

# Assessment Cycle 2021-2022

## Addiction Studies (BS) (395)

**Division: Gallaspy College of Education and Human Development**

**Department: Psychology**

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**Northwestern Mission Statement.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

### **The Gallaspy Family College of Education and Human Development**

The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

**Department of Psychology Mission Statement.** The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These activities are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community and region.

**Purpose:** The purpose of the undergraduate degrees is to prepare students for entry-level positions in the helping professions, conducting research, working in the private and public sector, and for graduate school.

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**Methodology:** The assessment process for the Bachelor of Science program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the program coordinator.
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with course stewards of core courses if required (show cause).
- (5) The Program Coordinator, in consultation with the Psychology Department Advisory Committee and the Southwest Addiction Technology Transfer Center, will propose changes to measurable outcomes, assessment tools for the next assessment period and curricula and program changes.

### COVID-19 and the Fall 2021-Spring 2022 Psychology Department Assessment Cycle

During Assessment Cycle 2021-2022, the COVID-19 virus continued to impact Northwestern State University and our students, although to a lesser degree than in the previous assessment period. The Psychology Department was able to return to relatively normal operations, although both students and some Psychology Department faculty required accommodations after testing positive and/or becoming ill with COVID, including our assessment coordinator. Through careful advance planning followed by responding on a case-by-case basis, the Department of Psychology modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

### Student Learning Outcomes:

#### SLO 1. Knowledge Base.

Students will be able to describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the first outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*, *South Southwest Addiction Technology Transfer Center*, *Substance Abuse Mental Health Services Administration*, *International Certification & Reciprocity Consortium*, and *National Association for Addiction Professionals*.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Addiction Disorders  
AS 2050 – Family Dynamics

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AS 2430 – Screening and Assessment  
AS 2450 – Case Management  
AS 3010 – Addiction Counseling Skills  
AS 3020 – Dynamics of Group Counseling  
AS 4040 – Special Populations  
AS 4450 – Co-Occurring Disorders  
AS 4500 – Pharmacology of Addictions  
AS/PSYC 4510 – Ethics for Psychology  
PSYC 4700 – Seminar in Alcoholism  
PSYC 1010 – Introduction to Psychology  
PSYC 2050 – Developmental Psychology  
PSYC 2430 – Experimental Psychology  
PSYC 3010 – Physiological Psychology  
PSYC 4400 – Statistics  
PSYC 4440 – History of Psychology  
PSYC 4450 – Abnormal Psychology

### Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in AS 1010 Introduction to Addiction Disorders will be administered a pre-test version from the Department of Psychology's Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO 1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 70% of students will be able to demonstrate basic understanding of addiction studies related concepts by achieving a minimum grade of 70% on the exam.

**Findings:** Target was met.

AC 2021-2022	72% of students earned a grade of 70% or higher
AC 2020-2021	64% of students earned a grade of 70% or higher

### Analysis:

In AC 2020-2021, the target was not met - 64% of the students earned a grade of 70% or higher.

Based on the analysis of the AC 2020-2021 results, it appears that students continue to struggle to grasp the constructs and concepts in the addiction field. The results show that although measurements were implemented, there is a need for additional support in the area of analytical skills and assessment.

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 2021-2022, the noted errors on the exam were corrected, the exam was revised and information from Substance Abuse Mental Health Services (SAMHSA) website was provided to keep students abreast on current research in the field of addiction. The

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conceptualization of students' attributes such as critical analysis was deemed important and addressed during the assessment cycle.

In AC 2021-2022, 72% of the students earned a grade of 70% or higher. Based on the analysis of the AC 2021-2022 results, it appears that addressing the exam issues and providing students with more information on current research in the field of addiction may have been contributing factors in driving the cycle of improvement for this measurement.

### **Action-Decision or Recommendation:**

In AC 2021-2022, the target was met.

Based on the information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. Prior to the beginning of each term faculty and course steward will review the pre/post exam for system errors. There will be a link posted on Moodle directing students to the Substance Abuse Mental Health Services Administration (SAMHSA) website for supplemental articles reading related to themes that will be studied. The course steward will continue the experiential learning activities of the abstinence project to allow students the hands-on experience and promote reflections of what has been learned. The course steward will include additional resources to keep students abreast of the latest research and information in addiction research. The course steward and faculty will also review other textbooks that will include scholarly research in the addiction field and make this information available for students. These activities will serve as a catalyst for continuous improvement along with expanding students' knowledge and understanding of complex concepts in the field of addiction.

The changes will improve the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology, thereby continuing to push the cycle of improvement forward.

### **Measure 1.2. (Direct; Knowledge)**

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO 1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

**Findings:** Target was not met.

AC 2021-2022      67% of the student earned a grade of 75% or higher

AC 2020-2021      86% of the students earned a grade of 75% or higher

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### Analysis:

In AC 2020-2021 the target was met – 86% (N = 21, M= 81.66%) of the students earned a grade of 75% or higher. The results represented an increase in 26 percentage points from the previous AC.

