

Degree Program Student Learning Report

Revised May 2020

Select Academic Department

MS 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.

| University Mission | College 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 College 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 | College 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 College 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 College 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 College 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 College 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. |

| University Commitments | College Purposes | Department Purposes | Student Learning Outcomes |
|---|---|--|--|
| | | | SLO #9: Apply counseling principles in community settings. |
| To provide university-wide student services, activities and resources that complement academic programs. | The College 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 College 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. | SLO#2: Apply counseling theories to real world situations. SLO #5: Demonstrate knowledge of counseling ethics and apply to real world examples. SLO #6: Adhere to the Code of Ethics in practice set forth by the American Counseling Association. |

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 |
|-----------------------------|------------------------------|-----------------|
| Not yet available | | |

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) |
| <p><i>CC 5743 Career and Life Style Semester Project Paper</i></p> <p><i>Semester Project included Interviews with a “Client” for career counseling purposes. A full report was submitted that could also be shared with the interviewee.</i></p> | <p><i>80% of learners will achieve 80% or higher competency score for each assessment</i></p> | <p><i>All learners in CC 5743</i></p> | <p><u>2023-24</u> <i>N=15 (1 W) (Online)</i></p> <p><u>2022-23</u> <i>N = 20 (Online)</i></p> <p><u>2021-22</u> <i>N = 15 (On-ground)</i></p> | <p><u>2023-2024</u> <i>Semester Project Paper 13/15 = 87% (1 W and 2 Incompletes)</i></p> <p><u>2022-23</u> <i>Semester Project Paper: 18/20 = 90%</i></p> <p><u>2021-22</u> <i>Semester Project Paper: 14/15 = 93% Semester Project Presentation: 15/15 = 100% met or exceeded the minimum performance standard</i></p> | <p>Yes</p> |
| H. Conclusions | | | | | |
| <p><i>This was the 3rd cohort in the program. Written communication skills met and exceeded the benchmark. These preliminary results serve as a formative measure in the program and indicate developing competency in communication abilities necessary for a counselor.</i></p> | | | | | |

| 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 5783 Addictions and Family Systems portfolio of 2 journal critiques, 2 reviews for application and 1 comprehensive case study</i> | <i>85% of learners will achieve 80% or higher competency score</i> | <i>All learners in CC 5783</i> | <u>2023-24</u> N = 20 <u>2022-23</u> N= 19 | <u>2023-24</u> All assessments for case conceptualization: 20/20 = 100% <u>2022-23</u> Critiques: 16/19 = 92% Reviews: 16/19 = 92% Comprehensive Case Study: 16/19 = 92% | Yes |
| H. Conclusions | | | | | |
| <p><i>The CC 5783 assessment, new in Year 2 as a second-year course, indicates robust achievement of this SLO. The formative assessment in CC 5743 of the application of counseling theories in Year 1 also demonstrates formative achievement of this SLO, applying counseling theories to real world situations. Faculty determined that the CC 5783 assessments were more content-rich and replaced the CC 5743 assessment measure this year.</i></p> | | | | | |

| 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> | <p><u>2023-24 AY</u> N=19</p> <p><u>2022-2023 (one sem)</u> N = 5; however, three learners did not attempt this activity and received Incompletes</p> | <p><u>2023-24 AY</u></p> <ul style="list-style-type: none"> • 90% - 100% achievement: 17 /19 = 90% • 80% – 89% achievement: 0 • 2 Incompletes: 10% <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • 2/2 = 100% | Yes |
| H. Conclusions | | | | | |
| <p><i>A great deal of effort is used to identify, create, and implement robust, authentic opportunities for practica in our communities. Quantitative feedback is planned to provide additional insight into this SLO for the 2024-2025 AY.</i></p> <p><i>In the 2023-2024 AY, there were 6 first practica during the summer semester, 12 in the fall semester, and 1 in the spring semester. CC 5413, Practicum II, is a second opportunity to implement these activities and assesses SLO #9.</i></p> | | | | | |

| 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> | <u>2023-2024</u> <i>N = 23</i> <u>2022-2023</u> <i>N = 20</i> | <u>2023-2024</u> <ul style="list-style-type: none"> • <i>90% – 100%: 23/23 = 100%</i> • <i>80% - 89%: 0</i> <u>2022-2023</u> <i>18/20 = 90%</i> <ul style="list-style-type: none"> • <i>90% - 100%: N = 16 (80%)</i> • <i>80% - 89%: N = 2 (10%)</i> • <i>One Withdraw and one Incomplete</i> | Yes |
| H. Conclusions | | | | | |
| <p><i>This course concentrates on applying a multicultural perspective. All learners who attempted the completion of these integrated activities met or exceeded the benchmark. This indicates that formatively our students are achieving this outcome.</i></p> <p><i>Qualitative feedback from students indicated a strong focus on understanding counseling theories and applications from multiple cultural points of view. As an online course, learners requested more video interaction, both asynchronously and/or synchronously, to help apply a multi-cultural lens.</i></p> | | | | | |

