

Degree Program Student Learning Report

Revised May 2020

Select Academic Department

MS 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.	Central to the mission of the School 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. Our strategy is to foster an academic setting of diverse curricula that inherently incorporates an environment of service and collegiality.	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 Master 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. Upon completion students will be eligible for application within the state of Oklahoma as a Licensed Professional Counselor.

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 communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, 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.	SLO #1: Demonstrate enhanced abilities in communicating effectively with a variety of populations both in spoken and written language.
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.	SLO #1: Demonstrate enhanced abilities in communicating effectively with a variety of populations both in spoken and written language.
To provide a general liberal arts education that supports specialized academic programs and 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.	SLO #3: Create and implement community-based activities. SLO #4: Apply a multicultural perspective. SLO #8: Develop, plan and implement continuing education programming.
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.	SLO #7: Analyze and synthesize human subject research and evaluation. SLO #9: Apply counseling principles in community settings.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	The School will foster a community of scholars among the faculty and students 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>SLO#2: Apply counseling theories to real world situations.</p> <p>SLO #5: Demonstrate knowledge of counseling ethics and apply to real world examples.</p> <p>SLO #6: Adhere to the Code of Ethics in practice set forth by the American Counseling Association.</p>

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle **[1st Year of Program]**

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

PART 3

Response to University Assessment Committee Peer Review [1st Year of Program]

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

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: Demonstrate enhanced abilities in communicating effectively with a variety of populations both in spoken and written language.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>CC 5743 Career and Life Style Semester Project Paper (written) and class presentation (spoken) requiring self-analysis</i>	<i>80% of learners will achieve 80% or higher competency score for each assessment</i>	<i>All learners in CC 5743</i>	<i>N = 15</i> <i>N = 15</i>	<i>Semester Project Paper: 14/15 = 93%</i> <i>Semester Project Presentation: 15/15 = 100% met or exceeded the minimum performance standard</i>	<i>Yes</i> <i>Yes</i>
H. Conclusions					
<i>This was the first semester of the program. These preliminary results serve as a formative measure and indicate developing competency in communication abilities necessary for a counselor.</i>					

**A.
Student Learning Outcome**

SLO #2: Apply counseling theories to real world situations

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>CC 5743 Career and Life Style Development Exam #1 applying counseling and social cognitive theories to career counseling</i>	<i>80% of learners will achieve 80% or higher competency score</i>	<i>All learners in CC 5743</i>	<i>N = 16</i>	<i>15/16 = 94% met or exceeded the minimum performance standard</i>	<i>Yes</i>

**H.
Conclusions**

This formative assessment of the application of counseling theories indicates that learners are developing abilities to apply counseling theories to counseling situations. More data and analyses in the coming academic year will provide a broader view.

**A.
Student Learning Outcome**

SLO #3: 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)
<i>CC 5313 Practicum final evaluation/ course score</i>	<i>80% of learners will achieve at least an 80% competency level</i>	<i>All learners in CC 5313 Practicum I</i>	<i>To be assessed in the 2022-2023 AY</i>	<i>To be assessed in the 2022-2023 AY</i>	NA

**H.
Conclusions**

To be assessed in the 2022-2023 AY

**A.
Student Learning Outcome**

SLO #4: Apply a multicultural perspective.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>CC 5213 Ethnicity and Culture in the Counseling Field final course grade with activities assessed focusing on competencies needed for working with diverse populations.</i>	<i>80% of learners will achieve at least an 80% competency level</i>	<i>Everyone enrolled in the course</i>	<i>N = 17</i>	$15/17 = 88.2\%$ <ul style="list-style-type: none"> • 80% - 89%: N = 5 • 90% - 100%: N = 10 	Yes

**H.
Conclusions**

During the next semester this course is taught, specificity in sub-outcomes will be reviewed and assessed.

**A.
Student Learning Outcome**

SLO #5: 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)
<i>CC 5763 Social and Cultural Foundations final course grade, with assessed activities focusing on ethics applied to real world situations.</i>	<i>80% of learners will achieve at least an 80% competency level</i>	<i>Everyone enrolled in the course</i>	<i>N = 15</i>	<i>13/15 = 86.7%</i> <ul style="list-style-type: none"> • 80% - 89%: N = 1 • 90% - 100%: N = 12 	<i>Yes</i>

**H.
Conclusions**

Assessment activities and assessment processes are likely to be redesigned for a deeper dive into counseling ethics and applications.

**A.
Student Learning Outcome**

SLO #6: Adhere to the Code of Ethics in practice set forth by the American Counseling Association.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>CC 5613 Trauma Informed Therapy Essay</i>	<i>80% of learners will achieve at least an 80% competency level</i>	<i>All learners in CC 5613 Practicum I</i>	<i>To be assessed in the 2022-2023 AY</i>	<i>To be assessed in the 2022-2023 AY</i>	NA

**H.
Conclusions**

This will be assessed in Year 2 of the program.

**A.
Student Learning Outcome**

SLO #7: Analyze and synthesize human subject research and evaluation.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>CC 5233 Evaluation Methods in Psychology final course grade, with assessed activities focusing on assessing human subjects in counseling situations</i>	<i>80% of learners will achieve at least an 80% competency level</i>	<i>Everyone enrolled in the course</i>	<i>N = 11</i>	$8/11 = 72.7\%$ <ul style="list-style-type: none"> • 80% - 89%: N = 7 • 90% - 100%: N = 4 	<i>No</i>

**H.
Conclusions**

Two learners received Incomplete scores for this assessment due to family issues. A third student did not perform at the standard/benchmark. Faculty have reviewed and discussed these outcomes. For the 2022-2023 AY, this student learning outcome will be assessed based on specific learning activities in **CC 5473, Research in Counseling Professions**.

**A.
Student Learning Outcome**

SLO #8: Develop, plan and implement continuing education programming.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>CC 5313 Practicum I interview score</i>	<i>80% of learners will achieve at least an 80% competency level</i>	<i>All learners in CC 5313 Practicum I</i>	<i>To be assessed in the 2022-2023 AY</i>	<i>To be assessed in the 2022-2023 AY</i>	NA

**H.
Conclusions**

This assessment will be conducted in Year 2 of the degree program.

A.
Student Learning Outcome

SLO #9: Apply counseling principles in community settings.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>CC 5413 Practicum II interview score</i>	<i>80% of learners will achieve at least an 80% competency level</i>	<i>All learners in CC 5413 Practicum II</i>	<i>To be assessed in the 2022-2023 AY</i>	<i>To be assessed in the 2022-2023 AY</i>	NA

H.
Conclusions

This assessment will be conducted in Year 2 of the degree program.

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

PART 6

Summary of Assessment Measures

- A. How many different assessment measures were used? 5 assessment measures were used.
- B. List the direct measures (see appendix): [1] Semester Project Paper requiring student interviews, [2] cognitive exam of theories and principles, [3] overall course grade requiring forum discussions, exams, papers, and semester projects.
- C. List the indirect measures (see appendix): Indirect measures were not used to provide feedback for these program learning outcomes in year 1. However, a student focus group by the AVPAA and multiple interviews by the program director were conducted to provide feedback into the programming logistics and delivery for Year 2.

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. Michelle Taylor	Program director	
Dr. Kathy Hoppe	Fulltime faculty	
Dr. Mary Millikin	Adjunct faculty and AVP for Academic Affairs, Accountability and Academics	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Brian Andrews		
Dean	Dr. 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?

