

**Assurance of Student Learning  
2018-2019**

College of Education and Behavioral Sciences

Counseling and Student Affairs

College and Career Readiness Certificate 1737

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:** Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) foundations, consultation and collaboration, and program evaluation.

**Instrument 1** | Direct: Unit quizzes

**Instrument 2** | Direct: Key assessments: final applied projects and video presentations.

**Instrument 3** | Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

**Met**

Not Met

**Student Learning Outcome 2:** Apply an understanding of developmental career counseling issues including career development theories and models; career assessments and techniques; job search strategies; and diverse issues such as the interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

**Instrument 1** | Direct: Unit quizzes

**Instrument 2** | Direct: Career portfolio

**Instrument 3** | Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

**Met**

Not Met

**Student Learning Outcome 3:** Complete a 100 hours of practicum experience demonstrating the knowledge, skills, and experience gained in a college and career readiness setting providing direct and indirect service to students/clients and the organization.

**Instrument 1** | Direct: Case presentations

**Instrument 2** | Direct: Site supervisor evaluation of students

**Instrument 3** | Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

**Met**

Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

As noted throughout the subsequent pages, there are DIRECT and INDIRECT measures of the Student Learning Outcomes noted above. These measures are both objective and narrative in nature and are conducted over the course of any given student's enrollment in the program. The results provide averages and trends related to the Student Learning Outcomes. A synthesis of both the objective and narrative results note areas of program success, as well as areas of growth. All faculty are involved in making decisions related to the enhancement of the program based upon the results of these measurements.

**Student Learning Outcome 1**

<b>Student Learning Outcome</b>	Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) foundations, consultation and collaboration, and program evaluation.		
<b>Measurement Instrument 1</b>	Direct: Unit quizzes are provided in CCR content classes (CNS 500, 501, 502) to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed. They must complete each unit quiz to unlock consequent unit materials (adaptive learning through Blackboard).		
<b>Criteria for Student Success</b>	Each quiz has 10 questions each randomly pulled from a pool of unit questions; students have 20 minutes to complete the quiz and may only take it once. This assesses their basic content knowledge on the material as they are strongly encouraged to read the material before attempting to take this quiz. They may not collaborate or share the information with others but may consult their text and resources if necessary. Up to 5 points are awarded for each unit quiz but their two lowest two quiz grades may be dropped for each class. Total adjusted quiz scores of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	93.9%
<b>Methods</b>	Weekly unit quiz scores are automatically graded in Blackboard with the two lowest scores automatically dropped to tally the final total adjusted quiz score. The results for 2018-2019 courses are listed below: CNS 500 (N = 6), Total mean score (M = 87.5%), Passing final scores above 70% (n = 6), Non-passing final scores below 70% (n = 0) CNS 501 (N = 12), Total mean score (M = 88.5%), Passing final scores above 70% (n = 12), Non-passing final scores below 70% (n = 0) CNS 502 (N = 15), Total mean score (M = 82.1%), Passing final scores above 70% (n = 13), Non-passing final scores below 70% (n = 2)		
<b>Measurement Instrument 2</b>	Direct: Key assessments: final applied projects and video presentations. These performance indicators are measured across time, in various courses and are graded upon a 4-point rubric.		
<b>Criteria for Student Success</b>	Students develop final applied projects for each class that is intended to be an actual resource guide, consultation/collaboration project, and/or program evaluation proposal that would help them serve their target population. Each project addresses a set of key items they must include as well as a video presentation of their project. Students receive points for providing a well-developed project, articulate presentation, and helpful feedback to others on their final projects. Total scores for final projects of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	88.2%
<b>Methods</b>	Final projects are manually graded and students are provided feedback through Blackboard. The results for 2018-2019 courses are listed below: CNS 500 (N = 6), Total mean score (M = 93.0%), Passing final scores above 70% (n = 6), Non-passing final scores below 70% (n = 1) CNS 501 (N = 12), Total mean score (M = 86.1%), Passing final scores above 70% (n = 11), Non-passing final scores below 70% (n = 1) CNS 502 (N = 15), Total mean score (M = 79.2%), Passing final scores above 70% (n = 13), Non-passing final scores below 70% (n = 2)		
<b>Measurement Instrument 3</b>	Indirect: Student Survey – CCR The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants' opinions related to the strengths, as well as the weaknesses of the program.		
<b>Criteria for Student Success</b>	This measurement does not directly measure student success, however it measures student <i>perceptions</i> of their success. This program is new. Therefore, a student survey was sent in Fall 2019 to all students enrolled in the CCR program or those who have taken at least one course. However, there were no responses to the survey. Will attempt to obtain student responses in the spring semester. Informal verbal responses and SITE Evaluations have indicated student satisfaction.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	Pending