Based on the analysis of the AC 2020-2021 results, the course steward implementation of additional course content appeared to have a positive impact on test scores. In AC 2021-2022, the course steward continued efforts to implement strategies to drive the cycle of improvement and increase students' conceptual knowledge and understanding of concepts and constructs to enhance the course outcomes. The course information consisted of various elements and theories related to addiction studies. The goal was to increase students' understanding of the conceptual knowledge outlined in the comprehensive exam.

However, in AC 2021-2022, the target was not met.

In AC 2021-2022, 67% (N=15, M=74%) of the students received a minimum grade of 75% or higher. Based on the analysis of the AC 2021-2022 results, the students struggled to understand and gain insight of the AS knowledge, skills, and constructs.

These changes appeared to have a direct impact on the students' ability to demonstrate advanced understanding of addiction studies related concepts.

### Action – Decision or Recommendation

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, to increase student understanding of the scientific and social aspects of addiction, the course steward will meet with faculty to develop a plan to increase ways to integrate real and concrete life events to provide a connection between new concepts and those already known. Discussion boards will be updated to challenge students to think critically and practically. The most current articles published by SMHSA will be added to the course content. The course content will include various elements and theories related to new innovated techniques in the addiction field.

These changes will improve the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology, thereby continuing to push the cycle of improvement forward.

### SLO 2. Scientific and Critical Thinking.

Students will apply scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the South-Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals.

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Course Map: Tied to course syllabus objectives.

AS 2430 - Screening and Assessment  
AS 3010 - Addiction Counseling Skills  
AS 4450 - Co-Occurring Disorders  
AS 4700 - Seminar in Alcoholism  
PSYC 2430 – Introduction to Experimental Psychology  
AS/PSYC 4510 – Ethics for Psychology

### Measure 2.1. (Direct; Knowledge)

Every semester, addiction studies students in AS 4450 Co-Occurring Disorders and AS/PSYC 4510 Ethics for Psychology complete an assignment whereby they have to find a research article in their major and answer questions regarding the purpose, methodology, results, and conclusions of the paper (Appendix B). At least 85% of students will earn a grade of 75% or higher on this paper.

**Findings:** Target was met.

AC 2021-2022 100% of the students earned a grade of 75% or higher

AC 2020-2021 90.47% of the students earned a grade of 75% or higher

### Analysis:

In AC 2020-2021 the target was met. In 2020-2021, 90.47% (N = 21, M = 85.76%) of the students earned a grade of 75% or higher on the paper, meaning the target was met. Based on the analysis of the AC 2020-2021 results, it appears the revised grading rubric had a positive impact in assisting the students in demonstrating their comprehensive understanding of attitudes, skills, and knowledge.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty used the same revised grading rubric to see if similar results were yielded. The results showed an increase of ten percentage points.

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

In 2021-2022, 100% (N=17, M: 92.23%) of the students earned a grade of 75% or higher on the research paper. Based on the analysis of the AC 2021-2022 results, students are making improvement in the area of written communication and research methodology in upper-level courses (junior and senior level).

These changes have a direct impact on the student's ability to find a research article in their major and answer questions regarding the purpose, methodology, results, and conclusions of the paper.

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### Action – Decision or Recommendation

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will raise the benchmark to 85% of students to earn a grade of 80% for the next assessment cycle and randomly assign students research topics in the course to write their paper on in lieu of allowing students to self-select a topic. Current relevant evidence and research-based resources utilizing the SAMHSA website will continue to be provided to students. The faculty will utilize the same revised grading rubric to see if similar results will be obtained.

This will improve the student's ability to apply scientific tools and understanding to psychological research, thereby continuing to push the cycle of improvement forward.

### Measure 2.2. (Direct; Knowledge)

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO 2 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

**Findings:** Target was not met.

AC 2021-2022 67.0% of students earned a grade of 75% or higher

AC 2020-2021 86.0% of students earned a grade of 75% or higher

### Analysis:

In AC 2020-2021 the target was met – 86.0% (N = 21; M = 81.66%) of the students received a minimum grade of 75% or higher.

Based on the analysis of the AC 2020-2021 results, it appears that faculty made a positive impact on student achievement by incorporating additional course content in the area of addiction.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty provided additional current resources along with research-based information germane to the science of addiction from SAMHSA website to

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enhance students' learning.

However, in AC 2021-2022, the target was not met.

In AC 2021-2022, 67% (N=15, M=74%) of the students received a minimum grade of 75% or higher. This measure yielded the same data results as measure 1.2 but addressed SLO 2. The results of this measurement highlight the ongoing difficulties students are experiencing with identifying key constructs related to addiction. Based on the analysis of the AC 2021-2022 results, students' comprehensive understanding of addiction processes decreased during the assessment cycle.

