
COUNSELING (G)

Counselor Education Program Objectives: Core Sequence

After completing this program, the student will be able to:

1. Demonstrate an understanding of the major principles of research design and program evaluation. Evaluate research reports for methodological and statistical appropriateness. (CG 509)
2. Apply basic counseling and facilitative communication skills in individual and small group settings. (CG 562 & CG 535, CG 591/592, CG 596/CG598)
3. Demonstrate an understanding of counseling theories, and evidence-based counseling approaches. Appropriately apply various theoretical approaches when working with clients and/or students. (CG 561, CG 573, CG 591/592, CG 596/CG598)
4. Demonstrate understanding of the psychosocial foundations of human development, behavior and learning, and apply that knowledge when working with clients and/or students. (CG 505, CG 591/592, CG 596/CG598)
5. Counsel and advocate for individuals from diverse social, cultural, sexual orientation and economic backgrounds with an awareness of how discrimination and societal expectations can impact healthy psychological development and the counseling process. (CG 563, CG 591/592, CG 596/CG598)
6. Demonstrate knowledge of group process and procedures by describing and analyzing group process, and by applying basic techniques of group counseling. (CG 535, CG 591/592, CG 596/CG598)
7. Conduct a developmentally appropriate career exploration and assessment that demonstrates an understanding of career development theory and the career counseling process. (CG 531, CG 591/592, CG 596/CG598)
8. Demonstrate the ability to select and evaluate assessment instruments for possible use with clients and/or students. (ED 530, CG 591/592, CG 596/CG598)
9. Model legal and ethical understanding of the ASCA or ACA ethical standards. Demonstrate knowledge of the appropriate ethical code and of the ethical decision making process.

Learning Goals

Counselor Education Program Objectives: Clinical Mental Health

After completing this program, the student will be able to:

1. Identify as a clinical mental health counselor who is knowledgeable about the history and development of the clinical mental health counseling profession, is aware of the challenges facing the profession, and is prepared to advocate for the profession.
2. Assess, evaluate, and diagnose clients using assessment instruments and the DSM-IVTR. (CG 570, CG 571, CG 572, CG 592, CG 596)
3. Determine, based on the assessment and diagnosis, an appropriate treatment plan for clients. (CG 573, CG 592, CG 596)
4. Implement interventions and treatment plan, and continuously assess the effectiveness of the intervention. (CG 592, CG 596)

Counselor Education Program Objectives: School Counseling

After completing this program, the student will be able to:

1. Identify as a school counselor who is knowledgeable about the history and development of the school counseling profession, is aware of the challenges facing the profession and is prepared to advocate for the profession. (CG 501, CG 538)
2. Plan a developmentally appropriate school counseling program that supports academic, personal/social, and career development. The program should be modeled on the ASCA standards and should take into consideration the specific needs of a particular school setting. (CG 538)
3. Communicate, collaborate and consult with school age students, their families, school

	<p>staff, and community agency representatives to promote a safe, healthy, and effective learning environment. (CG 501, CG 538)</p> <p>4. Implement a system of on-going program evaluation by establishing a framework for record-keeping and continuous feedback from program stakeholders. (CG 501, CG 538)</p>
Outcome Measures 2004	<ul style="list-style-type: none"> • Syllabi • Comprehensive Exam Scores • Statistics from the National Counselor Exam • Aggregated results from the Counselor Self-Sufficiency Scale • Mission Statement and program objectives • Characteristics of program applicants • Graduate, employers, and site supervisor surveys • Feedback from Program Advisory Committee annual meetings
Outcome Measures 2012	<ul style="list-style-type: none"> • Syllabi • Comprehensive Exam Scores • Statistics from the National Counselor Exam • Aggregated results from the Counselor Self-Sufficiency Scale • Mission Statement and program objectives • Characteristics of program applicants • Graduate, employers, and site supervisor surveys • Feedback from Program Advisory Committee annual meetings
Outcome Measures 2014	<ul style="list-style-type: none"> • Syllabi • Comprehensive Exam Scores • Statistics from the National Counselor Exam • Aggregated results from the Counselor Self-Sufficiency Scale • Mission Statement and program objectives • Characteristics of program applicants • Graduate, employers, and site supervisor surveys • Feedback from Program Advisory Committee annual meetings • Portfolio assessment • Admissions process • Curriculum review • Formal survey of Program Advisory Committee
How does the Department/Program use these measures?	<p>Counseling Program faculty members engage in continuous, systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. This information is then used to drive program improvements. Faculty review information from a variety of data sources including surveys of students, alumni and stakeholders, applicant information, and student assessment data to determine whether modifications to program offerings and operations are indicated. These meetings may include the Program Advisory Committee or Department Chair, as needed.</p> <p>Both formative and summative assessments are used to evaluate student learning and performance on professional identity, professional practice, and program area standards. These assessments are distributed across the student's progression through the program.</p> <p>Counseling Department comprehensive assessment plan document on file in CAS.</p>