<b>Methods</b>	The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
The CCR program commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, including ensuring that students will obtain academic course work and experiences necessary to seek related employment in College and Career Readiness. Program Coordinators are also heavily involved in the community (i.e., Chamber of Commerce) and in local school partnerships in order to obtain feedback related to the CCR efforts within the Bowling Green region. Our decision-making process and actions for program improvement therefore rely both on feedback from our students, as well as constituents within the community. Given the newness of the program, as well as the relatively low enrollment, we have not made significant changes to the program at this time. However, this is not to say that we do not take the feedback we receive seriously. We continue to be in a process to build this program and make adjustments through student feedback.				
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
Based upon both formal and informal feedback, the following actions have occurred: directives for assignments focus more on applied settings; more in-depth lectures have been developed to supplemental program (and course) content; ongoing consultation with CCRCs in the region to enhance the courses and related content.				

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	Apply an understanding of developmental career counseling issues including career development theories and models; career assessments and techniques; job search strategies; and diverse issues such as the interrelationships among work, marital, family, and other life roles including multicultural and gender issues.		
<b>Measurement Instrument 1</b>	Direct: Unit quizzes are provided in CNS 556 to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed. They must complete each unit quiz to unlock consequent unit materials (adaptive learning through Blackboard).		
<b>Criteria for Student Success</b>	Each quiz has 10 questions each randomly pulled from a pool of unit questions; students have 20 minutes to complete the quiz and may only take it once. This assesses their basic content knowledge on the material as they are strongly encouraged to read the material before attempting to take this quiz. They may not collaborate or share the information with others but may consult their text and resources if necessary. Up to 5 points are awarded for each unit quiz but their two lowest two quiz grades may be dropped for each class. Total adjusted quiz scores of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Weekly unit quiz scores are automatically graded in Blackboard with the two lowest scores automatically dropped to tally the final total adjusted quiz score. The scores results for 2018-2019 courses are listed below: CNS 556 (N = 28), Total mean score (M = 92.3%), Passing final scores above 70% (n = 28), Non-passing final scores below 70% (n = 0)		
<b>Measurement Instrument 2</b>	Direct: The career portfolio activities are designed to allow students to get to know themselves better and practice actual activities that could be useful for students and their student/clients in their work as a career counselor or coach.		
<b>Criteria for Student Success</b>	<p>Students are required to complete the components of the portfolio throughout the semester and work with their small groups to apply the theories, interpret the assessments, prepare for the job search, and address issues of diversity which include conducting a counseling exercise with a client from outside of the class. Each item is rated on a 4-point rubric item for a total of 40 points for the entire career portfolio. Total career portfolio scores of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement. The components included are as follows:</p> <ul style="list-style-type: none"> <li>• Autobiography Introduction: an introduction of themselves, their work experience related to counseling/career development, other experiences, aspirations, career goals, and course goals.</li> <li>• Self-Assessments: students must assess a variety of characteristics including their Values, Interests, Personality, and Skills (VIPS).</li> <li>• Lifeline: describe the experiences, choices, and themes that have affected their career development.</li> <li>• Brainstorm &amp; Career Exploration: students explore your own career options within or outside of the counseling field but also help others think outside of their limited scopes.</li> <li>• Résumé &amp; Critiques: the resume offers a quick snapshot of an individual during the job search. Critiques require students to review other resumes and offer feedback.</li> <li>• Cover Letter: students create a cover letter for their current or ideal job posting.</li> <li>• Mock Interview: this provides an opportunity to complete an interview and give/receive a helpful critique.</li> <li>• Genogram / Sociogram: students create a basic diagram of their family tree and social network to understand their most significant influences</li> <li>• Informational Interview: students conduct an informational interview with at least one professional who can provide them insights, advice, and warnings about working with a particular population.</li> <li>• Counseling Exercise: students practice a career counseling intervention with a voluntary 'client/student' based on career concerns relevant to them and them provide a written summary of their client characteristics; counselor and client goals; client strengths, barriers, and resources; career theory used to conceptualize the client progress; career-related activities they used during the session; and assessment of their strengths and limitations; and insights they gained from the activity.</li> </ul>		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	100%

