

# Degree Program Student Learning Report

Revised November 2019

## Select Academic Department

# BS in Community Counseling

For 2020-2021 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 excellence in oral and written	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidence-based inquiry, experimental	Foster skills of critical thinking, writing, research, and oral communication and provide traditional and nontraditional students duality associate and baccalaureate degrees.	Utilizing faculty mentors students will develop, analyze and synthesize human subject research. (SLO#1)

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
<p>communications, scientific reasoning and critical and creative thinking.</p>	<p>investigation and theoretical explanation of natural phenomena and innovative technology.</p>		<p>Students will show comprehension of and apply counseling theories to the real world. (SLO#2)</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 translate understanding of developmental concepts into artistic works. (SLO#3)</p> <p>Students will create and implement community-based activities. (SLO#4)</p> <p>Students will comprehend and apply a multicultural perspective. (SLO#5)</p> <p>Students will demonstrate knowledge of counseling ethics and apply to real world examples. (SLO#6)</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>		
<p>To support and strengthen student, faculty and administrative structures</p>	<p>The School will foster a community of scholars among the faculty and students of the institution.</p>		

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	<p>Students will comprehend and apply a multicultural perspective. (SLO#5)</p> <p>Students will participate and apply counseling knowledge in community settings. (SLO#7)</p> <p>Students will create and implement community based activities. (SLO#4)</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
Continue to explore measures from internship courses.	N	COVID-19 continued to interfere with internship completion during all semesters. Discussion will resume later.
Proceed with plans for follow up to department graduation survey.	N	Less than full effort was placed on this endeavor although preliminary information was collected.

### 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
SLO #6: Assessment measure has no associated performance standard. How does the department determine if the outcome is met?		No suggestions for improvement were offered. It was determined that a performance standard of 60% employed in a related position or accepted into a graduate program would suffice.
SLO #1: The mentorship agreement is a do or don't do; there is no variance of performance. Delete this portion.	Y	This portion of the SLO was deleted.

## 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.

<b>A.</b>								
<b>Student Learning Outcome</b>								
SLO #1: Utilizing faculty mentors and project judges from diverse disciplines students will develop, analyze and synthesize human subject research.								
<b>B.</b>	<b>C.</b>	<b>D.</b>	<b>E.</b>	<b>F.</b>		<b>G.</b>		
Assessment Measure	Performance Standard	Sampling Method	Sample Size (n)	Results		Standard Met (Y/N)		
Final grade for CC 4513 and SBS 4513 Capstone; including a presentation, paper, and other assignments.	90% of students will achieve a competence score equal to or greater than 70% as a culminating grade for the class.	Students in CC 4513 & SBS 4513, Capstone.	CC 4513: N=19: SP	A	B	C	D	F
				17	1	0	0	1
				90%	5%	0	0	5%
			SBS 4513: N=19: FA	A	B	C	D	F
				4	13	2	0	0
				21%	68%	11%	0	0
			SBS 4513: N=6: FA	A	B	C	D	F
				3	2	1	0	0
				50%	33%	17%	0	0
<b>H.</b>								
<b>Conclusions</b>								
The performance standard for this outcome has been met. The majority of community counseling students were placed in the CC 4513 section and clearly surpassed the performance standard. This is an improvement of 18% over the 2019/2020 year and a decrease of 5% over the 2018/2019 year. The assignment was changed from a live presentation format to a voice-over power point presentation and a substantial research paper following American Psychological Association guidelines due to COVID-19 restrictions.								

**A.**  
**Student Learning Outcome**

SLO #2: Students will show comprehension of counseling theories and applications to the real world.																																																				
<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>		<b>G. Standard Met (Y/N)</b>																																														
Scores across three exams representing major theories of counseling.	70% or students will receive a competence score equal to or greater than 70% each exam.	Students in CC 3023.	N=19	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>2</td><td>5</td><td>8</td><td>1</td><td>3</td></tr> <tr><td>11%</td><td>26%</td><td>41%</td><td>6%</td><td>16%</td></tr> </table>	A	B	C	D	F	2	5	8	1	3	11%	26%	41%	6%	16%	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>8</td><td>6</td><td>3</td><td>1</td><td>1</td></tr> <tr><td>41%</td><td>32%</td><td>15%</td><td>6%</td><td>6%</td></tr> </table>	A	B	C	D	F	8	6	3	1	1	41%	32%	15%	6%	6%	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>1</td><td>9</td><td>7</td><td>1</td><td>0</td></tr> <tr><td>7%</td><td>48%</td><td>38%</td><td>7%</td><td>0</td></tr> </table>	A	B	C	D	F	1	9	7	1	0	7%	48%	38%	7%	0	<p>Y 78%</p> <p>Y 88%</p> <p>Y 93%</p>
A	B	C	D	F																																																
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**H.**  
**Conclusions**

This is the fifth year students have met the performance standard across all theoretical exams. This is despite the change in course delivery from on-ground to technology assisted. 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.