These changes have a direct impact on the student's ability to demonstrate advanced understanding of addiction studies related concepts.

### **Action – Decision or Recommendation**

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, the course steward will update course content by providing additional resources and instructions in the areas of screening, assessment, counseling skills, co-occurring disorders, and alcoholism. The course steward will meet with faculty prior to the beginning of the term to discuss students' deficit areas and ways to enhance learning. The course steward will also make available current articles published by SAMHSA to increase students' theoretical understanding of elements related to addiction studies.

These changes will improve the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology, thereby continuing to push the cycle of improvement forward.

### **SLO 3. Ethical and Social Responsibility.**

Students will be able to apply ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*, *Southwest Addiction Technology Transfer Center*, *Substance Abuse Mental Health Services Administration*, *International Certification & Reciprocity Consortium*, and *National Association for Addiction Professionals*.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Addiction Disorders  
AS 2050 – Family Dynamics  
AS 2430 – Screening and Assessment  
AS 2450 – Case Management  
AS 3010 – Addiction Counseling Skills  
AS 3020 – Dynamics of Group Counseling  
AS 4450 – Co-Occurring Disorders  
AS/PSYC 4510 – Ethics for Psychology



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PSYC 4700 – Seminar in Alcoholism  
PSYC 2430 – Introduction to Experimental

### Measure 3.1. (Direct; Knowledge)

Every spring semester, students in AS 3010 Addiction Counseling Skills will complete an assignment whereby, they identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases (Appendix C). At least 85% of students will earn a grade of 80% or higher on this paper.

**Findings:** Target was met.

AC 2021-2022	85.41% of the students earned a grade of 80% or higher
AC 2020-2021	86.0% of the students earned a grade of 80% or higher

### Analysis:

In AC 2020-2021 the target was met – 86.0% (N = 61; M =88.22%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, it appears that the AS faculty's direct focus on diversity and inclusion in the course had a positive impact on students' reflection of social biases. In AC 2020-2021, the faculty incorporated ways to address scientific and social questions related to addiction in both a theoretical and pragmatic way.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement.

In AC 2021-2022, the AS course steward and faculty incorporated additional reading materials and course content related to APA mechanics and social biases to enhance students' writing.

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

In AC 2021-2022, 85.41% (N=48, M=85.64%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2021-2022, the additional material and resources introduced by faculty resulted in an enhanced understanding in the area of social biases and writing skills.

These changes had a direct impact on the students' ability to identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases.

### Action – Decision or Recommendation

In AC 2021-2022, the target was met.

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Based on information gathered from analysis of the AC 2021-2022 data, faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, the AS course steward will continue the efforts of focusing on strengthening students' analytical skills by presenting strategies to get students to challenge their own thoughts, ideas, and assumptions. In an effort to help students to develop higher order thinking skills the AS course steward will implement activities to promote students to think in both abstract and conceptual terms. The goal will be to enhance students' effectiveness at regulating, recognizing, and overcoming personal biases as they matriculate in the addiction studies program.

These changes will improve the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities, thereby continuing to push the cycle of improvement forward.

### Measure 3.2. (Direct; Knowledge)

Students in AS/PSYC 4510 Ethics in Psychology will write a paper analyzing a case study concerning an ethical dilemma (Appendix D). At least 85% of students will receive a grade of 80% or higher.

**Findings:** Target was met.

AC 2021-2022            100% of students earned a grade of 80% or higher

AC 2020-2021        40% of students earned a grade of 80% or higher

### Analysis:

In AC 2020-2021 the target was not met- 40% (N = 6; M = 60.66%) of the students received a letter grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, it appears that AS students needed more support in the area of analytic and critical thinking skills.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty revised the rubric for the course that consisted of increasing the engagement focus among students.

In AC 2021-2022, the target was met.

In AC 2021-2022, 100% (N=4, M=90%) of the students received a letter grade of 80% or higher. Based on the analysis of the AC 2021-2022 results, the percentage points increased tremendously from the previous assessment cycle. This AC reflects all of the students receiving a letter grade of 80% or higher on the analytic paper. This AC also reflects a smaller sample size. The implementation of the revised rubric along with the enhanced analytical skills component appears to be the driving force in the improvement and positive impact of the measurement.

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These changes had a direct impact on the student's ability to write a paper analyzing a case study concerning an ethical dilemma.

### Action – Decision or Recommendation

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will continue to focus on improvement. Since the conceptualization of students' attributes such as critical analysis is deemed important in the field of addiction, the course steward will implement a collaborative learning task that consists of enhanced interaction discussion boards with a more open-end focus. The faculty and course steward will continue to add course material and resources to assist students with analytical skills.

These changes will improve the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities, thereby continuing to push the cycle of improvement forward.

### Measure 3.3. (Indirect; Knowledge)

Students in AS/PSYC 4510 Ethics in Psychology will complete the *National Institute of Health Protecting Human Research Participants* training course. At least 90% of students will complete the training survey and submit their certificate.

