

Degree Program Student Learning Report

Revised June 2017

Department of Psychology and Sociology

BS in Community Counseling

For 2023-2024 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.	The mission of the College 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	College Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student	The College 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	College 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 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.	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 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.	
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.	Develop, analyze and synthesize human subject research. (SLO#1)
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.			
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	College 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	Change in instructor with similar results. Will find alternative methods for teaching this topic.
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.

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
This degree was not reviewed in 2023-2024.		

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 80% as a culminating grade for the class.	Students in fall and spring sections of SBS 4513	Fall 2023 N = 8	A	B	C	D	F	N 75% (6)	
				6	0	2	0	0		
				75%	0	25%	0	0		
			Spring 2024 N = 10	A	B	C	D	F		Y 90% (9)
				5	4	0	0	1		
				50%	40%	0	0	10%		
G. Conclusions										
This report is based solely on the students majoring in Community Counseling. The previous year’s report displayed a combination of all Psych & SOC department majors. As you may see, the performance standard, although higher than previous years, was met by one group of students. The older standard was met by both groups. This was the second year of a general mixing of Community Counseling students in with the Social Sciences in a capstone. Although this was only the second year allowing qualitative studies a pattern of performance has developed in the area.										

**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 three assignments representing major issues in counseling.	70% or students will receive a competence score equal to or greater than 70% each designated assignment.	Students in CC 3023.	Psychodynamic (N=19)	A	B	C	D	F	Y 100%
			18	0	0	0	0		
			100%	0	0	0	0		
			Emotion-based (N=18)	A	B	C	D	F	Y 95%
			10	5	2	0	1		
			56%	28%	11%	0	5%		
			Ethics (N=19)	1 student did not complete the assignment.					Y 89%
			A	B	C	D	F		
			3	9	5	2	0		
			Medical Model (N=19)	A	B	C	D	F	Y 100%
			18	0	1	0	0		
			95%	0	5%	0	0		

**H.
Conclusions**

A different instructor facilitated this class in the fall. The course became less based on rote knowledge and testing and focused more on application of critical thinking and case study methods Results continued to surpass the performance standard. Continued transition will occur in the methods and material taught as well as the measurement for assessment.

**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)															
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 = 21	<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>17</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>80%</td> <td>10%</td> <td>10%</td> <td>0</td> <td>0</td> </tr> </table>	A	B	C	D	F	17	2	2	0	0	80%	10%	10%	0	0	Y 90%
A	B	C	D	F																
17	2	2	0	0																
80%	10%	10%	0	0																

**H.
Conclusions**

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 have continued to enjoy and participate.

**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 = 19	A	B	C	D	F	N 43%
				3	9	5	2	0	
				16	27	46	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 = 13	A	B	C	D	F	N 84%
				7	4	1	0	1	
				54%	30%	8%	0	8%	

**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, the same as in past years, but has a separate grade rating within the whole assignment. Unfortunately, both groups of students displayed less than desirable scores in this area.

**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 = 3: FA	A	B	C	D	F	Y	
				3	0	0	0	0		
				100%	0	0	0	0		
				SBS 4033: N = 3: SP	3	0	0	0		0
					100%	0	0	0		0
					SBS 4043: N = 6: FA	6	0	0		0
			100%	0		0	0	0		
			SBS 4043: N = 5: SP	5		0	0	0	0	
				100%	0	0	0	0		
				100%	0	0	0	0		

**H.
Conclusions**

These numbers represent only the CC students enrolled in internship courses. Consistent with other measures in this report, students have exceeded the performance standard for years. Both internship courses are taught by the same instructor, and both are fully online. Each student is responsible for completion of a 60-hour internship with an approved site as well as several other assignments related to professional development.

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	Continue to make changes in instructional methods.


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 Frank Elwell Christi Mackey Rian Burns Brian Andrews	Report Author, data contributor Data contributor Data contributor Data contributor Data contributor	

Reviewed by:

Titles	Name	Signature	Date
Department Head	Brian Andrews		6/5/2024
Academic Dean	Susan Willis		6-5-24

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?