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| **Assurance of Student Learning Report****2022-2023** |
| *CEBS* | *Counseling and Student Affairs* |
| *College and Career Readiness Graduate Certificate 1737* |
| *Jill Sauerheber*  |
| ***Is this an online program***? [x]  Yes [ ]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [x]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Student Learning Outcome 1**: Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) consultation and collaboration. |
| **Instrument 1** | Direct: Unit quizzes in CNS 501 College & Career Consultation and Collaboration |
| **Instrument 2** | Direct: Key assessments: final applied projects with video presentations in CNS 501 College & Career Consultation and Collaboration |
| **Instrument 3** | Indirect: Survey of enrolled students |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 2:** Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) program development and evaluation. |
| **Instrument 1** | Direct: Unit quizzes in CNS 502 Program Development & Evaluation  |
| **Instrument 2** | Direct: Program Development and Evaluation Proposal in CNS 502 Program Development & Evaluation.  |
| **Instrument 3** | Indirect: Survey of enrolled students |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[ ]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 3:**  Demonstrate the knowledge, skills, and experience gained in a college and career readiness setting by providing direct and indirect service to students/clients and the organization during a 100-hour practicum experience. |
| **Instrument 1** | Direct: Case presentation 1 in CNS 503 CCR Practicum  |
| **Instrument 2** | Direct: Case presentation 2 in CNS 503 CCR Practicum  |
| **Instrument 3** | Direct: Site supervisor evaluation of students |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| 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.  |

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| **Program Student Learning Outcome 1** |
| **Student Learning Outcome**  | Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) consultation and collaboration. |
| **Measurement Instrument 1**  | Direct: Unit quizzes are provided in CNS 501 College & Career Consultation and Collaboration 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). The unit quizzes assessing this learning outcomes for each unit in CNS 501. |
| **Criteria for Student Success** | 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. Weekly unit quiz scores are automatically graded in Blackboard with the two lowest scores automatically dropped to tally the final total adjusted quiz student score. These assess their basic content knowledge on the material as they are strongly encouraged to read the material before attempting to take this quiz. Students 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. No student mean quiz score for any content area should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement. The unit quizzes cover the following content areas for CNS 501:Consultation Models & Theories* Unit 0:   Introduction to the course
* Unit 1:   A school-based approach to consultation
* Unit 2:   Promoting change in schools
* Unit 3:   Consultation models and theories

Consultation and Collaboration within the School System* Unit 4:   Consultation within the schools
* Unit 5:   Teachers
* Unit 6:   School counselors and College & Career Readiness Coaches (CCRCs)
* Unit 7:   Administrators

Consulting and Collaborating within the Community* Unit 8: Consulting and collaborating within the community
* Unit 9: Local and regional businesses
* Unit 10: Higher education
* Unit 11: Parents, guardians, and families
* Unit 12: Mental health professionals
* Unit 13: National, regional, and state organizations
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| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods**  | The student mean scores for each unit quiz and percentages out of 5 points each are listed below (N = 10):

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| **Unit Quiz** | **M** | **%** |
| 1 | 4.55 | 91 |
| 2 | 4.45 | 89 |
| 3 | 4.15 | 83 |
| 4 | 4.7 | 94 |
| 5 | 4.7 | 94 |
| 6 | 4.7 | 94 |
| 7 | 4.6 | 92 |
| 8 | 4.15 | 83 |
| 9 | 3.45 | 69 |
| 10 | 4.65 | 93 |
| 11 | 4.65 | 93 |
| 12 | 4.5 | 90 |
| 13 | 4.75 | 95 |
| Total Quiz Adjusted (of 55) | 58 | 97 |

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| **Measurement Instrument 2** | Direct: Consultation and Collaboration Project in CNS 501 College & Career Consultation and Collaboration. These learning outcomes are measured across time, in various courses and are graded upon a 4-point rubric worth a total of 40 points. |
| **Criteria for Student Success** | Students develop final applied projects for each class that is intended to be an actual consultation/collaboration project that helps them better understand and serve their target population. They begin developing aspects of the project through bi-weekly discussion board posts where they receive peer and instructor feedback. 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. The average of student total mean scores should not be less than 70%. Student mean scores on any rubric item with a 69% or below indicates an area in need of improvement. |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods** | The average score on the assignment was 39.85/40 (N = 10) with the minimum score being 39.50 and the highest of 40. The range was 0.50.