**Findings:** Target was met.

AC 2021-2022 100% of the students completed training

AC 2020-2021 100% of the students completed training

### Analysis:

In AC 2020-2021 the target was met - 100% of the students (N =6) completed the survey. The small sample size of students assessed in this measurement reflects the addiction studies students enrolled in the course. Based on the analysis of the AC 2020-2021 results, the sample size decrease did not impact the completion rate goal. This measurement maintained a completion rate of 100%.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, the course steward used survey participation as an element of a required (not an option) component to pass the course. This measure ensured consistency in meeting the stated goal. The course steward maintained communication with the instructors in order to track students' completion rates.

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

In AC 2021-2022, 100% (N=4) of the students completed the survey. Based on the

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analysis of the AC 2021-2022 results, the constant success rate was due to changes implemented by the course steward that made participation a requirement of the course. The impact of the changes of this measurement had a great influence on students' participation.

These changes had a direct impact on the student's ability to complete the *National Institute of Health Protecting Human Research Participants* training course.

### Action – Decision or Recommendation

In AC 2021-2022, the target was met.

Based on information attained from analysis of the AC 2021-2022 data, faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, the course steward will continue to use the survey participation as a requirement for the course. This implementation will continue the consistency in improving student participation.

These changes will improve the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities, thereby continuing to push the cycle of improvement forward.

### SLO 4. Communication.

Students will write using field appropriate writing style (i.e. APA style) and be able to orally communicate psychological research. This outcome aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*.

Course Map: Tied to course syllabus objectives.

PSYC 2430 – Introduction to Experimental Methods

AS 2050 – Family Dynamics

AS 3010 – Individual Counseling Skills

AS 3020 – Group Counseling Skills

### Measure 4.1. (Direct; Skills)

Students in PSYC 2430 Introduction to Experimental Methods will write a research paper whereby the entire grade is based on appropriate APA style (refer to Appendix E for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

**Findings:** Target was not met.

AC 2021-2022      37.5% of students earned a grade of 80% or higher

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AC 2020-2021      38% of students earned a grade of 80% or higher

### Analysis:

In AC 2020-2021 the target was not met, 38% of the students (N=13; M= 71.15%) received a grade of 80% or higher. This result shows that students continue to struggle to grasp the concept of APA mechanics in the introduction courses. Based on the analysis of AC 2020-2021 results, faculty provided more support and instruction regarding APA style and mechanics. Also, the students were encouraged to utilize other resources on campus, such as the Writing Center.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, WebEx assistance was provided to students alone with tutorials in the course Moodle shell.

However, in AC 2021-2022, the target was not met.

In AC 2021-2022, 37.5% (N=8; M=77.87%) of the students received a grade of 80% or higher. The results are similar to the results from the previous AC. The results also indicate that students in freshman and sophomore level courses continue to struggle in the area of writing. In most literature regarding ways to enhance students' skills in APA mechanics, the emphasis has been placed on direct teaching method to students. Based on the analysis of AC 2021-2022 AC, there appears to be an ongoing need for increased faculty time with students.

These changes had a direct impact on the student's ability to write a research paper whereby the entire grade is based on appropriate APA style.

### Action – Decision or Recommendation

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In an effort to optimize students learning experiences in the area of APA mechanics, the course steward will meet with faculty to discuss limitations and common deficits in students' writings. Since direct instruction appears to be the common denominator in enhancing students' writing, the course steward will develop an intervention plan to increase instructions early in the course for struggling students. In AC 2022-2023, the course steward will engage a representative from the writing center to serve as guest speaker to present on resources to assist students in the area of APA mechanics. This in-class workshop will be recorded and available for online students as well. The course steward will continue to work on enhancing consistence between the online and face-to-face course by offering Webex meetings and writing tutorials.

These changes will improve the student's ability to write using field appropriate writing style (i.e., APA style) and to be able to orally communicate psychological

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research, thereby continuing to push the cycle of improvement forward.

### Measure 4.2. (Direct; Knowledge and Skills)

Students in PSYC 2430 Introduction to Experimental Methods will orally present a research paper for Measure 4.1 (Appendix F). At least 85% of students will receive a grade of 80% or higher.

**Findings:** Target was not met.

AC 2021-2022	62.5% of the students earned a grade of 80% or higher
AC 2020-2021	50.0% of the students earned a grade of 80% or higher

### Analysis:

In AC 2020-2021 the target was not met – 50% (N = 13; M = 37%) of the students received a grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, it appears that faculty consistency may be the driving force affecting improvement. In the previous AC the oral presentation was removed from the online sections.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, due to the requirement of SACSCOC for the course content and student experience to be equivalent regardless of method of instruction, faculty reviewed and revised the methodology for administering the oral presentation component in online courses. To truly assess this measure, faculty identified and implemented a method for all students to present orally.

