

Year 2014-2015

Program: Counseling

Dept. Chair: Betty Cox

Date: Spring 2015

Student Learning Outcome	Assessment	Benchmark	Results	Decision/Improvement Made
1. <b>Knowledge</b> -- A. The methods of maintaining professional and personal growth and avoiding burnout	Discussion Board assignment	Grade of 90% or better	100%	
B. The issues involved in terminating counseling relationships	Discussion Board assignment	Grade of 90% or better	100%	
C. The skills and tasks for engaging a new client/students	Role Play	Grade of 90% or better	100%	
D. Different methods of goal setting with clients/students	Discussion Board assignment	Grade of 90% or better	100%	
E. Issues in deepening the relationship with clients/students	Discussion Board assignment	Grade of 90% or better	100%	
F. The perspective of a client in a counseling session	Role Play evaluation	Grade of 90% or better	100%	
G. The in-depth thoughts and feelings of an experienced therapist while working with specific clients	Group Paper on "Love's Executioner"	Grade of 90%	100% (9 out of 9 students)	
2. <b>Skills</b> -- A. The use of Cognitive-Behavioral Therapy in an online role-play	First Role Play assignment	Grade of 90% or better	33% (3 out of 9 students)	I provided detailed feedback on each student's role play transcript to help her understand how to more effectively use this theory.

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B. The use of Gestalt Therapy in an online role-play	Second Role Play assignment	Grade of 90% or better	11% (1 out of 9 students)	I need to either provide more effective information on how to use this theory, or consider replacing this theory. Students are less likely to use this theory when they become professional counselors.
C. The use of Existential Therapy in an online role-play	Fourth Role Play assignment	Grade of 90% or better	56% (5 out of 9 students)	I provided detailed feedback on the role play transcript.
D. The use of Solution-Focused Brief Therapy in two online role-plays	Third and Fifth Role Play assignments	Grade of 90% or better on each role play	56% (5 out of 9 students) on Third Role Play 56% (5 out of 9 students)	It seems that the school counseling students do better with this approach than do the clinical mental health students.
E. The effective evaluation of peer led role-plays using a variety of counseling theoretical approaches	Evaluations of four role plays conducted by other students	Grade of 90% or better for overall assignment	44% (4 out of 9 students) on first evaluation 56% (5 out of 9 students) on second evaluation 78% (7 out of 9 students) on third evaluation 56% (5 out of 9 students) on fourth evaluation 89% (8 out of 9 students) on fifth evaluation	It is challenging to evaluate another student's role play. I provide detailed instructions on how to do this and two sample papers, one done well, another done poorly. However, not every student reads all of the information I provide. Perhaps I should require a quiz over these instructions to be sure everyone knows how to complete these assignments.
F. Self-evaluation skills of counseling abilities	Evaluation of own fifth role play	Grade of 90% or better	89% (8 out of 9 students) on fifth evaluation	The student did not complete the assignment correctly.
G. The ability to adjust counseling performance as a result of constructive feedback	Self-Assessment Survey completed at the beginning of the semester, compared to completion	100% of students will see improvement in counseling skills	100%	

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	of the survey at the end of the semester			
H. The use of Wikis to construct group papers	Completion of group papers	Successful submission of 100% of papers	100%	
I. The use of AdobeConnectPro to conduct, record, and review online role-plays	Completion of five role plays and three webcams with the instructor	Successful recording of 100% of role plays	100%	
<b>3. Dispositions--</b> A. The responsibility to provide appropriate constructive feedback to peers	Evaluations of four role plays conducted by other students	Grade of 90% or better for each assignment	44% (4 out of 9 students) on first evaluation 56% (5 out of 9 students) on second evaluation 78% (7 out of 9 students) on third evaluation 56% (5 out of 9 students) on fourth evaluation	
B. The willingness to accept constructive feedback from peers and the instructor	Completion of third webcam session with instructor	Grade of 90% or better	100%	
C. The willingness to collaborate with peers in writing group papers	Completion of group papers	Grade of 90% or better	100%	
D. Concern for the professional development of peers	Effective feedback on student role plays	Grade of 90% or better on each role play evaluation	44% (4 out of 9 students) on first evaluation 56% (5 out of 9 students) on second evaluation 78% (7 out of 9 students) on third evaluation 56% (5 out of 9 students) on fourth evaluation	I provided a sample paper to be read prior to completing the first evaluation, and then gave detailed feedback on the completed evaluation to help improve each student's ability to provide effective feedback.
E. Self-awareness of personal and professional characteristics that impact counseling skills	Completion of self-assessment of basic helping skills survey	Completion of survey	100%	

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F. Appreciation for the need to continually reflect on counseling skills	Discussion Board assignment	Grade of 90% or better	100%	
<b>4. Diversity Proficiencies--</b> A. An awareness of personal biases	Discussion Board assignment	Grade of 90% or better	100%	
B. An appreciation for the need to accept student/client ethnic, racial, socio-economic, language, religious, exceptionalities, geographical and gender differences.	Discussion Board assignment	Grade of 90% or better	100%	