Degree/Certificate: MS Applied Psychology: Mental Health

Major/Option:
Submitted by: Keely Hope, Ph.D., LMHC, NCC
Date: 10/23/13

Part I – Program SLO Assessment Report for 2012-13

Part I – for the 2012-13 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.
   Provide accurate assessment, diagnosis (where appropriate) and treatment planning for a diverse client population.

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. Examinations in PSYC 575 DSM Treatment Issue for Counselors - to test the students on types of diagnoses and understanding of criteria sets. In addition, best practice for treatment and treatment planning were assessed on exams using case studies.
   b. Case studies in PSYC 575 – discussion of variation of diagnosis and treatment plans Presented in class.
   c. Clinical application of diagnosing and treatment plans as interns during PSYC 697 internship – done for each client and supervised by site supervisor (licensed counselor) and instructor, evaluated by supervisor for correctness and appropriateness of fit of diagnosis for client.
   d. Examination in PSYC 545 Appraisal in Mental Health Counseling – assessed ability of student to choose correct/appropriate assessments for clients based on diagnosis as well as cultural background including education and development level. Students

also learned and were tested on Mental Status Exam in 545 & 575. MSE is critical in understanding client's mental state as well as is instrumental in providing diagnosis.

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 575 course during the AY2012-2013 with a 3.0 or above. 93% of student successfully completed internships, the exception was due to extenuating circumstances not related to academic issues.

    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 575 will change in 2013-2014 due to the changes in the DSM-5.

    b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. Content will be updated and used in January 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).

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2011-12 PROGRAM ASSESSMENT REPORT

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.