Degree/Certificate: MS Applied Pscyhology – Mental Health Counseling Emphasis

Major/Option:
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Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year: Except for the formatting, this section **nearly identical** to previous years' templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome**: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
   Assess community needs, design, implement and evaluate mental health programs and systems.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.
   _____SLO is met after changes resulting from ongoing assessments, referencing
         assessment results from the previous year to highlight revisions;_
   _____SLO is met, but with changes forthcoming;_
   ___x__SLO met without change required_

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.
   a. Assignments in PSYC 520 Tactics of Psychological Research - Students propose a research question based on an area in the field that he or she is interested. Students research and write a proposal for research based on that question.
   b. Application of assessment of need – students are presented with data (both qualitative and quantitative) in PSYC 520 and are expected to assess a need and propose an intervention based on need. In internship, PSYC 697 students may (depending on site) do this evaluation with existing programs. In PSYC 585, Group Process, students consult with their clinical placements regarding the need of a group. From that point, students design a ten-week therapy group to lead.
   c. Clinical implementation – During PSYC 697, internship students have the ability to help design interventions, programs, etc based on conversations with their supervisors.

4. **Observations gathered from data**: Include findings and analyses based on the strategies and methods identified in item #3.

   a. Findings: 100% of students passed the PSYC 520 and PSYC 585 course during the AY2012-2013 with a 3.0 or above. 100% of student successfully completed internships.
   b. Analysis of findings: The way the program is teaching the information seems to be conducive to student learning as well as application based on feedback from supervisors in the community.

5. **What program changes will be made based on the assessment results?**

   a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). Course content for PSYC 520 will change in 2014-2015 due to the changes in field and instructors. In addition, after a review of the comprehensive examination scores and National Counseling Exam scores, this section was lower than other areas leading to a review of course content as well as assessment procedures.

   b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. Content is currently being updated and will be used in Fall 2014.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.
   Ongoing revision of our assessment process overall will continue. There are biweekly programmatic faculty meetings to discuss student progress. Any corrections will be addressed during the quarter and adjusted during the next quarter if applicable (didactic classes are taught once per year).

In response to the university's accrediting body, the Northwest Commission on Colleges and Universities, this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

Working definition for closing the loop: Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning." Adapted 8.21.13 from http://www.hamline.edu/learning-outcomes/closing-loop.html.

1. **Student Learning Outcome(s)** assessed for 2011-12
   Assess community needs, design, implement and evaluate mental health programs and systems.

2. **Strategies implemented** during 2012-13 to improve student learning, based on findings of the 2011-12 assessment activities.
   The faculty did not make any significant changes from AY2011-12 to AY2012-13, in part because the faculty in the program decreased and subsequently those remaining had increased workloads and responsibilities. The students, on average, are doing well and in the cases that they do not, the student and faculty member work together to make adjustments so it often does not affect the overall findings.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.
   See above.

4. What **further changes to curriculum, pedagogy, mode of delivery,** etc. are projected based on closing-the-loop data, findings and analysis?
   See above.