

Year 2016-2017

Program: Counseling

Dept. Chair: Cynthia West

Date: Spring 2017

Student Learning Outcome	Assessment	Benchmark	Results	Decision/Improvement Made
<b>1. Knowledge--</b> A. The methods of maintaining professional and personal growth and avoiding burnout	Discussion Board assignments 4 and 7	Grade of 90% or better	66% (2 out of 3 students) on DB 4  100% (3 out of 3 students) on DB 7	One student did not submit the DB 7.
B. The issues involved in terminating counseling relationships	DiscussionBoard assignment 11	Grade of 90% or better	100% (3 out of 3 students)	
C. The skills and tasks for engaging a new client/students	Role Play	Grade of 90% or better	100% (3 out of 3 students)	
D. Different methods of goal setting with clients/students	Discussion Board assignments 4 and 7	Grade of 90% or better	100% (3 out of 3 students) on DB 4  100% (3 out of 3 students) on DB 7	
E. Issues in deepening the relationship with clients/students	Discussion Board assignment 1	Grade of 90% or better	100% (3 out of 3 students)	
F. The perspective of a client in a counseling session	Role Play 4 and 5 evaluations	Grade of 90% or better	66% (2 out of 3 students) on Role Play 4 evaluation  100% (3 out of 3 students) on Role Play 5 evaluation	
G. The in-depth thoughts and feelings of an experienced therapist while working with	Group Paper on "Love's Executioner"	Grade of 90%	100% (3 out of 3 students)	There were only three students, forming one group. They wrote an excellent paper.

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specific clients				
<b>2. Skills--</b> A. The use of Cognitive-Behavioral Therapy in an online role-play	First Role Play assignment	Grade of 90% or better	100% (3 out of 3 students)	At one time this course was the first time students were required to do counseling role plays. The students in the course this semester had other courses in our program that required role plays, thus their performance here reflects those learning experiences.
B. The use of Gestalt Therapy in an online role-play	Second Role Play assignment	Grade of 90% or better	66% (2 out of 3 students)	The one student who did not meet the benchmark missed it by one point.
C. The use of Existential Therapy in an online role-play	Fourth Role Play assignment	Grade of 90% or better	33% (1 out of 3 students)	Two students were 1 point away from earning 90% on this assignment.
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	0% (0 out of 4 students) on Third Role Play  100% (3 out of 3 students) on fifth role play	The students benefitted from the feedback they received on the third role play when completing the fifth role play. I also provided a recorded video of a discussion I conducted with a previous class on how to use this theory in a role play.
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	100% (3 out of 3 students) on first evaluation 66% (2 out of 3 students) on second evaluation 66% (2 out of 3 students) on third evaluation 66% (2 out of 3 students) on fourth evaluation	This was a particularly strong group of students, however, given the small number of students in the course they perhaps did not evaluate each other as honestly or in as much depth as they should have. Anonymity was impossible, although I never revealed who was evaluating each

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				session. They were very close and I'm sure could figure out who was being evaluated by whom. Knowing them well, I can assume they were hesitant to be as direct as they needed to be, which impacted their grades.
F. Self-evaluation skills of counseling abilities	Evaluation of own fifth role play	Grade of 90% or better	100% (3 out of 3 students) on fifth evaluation	In contrast to the results of the students evaluating peers, the students were adept at evaluating themselves honestly, directly, and appropriately. Self-reflection has been encouraged throughout the program, and this is a good example of how well the students respond to that.
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 of the survey at the end of the semester	100% of students will see improvement in counseling skills	100% (3 out of 3)	The COSI survey was used. Improvement can be measured by an increase in the self-assessment, but also by discussing the self-reflection that comes from this procedure. All 4 students learned more about themselves and their own skills, as disclosed in our final webcam meeting.
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%	

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<p><b>3. Dispositions--</b> A. The responsibility to provide appropriate constructive feedback to peers</p>	<p>Evaluations of four role plays conducted by other students</p>	<p>Grade of 90% or better for each assignment</p>	<p>100% (3 out of 3 students) on first evaluation 66% (2 out of 3 students) on second evaluation 66% (2 out of 3 students) on third evaluation 66% (2 out of 3 students) on fourth evaluation</p>	
<p>B. The willingness to accept constructive feedback from peers and the instructor</p>	<p>Completion of third webcam session with instructor</p>	<p>Grade of 90% or better</p>	<p>100%</p>	
<p>C. The willingness to collaborate with peers in writing group papers</p>	<p>Completion of group papers</p>	<p>Grade of 90% or better</p>	<p>100%</p>	
<p>D. Concern for the professional development of peers</p>	<p>Effective feedback on student role plays</p>	<p>Grade of 90% or better on each role play evaluation</p>	<p>100% (3 out of 3 students) on first evaluation 66% (2 out of 3 students) on second evaluation 66% (2 out of 3 students) on third evaluation 66% (2 out of 3 students) on fourth evaluation</p>	
<p>E. Self-awareness of personal and professional characteristics that impact counseling skills</p>	<p>Completion of self-assessment of basic helping skills survey</p>	<p>Completion of survey</p>	<p>100%</p>	
<p>F. Appreciation for the need to continually reflect on counseling skills</p>	<p>Discussion Board assignment</p>	<p>Grade of 90% or better</p>	<p>100%</p>	
<p><b>4. Diversity</b></p>	<p>Discussion Board assignment</p>	<p>Grade of 90% or better</p>	<p>100%</p>	

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Proficiencies-- A. An awareness of personal biases				
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%	