A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

What actions did you take in 2017-2018, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings” in last Assessment Report.)

My RHB 7300 class attended “Conversations for Change” this past fall and witnessed research to practice occurring. This allowed them to see the role of research in the field. In addition, I am collaborating with a Faculty member, Barbara Fawler, from Nursing who invited her class of interns to the same event. We then held a focus group with the two groups of students so they could learn from each other. This was very productive and we plan on writing a grant to do more of this together.

I directed one of my students to a Graduate Research Assistant position at the Center for Interventions, Treatment and Addictions Research CITAR and she was hired.

I encouraged another student to volunteer at CITAR and he is doing addiction related research in the area of social media. The grant is about social web data on buprenorphine.

Another one of my student’s is volunteering her time with me as a research assistant on a Peer Support intervention grant at East End Community Center and writing manuscript.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

Which Program Level Student Learning Outcomes did you assess and examine during 2017-2018? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to ______________.”

Student Learning Outcomes for All Counseling Programs:

1. Counselor education graduates will demonstrate knowledge and understanding of professional counseling orientation and ethical practice (F1).
2. Counselor education graduates will demonstrate knowledge and understanding of social and cultural diversity (F2).
3. Counselor education graduates will demonstrate knowledge and understanding of human growth and development (F3).
4. Counselor education graduates will demonstrate knowledge and understanding of career development theories, models, approaches, and strategies (F4).
5. Counselor education graduates will demonstrate knowledge and understanding of theories, models, approaches, and strategies for counseling and helping relationships (F5).
6. Counselor education graduates will demonstrate knowledge and understanding of theories, models, approaches, and strategies for group counseling and group work (F6).
7. Counselor education graduates will demonstrate knowledge and understanding of methods, procedures, and purposes of assessment and testing in counseling (F7).
8. Counselor education graduates will demonstrate knowledge and understanding of research and program evaluation methods, designs, and evidence-based practices (F8).
Additional Learning Outcomes for Chemical Dependency Counseling:

Understand the value of “practice to research.”

Attend Community collaborations when possible to understand their future role as a counselor working with those with Addictions.

Graduates will successfully pass the Certified Rehabilitation Counselor (CRC) exam they take prior to graduation.

C. METHODS FOR COLLECTING DATA

Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2017, all graduating seniors, etc.)

Enrolled MRC Chemical Dependency majors for Summer 2017 through Fall 2018

D. ASSESSMENT MEASURES

- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
- What, if any, indirect assessments (e.g. exit survey, pre-service teacher survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

Curriculum assessments at the end of each semester.

The CRC is the exam all rehabilitation counseling graduates must pass in order to obtain their Certification for Rehabilitation Counselor (CRC).

The Student Portfolio’s assess student outcomes in six areas: Content Knowledge, Pedagogical Content Knowledge, Technology, Emotional Intelligence, Professionalism, Diversity, and Emotional Intelligence.

Cumulative GPA of majors 3.6

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?

Assessment ratings were high.

Rehabilitation Counseling majors are performing optimally on all areas of portfolio.

Students reported that coursework and practical experiences exceeded their expectations.

Rehabilitation Counseling majors are passing the CRC with a 90% pass rate (this percentage is well above the national average and Ohio average).

F. DISCUSSION OF RESULTS

How were results shared? With whom were they discussed?

All relevant assessments, evaluations and student related issues and successes are shared with colleagues, the Dean of CEHS and other stakeholders.
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.

The HS department is pursuing CACREP accreditation for the Addictions Counseling program/standards. This will benefit students because they will be able to sit for the CRC and the LPC addictions counseling license.

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

N/A

I. REPORT ON IMPLEMENTATION OF NEW AND EMERGING TECHNOLOGIES
Federal law requires WSU to, prior to implementing new and emerging technologies (e.g. employing new software, distance-learning parameters, etc.) in its academic programs, first evaluate and consider the potential effects of these technologies on students with disabilities. Please respond to the following questions about any proposed changes to technology in your program:

1. List any changes instituted over the past year regarding the use of technologies in your program.
2. Describe any steps you took to ensure accessibility for students with disabilities before instituting these changes.
3. Describe any accessibility issues you discovered during the year regarding the technologies and any steps you have taken to resolve these issues.

No accessibility issues occurred during this period.