EAST ASIAN STUDIES (UG)	
Learning Goals	<p>Students will:</p> <ol style="list-style-type: none"> 1. Complete language instruction in Japanese or Chinese through the second year sequence; 2. Gain broad understanding of the East Asian region; 3. Gain In-depth knowledge of an East Asian culture/society 4. Develop Aesthetic appreciation of East Asian cultures 5. Gain basic understanding of East Asia in the world community
Outcome Measures 2004	n/a EAS became a major in SP 2010
Outcome Measures 2012	<ul style="list-style-type: none"> • Course syllabi • Course evaluations • CN and JP language enrollments • Student feedback from study abroad/exchange • EA 490 (capstone seminar)
Outcome Measures 2014	<ul style="list-style-type: none"> • Course syllabi • Course evaluations • CN and JP language enrollments • Student feedback from study abroad/exchange • EA 490 (capstone seminar)
How does the Department use these measures?	<ul style="list-style-type: none"> • Student feedback from study abroad & exchange, and analysis of language enrollment patterns has led to piloting of 1-credit conversation courses in Chinese Language. • Evaluation of capstone projects has led to faculty discussion of how to improve capstone learning in a program with only 10-12 majors.

ECONOMICS (UG): Note: The Department of Economics offers a BA in Economics

Learning Goals	<ol style="list-style-type: none">1. Proficiency in the use of the language of economics in both written and oral form based on knowledge and understanding of economic theory and practice.2. Cultivation of critical thinking skills and development of a logical, ordered approach to problem solving.3. Ability to apply the scientific method to problems in social science research.4. Preparedness for graduate study in economics, and for transition into the work force.5. Understanding of the historical significance of economics and its continuing contribution to social outcomes.6. Ability to evaluate positive and normative economics within the context of their moral and spiritual principles.
Outcome Measures 2004	<ul style="list-style-type: none">• Capstone;• MFT;• Pre-and post-testing in EC 201-202;• Senior exit survey;• Student course evaluations
Outcome Measures 2012	<ul style="list-style-type: none">• Capstone;• MFT;• Pre-and post-testing in EC 201-202;• Senior exit survey;• Student course evaluations
Outcome Measures 2014	<ul style="list-style-type: none">• Writing rubric for EC 499 Capstone paper;• MFT;• Pre-and post-testing in EC 201-202• Senior exit survey;• Student course evaluations
How does the Department use these measures?	<ul style="list-style-type: none">• Department meets annually specifically to discuss student performance on MFT; follow-up meetings if necessary.• Principles subcommittee meets to evaluate assessment questions embedded in final exams• Department discussion led to breaking EC 499 (capstone paper) into a two-semester course to emphasize separate components of a multi-stage project (proposal, annotated bibliography, etc.), to better meet student learning goals.• The economics-statistics committee evaluated an assessment rubric for quantitative skills, embedded in final exam, for inclusion in EC courses.

EDUCATION & SCHOOL PSYCHOLOGY (UG and G)

Initial Licensure Programs:**Contexts:**

1. Understands the central concepts, tools of inquiry, competing perspectives, and the structure of the disciplines taught;
2. Recognizes the value of understanding the interests and cultural heritage of each student;
3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals;
4. Creates a learning environment of respect and rapport.

Learner Development:

1. Understands how children/youth develop and learn;
2. Provides learning opportunities that acknowledge and support the cognitive and social development of learners;
3. Understands how learners differ in their approaches to learning;
4. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.

Practice:

1. Understands and uses a variety of instructional strategies; designs coherent instruction;
2. Creates a learning environment that encourages social interaction, active engagement, and self-motivation;
3. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction;
4. Understands and uses formative and summative assessment approaches and strategies.

