisit Proposed Changes Made in Previous Assessment Cycle

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

Proposed Change	Implemented? (Y/N)	Comments
<p>Due to the change to remote learning mid semester, SLO #1: Spring projects assessed by instructors only.</p> <p>SLO #2: Fall results only.</p> <p>SLO #3: The activity was reorganized into a written assignment.</p> <p>SLO #4: Some activities were reorganized into written assignments.</p>	<p align="center">Y</p> <p align="center">Y</p> <p align="center">Y</p> <p align="center">Y</p>	<p>Judging by panel members could not be completed due to quarantine and stay at home orders.</p> <p>Internship sites were closed mid semester; students were no longer allowed to complete hours onsite.</p> <p>Community based activities were cancelled during the second half of the semester, therefore, the assignment was reorganized into a written paper graded by a rubric designed by the faculty member.</p> <p>Community based activities and face to face contact was cancelled/limited during the second half of the semester, therefore, some assignments were reorganized into related, but different written assignments; the number of assignments was also lessened.</p>

PART 3

Response to University Assessment Committee Peer Review

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. Nevertheless, 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)	Comments
Clarify the content and purpose of work regarding "ethics".	Y	Explanation of the content of ethical codes and the particular code in play was provided.
Clarify grading components for Part 4, all SLOs in the comments sections.	Y	Explanation of rubrics and the grading process was included.
Remove the SLO related to critical thinking and translating psychological concepts into artistic endeavors. The committee was confused as to the grading process across artistic endeavors.	Y	This SLO was deleted despite the relevance to measuring creative and critical thinking.
Remove the skills application measure related to completing the required number of internship hours.	Y	Although the instructor believes the measure was evidence of service learning the review committee felt it was a compulsory "do it or don't do it" project with no gradation for variance in levels of participation or grading among the group.
Remove the signed mentor agreement from the SLO regarding capstone and research analysis.	Y	Although this demonstrates the university and Department commitment to foster quality research initiatives, the peer review group felt, due to the lack of variance in grading, it should be negated.

PART 4

Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome																									
SLO #1:	Utilizing faculty mentors and project judges from diverse disciplines students will develop, analyze and synthesize human subject research.																								
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)																		
Average of judges scores for capstone poster and presentation	90% of students will achieve a competence score equal to or greater than 70% for the capstone poster and presentation	Degree students in CC 4513 & SBS 4513, Capstone	N = 9	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">A</td> <td style="padding: 2px;">B</td> <td style="padding: 2px;">C</td> <td style="padding: 2px;">D</td> <td style="padding: 2px;">F</td> <td style="padding: 2px;">TOT</td> </tr> <tr> <td style="padding: 2px;">N</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">9</td> </tr> <tr> <td style="padding: 2px;">%</td> <td style="padding: 2px;">44</td> <td style="padding: 2px;">33</td> <td style="padding: 2px;">22</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">100</td> </tr> </table>			A	B	C	D	F	TOT	N	4	3	2	0	9	%	44	33	22	0	100	N 77%
A	B	C	D	F	TOT																				
N	4	3	2	0	9																				
%	44	33	22	0	100																				
H. Conclusions																									

**A.
Student Learning Outcome**

SLO #1: Utilizing faculty mentors and project judges from diverse disciplines students will develop, analyze and synthesize human subject research.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
----------------------------------	------------------------------------	-------------------------------	-------------------------------	-----------------------	----------------------------------

The capstone project within the Department of Psychology and Sociology demonstrates the skills accumulated over four research based courses in the last two years of a degree program. All students design and complete human subjects research projects and deliver an academic conference poster presentation. Student projects and presentations are evaluated by a panel of judges consisting of higher education faculty and administration as well as program alumni and citizens using a rubric provided by the department. In the current academic year only the fall semester graduates (3) were able to be judged by a panel. Spring semester student projects (6) were evaluated by their capstone instructor only due to the pandemic. In addition, instead of live presentations, students in the spring semester were to create video recordings of their presentations. Three students opted not to participate in an early critique process which significantly lowered their grade for the entire process. In addition, one student had a baby during the semester and still completed the work, but it was not to her usual standard.

The capstone judges' rubric was also changed during this academic year. Department faculty members support this move and are pleased it has occurred. However, the fall capstone students were assessed using the old rubric.