**A.  
Student Learning Outcome**

SLO #3: Students will translate understanding of developmental concepts into artistic works.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Average scores for two separate creative components	80% of students will achieve a competence score equal to or greater than 80% for the creative components	Degree students in PSY 2413, Adolescent Development		This course was not offered during the current academic year.	

**H.  
Conclusions**

This course will be taught by a new instructor beginning Fall 2021. This SLO may be deleted/replaced in the near future.

**A. Student Learning Outcome**

SLO #4: Students will create and implement community-based activities.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>					<b>G. Standard Met (Y/N)</b>
Scores from group leadership project/campus-wide skills building seminar	100% of students will achieve a competence score equal to or greater than 80%	Students in CC 3213, Group Dynamics	N=19	A 11 58%	B 4 21%	C 3 16%	D 0 0	E 1 5%	N 79%

**H. Conclusions**

So close and yet so far away. 79% of students met the performance standard for this outcome. The assessment measure was altered due to CDC guidance on group gatherings. Students were not evaluated on a campus-wide seminar but were evaluated on an individual class project including complete design of a therapeutic group process. This process included research related to community need, connection between the proposed group process and counseling theory, explanation of group activities, marketing materials with narrative on participant recruitment, funding, and formative evaluation measures as well as development of forms for informed consent and group rules. This assignment was submitted as a paper with grading based of a rubric including Likert Scale rankings with options of 5 ratings across 5 areas. In addition, a formal presentation was included. The student who received the lowest grade completed the presentation but did not submit a paper. Even though the performance standard was not met, it was clear that most students worked diligently to complete the assignment.



**A.**  
**Student Learning Outcome**

SLO #5: 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)						
Development of diverse thinking across 3 journal entries.	80% of students will achieve a positive rating of change.	Students in CC 3013, Multicultural Counseling.	N=19	<table border="1"> <tr><td>Yes</td><td>No</td></tr> <tr><td>15</td><td>4</td></tr> <tr><td>83%</td><td>21%</td></tr> </table>	Yes	No	15	4	83%	21%	Y 83%
Yes	No										
15	4										
83%	21%										
Recognition of diversity issues within a work of literature.	80% of students will be able to recognize and describe the diversity issue within a work of literature.			<table border="1"> <tr><td>Yes</td><td>No</td></tr> <tr><td>17</td><td>2</td></tr> <tr><td>89%</td><td>11%</td></tr> </table>	Yes	No	17	2	89%	11%	Y 89%
Yes	No										
17	2										
89%	11%										

**H.**  
**Conclusions**

This assessment measure was altered due to COVID-19 and CDC restrictions on large group gatherings. Students were unable to attend experiences related to areas of multiculturalism and instead were assigned journals and a literature report involving instructor selected readings. The journal prompts included items related to preconceived ideas, interactions with diverse populations, and post learning thoughts and feelings. Literature reports were designed to include identification of issues within the realm of multiculturalism, conceptual framework, and intersectionality. Both were evaluated using qualitative methods with the report also involving an instructor created rubric. For several years the journals in this course were utilized in evaluating the SLO. Only in the past 4 years has there been an experiential requirement.