Person:

1. Reflects upon professional practices;
2. Fosters relationships with colleagues, parents, and agencies in the larger community;
3. Grows and develops professionally.

Advanced Professional Education Program**Contexts:**

1. Understands the contexts of professional practices;
2. Demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals;
3. Contributes to the school, district, and the broader professional community;
4. Engages in systematic inquiry.

Learner Development:

1. Assumes responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards;
2. Demonstrates knowledge of clients/students.

Practice:

1. Demonstrates knowledge of content and pedagogy;
2. Demonstrates knowledge of resources;
3. Designs coherent, evidence-based interventions;
4. Establishes favorable conditions for instruction and intervention;
5. Uses knowledge of communication techniques to foster collaboration and supportive interactions.

Person:

1. Takes initiative in assuming leadership roles;
2. Initiates activities that contribute to the profession;
3. Seeks out opportunities for professional development and growth;
4. Actively participates in professional events and projects;
5. Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues;
6. Assists and supports fellow professionals.

Learning Goals

Note: The EDSP Department's 16-page "Department of Education and School Psychology Assessment System" spells out the conceptual framework; program domains; learner outcomes, which are grounded in the rationale and evidence base of each program domain; alignment with JCU learning outcomes; types of assessment data collected at different points throughout each ED program, from entry through degree and licensure and after program how data are used.

Current Outcome Measures

2004 and 2012 not broken out by date.

- Course syllabi
- Student work: teaching portfolio in initial licensure programs; course-specific performance based assessments in both initial licensure and advanced preparation programs.
- The assessment system: formative and summative assessment at program entry, throughout coursework, and exit. Primary sources for assessment information for both

initial and advanced programs include:

- Interviews
- Case scenarios at admission and points throughout the programs
- State licensure exams
- Videotaped sample lessons
- Analysis of P-12 student learning
- Observations and evaluations during pre-student teaching and student teaching conducted by university supervisors and mentor teachers
- Unit plans
- Comprehensive exams

Data from State of Ohio:

- Pre-service teacher survey data
- In-service teacher survey data
- Employer survey data (from 2014)
- Value-added data

Education Department faculty members engage in continuous, systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. This information is then used to drive program improvements. Faculty review information from a variety of data sources including surveys of students, alumni and stakeholders, applicant information, and student assessment data to determine whether modifications to program offerings and operations are indicated. These meetings may include the Program Advisory Committee or Department Chair, as needed.

How does the Department use these measures?

Both formative and summative assessments are used to evaluate student learning and performance on professional identity, professional practice, and program area standards. These assessments are distributed across the student's progression through the program.

ED Department comprehensive assessment document on file in CAS

Note: Thoroughgoing review of assessment and academic program review data led to the establishment of a separate Counseling Department, effective summer 2014 (see above, pp. 6-9)

MILITARY SCIENCE/ROTC (UG)

Learning Goals:	Students will: <ol style="list-style-type: none">1. Perform as a junior officer in the US Army, taking charge of a platoon of soldiers2. Display confidence in basic soldier skills3. Lead soldiers in accordance with Army standards4. Set and enforce Army standards in accordance with Army regulations and command guidance
<i>Note: MS goals tied to national ROTC goals</i>	
Outcome Measures 2004	● Academic performance in MS classes
Outcome Measures 2012	● Observed performance when in leadership positions on campus and in field exercises
Outcome Measures 2014	● Objective results/evaluation at LDAC
	● After Action Reviews (AARs) of events
	● Review of performance of graduates "in the field" – BOLC, deployment, 1 st assignment
How does the Department use these measures?	● Holding department coordination meetings to review performance
	● Have instructors attend/run summer camps (LTC and LDAC) to observe/assess our student performance vis-à-vis all other students
	● End of course reviews and personal (one-on-one) counselings

NON-PROFIT ADMINISTRATION (G)

Learning Goals:

1. Students will have ethical reasoning skills
2. Students will communicate effectively in multiple forms of expression appropriate to nonprofit settings
3. Students will have and use knowledge of all functional areas in the nonprofit sector
4. Students will have critical thinking and problem-solving skills
5. Students will have leadership and collaborative skills

Program Goal for the Master's Degree: to expand on our students' dedication to service by teaching the skills needed to become leaders and innovators in the nonprofit sector. The program teaches practicable approaches to leadership, team-building skills, ethical values and practices, nonprofit financial and resource management models, and strategic planning procedures, among other administrative tools used in nonprofit organizations.