In AC 2021-2022, 62.5% (N=8; M=81.75%) of the students received a grade of 80% or higher. This is a slight increase from the previous year. Based on the analysis of the AC 2021-2022, it appears that more resources and faculty consistency are needed to help students struggling with oral communication skills.

These changes had a direct impact on the student's ability to write using field appropriate writing style (i.e., APA style) and to be able to orally communicate psychological research.

### Action – Decision or Recommendation

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. Since reading and practice appears to be the art of oral communication, in AC 2022-2023, the course steward will increase direct instructions by offering a practice session for students to attain immediate feedback during the course. The course steward and faculty will also include additional reading material germane to the dynamics of oral communication along with educating students on ways to develop

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and organize an effective oral presentation through critical analysis of their research topics.

These changes will improve the student's ability to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research, thereby continuing to push the cycle of improvement forward.

### Measure 4.3. (Direct; Knowledge and Skills)

Students in AS 3020 Group Counseling Skills will write a research paper whereby half the grade is based on appropriate APA style and the other half is based on the content as it refers to material from the field of Addiction (Appendix G). At least 85% of students will receive a grade of 80% or higher.

**Findings:** Target was met

AC 2021-2022 91.66% of students earned a grade of 80% or higher

AC 2020-2021 93.33% of students earned a grade of 80% or higher

In AC 2020-2021 the target was met - 93.33% (N = 44; M = 85.24%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, additional resources, examples, and materials germane to APA writing style appeared to have assisted students in acquiring the knowledge and skills of this SLO.

Based on information gathered from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, the course steward and faculty incorporated additional materials and resources that educated students on ways to reflect on their biases. This implementation appears to have a positive impact on the outcome of this measurement.

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

In AC 2021-2022, 91.66% (N=48, M=82.31%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2021-2022 results, and consistency of data from AC 2020-2021, the additional resources utilized by the students appear to be providing the help to students', evidenced by the unswerving improvement in the areas of APA mechanics.

These changes appear to have a direct impact on the student's ability to write a research paper whereby half the grade is based on appropriate APA style and the other half is based on the content as it refers to material from the field of Addiction.

### Action – Decision or Recommendation

In AC 2021-2022, the target was met.

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Based on the accumulation of data acquisition gathered from analysis of AC 2021-2022, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, in an effort to promote effective learning and understanding, the course steward will identify key writing issues at the beginning of the term and introduce students to techniques to analyze subject matter in an effort to help them avoid conceptual pitfalls in writing. The course steward will present current reading material on APA guidelines along with sample writing papers in an effort to enhance students' writing skills.

These changes will improve the student's ability to write using the field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research, thereby continuing to push the cycle of improvement forward.

**SLO 5. Professional Development.** Students will be able to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation. This outcome aligns with the fifth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*.

Course Map: Tied to course syllabus objectives.

AS 1010 - Introduction to Addiction Disorders  
AS 2050 - Family Dynamics  
PSYC 2040 - Psychology as a Profession  
PSYC 2430 - Experimental Methods in Psychology

### Measure 5.1. (Direct; Knowledge)

Students in AS 2050 Family Dynamics in Psychology will write a reflection essay whereby the entire grade is based on appropriate APA style (refer to Appendix H for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

**Findings:** Target was met.

AC 2021-2022 94.28% of students earned a grade of 80% or higher

AC 2020-2021 91.0% of students earned a grade of 80% or higher

### Analysis:

In AC 2020-2021 the target was met - 91% of students (N = 98; M = 87.75%) received a grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, it appears the actions implemented to improve student learning were effective.

Based on information gathered from analysis of the AC 2020-2021 data, faculty



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implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty added new constructs related to family systems theories and APA mechanics to enhance students' knowledge and understanding of the dynamics that exist in families as well as in writing styles. The new information impacted the student's personal reflection regarding current trends in family systems.

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

In AC 2021-2022, 94.28% (N=35; M=90.28%) of the students received a grade of 80% or higher. Based on the analysis of the AC 2021-2022 results, the current trends related to family systems added to the course had a positive effect on the outcome of the students' reflection papers.

These changes appeared to have a direct impact on the student's ability to write a reflection essay whereby the entire grade is based on appropriate APA style.

### **Action – Decision or Recommendation**

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, in an effort for continuous improvement in academics and scientific writing, the course steward will implement current written resources and examples during the assessment cycle with a focus on enhanced writing skills. The information will include incorporating instructions in four skills areas-grammar, mechanics, style and referencing.

The added resources will drive the cycle of improvement in the area of APA mechanics.

These changes will improve the student's ability to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation, thereby continuing to push the cycle of improvement forward.

### **Measure 5.2. (Indirect; Skills)**

Once a year, surveys are distributed to the Department of Psychology's Academic Advisory Council which consists of stakeholders and employers in the community who work with students through internships or externships, or who have hired graduates from the department (refer to Appendix I for the survey). Five questions on the survey ask the respondent to rate students on the 5 student learning outcomes on a Likert scale whereby 1 – lowest and 5 – highest. At least 80% of the respondents will rate our students an average of 4 or more on those 5 measures.

