

Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

BS in Community Counseling

For 2021-2022 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 student 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	Develop, analyze and synthesize human subject research utilizing faculty oversight. (SLO#1)

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
excellence in oral and written communications, scientific reasoning and critical and creative thinking.	creativity, empirical and evidence-based inquiry, experimental investigation and theoretical explanation of natural phenomena and innovative technology.	students duality associate and baccalaureate degrees.	Demonstrate comprehension and application of counseling theories to the real world. (SLO#2)
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate its majors to think independently and have the knowledge, skills, and vision to work in all types of situations and careers and communicate with all types of people.	The Department will promote and foster skills to think critically, creatively, and skills to work in social situations as well as the ability to communicate with a diverse population.	Comprehend and apply a multicultural perspective. (SLO#3) Demonstrate knowledge of counseling ethics. (SLO#4)
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 services to a diverse society.	
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.	Develop, analyze and synthesize human subject research. (SLO#1)
To provide university-wide student services, activities and resources that complement academic programs.	The School will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic		Offer and promote student and community interaction to create opportunities for cultural,	Comprehend and apply a multicultural perspective. (SLO#3)

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.		intellectual, and personal enrichment.	Participate and apply counseling knowledge in community settings. (SLO#5)

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
SLO #3 was dropped due to a change in teaching methodology.	Y	The class that was related to this SLO was redesigned and no longer contains the creative component.
A review of the plan was proposed.	Y	Review included all department faculty members The degree plan was discussed at length with no changes agreed upon. The acceptance of qualitative research methods was added to the capstone experience. However, this does not change the SLO.
SLO #4 was dropped due to a change in teaching methodology	Y	While COVID was not the greatest concern of the instructor for this course, the final assignment was changed to represent more detailed use of the principles taught.

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
Based on previous peer review, SLO #6 regarding application of ethics in the field has been changed to "Demonstrate knowledge of counseling ethics."	Y	This is what was being measured all along.

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										
SLO #1: Develop, analyze and synthesize human subject research utilizing faculty oversight.										
A. Assessment Measure	B. Performance Standard	C. Sampling Method	D. Sample Size (n)	E. Results		F. Standard Met (Y/N)				
Final grade for SBS 4513 Capstone; including 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 fall and spring sections of SBS 4513	Fall 2021 N = 6	A	B	C	D	F	Y 100%	
				5	0	1	0	0		
				83%	0	17%	0	0		
			Spring 2022 N = 10	A	B	C	D	F		Y 90%
				6	1	2	0	1		
				60%	10%	20%	0	10%		
			Spring 2022 N = 22	A	B	C	D	F		Y 100%
				22	0	0	0	0		
				100%	0	0	0	0		
G. Conclusions										
The performance standard for this measure was exceeded by every group. This is inline with the past few years' reports. In the past, Community Counseling students were separated out into their own capstone group in the spring. This was no longer deemed necessary and will eventually equalize the load between the two spring instructors. Discussion has ensued within the department allowing students to prepare and present qualitative research projects in the future. This will provide the Community Counseling students with research methods more consistent with their career fields. Positions in the human services field utilize more interviews, case studies, observations, program evaluations, and the like than they do experimental design.										