**Capstone
Poster Presentation Rubric**

ASSIGNED NUMBER: _____ JUDGE: _____

TITLE/TOPIC: _____

Metric	1-2	3-5	6-8	9-10
Organization/Format (10 points)	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Content/Knowledge (50 points)	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Elocution/Presentation (20 points)	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student maintains eye contact most of the time but frequently returns to notes. Student uses a clear voice and most words correctly. Not all audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
Graphics (10 points)	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics (10 points)	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
TOTAL				

Comments:

Spring capstone students were assessed using the new and less cumbersome rubric.



Poster Presentation Scoring Rubric

Judge's Name: _____
 Presenter's Name: _____
 Poster #: _____

Score Range
0 = No Attempt
3 = Developing
4 = Competent
5 = Exemplary

Please rate the poster/presenter from 0 to 5 on each of the following (circle one):

1. Statement of Research Problem/Rationale:				
a) Clearly stated questions or hypotheses being addressed	0	3	4	5
b) Well-explained rationale/justification for the study	0	3	4	5
2. Literature Review/Background Theory:				
a) Relevant previous work thoroughly reviewed	0	3	4	5
b) Gap in knowledge/exploration identified	0	3	4	5
c) References are cited appropriately	0	3	4	5
3. Methods (Explanation/Appropriateness):				
a) Clear description of methods used	0	3	4	5
b) Methods are appropriate to address aim/question	0	3	4	5
4. Analysis/Results:				
a) Figures/tables used appropriately and clearly to present the data	0	3	4	5
b) Findings are presented clearly and accurately	0	3	4	5
c) Analysis is well explained and appropriately applied	0	3	4	5
5. Conclusion/Discussion:				
a) Addressed study's problem/question	0	3	4	5
b) Conclusions are sufficiently supported by results	0	3	4	5
c) Results are placed into broader framework	0	3	4	5
d) Importance of findings is addressed	0	3	4	5
6. Presentation Overall:				
a) Effective overall aesthetic/organization of poster	0	3	4	5
b) Flow of information is logical and facilitates understanding	0	3	4	5
c) Presenter summarized study clearly	0	3	4	5
d) Presenter answered questions well	0	3	4	5
e) Length of poster summary (by presenter) was appropriate	0	3	4	5
f) Study is innovative and has potential to contribute to the field	0	3	4	5
Total				_____ / 100

Comments: _____

Please return to Capstone reception table. Thanks!

As is the norm, all students are required to work with a mentor in completing their projects. Mentors are selected from the Psychology and Sociology faculty primarily, but occasionally include other departments as the mentor should have expertise in either the subject area or the type of research being done. Mentors serve as an additional guide for the process and project.

Historically, this group has performed well on the capstone project. Unfortunately several issues intersected to create a downfall in the current academic year.

A.
Student Learning Outcome

SLO #2: Students will show comprehension of and apply counseling theories to the real world.										
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)			
Exam scores across four exams	70% of scores will meet or exceed a competence score of 70%	Degree students in CC 3023, Counseling Theory and Practice	N = 52 exam scores (Class = 13 students)	A	B	C	D	F	TOT	
Evaluation ratings by internship site supervisor	90% of students will be rated by supervisors as "hire ready"	Degree students in SBS 4033 and SBS 4043, Internships I and II	Fall N = 9	N	22	18	7	3	1	52
				%	42	35	14	6	2	100
					Yes	No	TOT			
				N	8	1	9			
				%	89	11	100			

H.

Conclusions

This is the fourth year Community Counseling students have met the criteria for understanding counseling theory and how it applies to a wide variety of personal situations and psychological disorders. The major schools of thought related to the practice of counseling demonstrated in this measure include, emotional, cognitive, behavioral/cognitive-behavioral and systems/integrative theories. Course curriculum includes historical and modern information and application principles.

The second measure of the objective includes the display of critical counseling skills as evaluated by the site supervisors during a 60-hour internship experience. Each student must complete 2 semesters of internship, each having a 60-hour requirement for a total of 120 hours prior to graduation. In previous years an additional measure of completion of site hours was included, but as of this year, that measure has been deleted under the advisement of the University Assessment Committee peer review group. This year only the final judgement of "hire ready" was included as a measure. This item comes in response to the question "Would you recommend this intern for hire at their present level?" An answer of "yes" indicates the student is hire ready.

Since this measure has been used, the Community Counseling students have been successful in meeting the performance standard. Unfortunately, as you may see above, one student did not achieve "hire ready" status and because of the low number of students in the group, the standard was not met. In addition, the low number of responses is indicative of the closing of all internship sites to students during the pandemic. Site supervisors were not able, nor were they asked, to assess performance as many students completed less than half the required hours at the time of closing.