**A.**  
**Student Learning Outcome**

**SLO #6:** Students will demonstrate knowledge of counseling ethics and apply to real world examples.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>															
Ethics exam in CC 2013 Introduction to Counseling.	90% of students will receive a score of 80% or better.	Students in CC 2013.	N=16	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>11</td><td>3</td><td>1</td><td>0</td><td>1</td></tr> <tr><td>69%</td><td>19%</td><td>6%</td><td>0</td><td>6%</td></tr> </table>	A	B	C	D	F	11	3	1	0	1	69%	19%	6%	0	6%	N 88%
A	B	C	D	F																
11	3	1	0	1																
69%	19%	6%	0	6%																
Ethics presentation in CC 3033 Intervention Strategies.	90% of students will receive a score of 80% or better.	Students in CC 3033.	N=22	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>21</td><td>0</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>95%</td><td>0</td><td>0</td><td>0</td><td>5%</td></tr> </table>	A	B	C	D	F	21	0	0	0	1	95%	0	0	0	5%	Y 95%
A	B	C	D	F																
21	0	0	0	1																
95%	0	0	0	5%																
Ethics exam in CC 3023 Counseling Theory and Application.	90% of students will receive a score of 80% or better.	Students in CC 3023.	N=19	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>2</td><td>9</td><td>6</td><td>2</td><td>0</td></tr> <tr><td>11%</td><td>47%</td><td>32%</td><td>11%</td><td>0</td></tr> </table>	A	B	C	D	F	2	9	6	2	0	11%	47%	32%	11%	0	N 58%
A	B	C	D	F																
2	9	6	2	0																
11%	47%	32%	11%	0																
Delivery of a concise and understandable code for group behavior.	90% of students will achieve a competence score equal to or greater than 90%.	Students in CC 3213	N=19	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>18</td><td>0</td><td>0</td><td>1</td><td>0</td></tr> <tr><td>95%</td><td>0</td><td>0</td><td>5%</td><td>0</td></tr> </table>	A	B	C	D	F	18	0	0	1	0	95%	0	0	5%	0	Y 95%
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**H.**  
**Conclusions**

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 settings providing confidential therapeutic services, therefore, the knowledge and application of ethical standards is paramount. Both 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 results may indicate a general understanding, but lack of precise differentiation between the two codes. This matters little as the codes are very similar with global applications. Assessment of this objective has, in past years, had mixed results. Despite this, the program coordinator and instructors will continue to monitor and instruct on this issue.

**A. Student Learning Outcome**

SLO #7: Students will participate and apply counseling knowledge in community settings.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)															
Students will complete requirements associated with both internship courses – SBS 4033 and SBS 4043.	80% of students will score an 80% or better on a cumulative grade in their internship courses.	All students enrolled in SBS 4033 and SBS 4033 for summer, fall, and spring semesters	SBS 4033: N=23: SP  SBS 4033: N=17: FA	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>14</td><td>6</td><td>2</td><td>0</td><td>1</td></tr> <tr><td>61%</td><td>26%</td><td>8%</td><td>0</td><td>4%</td></tr> </table>	A	B	C	D	F	14	6	2	0	1	61%	26%	8%	0	4%	Y 87%
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				<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>11</td><td>3</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>73%</td><td>20%</td><td>7%</td><td>0</td><td>0</td></tr> </table>	A	B	C	D	F	11	3	1	0	0	73%	20%	7%	0	0	Y 93%
A	B	C	D	F																
11	3	1	0	0																
73%	20%	7%	0	0																

**H. Conclusions**

Prior years relied on evaluation comments by internship supervisors. Unfortunately, this data was lacking from the majority of semesters. It was determined a cumulative grade would be used to assess the objective. Internship courses contain successful completion of 60 hours on site with a dedicated supervisor. In addition, students complete resume and career correspondence assignments, career assessments, informational interviews, experience journals, create online career sites, and many other career development projects. The 4 students who failed internship in the summer remained in the class, but opted out of participating, therefore their grades are included. If they had dropped the course, 100% would have met 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 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.






<b>Proposed Change</b>	<b>Applicable Learning Outcomes</b>	<b>Rationale and Impact</b>
Many unexpected changes occurred in this academic year do to continuing issues with COVID-19. It is hoped that past assessment measures will be fully in effect for the coming year. There are plans for a comprehensive review of this process to take place.		

**PART 6**  
Summary of Assessment Measures

- A. How many different assessment measures were used? 10
- B. List the direct measures (see appendix): Exam scores, cumulative course grades, assignment evaluations.
- C. List the indirect measures (see appendix):

**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
Lori O'Malley	Report Author, data contributor	
Frank Elwell	Data contributor	
Christian Mackey	Data contributor	
Kevin Woller	Data contributor	
Christine Whiting	Data contributor	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head			2021.05.26
Dean	Keith Martin		6/8/21