

Program and Unit Assessment

Purpose: Review and verify Student Learning Outcomes (SLO) and Service Outcomes (SO) are being actively assessed and results are being used to drive improvement.

Four Requirements: 1 – Identify the Outcome

2 – Demonstrate Assessment of the Outcome

3 – Demonstrate Analysis of the Results

4 – Demonstrate the results are being used to drive change

Student Learning Outcomes: specify what students will know, be able to do, or be able to demonstrate when they have completed/participated in the program, course, project or activity.

Service Outcomes: specify what an organization intends to do, achieve, or accomplish through certain activities or experiences (what a program accomplishes for its students, faculty/staff or institution).

Specific – Measurable – Attainable - Results-Oriented - Time-Bound

Measure: Combines methodology and target. Designed to directly measure what a participant knows or is able to do. It requires demonstration of the skill or knowledge, such as write an essay).

Finding: Binary – met or not met

Analysis: Start with last years finding and why. As a result, what was done differently this year to improve. What are the findings for this year.

Decision: Based on this year's results what will be done differently next year to improve/plan.

Assessment Measure by the Numbers

SLO 1. Students will identify the parts of the scientific method and design scientifically-sound experiments.

Measure 1.1. Students will identify the parts of the scientific method. Throughout the indicated courses, students will learn about the parts of the scientific method including observations, hypotheses, and the various forms of experimental variables. Each student is required to pass a quiz covering these concepts. The target is to have 80% of students attain a quiz grade of $\geq 70\%$.

Finding. Target was _____ (it's either Met or Not Met, that's it)

Analysis. *(this paragraph is all about last year and this year)*

1. In AC 2020-2021 (previous year) the target was _____.
2. Provide all the data in this paragraph. Numbers/percent of students did the following well. Number/percent of students did not do well in.....all the discussion of considerations goes here
3. Based on the analysis of the AC 2020-2021 (previous year) results the faculty made the following changes in AC 2021-2022(current year) to drive the cycle of improvement.....describe the changes made – **past tense**. **Note. Your changes must address the area described as needing improvement.** These changes are also to be listed in the second to last paragraph of the document “comprehensive summary of key evidence” paragraph.
4. As a result of these changes, in AC 2021-2022 (current year) the target was _____. Provide the data. These changes impacted / made / had a direct impact on the student's ability to.....

Decision. *(this paragraph is all about this year and next year)*

1. In AC 2021-2022 (current year) the target was _____.
2. Based on the analysis of the AC 2021-2022 (current year) results the faculty will implement the following changes in AC 2022-2023 (future year) to drive the cycle of improvement.
3. These changes will improve the student's ability to.....thereby continuing to push the cycle of improvement forward.

AC 2021-2022 Mid-Year Assessment Measure by the Numbers

Measure: 1.1. (Direct – knowledge)

On an annual basis, students are administered a preliminary exam during orientation before starting the program to establish a baseline of knowledge. The exam covers the same four areas, including theories, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score was expected.

Each student enrolled in PSYC 5200, a required course for Clinical Psychology graduate students, was administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' foundational knowledge of the theories of psychotherapy. The goal was for 80% of students to achieve a composite score of 70%. These scores were also compared to the preliminary exam scores with an anticipated positive change.

Finding: Target was met.

Analysis:

In AC 2019-2020, the target was met. For AC 2019-2020, the instructor reviewed national exams for the selection of test items that offered a greater balance of assessment across theories and of content specificity across theories; and additional emphasis was placed on psychoanalytic, existential, and gestalt theories, which are more abstract theories with less empirical support. All seven students earned at least 70% on the targeted multiple-choice questions. Scores on the pretest ranged from 52 to 76% ($M = 64$, $SD = .08$). For the targeted items, scores on the comprehensive exam ranged from 78 to 100% ($M = 87.6$, $SD = .08$) and were significantly higher than those on the pretest (one-tailed paired t -test, $t_s = -5.9$, $p < .001$). As a result, student knowledge of theories of psychotherapy clearly increased between the pre-comp to the comprehensive exam. This is evidence of improvement in the desired direction for the SLO ($M = 87.6$, $SD = .08$) and were significantly higher than those on the pretest (one-tailed paired t -test, $t_s = -5.9$, $p < .001$). As a result, student knowledge of theories of psychotherapy clearly increased between the pre-comp to the comprehensive exam. This is evidence of improvement in the desired direction for the SLO.