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| **Measurement Instrument 3** | Indirect: Student Survey – CCR (Appendix C)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. |
| **Criteria for Student Success** | This measurement does not directly measure student success; however, it measures student *perceptions* of their success and satisfaction with the program on a 5-point Likert-scale from 1 (highly dissatisfied) to 5 (highly satisfied). Total student mean scores for satisfaction with the program should not be less than 70%. Student mean scores with a 69% or below indicates an area in need of improvement (N = 2).Despite distributing the survey to the enrolled students on two different occasions, no one has completed it.  |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods** | 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, highlight whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Students who are enrolled in the CCR courses (many of them are not actually enrolled in the Certificate program) do well on the course assignments. **Conclusions**: The CCR program commenced in the fall of 2017 with a partnership with the Bowling Green’s Chamber of Commerce, as well as with some local schools. Given the relatively low enrollment, as limited, if any interest from these previous partnerships to help support th program, we have not made significant changes to the program at this time, other than the following: 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. **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The livelihood of the program is still a matter of discussion among faculty. First, the faculty member who developed this program has resigned and other faculty are not necessarily interested in teaching. The plan for the next assessment cycle will include a conversation with the Dean regarding maintaining the program.  |

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| **Program Student Learning Outcome 2** |
| **Student Learning Outcome**  | Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) program development and evaluation. |
| **Measurement Instrument 1** | Direct: Unit quizzes are provided in CNS 502 Program Development and Evaluation 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). The unit quizzes assessing this learning outcomes for each unit in CNS 502. |
| **Criteria for Student Success** | 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. Weekly unit quiz scores are automatically graded in Blackboard with the two lowest scores automatically dropped to tally the final total adjusted quiz student score. These assess their basic content knowledge on the material as they are strongly encouraged to read the material before attempting to take this quiz. Students 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. No student mean quiz score for any content area should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement. The unit quizzes cover the following content areas for CNS 502:Introduction to Program Development & Evaluation* Unit 0:   Introduction to the Course
* Unit 1:  Understanding Program Development
* Unit 2: Preparing for Evaluation
* Unit 3: Considering the Why

Planning the Evaluation* Unit 4: Involving Stakeholders
* Unit 5: Clarifying the Program Description
* Unit 6: Exploring Evaluation Models
* Unit 7: Identifying Data Sources

Dealing with the Data* Unit 8: Collecting Data
* Unit 9: Analyzing Data
* Unit 10: Discerning Evaluation and Research

Reporting the Findings* Unit 11: Presenting the Evaluation Findings
* Unit 12: Making Data-Driven Decisions
* Unit 13: Evaluation as a Business
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| **Program Success Target for this Measurement** | 70% | **Percent of Program Achieving Target** | 70% |
| **Methods**  | The student mean scores for each unit quiz and percentages out of 5 points (*N* = 9):

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| --- | --- | --- |
| Unit Quiz | *M* | % |
| 2 | 4.28 | 85.6 |
| 3 | 4.56 | 91.2 |
| 4 | 4.00 | 80.0 |
| 5 | 4.06 | 81.2 |
| 6 | 4.56 | 91.2 |
| 7 | 4.00 | 80.0 |
| 8 | 3.83 | 76.2 |
| 9 | 4.44 | 88.8 |
| 10  | 4.33 | 86.6 |
| 11  | 4.33 | 86.6 |
| 13  | 3.67 | 73.2 |
|  |  |  |
| Total Quiz Adjusted (of 45) | 39.72 | 88.3% |

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| **Measurement Instrument 2** | Direct: Program Development and Evaluation Proposal in CNS 502 Program Development and Evaluation. Learning outcomes are measured across time, in various courses and are graded upon a 4-point rubric worth a total of 40 points. |
| **Criteria for Student Success** | Students develop final applied projects for each class that is intended to be an actual program development and evaluation project that helps them better understand and serve their target population. They begin developing aspects of the project through bi-weekly discussion board posts where they receive peer and instructor feedback. 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 student mean scores for each rubric item on the final projects should not be less than 70%. Student mean scores on any rubric item with a 69% or below indicated an area in need of improvement. |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods** |