**Findings:** Target was not met.

AC 2021-2022 78.57% of indicators rated an average of 4 or more.

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AC 2020-2021 100% of indicators rated an average of 4 or more.

### Analysis:

In AC 2020-2021, the target was met as 100% of survey respondents rated our students an average of 4 or more on the learning outcomes.

The results were as follows:

- Knowledge Base in Psychology M = 4.5 Above Average
- Scientific Inquiry and Critical Thinking M = 4.7 Above Average
- Ethical and Social Responsibility in a Diverse World M = 4.5 Above Average
- Communication Skills M = 4.25 Above Average
- Professional Development M = 4.19 Above Average

The highest score occurred in Scientific Inquiry and Critical Thinking and the lowest score occurred in Professional Development.

In AC 2021-2022 however, 78.57% of those surveyed (n = 14) reported an average score of 4 or more on the measures. Surveys were sent out to the Academic Advisory Council (October 29, 2021, and May 6, 2022) in advance of data collection to ensure timely feedback. Both meetings were held via WebEx. As a result, in AC 2021-2022, the results were as follows:

- Knowledge Base in Psychology M = 4.5 Above Average
- Scientific Inquiry and Critical Thinking M = 3.8 Above Average
- Ethical and Social Responsibility in a Diverse World M = 5.0 Highest
- Communication Skills M = 3.5 Average
- Professional Development M = 4.2 Above Average

At both WebEx meetings the discussion was helpful in discussing the areas that our students excelled and the areas that need improvement. One area that continues to be of concern is Scientific Inquiry and Critical Thinking. It should be noted that in AC 2020-2021 the Scientific Inquiry and Critical Thinking mean was 4.7, while in AC 2021-2022, the mean was 3.8 - a significant decline. Another area of concern was Communication Skills which showed a drop from 4.25 to 3.5. One Advisory Council member stated that our students, 'have difficulty in communicating via writing.'

### Action – Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. In AC 2022-2023, faculty will continue to administer the survey in both the fall semester and spring semester, thereby ensuring that all agencies will have the opportunity to complete the survey.
2. The Academic Advisory Council will meet via WebEx a minimum of once a semester.

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3. A Pre-test and Post-test of the Critical Thinking Activity will be developed and implemented in PSYC 4600: Field Experience in the Mental Health Agency. The Pre-test will be administered the second week of class. There will be a minimum of one WebEx class meeting after the Pre-test has been administered to discuss/review areas of deficits. Post-test will be administered the last week of class. The goal will be to increase the scientific inquiry and critical thinking mean score.

NOTE: The Department of Psychology now requires all psychology and addiction studies majors to complete two research-based courses where they develop a hypothesis, perform statistical analysis on data, interpret that data in terms of their hypothesis and place the results in context of wider scientific enquiries. These are all assignments contributing to the development of critical thinking.

Additionally, students enrolled in both courses will have to write, submit, and then rewrite the four sections of a scientific paper. The supervised technical writing assignments are expected to increase the students written communication skills, apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation, thereby continuing to push the cycle of improvement forward.

### Comprehensive Summary of Key Evidence of Improvements Based on the Analysis of the Results:

- Information and learning materials were added throughout each addiction studies course to increase the breadth and depth of theories and concepts. Additional resources and instructions for specific addiction studies topics will include: the areas of screening and assessment, counseling, co-occurring disorders, and alcoholism.
- Assignments were updated to reflect the most recent standard of assessment, diagnosis, and care in the science of addiction. These updates utilized addiction experts, SAMHA, and open educational resources. Class participation was maximized to enhance students' engagement and participation in the learning process.
- Utilized and integrated updated course assignments to assess both direct and indirect knowledge, as well as offered opportunities for self-reflection among students to move away from strictly linear education.
- Grading rubrics were examined and refined to ensure a more valid assessment of written assignments while simultaneously increasing continuity across all sections.

### Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2021-2022 and will take steps to continue to improve student learning in AC 2022-2023

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- The course steward will continually assess, update, and add assignments to ensure compliance with latest research driven information and techniques. The goal will be to exposed students to all facets of the addiction studies field.
- The program will continue the experiential learning requirement for students to allow them to gain hands-on experience and promote reflections of what has been learned.
- Implement a collaborative learning task that consists of enhanced interactive discussion boards with an open-ended focus.
- Faculty will thoroughly review other textbooks that include scholarly research in the addiction field to assist students with current trends and support learning outcomes.
- Information and learning materials will be added to courses from the SAMHSA website as a course resource to keep students abreast of current research in the addiction field and theoretically increase students' understanding of elements related to the etiology of addiction studies.
- More student education in the areas of reflective and critical thinking will be added to course of study to help students develop a higher order of thinking by prompting students to think in both abstract and conceptual terms.
- New strategies will be added to enhance student's effectiveness at regulating, recognizing, and overcoming personal biases.
- Faculty will increase direct teaching methods in APA style with emphasis in the areas of in-text citation and formatting.
- Additional resources added in the area of language skills.
- Faculty will review pre-test for AS 1010 at the beginning of each term.
- Students' exposure to additional concepts and theories will be enhanced through the introduction of new research materials in the addiction field.