Learning Goals

The program also encourages students to confront larger theoretical issues related to the pluralistic environment in which we live. Nonprofits play an increasingly important role in today's society, often filling the gaps in human and social services. Nonprofit administrators must have the necessary leadership skills to help their organizations achieve their goals in a meaningful and sustainable way.

This Nonprofit Administration Program is a complete learning experience. It incorporates exposure to the field, practical instruction, case-based learning, and learning experiences that are necessary to link theoretical instruction to applied settings. Since the intended outcome is to train leaders for community organizations, the curricular components of this program include mentorship, team-building, crisis-management, and strategic planning.

The Nonprofit Administration Certificate program's goal is to help students apply their business expertise to the nonprofit sector as well as develop new skills sets and expertise applicable specifically to the nonprofit sector.

The Nonprofit Administration 5th Year Program is designed for JCU undergraduates with an interest in nonprofit service and the academic rigor to complete a bachelor's and master's in an accelerated time frame. Course requirements are the same as the M.A., with stronger encouragement to complete an internship (NP 510). Our learning goals for this program are the same as for the MA program.

Outcome Measures
2004

n/a

Outcome Measures
2012

- Course Evaluations
 - Paper course evaluation began being distributed in 2008
 - An obstacle to getting a clear picture of student's perceptions of courses in the program is that the program director and staff do not have access to course evaluations distributed/collected by the Boler School instructors.
- Exit Interviews
 - Exit questionnaires for graduates developed in 2010
- Capstone Course
- The culminating Capstone project is a one-semester case study in a field setting requiring student participants to identify, analyze and address an issue, problem or objective in a client nonprofit organization. Students will utilize a team approach and present their findings and recommendations to both the client and a review board of faculty.

Outcome Measures
2014

- Course Evaluations
 - Paper course evaluation began being distributed in 2008
 - **Online course evaluations starting Summer 2014:**
<http://sites.jcu.edu/nonprofit/pages/courses/npa-course-evaluation/>
 - An obstacle to getting a clear picture of student's perceptions of courses in the program is that the program director and staff do not have access to course evaluations distributed/collected by the Boler School instructors.
 - Exit Interviews
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- Exit questionnaires for graduates developed in 2010, in the process of transforming questionnaire into an online form.
 - Student & Alumni Survey
 - **Developed to track information on student and alumni employment, implemented 2/2013 <http://sites.jcu.edu/nonprofit/pages/student-resources/student-and-alumni-survey/>**
 - Capstone Course
 - The culminating Capstone project is a one-semester case study in a field setting requiring student participants to identify, analyze and address an issue, problem or objective in a client nonprofit organization. Students will utilize a team approach and present their findings and recommendations to both the client and a review board of faculty.

How does the Department use these measures?

The Nonprofit Administration program's Community Advisory Committee (CAC) and Faculty Committee (FC) analyze and review assessment data, communicate with department chairs, and suggest changes and help guide the program. Outside experts have also been consulted on how best to assess learning in the program.

PEACE, JUSTICE, HUMAN RIGHTS (UG)	
Learning Goals	<ol style="list-style-type: none"> 1. To describe, explain, analyze, and reflect upon the complex and systematic nature of peace building, justice, and human rights. 2. To ascertain and understand those situations where the ideals of peace, justice, and human rights are not attained. This should include both domestic and global situations and include causes, consequences, and solutions. 3. To articulate a world view that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations 4. To demonstrate increased levels of engagement (both on and off campus) with issues related to peace, justice, and human rights 5. To demonstrate continued levels of engagement in peace, justice, and human rights issues after graduation from JCU
Outcome Measures 2004	n/a New major Fall 2009
Outcome Measures 2012	<ul style="list-style-type: none"> • Senior exit interviews • Course evaluations
Outcome Measures 2014	<ul style="list-style-type: none"> • Senior exit interviews • Course evaluations
How does the Department use these measures?	<p>PJHR is a small program in terms of majors and it has taken a while to build up a usable body of assessment material. It was determined that the instruments being used were not telling the program faculty what they needed to know. In 2013, the program director began to meet with Drs. Matt Berg and Kathleen Dean to discuss possible revisions to the PJHR exit interview and course evaluation instruments. Included in this discussion has been the development of a curriculum mapping tool to assess what skills and knowledge are being taught to the PJHR students.</p> <p><i>Note: In conjunction with the new University Core, Drs. Phil Metres and Matt Berg are working to create new class on Peace Building. Based upon the development of this class, a preliminary discussion was held regarding the feasibility of revising the PJHR curriculum to require student enrollment in three PJHR Intro classes i.e. PHJR 101- Intro to Human Rights; Sociology 111 – Intro to Social Justice; and the new Intro to peace building course.</i></p>