<b>Methods</b>	Final projects are manually graded and students are provided feedback through Blackboard. The results for 2018-2019 career portfolios in CNS 556 are as follows: (N = 28), Total mean score (M = 92.3%), Passing final scores above 70% (n = 28), Non-passing final scores below 70% (n = 0).		
<b>Measurement Instrument 3</b>	Indirect: Student Survey – CCR This measurement does not directly measure student success, however it measures student <i>perceptions</i> of their success. The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants' opinions related to the strengths, as well as the weaknesses of the program.		
<b>Criteria for Student Success</b>	This measurement does not directly measure student success, however it measures student <i>perceptions</i> of their success. This program is new. Therefore, a student survey was sent in Fall 2019 to all students enrolled in the CCR program or those who have taken at least one course. However, there were no responses to the survey. Will attempt to obtain student responses in the spring semester. Informal verbal responses and SITE Evaluations have indicated student satisfaction.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	Pending
<b>Methods</b>	The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The CCR program commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, including ensuring that students will obtain academic course work and experiences necessary to seek related employment in College and Career Readiness. Program Coordinators are also heavily involved in the community (i.e., Chamber of Commerce) and in local school partnerships in order to obtain feedback related to the CCR efforts within the Bowling Green region. Our decision-making process and actions for program improvement therefore rely both on feedback from our students, as well as constituents within the community. Given the newness of the program, as well as the relatively low enrollment, we have not made significant changes to the program at this time. However, this is not to say that we do not take the feedback we receive seriously. We continue to be in a process to build this program, as well as make adjustments.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Based upon both formal and informal feedback, the following actions have occurred: directives for assignments focus more on applied settings; more in-depth lectures have been developed to supplemental program (and course) content; ongoing consultation with CCRCs in the region to enhance the courses and related content.			

**Student Learning Outcome 3**

<b>Student Learning Outcome</b>	Complete a 100 hours of practicum experience demonstrating the knowledge, skills, and experience gained in a college and career readiness setting providing direct and indirect service to students/clients and the organization.		
<b>Measurement Instrument 1</b>	Direct: Case presentations. In addition to regular attendance and participation in online supervision to discuss their cases and provide feedback to others, case presentations provide an opportunity for students to provide a summary of their work with a particular client/student. The two required case presentations include a 5-10 minute video clip and completion of the case template provided in they syllabus.		
<b>Criteria for Student Success</b>	Case Presentation 1 focuses on the case intake and notes template; it is graded based on the thoroughness of the intake and notes section as well as the case summary and live online presentation (16 points). Case 2 focuses on a detailed written description of their work with students to include background information, primary CCR-related concerns, assessment, CCR goals, a description of the video clip, and a self-critique (28 points). Total scores of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	N/A
<b>Methods</b>	Case presentations are manually graded and students are provided feedback through Blackboard. The CCR program did not have any students ready to complete the final practicum experience. The first student enrolled in Fall 2019.		
<b>Measurement Instrument 2</b>	<p>Direct: Site supervisor evaluation of student. Site Supervisors complete an evaluation of student performance for each student whom they are supervising. These are completed and discussed with students at the mid and final part of the term. Students are rated on the following evaluation scale from 1-4 (1-Need continued practice: no skill, unhelpful or not well-timed skills; 2-Developing skill: somewhat helpful, missed many opportunities; 3-Well developed: helpful and well-timed skill when performed, but not consistently smooth; 4-Highly developed: helpful, well-timed, and consistently well-performed skill; or NA-Insufficient experience to judge). They are rated in the following areas:</p> <p>Attending</p> <ol style="list-style-type: none"> <li>1. Body Language &amp; Appearance. Maintain open, relaxed, attentive, confident posture. Wears professional attire.</li> <li>2. Eye Contact. Maintain appropriate eye contact.</li> <li>3. Vocal Tone. Use vocal tone that communicates caring and connection</li> <li>4. Minimal Encouragers. Use verbal (e.g., uh huh, okay, right, yes) and nonverbal (e.g., nods, body gestures) skills to let the student* know you heard them.</li> <li>5. Appropriate Silence. Use silence in a helpful way to encourage student to talk and process their thoughts.</li> <li>6. Verbal Tracking. Stay on topic. Repeats key words or phrases.</li> <li>7. Selective Attending. Selectively attend to key aspects of their communication.</li> <li>8. Focusing. Stay with topic as long as productive.</li> <li>9. Observation Skills. Notice nonverbal language and gestures.</li> </ol> <p>Basic Listening</p> <ol style="list-style-type: none"> <li>10. Encouraging Student/Client to Talk. Use statements (e.g., describe... tell me more..., etc.) to encourage expansion and clarification.</li> <li>11. Reflection – Basic Empathy. Use statements to attend to <i>expressed</i> emotions.</li> <li>12. Reflection – Advanced Empathy. Use statements to identify <i>implied</i> emotions.</li> <li>13. Paraphrasing (Reflection of Content). Engage in brief, accurate, &amp; clear rephrasing of content expressed to check for accuracy of your interpretation.</li> <li>14. Summarizing. Summarizes at key moments to capture the overall sense of what the student has been expressing over time (content and emotions).</li> <li>15. Challenging/Pointing out Discrepancies. Express observations of discrepancies between non-verbals and verbals, plans and behavior, desires and actions (e.g., they say one thing but do another).</li> </ol>		

