WSU Standard Format: Program Level Assessment Report for 2012-2013

PROGRAM NAME, DEGREE NAME
(e.g. Organizational Leadership, B.S.): Business and Organizational Management Counseling, M.S.

COLLEGE in which PROGRAM is housed: Education and Human Services

REPORT PREPARED by: Eileen Fernandez Self, Ph.D.

A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings” in 2011-2012 Assessment Report.)

Actions taken in 2012-2013 based on 2011-2012 findings to maintain program strengths and student learning was to attend recruitment event to increase diversity and also gain input from student advisory board.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to _________________.

Graduates will be able to:
- exhibit empathy, genuineness, warmth and positive regard.
- exhibit multicultural sensitivities.
- exhibit knowledge of ethical standards.
- exhibit a professional identity.

(Our program level student outcomes are derived from our learned societies, program faculty, professional associations, and advisory groups.)

(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.)

All program major students taking courses Fall 2012, Spring 2013, and Summer 2013 semesters (82% females, 18% males; 70% Caucasians, 18% African Americans, 6% Hispanics, 6% Asians; mean age 32.5 ranging from age 24 to 51) including those that graduated one of those terms.

D. ASSESSMENT MEASURES
- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?

Student Portfolio evaluation includes:
- Content Knowledge
  - Comprehensive exam (evidence of passing).
- Grade Point Average.
Pedagogical Content Knowledge
Practicum Field Evaluation rating form.
Impact on Client Needs form reflecting interventions.

Emotional Intelligence
Emotional intelligence assessment (results).

Diversity
Graded Reflection Paper from program of study completed with “B” or better. Paper must involve some aspect of diversity.

Professionalism
Professional Association membership (evidence), resume, or certificate of attendance indicating successful completion of a professional conference related to major.

Technology
PowperPoint, Excel, WebCT/Pilot, Elluminate or Blackboard Collaborate graded assignment. Grade must be “B” or better.

• What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

Alumni and Employer survey is conducted every other year so no data this year (see 2011-2012 report). Curriculum surveys are conducted at the end of the BOMC field experience.

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

All six areas of the BOMC Student Portfolio yielded acceptable and target scores on rubrics. Overall GPA is 3.6 a on a 4 point scale (Fall/13 3.5, Spring/13 3.7, Summer/13 3.8), practicum field evaluations had a mean score of 4.6 out of 5 point rating scale, and all had passing scores on the comprehensive exam at end of program. 24% of the BOMC majors graduated in 2012-2013 before or on target.

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed?

Results were shared with stakeholders- program site supervisors during site visits and students in final field experience.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING
Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

All indicated strengths. Program faculty as discussed at our department faculty meetings are in the process of moving the Techniques of Counseling course to later in the curriculum to be in closer proximity to field experience. We are also requiring a grade of B or better in Multicultural Counseling as a prerequisite core course prior to field experience. In consultation with the management faculty, a new required management course Managing for Creativity and Innovation has been implemented. We will continue to attend recruitment event to increase diversity and also gain input from student advisory board.

H. SUPPORTING DOCUMENTS (recommended)
Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.