In summary, the Department of Psychology Addiction Studies Undergraduate Program attempted to maximize effectiveness in a systematic and comprehensive fashion. As this is a relatively new program, the Department strived to ensure the measures in place were reliable and valid by utilizing this assessment report to make continuous improvements. The program created a culture of inclusiveness among faculty, both full time and adjunct, to ensure constant communication and goal-driven educational practices. The program explored and developed additional courses relevant to addiction studies to provide a more robust academic program. Based on the state of current topics locally, nationally, and worldwide, bias, and systemic injustices were a part of the learning process.

## Assessment Cycle 2021-2022

### References

American Psychological Association. (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>

International Certification & Reciprocity Consortium (2017), <http://www.internationalcredentialing.org/>

National Association of Addiction Professionals (2017), <https://www.naadac.org/>

South Southwest Addiction Technology Transfer Center (2017), <https://socialwork.utexas.edu/site/ari/atc/>

Substance Abuse and Mental Health Services Administration (2017), <https://www.samhsa.gov/>

# Assessment Cycle 2021-2022

## Appendix A

### Measure 1.1

#### Abstinence Project Rubric

Category	3	2	1	0
<b>Goodbye Letter: Quality of Content</b>	Letter thoroughly addressed all five areas	Letter addressed some areas, but gaps were present	Letter minimally addressed the five areas	Letter failed to address the five areas
<b>Organization</b>	Information is very well organized with well-constructed paragraphs	Information is organized with well-constructed paragraphs	Paper is organized but paragraphs are not well constructed	Paper is disorganized
<b>Page Length</b>	Assignment met the required page length			Assignment did not meet the required page length
<b>General Formatting (headings, appropriate font size, margins, spacing, date)</b>	Paper contains no errors	Paper contains one error	Paper contains two errors	Paper contains three or more errors
<b>Submission</b>	Submitted on-time electronically			Submitted late
<b>Name</b>		Name on assignment		Name does not appear on assignment

#### Journal Entries (8) points

Posted required entries for online support group: \_\_\_\_\_/8

Total points earned: \_\_\_\_\_/25

## Appendix B

## **Assessment Cycle 2021-2022**

Measure 2.1

AS 4450 – Co-Occurring Disorders

Research Article Rubric

**Grade: /25**

**What is the purpose of the article? /5**

**Describe the methodological design of the experiment(s): /5**

- The procedure
- The independent variable(s)
- The dependent variable(s)

**What kinds of statistical analyses did the researchers conduct? /5**

**What were the results? /5**

**What did they conclude about the experiment(s)? /5**

# Assessment Cycle 2021-2022

## Appendix C

### Measure 3.1

#### AS 3010 – Addiction Counseling Skills

#### Reflection Paper Rubric

Total Grade: /100

- Appropriate Length: /30
  - Title page
  - 3 complete pages of body
- APA style: /20
  - Title page
  - Font, margins, spacing
- Content: /50
  - Addresses all questions
  - Reflections are thought-provoking



## Assessment Cycle 2021-2022

### Appendix D

#### Measure 3.2

AS / PSYC 4510 Ethics in Psychology

Ethical Dilemma Case Study Rubric

### EVALUATION

#### Clarity, Structure, & Flow of Information (10 pts):

2 points possible on each question

	YES (2pts)	PARTIALLY (1pt)	NO (0pts)
1. Does the essay meet the minimum requirements? (500 words)			
2. Are all words spelled correctly?			
3. Are sentences written well? (grammatically correct)			
4. Does the essay communicate information clearly?			
5. Does it appear that editing occurred before submission?			

#### Accuracy & Depth of Reflection / Analysis (40 pts):

10 points possible for each question

	YES (20-11pts)	PARTIALLY (10-01pt)	NO (0pts)
1. Discussed why or why not Dr. Newhart is facing an ethical dilemma regarding Dr. Melfi's new work using the 6-step ethical decision-making model? Is each step identified and discussed?			
2. Discussed whether Dr. Melfi is acting unethically or not from information evaluated using the 6-step model. Is this discussion conclusion backed up with facts and not just opinion?			