	<p>CCR-Related Content</p> <p>16. Identifying Key Content. Identifies primary student CCR concerns and other relevant concerns. Clarifies with the student for accuracy.</p> <p>17. Observing Themes and Patterns. Identify more overarching patterns of student's thoughts or behaviors that may be related to the CCR concern ("In _____ situations, you regularly do _____ [or think _____ or feel _____] which seems to lead to _____ which causes you problems.")</p> <p>18. Exploring Meaning and Values. Use questions to explore meanings; use statements to highlight key meaning and value words of the student that can allow them to gain helpful insights and clarity about their situation.</p> <p>19. Contextual Background. Understands the student's background including their demographics, culture, family, and other factors affecting their decisions.</p> <p>20. Assessing. Understands what the student presents but is able to step back and develop an insightful assessment of their situation on a larger scope.</p> <p>21. Goal Setting. Helps the student identify realistic and achievable short and long term goals given their concerns, barriers, resources, and motivations.</p> <p>22. Self-Critique. Ability to honestly explore lessons learned, areas for improvement, personal thoughts or feelings, and self-care practices.</p> <p>23. Openness to Feedback. Willing to request, hear, and apply feedback to enhance the work with students/clients.</p> <p>24. Knowledge and Application. Has a solid CCR knowledge with the ability to apply it in individual or group sessions with students, clients, parents, and others.</p> <p>In addition, a written narrative inquires about the following:</p> <ul style="list-style-type: none"> <li>• Interns areas of strengths</li> <li>• Interns areas for needed growth</li> <li>• Supervisor's plan to help them improve on the areas for needed growth</li> </ul>		
<b>Criteria for Student Success</b>	Students should range between 2 to 4 on each item indicating their level of skill development with a plan to address areas that are still developing or need continued practice.		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	N/A
<b>Methods</b>	Case presentations are evaluated by their site supervisors during the mid and final point in the semester. The CCR program did not have any students ready to complete the final practicum experience. The first student enrolled in Fall 2019.		
<b>Measurement Instrument 3</b>	<p>Indirect: Student Survey – CCR</p> <p>This measurement does not directly measure student success, however it measures student <i>perceptions</i> of their success. The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants' opinions related to the strengths, as well as the weaknesses of the program.</p>		
<b>Criteria for Student Success</b>	<p>This measurement does not directly measure student success, however it measures student <i>perceptions</i> of their success. This program is new. Therefore, a student survey was sent in Fall 2019 to all students enrolled in the CCR program or those who have taken at least one course. However, there were no responses to the survey. Will attempt to obtain student responses in the spring semester. Informal verbal responses and SITE Evaluations have indicated student satisfaction.</p>		
<b>Program Success Target for this Measurement</b>	80%	<b>Program Success Target for this Measurement</b>	80%
<b>Methods</b>	The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<p>Met</p> <p><b>N/A</b></p>

**Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

The CCR program commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, including ensuring that students will obtain academic course work and experiences necessary to seek related employment in College and Career Readiness. Program Coordinators are also heavily involved in the community (i.e., Chamber of Commerce) and in local school partnerships in order to obtain feedback related to the CCR efforts within the Bowling Green region. Our decision-making process and actions for program improvement therefore rely both on feedback from our students, as well as constituents within the community. Given the newness of the program, as well as the relatively low enrollment, we have not made significant changes to the program at this time. However, this is not to say that we do not take the feedback we receive seriously. We continue to be in a process to build this program, as well as make adjustments.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Based upon both formal and informal feedback, the following actions have occurred: directives for assignments focus more on applied settings; more in-depth lectures have been developed to supplemental program (and course) content; ongoing consultation with CCRCs in the region to enhance the courses and related content.