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| **Measurement Instrument 3** | Indirect: Student Survey – CCR (Appendix C)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. |
| **Criteria for Student Success** | This measurement does not directly measure student success; however, it measures student *perceptions* of their success and satisfaction with the program on a 5-point Likert-scale from 1 (highly dissatisfied) to 5 (highly satisfied). Total student mean scores for satisfaction with the program should not be less than 70%. Student mean scores with a 69% or below indicates an area in need of improvement (N = 2).Despite distributing the survey to the enrolled students on two different occasions, no one has completed it.  |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods** | 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.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Students who are enrolled in the CCR courses (many of them are not actually enrolled in the Certificate program) do well on the course assignments. **Conclusions**: The CCR program commenced in the fall of 2017 with a partnership with the Bowling Green’s Chamber of Commerce, as well as with some local schools. Given the relatively low enrollment, as limited, if any interest from these previous partnerships to help support th program, we have not made significant changes to the program at this time, other than the following: 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. **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The livelihood of the program is still a matter of discussion among faculty. First, the faculty member who developed this program has resigned and secondly, other faculty are not necessarily interested in teaching. The plan for the next assessment cycle will include a conversation with the Dean regarding maintaining the program.  |

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| **Program Student Learning Outcome 3** |
| **Student Learning Outcome**  | Demonstrate the knowledge, skills, and experience gained in a college and career readiness setting by providing direct and indirect service to students/clients and the organization during a 100-hour practicum experience. |
| **Measurement Instrument 1** | Direct: Case presentation 1 in CNS CCR 503 Practicum. 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 an induvial client or student. The required case presentation includes a 5-10-minute video clip and completion of the case template provided in the syllabus (Appendix D) |
| **Criteria for Student Success** | 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). No student mean score for any rubric item should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement. |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods**  | The average score on the assignment was 16/16 (N = 2).

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| **Measurement Instrument 2** | Direct: Case presentation 2 in CNS CCR Practicum. 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 an induvial client or student. The required case presentation includes a 5-10-minute video clip and completion of the case template provided in the syllabus. |
| **Criteria for Student Success** | 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. No student mean score for any rubric item should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement. |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods** |

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| **Requirement** | Student 1 | Student 2  | ***M*** |
| Background Information | 4 | 3 | 3.5 |
| Primary Concerns | 3 | 4 | 3.5 |
| Assessment | 4 | 4 | 4.0 |
| Goals | 3 | 4 | 3.5 |
| Video Clip | 4 | 4 | 4.00 |
| Self-Critique | 4 | 3 | 3.5 |
| Presentation  | 4 | 3 | 3.5 |
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| **Measurement Instrument 3** | Direct: Site supervisor evaluation of student in CNS 503 CCR Practicum. 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.  |
| **Criteria for Student Success** | Students are rated in three key areas (Attending, Basic Listening, and CCR-Related Content) 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). No student mean score for any of the three key areas (6-9 rubric items each) should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement.  |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | 70% |
| **Methods** |

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| **Evaluation Key Areas** | **MidtermM** | **Midterm%** | **FinalM** | **Final%** |
| Attending | 4.00 | 100.0% | 4.00 | 100.0% |
| Basic Listening | 4.00 | 100.0% | 4.00 | 100.0% |
| CCR-Related Content | 4.00 | 100.0% | 4.00 | 100.0% |

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| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Students who are enrolled in the CCR courses (many of them are not actually enrolled in the Certificate program) do well on the course assignments. **Conclusions**: The CCR program commenced in the fall of 2017 with a partnership with the Bowling Green’s Chamber of Commerce, as well as with some local schools. Given the relatively low enrollment, as limited, if any interest from these previous partnerships to help support th program, we have not made significant changes to the program at this time, other than the following: 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. **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The livelihood of the program is still a matter of discussion among faculty. First, the faculty member who developed this program has resigned and secondly, other faculty are not necessarily interested in teaching. The plan for the next assessment cycle will include a conversation with the Dean regarding maintaining the program.  |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document.**

**See** [**https://www.wku.edu/csa/programs/ccr\_certificate.php**](https://www.wku.edu/csa/programs/ccr_certificate.php)