A. Student Learning Outcome																							
SLO #2: Students will show comprehension of and apply counseling theories to the real world.																							
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																		
A. Student Learning Outcome																							
SLO #3: Students will create and implement community based activities.																							
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																		
Scores from group leadership project/campus-wide skills building seminar	100% of students will achieve a competence score equal to or greater than 80%	Degree students in CC 3213, Group Dynamics	N = 13 (Class = 13)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">A</th> <th style="width: 10%;">B</th> <th style="width: 10%;">C</th> <th style="width: 10%;">D</th> <th style="width: 10%;">F</th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>9</td> <td>3</td> <td>0</td> <td>0</td> <td>13</td> </tr> <tr> <td>%</td> <td>69%</td> <td>23%</td> <td>0</td> <td>0</td> <td>100%</td> </tr> </tbody> </table>	A	B	C	D	F	Total	N	9	3	0	0	13	%	69%	23%	0	0	100%	Y 92%
A	B	C	D	F	Total																		
N	9	3	0	0	13																		
%	69%	23%	0	0	100%																		
H. Conclusions																							
<p>This course is designed to teach students the skills necessary to develop a group therapy proposal and to learn and practice effective group leadership qualities. These skills are advantageous to roles within a wide variety of career paths available to students seeking the BS in Community Counseling. This particular measure is an assignment developed to display and rate those skills.</p> <p>Unfortunately, this measure has been inconsistent since its inception. The first year was the only year so far that the measure was able to be assessed as planned. Unfortunately, that was the year the standard was not met. During the second year, there were no external participants and the grading rubric was shared with class members which lead to a meeting of the standard. The third year included the COVID-19 pandemic during which all campus and community events were cancelled; therefore, the assignment was changed to a written project and a voice over power point serving as a presentation. Both were graded by the instructor using a rubric developed by the instructor. It is hoped the assignment will be returned to the original intent during the fourth year.</p> <p>*The student who failed the exercise chose not to participate in the class after the third week of moving to remote learning and did not complete the assignment. In result, one might argue that 100% of students met or exceeded the standard for this measure.</p>																							

A.
Student Learning Outcome

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																		
Scores from assigned experiences related to diversity in age, sexual orientation, religion and disability	80% of students will achieve a competence score equal to or greater than 80%	Degree students in CC 3013, Multicultural Counseling	(Class = 18) N = 15 Age Interview	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>15</td><td>0</td><td>0</td><td>0</td><td>0</td><td>15</td></tr> <tr><td>%</td><td>100</td><td>0</td><td>0</td><td>0</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	15	0	0	0	0	15	%	100	0	0	0	100	Y 100%
A	B	C	D	F	TOT																		
15	0	0	0	0	15																		
%	100	0	0	0	100																		
			N = 4 Sexual Orientation Interview	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>4</td><td>0</td><td>0</td><td>0</td><td>0</td><td>4</td></tr> <tr><td>%</td><td>100</td><td>0</td><td>0</td><td>0</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	4	0	0	0	0	4	%	100	0	0	0	100	Y 100%
A	B	C	D	F	TOT																		
4	0	0	0	0	4																		
%	100	0	0	0	100																		
			N = 11 Religious Experience/Paper	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>8</td><td>3</td><td>0</td><td>0</td><td>0</td><td>11</td></tr> <tr><td>%</td><td>73</td><td>27</td><td>0</td><td>0</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	8	3	0	0	0	11	%	73	27	0	0	100	Y 100%
A	B	C	D	F	TOT																		
8	3	0	0	0	11																		
%	73	27	0	0	100																		
			N = 13 Disability Paper	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>12</td><td>0</td><td>1</td><td>0</td><td>0</td><td>13</td></tr> <tr><td>%</td><td>92</td><td>0</td><td>8</td><td>0</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	12	0	1	0	0	13	%	92	0	8	0	100	Y 92%
A	B	C	D	F	TOT																		
12	0	1	0	0	13																		
%	92	0	8	0	100																		
			N = 10 Book Report	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>9</td><td>1</td><td>0</td><td>0</td><td>0</td><td>10</td></tr> <tr><td>%</td><td>90</td><td>10</td><td>0</td><td>0</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	9	1	0	0	0	10	%	90	10	0	0	100	Y 100%
A	B	C	D	F	TOT																		
9	1	0	0	0	10																		
%	90	10	0	0	100																		

H.