POLITICAL SCIENCE (UG)

Learning Goals	<ol style="list-style-type: none">1. Program Goals: The Department will:2. Promote student learning about politics, political science, and international affairs3. Improve basic intellectual skills – analytical reasoning, critical thinking, written communication, and problem-solving4. Promote awareness, interest, concern, and involvement in community affairs at all levels5. Provide a foundation for post-graduate studies and careers in related fields.
Outcome Measures 2004	<ul style="list-style-type: none">• Course evaluations;• MFT;• Upper-level course papers;• Senior exit survey
Outcome Measures 2012	<ul style="list-style-type: none">• Course evaluations;• MFT;• Upper-level course papers;• Senior exit survey
Outcome Measures 2014	<ul style="list-style-type: none">• Course evaluations;• MFT;• Upper-level course papers;• Senior exit survey
How does the Department use these measures?	<p>In mid-2000's, evidence from all assessment instruments indicated need for stronger quantitative methods training; in 2012, a 1-credit lab course, PO 300L, was added as a co-requisite to PO 300, required of all majors; after a year of discussion and faculty vote in 2012-13, PO 200, Introduction to Methods, was added as a required pre-requisite for PO 300. PO 200 was taught for the first time in SP 2014.</p> <p>In response to assessment data, new tracks were created in PO in 2013:</p> <ul style="list-style-type: none">• Law and Society• Global and Foreign Area Studies• Methods and Spatial Analysis

SOCIOLOGY & CRIMINOLOGY (UG)

Learning Goals	<p>Learning Goals:</p> <ol style="list-style-type: none">1. Our students will be able to engage in critical questioning about their society, its social structure, and the larger world in which they live.2. Our students will develop critical sociological thinking skills in: reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community.3. Our students will be able to engage in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice.4. Our students will develop as whole persons with their completion of a successful educational program with its implications for continued learning and a successful work life, and a commitment to lifelong civic engagement.
Outcome Measures 2004	<ul style="list-style-type: none">• MFT;• Student honors and awards;• Senior exit surveys• Standardized student course evaluations
Outcome Measures 2012	<ul style="list-style-type: none">• MFT;• Student honors and awards;• Senior exit surveys• Career Services-generated alumni survey, including graduate and professional school placement data• SC-generated alumni survey once every 3 years (using Survey Monkey)• Standardized student course evaluations

<p>Outcome Measures 2014</p>	<ul style="list-style-type: none"> • MFT; • Student honors and awards; • Senior exit surveys • Career Services-generated alumni survey, including graduate and professional school placement data • SC-generated alumni survey once every 3 years (set up surveys on Survey Monkey) • Standardized student course evaluations
<p>How does the Department use these measures?</p>	<p>The regular department meeting sets aside time for the department curriculum committee to present assessment data:</p> <ul style="list-style-type: none"> • The Department discusses MFT results yearly, evaluating student performance against the percentiles provided by ETS. If the student's attempt does not meet Department standards, the student will do remedial work, followed by an "in-house" exam. In SC, this exam has 3 graders; all must pass the student for the student to pass the exam; the student must pass the exam to graduate. • SC learning goals were revised in 2007. • A 1 credit lab component was added to the research methods course in 2007, in response to student and faculty feedback that more hands-on computer time was needed for students to learn data coding and analysis. • In 2013, more criminology/forensic courses were added to the Department curriculum, in response to growing student demand. • Recent feedback from senior exit interviews and alumni survey has been that SC needs a year-long methods sequence; this is now in the beginning stages of development.

The chart above is adapted from brief charts on CAS assessment measures provided by Anne Kugler and CAS learning goals provided by Kathleen Dean. The content in substance was provided by CAS Departments and Programs to Maryclaire Moroney, Graciela Lacueva, and Pam Mason.