Consistent with previous years, in AC 2019-2020, item analysis showed a relative weakness in the earlier, more abstract theories (psychoanalysis, existential, and gestalt). This is not surprising given that fewer students adopt them as their theoretical orientation and therefore do not learn it as well as those they learn and apply. What is not known is if students do not select these theories because they are less confident in their understanding. The analysis of results revealed that continued emphasis is needed on existential and gestalt theories.

Based on information gathered from the analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty used the 25 items for assessment to effectively measure the students' knowledge. Faculty modified an assessment to focus on existential and gestalt theories. The assignment required students to demonstrate their understanding of the theories in an applied, more concrete manner.

As a result of these changes, in AC 2020-2021, the target was met.

All seven students (100%) earned at least 70% on the targeted multiple-choice questions. Scores on the pretest ranged from 44 to 76% ($M = 54.29$, $SD = 13.83$). For the targeted items, scores on the comprehensive exam ranged from 72 to 92% ($M = 81.71$, $SD = 7.95$) and were significantly higher than those on the pretest (one-tailed paired t -test, $t_s = -4.66$, $p = .002$). These results indicate students' knowledge of theories of psychotherapy significantly increased from the pre-comp to the comprehensive exam, which is evidence of improvement in the desired direction.

These changes had a direct impact on the student's ability to know and utilize the theories, techniques, and outcomes of major approaches to psychotherapy.

Decision or Recommendation.

In AC 2020-2021, the target was met. (will need to make the below into past tense)

Based on information gathered from the analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2020-2021, students completed a survey to identify the theoretical orientation most consistent with their values and beliefs. The results are used to identify two theories that were the focus for two small assignments for greater understanding of those theories. Inadvertently, the type of theories was not consistently balanced across students. Instead, in AC 2021-2022, using survey results, faculty will assign students one of the earlier theories and one of the more current, widely practiced, and empirically supported theoretical orientations to complete two art projects and present a brief description of the class, thereby gaining knowledge of the theories that students must visually represent and clearly articulate to others. Balancing the theories consistently across students will provide a comparison of diverse theories to aid in the professional development of their own theoretical orientation.

These changes will improve the student's ability to know and utilize the theories, techniques, and outcomes of major approaches to psychotherapy, thereby continuing to push the cycle of improvement forward.

AC 2021-2022 Mid-Year Assessment Measure by the Numbers

SLO 1. Demonstrate an understanding of the formal and informal organizational systems of adult learning.

Measure 1.1. SLO 1 is assessed through a research paper in EDAL 5000. The 2020-2021 assessment is evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Finding. Target was _____ (it's either Met or Not Met, that's it)

Analysis. *(Info is copied from analysis – decision paragraph from last year. This paragraph is all about last year and this year)*

In AC 2020-2021, the target was met. All seven students (100%) earned at least 70% on the targeted multiple-choice questions. Scores on the pretest ranged from 44 to 76% ($M = 54.29$, $SD = 13.83$). For the targeted items, scores on the comprehensive exam ranged from 72 to 92% ($M = 81.71$, $SD = 7.95$) and were significantly higher than those on the pretest (one-tailed paired t -test, $t_6 = -4.66$, $p = .002$). These results indicate students' knowledge of theories of psychotherapy significantly increased from the pre-comp to the comprehensive exam, which is evidence of improvement in the desired direction.

Based on information gathered from the analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2020-2021, students completed a survey to identify the theoretical orientation most consistent with their values and beliefs. The results are used to identify two theories that were the focus for two small assignments for greater understanding of those theories. Inadvertently, the type of theories were not consistently balanced across students. Instead, in AC 2021-2022, using survey results, faculty assigned students one of the earlier theories and one of the more current, widely practiced, and empirically supported theoretical orientations to complete two art projects and present a brief description of the class, thereby gaining knowledge of the theories that students must visually represent and clearly articulate to others. Balancing the theories consistently across students will provide a comparison of diverse theories to aid in the professional development of their own theoretical orientation.

As a result of these changes, in AC 2021-2022 the target was....

Decision. *(this paragraph is all about this year and next year)*

1. In 2021-2022 (current year) the target was _____.
2. Based on the analysis of the 2020-2021 (current year) results the faculty will implement the following changes in 2021-2022 (future year) to drive the cycle of improvement.
3. These changes will improve the student's ability to.....thereby continuing to push the cycle of improvement forward.