A.
Student Learning Outcome

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
--	--	-------------------------------------	-------------------------------------	-----------------------------	--

Conclusions

In years past, this standard was measured by submission of journal/diary entries related to preconceived ideas and changes resulting from reading and attending lectures related to the topics. Upon a change in program leadership two years ago, this was changed to include interaction with members of those special groups and/or the rites and ceremonies associated with them. During the first year of application, the measure was divided into sections with most meeting the performance standard.

The current assignments are designed to develop knowledge and skills in the area of working with diverse populations. Multicultural competence is seen as a critical area for those going into careers related to counseling and provision of therapeutic services. Several students were able to complete the assignment requiring volunteerism (age) and a few utilizing face to face interviewing skills before the Covid-19 pandemic and quarantine began. Others were left to complete alternative assignments involving submission of research works in the given topic. All student work was graded by the instructor utilizing rubrics and/or specific instructions for completion.

In addition, due to the change to remote learning, the number of assignment expectations changed from five per student to three per student. Unfortunately, four students chose to do less than the required number. Their lack of input is not noted above.

A.
Student Learning Outcome

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																				
Scores on the ethics exam	80% of students will achieve a competence score equal to or greater than 80%	Degree students in CC 3023, Community Counseling Theory and Practice	N = 13 (Class = 13)	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>N</td><td>6</td><td>4</td><td>2</td><td>1</td><td>0</td><td>13</td></tr> <tr><td>%</td><td>46</td><td>31</td><td>15</td><td>8</td><td>0</td><td>100%</td></tr> </table>	A	B	C	D	F	TOT	N	6	4	2	1	0	13	%	46	31	15	8	0	100%	N 77%
A	B	C	D	F	TOT																				
N	6	4	2	1	0	13																			
%	46	31	15	8	0	100%																			
Delivery of a concise and understandable code for group behavior	90% of students will achieve a competence score equal to or greater than 90%	Degree students in CC 3213, Group Dynamics	N = 13 (Class = 13)	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>N</td><td>12</td><td>0</td><td>0</td><td>0</td><td>1</td><td>13</td></tr> <tr><td>%</td><td>92</td><td>0</td><td>0</td><td>0</td><td>8</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	N	12	0	0	0	1	13	%	92	0	0	0	8	100	Y 92%
A	B	C	D	F	TOT																				
N	12	0	0	0	1	13																			
%	92	0	0	0	8	100																			
Scores on a group presentation related to ethics	90% of students will achieve a competence score equal to or greater than 90%	Degree students in CC 3033, Intervention Strategies	N = 28 (Class = 28)	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>N</td><td>28</td><td>0</td><td>0</td><td>0</td><td>0</td><td>28</td></tr> <tr><td>%</td><td>100</td><td>0</td><td>0</td><td>0</td><td>0</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	N	28	0	0	0	0	28	%	100	0	0	0	0	100	Y 100%
A	B	C	D	F	TOT																				
N	28	0	0	0	0	28																			
%	100	0	0	0	0	100																			
Scores on a group activity related to confidentiality	90% of students will achieve a competence score equal to or greater than 90%	Degree students in CC 2013, Introduction to Counseling and Ethics	N = 31 (Class = 31)	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>TOT</td></tr> <tr><td>N</td><td>29</td><td>0</td><td>0</td><td>0</td><td>2</td><td>31</td></tr> <tr><td>%</td><td>91%</td><td>0</td><td>0</td><td>0</td><td>9%</td><td>100</td></tr> </table>	A	B	C	D	F	TOT	N	29	0	0	0	2	31	%	91%	0	0	0	9%	100	Y 91%
A	B	C	D	F	TOT																				
N	29	0	0	0	2	31																			
%	91%	0	0	0	9%	100																			

H.
Conclusions

**A.
Student Learning Outcome**

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

RSU offers the only undergraduate counseling degree in the United States. Like all graduate degree programs in this field, understanding and applying the concepts in a code of ethics is a necessary requirement. The expectation for students completing the Community Counseling degree is to obtain work in setting providing confidential therapeutic services therefore, the knowledge and application of ethical standards is paramount. Two codes are taught in this program, those associated with the American Counseling Association (ACA) and the American Psychological Association (APA). Scores on activities-based assignments focused on the ACA code while the exam scores reflected a mixture of both the ACA and APA codes. A cursory glance at the differing results may indicate a general understanding, but lack of precise differentiation between the two codes. In reality, this matters little as the codes are very similar with global applications.