**A.
Student Learning Outcome**

SLO #2: Demonstrate comprehension and application of 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)					
Scores across four 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> </table>					A	B	C	D	F	Y 90%
				A	B	C	D	F						
				<table border="1"> <tr> <td>9</td><td>6</td><td>2</td><td>1</td><td>1</td> </tr> </table>					9	6	2	1	1	
				9	6	2	1	1						
				<table border="1"> <tr> <td>47%</td><td>32%</td><td>11%</td><td>5%</td><td>5%</td> </tr> </table>					47%	32%	11%	5%	5%	
				47%	32%	11%	5%	5%						
				<table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>F</td> </tr> </table>					A	B	C	D	F	Y 89%
				A	B	C	D	F						
				<table border="1"> <tr> <td>10</td><td>4</td><td>3</td><td>2</td><td>0</td> </tr> </table>					10	4	3	2	0	
				10	4	3	2	0						
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				53%	20%	16%	11%	0						
				<table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>F</td> </tr> </table>					A	B	C	D	F	N 68%
				A	B	C	D	F						
				<table border="1"> <tr> <td>9</td><td>3</td><td>1</td><td>3</td><td>3</td> </tr> </table>					9	3	1	3	3	
				9	3	1	3	3						
<table border="1"> <tr> <td>47%</td><td>16%</td><td>5%</td><td>16%</td><td>16%</td> </tr> </table>					47%	16%	5%	16%	16%					
47%	16%	5%	16%	16%										
<table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>F</td> </tr> </table>					A	B	C	D	F	N 69%				
A	B	C	D	F										
<table border="1"> <tr> <td>5</td><td>6</td><td>2</td><td>5</td><td>1</td> </tr> </table>					5	6	2	5	1					
5	6	2	5	1										
<table border="1"> <tr> <td>26%</td><td>32%</td><td>11%</td><td>26%</td><td>5%</td> </tr> </table>					26%	32%	11%	26%	5%					
26%	32%	11%	26%	5%										

**H.
Conclusions**

For five years students have met and/or exceeded the performance standards in this area. However, this year there is a mixture of results in the two exams toward the end of the semester. 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. With the exception of COVID years, this course has been taught on-ground and will continue to be so.

**A.
Student Learning Outcome**

SLO #3: 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)															
Students will report new understanding of groups due to direct exposure	80% of students will report new understanding via qualitative evaluation of exposure reports	Students in CC 3013 Multicultural Counseling	N = 12 (age)	<table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>12</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>100%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </table>	A	B	C	D	F	12	0	0	0	0	100%	0	0	0	0	Y 100%
			A	B	C	D	F													
			12	0	0	0	0													
			100%	0	0	0	0													
			N = 17 (disability)	<table border="1" style="width: 100%; text-align: center;"> <tr><td>17</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>100%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </table>	17	0	0	0	0	100%	0	0	0	0	Y 100%					
17	0	0	0	0																
100%	0	0	0	0																
N = 8 (religion)	<table border="1" style="width: 100%; text-align: center;"> <tr><td>8</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>100%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </table>	8	0	0	0	0	100%	0	0	0	0	Y 100%								
8	0	0	0	0																
100%	0	0	0	0																
N = 24 (LGBTQ+)	<table border="1" style="width: 100%; text-align: center;"> <tr><td>23</td><td>1</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>93%</td><td>7%</td><td>0</td><td>0</td><td>0</td></tr> </table>	23	1	0	0	0	93%	7%	0	0	0	Y 100%								
23	1	0	0	0																
93%	7%	0	0	0																
Recognition of diversity issues within a work of literature	80% or students will be able to recognize and describe the diversity issue within a work of literature		N = 11 (literature)	<table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>8</td><td>1</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>73%</td><td>9%</td><td>18%</td><td>0</td><td>0</td></tr> </table>	A	B	C	D	F	8	1	2	0	0	73%	9%	18%	0	0	Y 82%
			A	B	C	D	F													
			8	1	2	0	0													
73%	9%	18%	0	0																

**H.
Conclusions**

This assignment was put on hold during the COVID years but was able to be completed this year. However, the assignment did change to having a choice to complete 3 of the 5 assignments above. Therefore, you see different numbers of students participating in each group. The first three included exposure to different groups via personal interviews and ritual attendance. The final assignment included a work of literature from a list prepared by the instructor. Works vary by genre, but all include a different perspective such as ethnicity, socioeconomic status, citizenship, sexual orientation, etc. This group continued the pattern of meeting exceeding the expected standards even though the assignments have had to be modified.

