

# Degree Program Student Learning Report

Revised June 2017

## Department of Psychology and Sociology

### **BS in Community Counseling**

For 2022-2023 Academic Year

#### **PART 1**

#### **Degree Program Mission and Student Learning Outcomes**

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

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
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.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
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 #4 CC 3523 ethics exam – investigate	Y	Discussion occurred, faculty claimed academic freedom and need for high rigor.
SLO #5 SBS 4033 and 4043 – investigate more detailed method of gaining information	Y	Students in this major were separated from the rest of the class for more accurate detail. Another measure was added.
Most, if not all the measures have exceeded the expected	Y	The competency standard for SLO #1 was increased by 10%.

### **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.

<b>Peer Review Feedback</b>	<b>Implemented (Y/N)</b>	<b>Comment</b>
Discuss changing SLO thresholds and measures due to history of consistently meeting the standards.	Y	SLO #1 competence rate was increased by 10%. SLO #3 competence rate was increased by 10%.

**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.

<b>A.</b> <b>Student Learning Outcome</b>																				
SLO #1: Develop, analyze and synthesize human subject research utilizing faculty oversight.																				
<b>A.</b> <b>Assessment Measure</b>	<b>B.</b> <b>Performance Standard</b>	<b>C.</b> <b>Sampling Method</b>	<b>D.</b> <b>Sample Size (n)</b>	<b>E.</b> <b>Results</b>	<b>F.</b> <b>Standard Met (Y/N)</b>															
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 80% as a culminating grade for the class.	Students in fall and spring sections of SBS 4513	Fall 2022 N = 16	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>10</td><td>3</td><td>1</td><td>0</td><td>2</td></tr> <tr><td>63%</td><td>19%</td><td>6%</td><td>0</td><td>12%</td></tr> </table> <p>Two students did not complete the course which resulted in the 2 failing grades. Since they did not complete, their grade was removed from the final tally.</p>	A	B	C	D	F	10	3	1	0	2	63%	19%	6%	0	12%	Y 92% (13)
			A	B	C	D	F													
			10	3	1	0	2													
			63%	19%	6%	0	12%													
Spring 2023 N = 34	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>23</td><td>8</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>68%</td><td>23%</td><td>3%</td><td>0</td><td>0</td></tr> </table> <p>Two students did not complete the coursework and received "I" (6%) for the semester.</p>	A	B	C	D	F	23	8	1	0	0	68%	23%	3%	0	0				
A	B	C	D	F																
23	8	1	0	0																
68%	23%	3%	0	0																
<b>G.</b> <b>Conclusions</b>																				
Even though the competence standard was increased by 10%, it was exceeded by every group. This is in line with the past five years' reports at the lower level. This was the first year of a general mixing of Community Counseling students in with the Social Sciences for capstone. This was also the first year including a good number of qualitative studies as well as quantitative projects.																				

**A.  
Student Learning Outcome**

SLO #2: Demonstrate comprehension and application of counseling theories 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 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=27	<table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td></tr> <tr><td>16</td><td>5</td><td>3</td><td>2</td><td>1</td></tr> <tr><td>59%</td><td>19%</td><td>11%</td><td>7%</td><td>4%</td></tr> </table>					A	B	C	D	F	16	5	3	2	1	59%	19%	11%	7%	4%	Y 89%
				A	B	C	D	F																
				16	5	3	2	1																
				59%	19%	11%	7%	4%																
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				A	B	C	D	F																
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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>18</td><td>7</td><td>1</td><td>1</td><td>0</td></tr> <tr><td>67%</td><td>26%</td><td>4%</td><td>4%</td><td>0</td></tr> </table>					A	B	C	D	F	18	7	1	1	0	67%	26%	4%	4%	0	Y 97%
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				A	B	C	D	F																
				15	8	1	3	0																
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**H.  
Conclusions**

For SIX years students have met and/or exceeded the performance standards in this area. 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 new instructor will facilitate this course in the Fall 2023.

<b>A. Student Learning Outcome</b>									
SLO #3: Comprehend and apply a multicultural perspective.									
<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>			
Final course project including overview and understanding of cultural differences including values, religion, language, death rituals, conformity, play, attire, oppression, thriving and how these relate to working with a population in provision of counseling services.	90% of students will reach an 80% competence level.	Students in CC 3013 Multicultural Counseling	N = 14	A	B	C	D	F	Y 100%
				14	0	0	0	0	
				100%	0	0	0	0	
<b>H. Conclusions</b>									
The measure for this outcome has changed due to a new instructor and teaching method for the course involved. The course project is graded by the instructor. Classmates provide ratings as to the content and presentation style which is incorporated as a small percentage of the total grade. The performance measure was raised due to the record of consistently meeting the criteria over the past 5 years despite the measure(s) used. The learning method was adapted from an experiential model to a discussion model which, anecdotally, the students enjoyed and were quite active in.									

**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 3023 Counseling Theory & Practice	90% of students will receive a score of 80% or better	Students in CC 3023	N = 27	<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>13</td> <td>11</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>48%</td> <td>41%</td> <td>7%</td> <td>4%</td> <td>0</td> </tr> </table>	A	B	C	D	F	13	11	2	1	0	48%	41%	7%	4%	0	N 89%
A	B	C	D	F																
13	11	2	1	0																
48%	41%	7%	4%	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 = 17	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>YES</td> <td>NO</td> </tr> <tr> <td>16</td> <td>1</td> </tr> <tr> <td>94%</td> <td>6%</td> </tr> </table>	YES	NO	16	1	94%	6%	Y 94% (16)									
YES	NO																			
16	1																			
94%	6%																			

**H.  
Conclusions**

Ethics are a high priority for every human service-related job, particularly in the social services area. Unfortunately, due to faculty turnover this learning outcome was limited to two measures for the year. CC 3023 contains students' 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 second measure is taken in one of the final courses for the degree. This measure is part of a final project for the course with all but one student meeting each requirement for the statement. This measure was not an issue of "do it or not", but a measure of students including all aspects of an ethical code for behavior and confidentiality. In short, you either covered it all or you didn't.



<b>A. Student Learning Outcome</b>										
SLO #5: Participate and apply counseling knowledge in community settings.										
<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>				
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	?	
									No Data	
			SBS 4033: N = 26: FA							?
										No Data
			SBS 4033: N = 29: SP	24	1	1	0	3		Y
				84%	3%	3%	0	10%		87%
			SBS 4043: N = 9: SU	11	0	0	0	0		Y
				100%	0	0	0	0		100%
			SBS 4043: N = 20: FA	24	0	0	0	0		Y
				100%	0	0	0	0		100%
			SBS 4043: N = 27: SP	24	2	1	0	0		Y
				89%	7%	4%	0	0		96%
			<b>H. Conclusions</b>							
<p>This outcome, although wonderful for the department overall, does not cull out the students in the Community Counseling degree. These numbers, although inclusive, appear to have a reliable conclusion. Consistent with other measures in this report, students have exceeded the performance standard for years. Missing data points are due to the transition to Black Board.</p> <p>This is the first year both internship courses have been taught by the same instructor. At first glance, although meeting the standard every year, there has been noticeable consistency among students moving from one level to the next. In future years only the CC majors will be reported in this number.</p>										

## 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.


<b>Proposed Change</b>	<b>Rationale</b>
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? 6
- 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	
Kevin Woller	Data contributor	
Rian Burns	Data contributor	

**Reviewed by:**

Titles	Name	Signature	Date
Department Head	Brian Andrews		5/24/23
Dean	Keith Martin		5/24/23

## 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.