In addition, the failures within the final measure were due to 2 students taking a very concrete approach to the concept of confidentiality instead of the more global perspective including duty to warn and duty to report. Further discussion of the activity and those 2 duties lead to further education on the issue.

Assessment of this objective has, in past years, had mixed results. Despite this, the program instructors and coordinator will continue to monitor and instruct on this issue.

**A.
Student Learning Outcome**

SLO #6: Students will rate their experience and share their employment status at graduation.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																																						
Department graduating student survey How well did your degree program prepare you for work in your chosen field? Employment status at graduation. Plans for after graduation.	No standard set	Students with approved graduation applications	N =15	<table border="1"> <thead> <tr> <th></th> <th>Very Well</th> <th>Well</th> <th>Poorly</th> <th>Very Poorly</th> <th>TOT</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>9</td> <td>6</td> <td>0</td> <td>0</td> <td>15</td> </tr> <tr> <td>%</td> <td>60</td> <td>40</td> <td>0</td> <td>0</td> <td>100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Employed Related</th> <th>Employed Not Related</th> <th>Not Employed</th> <th>TOT</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>3</td> <td>6</td> <td>6</td> <td>15</td> </tr> <tr> <td>%</td> <td>20</td> <td>40</td> <td>40</td> <td>100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Seek</th> <th>Apply</th> <th>Gap</th> <th>S&A</th> <th>S&G</th> <th>TOT</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>4</td> <td>2</td> <td>1</td> <td>4</td> <td>4</td> <td>15</td> </tr> <tr> <td>%</td> <td>27</td> <td>13</td> <td>6</td> <td>27</td> <td>27</td> <td>100</td> </tr> </tbody> </table>		Very Well	Well	Poorly	Very Poorly	TOT	N	9	6	0	0	15	%	60	40	0	0	100		Employed Related	Employed Not Related	Not Employed	TOT	N	3	6	6	15	%	20	40	40	100		Seek	Apply	Gap	S&A	S&G	TOT	N	4	2	1	4	4	15	%	27	13	6	27	27	100	
	Very Well	Well	Poorly	Very Poorly	TOT																																																						
N	9	6	0	0	15																																																						
%	60	40	0	0	100																																																						
	Employed Related	Employed Not Related	Not Employed	TOT																																																							
N	3	6	6	15																																																							
%	20	40	40	100																																																							
	Seek	Apply	Gap	S&A	S&G	TOT																																																					
N	4	2	1	4	4	15																																																					
%	27	13	6	27	27	100																																																					

**H.
Conclusions**

While this is not necessarily a student learning objective, it is relevant information regarding the program and those who may be interested in pursuing the Community Counseling degree.

By these results it is clear students believe they have received an educational foundation that prepares them for a career delivering services in a therapeutic environment. It also demonstrates that this student group intends to pursue graduate level education allowing them to reach the next level in long term goal attainment. The majority of students were, at graduation, seeking a relevant position and applying to graduate programs or seeking a relevant position and taking a gap year before applying to graduate programs. Results also indicate 67% of graduates plan on attending a graduate program within the next one to two years. Plans for follow up with graduates are made for contact at the 60 and 90 day marks.

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 improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

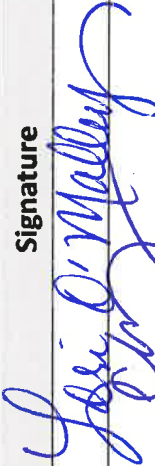



Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Continue to explore measures from internship courses.	SLO #2, #3, #4 and #5	More could be added to other objectives. Is this repetitive/cumbersome?
Proceed with plans for follow up to department graduation survey.	SLO #1, #2, #4 and #5	Could indicate preparation for higher level work.

PART 6
Summary of Assessment Measures

- A.** How many different assessment measures were used? 11
- B.** List the direct measures (see appendix): 10: exam, project and presentation results
- C.** List the indirect measures (see appendix): 1: student survey

PART 7
Faculty Participation and Signatures

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

Faculty Name	Assessment Role	Signature
Dr. Lori O'Malley	Report writer, data analyst, data provider	
Prof. Christi Mackey	Data provider	
Dr. Christine Whiting	Data provider	
Dr. Kevin Woller	Data provider	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Abe Marrero		2/20/28
Dean	Dr. Keith Martin		2/20/28