**A.
Student Learning Outcome**

SLO #4: Demonstrate knowledge of counseling ethics.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results					G. Standard Met (Y/N)
Ethics exam in CC 2013 Introduction to Counseling & Ethics	90% of students will receive a score of 80% or better	Students in CC 2013	N = 24	A	B	C	D	F	Y 92%
				13	9	0	2	0	
				55%	37%	0	8%	0	
Ethics presentation in CC 3033 Intervention Strategies	90% of students will receive a score of 80% or better	Students in CC 3033	N = 25	A	B	C	D	F	Y 100%
				25	0	0	0	0	
				100%	0	0	0	0	
Ethics exam in CC 3023 Counseling Theory & Practice	90% of students will receive a score of 80% or better	Students in CC 3023	N = 19	A	B	C	D	F	N 78%
				11	4	2	2	0	
				57%	21%	11%	11%	0	
Delivery of a concise and understandable code for group behavior in CC 3213 Group Dynamics	90% of students will receive a score of 80% or better	Students in CC 3213	N = 18	A	B	C	D	F	Y 84%
				10	5	3	0	0	
				56%	28%	16%	0	0	

**H.
Conclusions**

Since ethics are a high priority for every human service-related job, particularly in the social services area, four different measures are taken to provide training in this area. For the length of the program students have met the expectations in all areas except for the exam in CC 3023. Two courses are usually taken in the first semester within the major; one of them is CC 3023. This class contains their first introduction to the national and state codes of ethics. It is also their first exam of the semester. These factors most likely contribute to the narrow miss of the performance standard each year. The ethics exam in CC 2013, although taken in the same semester, comes later. This enables students to see the application of ethical principles and provide deeper thought on the subject even though it is an introductory course. The other two courses are usually taken during the final semester which shows growth of understanding after a deep dive into the counseling degree content.

**A.
Student Learning Outcome**

SLO #5: 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% or students will score an 80% or better on a cumulative grade in their internship courses.	All students enrolled in SBS 4033 and SBS 4043 for summer, fall, and spring semesters	SBS 4033: N = 19: SU	A	B	C	D	F	Y 95%
				17 90%	1 5%	0 0	0 0	1 5%	
			SBS 4033: N = 21: FA	18 86%	2 10%	0 0	0 0	1 4%	Y 96%
				SBS 4033: N = 26: SP	21 81%	2 8%	2 8%	0 0	1 3%
			SBS 4043: N = 9: SU		6 67%	3 33%	0 0	0 0	0 0
				SBS 4043: N = 20: FA	18 90%	1 5%	0 0	1 5%	0 0
			SBS 4043: N = 19: SP		16 85%	1 5%	0 0	1 5%	1 5%

**H.
Conclusions**

This outcome, although wonderful for the department overall, does not cull out the students in the Community Counseling degree. With a return to differentiating between other social sciences and Community Counseling students along with examination of site supervisor evaluations and ratings as done pre-COVID we would have more specific data. Consistent with other measures in this report, students have exceeded the performance standard for years.

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
SLO #4 CC 3523 ethics exam – investigate	This has consistently been the only measure with a standard not met over the course of 4 years. Discussion will be held with respect to the instructor’s academic freedom.
SLO #5 SBS 4033 and 4043 – investigate more detailed method of gaining information	As stated in the conclusion for the SLO, a more detailed assessment method needs to and could be created.
Most, if not all of the measures have exceeded the expected	Are the expectations too low or do we keep showing we’re doing great? Should we develop other outcomes related to different skills?

PART 6

Assessment Measures and Faculty Participation

A. Summary of assessment measures:

- 1) How many different assessment measures were used? 9
- 2) List the direct measures (see appendix): Capstone grades, ethics activities and exams, internship grades, and project grades. All assessed by faculty within the Psychology and Sociology Department.
- 3) List the indirect measures (see appendix): Not applicable

B. 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	
Christi Mackey	Data contributor	
Sonya Munsell	Data contributor	
Christine Whiting - Madison	Data contributor	
Kevin Woller	Data contributor	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Brian Andrews		
Dean	Keith Martin		

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?