| 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> | <p><u>2023-2024</u> N = 18</p> <p><u>2022-2023</u> N = 8; however, three learners did not complete the assessment measure.</p> | <p><u>2023-2024</u></p> <ul style="list-style-type: none"> • 90% - 100%: 100% • 80% - 89%: 0 <p><u>2022-2023</u> 5/5 = 100% for those completing.</p> <ul style="list-style-type: none"> • 90% - 100%: N = 5 • 80% - 89%: N = 0 | Yes |
| H. Conclusions | | | | | |
| <i>Readings focusing on ethics and application to counseling situations is the focus for this SLO. Learners were required to read and discuss in class social issues in the US and globally that are [1] historical; [2] relevant today; and [3] projected into society's future. Guest discussants were invited to bring in multiple perspectives. In 2023-2024 AY, all students completed the course. Feedback from guest discussants may be integrated into the assessment of SLO #5 for the 2024-2025 AY to provide a broader understanding of the achievement of this outcome.</i> | | | | | |

| 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) |
| CC 5613 Trauma Informed Therapy Essay and overall comprehensive score, including exams. | 80% of learners will achieve at least an 80% competency level | All learners in CC 5613 Practicum I | <u>2023-2024</u> N = 33 <u>2022-2023 AY</u> N = 14 | <u>2023-2024</u> <ul style="list-style-type: none"> • 90% - 100%: 30/32 = 94% <ul style="list-style-type: none"> ○ 1 of 33 withdrew • 80% - 89%: 1/32: 3% 97% achieved standard • < 60%: 1/32: 3% <u>2022-2023</u> 14/14 = 100% <ul style="list-style-type: none"> • 90% - 100%: N = 11 (79%) • 80% - 89%: N = 3 (21%) | Yes |
| H. Conclusions | | | | | |
| <p><i>This is a formative assessment focusing on applying ethics to trauma informed therapy situations. Essays demonstrated that learners were conceptualizing well the criticality and integration of ethical considerations into every counseling and therapeutic situation.</i></p> <p><i>Note: this course was scheduled prior to Somatics, CC 5863, in Year 2 because it is the foundational course.</i></p> | | | | | |

| 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> | <p><u>2023-2024</u> N = 23 (1 withdrew)</p> <p><u>2022-2023 AY</u> N = 17</p> | <p><u>2023-2024</u></p> <ul style="list-style-type: none"> • 90% - 100%: 16/22 = 73% • 80% - 89%: 5/22 = 23% <p>96% achieved standard</p> <ul style="list-style-type: none"> • 70% - 79% = 1/22 = 4% <p><u>2022-2023 AY</u> 17/17 = 100%</p> <ul style="list-style-type: none"> • 90% - 100%: N = 16 (94%) • 80% - 89%: N = 1 (6%) | Yes |
| H. Conclusions | | | | | |
| <p><i>The focus of this course is on ethical qualitative and quantitative research in the Counseling Profession. A total of 21 out of 22 learners who completed the course achieved or exceeded the standard, with CITI standards applied. For the upcoming academic year, integration of research in collaboration with the Poverty, Family, and Trauma Research Center will be applied.</i></p> | | | | | |

| 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) |
| CC 5313 Practicum I final evaluation | 80% of learners will achieve at least an 80% competency level | All learners in CC 5313 Practicum I | <u>2023-2024</u> N = 19 <u>2022-2023 AY</u> N = 2 | <u>2023-2024</u> <ul style="list-style-type: none"> • 90% - 100%: 17/19 = 89.5% • 80% - 89% = 0 <li style="padding-left: 20px;">89.5% (90%) achieved this SLO • Incomplete: 2/17 = 10.5% <u>2022-2023 AY</u> Two learners in this program enrolled in the practicum, and both scored 90% or higher in achieving performance standard 2/2 = 100% <ul style="list-style-type: none"> • 90% - 100%: N = 2 (100%) • 80% - 89%: N = 0 (0%) | Yes |
| H. Conclusions | | | | | |
| Feedback from students in the program and from supervisors in these practica indicate that learners are developing, planning, and achieving additional education opportunities outside of the standard course curricula. Further, this forms expectations and positive experiences for continuing education after successful completion of the program, successful completion of the National Counselor Exam, and for professional licensure. | | | | | |

| 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> | <p><u>2023-2024</u> N = 19 1 student withdrew</p> <p><u>2022-2023 AY</u> N = 4</p> | <p><u>2023-2024</u></p> <ul style="list-style-type: none"> • 90% - 100%: 16/18 = 89 % • 80% - 89% = 0 • 89% achieved this SLO • Incomplete: 2/19 = 11% <p><u>2022-2023 AY</u> 4/4 = 100%</p> <ul style="list-style-type: none"> • 80% - 89%: N = 0 (0%) • 90% - 100%: N = 4 (100%) | Yes |
| H. Conclusions | | | | | |
| Data indicate that summatively, by the conclusion of the second practicum, students are applying counseling principles in community settings based on strong feedback from practicum supervisors as shown above. | | | | | |

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? **Nine assessment measures were used.**
- B. List the direct measures or types of assessments (see appendix): **[1] Semester Project Papers requiring client interviews, [2] cognitive exam of theories and principles, [3] Practicum interview evaluation by supervisors; [4] exams; and [5] overall course grade requiring forum discussions, exams, papers, and semester projects.**
- C. List the indirect measures or types of assessments (see appendix): **a Practicum essay for student reflection was used**

PART 7

Faculty Participation and Signatures 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 | <i>Mary Millikin</i> |
| Dr. Kathy Hoppe | Fulltime faculty | |
| Dr. Mary Millikin | Adjunct faculty and AVPAA, Accountability and Academics | |

A. Reviewed by:

| Titles | Name | Signature | Date |
|-----------------|-------------------|-----------|------|
| Department Head | Dr. Brian Andrews | | |

| Titles | Name | Signature | Date |
|--------|------------------|-----------|------|
| Dean | Dr. Susan Willis | | |

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?