COMMENTS:

# Assessment Cycle 2021-2022

## Appendix E

### Measure 4.1

#### PSYC 2430 – Introduction to Experimental Methods

#### Research Paper Rubric

#### **Title Page** \_\_\_\_\_ / 10

- ✓ One-inch margin from all sides
- ✓ Half inch margin from the top of the page to running head
- ✓ Correct running head will have:
  - Page number
  - Running head title in all upper case and 50 characters
- ✓ Title 10 to 12 words and centered
- ✓ Author first name, middle name initial and last name
- ✓ Center the author name
- ✓ Affiliation
- ✓ Double spaced

#### **Abstract** \_\_\_\_\_ / 10

- ✓ One-inch margin from all sides and half inch margin from the top of the page to running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract – Centered, Not Bold
- ✓ Block paragraph and on separate page
- ✓ Not exceed 250 words
- ✓ Content

#### **Introduction** \_\_\_\_\_ / 30

- ✓ One-inch margin from all sides and half inch margin from the top of the page to header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of citation
- ✓ content

#### **Methods** \_\_\_\_\_ / 25

- ✓ Continue after Introduction if space permitted
- ✓ Correct heading: Method – Centered, Bold
- ✓ Participants: Left-justified – Bold
- ✓ Description of participants
- ✓ Materials or Apparatus: Left-justified – Bold

## Assessment Cycle 2021-2022

- ✓ Description of Material
- ✓ Correct citation
- ✓ Procedure: Left-justified – Bold
- ✓ Under procedure summarize each step in the execution of research
- ✓ Contents in paragraph format

### References \_\_\_\_\_ / 25

- ✓ Correct heading: References – Centered, Not Bold
- ✓ On separate page & correct margin
- ✓ Alphabetically order
- ✓ Hanging indent
- ✓ Author's name in correct format
- ✓ Year in correct format
- ✓ Article name in correct format
- ✓ Journal name in correct format
- ✓ Volume number and page number in correct format
- ✓ Book title in correct format & Publisher name in correct format

Remember that it is now 2 spaces after a period.

**TOTAL \_\_\_\_\_ / 100**

**Late Paper: Five points deduction for each day**

# Assessment Cycle 2021-2022

## Appendix F

### Measure 4.2

PSYC 2430 – Introduction to Experimental Methods

#### Research Presentation Rubric

Dress/ Posture/ Eye Contact – 5 points \_\_\_\_\_

Quality of Visual Aids-5 points \_\_\_\_\_

Knowledge of Material Presented-15 points \_\_\_\_\_

Creativity- 5 points \_\_\_\_\_

Summary- 15 points \_\_\_\_\_

Title and hypothesis \_\_\_\_\_

Variables and reason \_\_\_\_\_

Participants and material \_\_\_\_\_

Procedure\_\_\_\_\_

Beginning and Closing of Presentation- 5 points \_\_\_\_\_

Total \_\_\_\_\_  
50

# Assessment Cycle 2021-2022

## Appendix G

### Measure 4.3

#### AS 3020 – Group Counseling Skills

Total: / 100

APA STYLE: / 50

- Title Page – 5
  - Running head
  - Title, name, affiliation
  - spacing
- Abstract – 5
  - Word count
  - Summary of paper
- Body – 20
  - Headings
  - Citations
  - Quotations
- References – 10
  - Heading
  - Format
  - Order
  - Scholarly references

CONTENT: / 50

- Topic related to social psychology
- New and interesting perspective
- Tone of voice appropriate for a research paper
- Page count
- Introduction
- Conclusion

OVERALL COMMENTS

# Assessment Cycle 2021-2022

## Appendix H

### Measure 5.1

#### AS 2050 – Family Dynamics

#### Personal Reflection Essay Rubric

Total Grade: /100

- Addressed all questions
- Reflections are thought-provoking
- Described course content
  - Specified course content and/or guest speakers that influenced goal
- Discussed why action plan was chosen
- Described skills possessed to reach career goal
- Appropriate length

# Assessment Cycle 2021-2022

## Appendix I

### Measure 5.2

#### Advisory Council Survey

**A. There are five broad educational goals identified as primary areas of training for undergraduate psychology programs. Please rate us on each of the following: (1 being lowest and 5 being highest)**

1. Knowledge Base in Psychology (student has developed a working knowledge of psychology's content domains)

Circle one: 1(lowest)      2      3      4      5 (highest)

2. Scientific Inquiry and Critical Thinking

Circle one: 1(lowest)      2      3      4      5 (highest)

3. Ethical and Social Responsibility in a diverse World

Circle one: 1(lowest)      2      3      4      5 (highest)

4. Communication skills (both oral and written communication)

Circle one: 1(lowest)      2      3      4      5 (highest)

5. Professional Development (refers to skills that sharpen student's readiness for employment or graduate school)

Circle one: 1(lowest)      2      3      4      5 (highest)

**B. Please identify strengths of skill, knowledge, or behaviors directly related to program training you have identified in our students.**

**C. Please identify areas of improvement you may have identified in skill, knowledge, or behavior directly related to program training that you would like to recommend as possible areas of improvement to curriculum for future students that may be employed by your organization.**

**D. Any additional feedback you would like to share with us regarding the placement of undergraduate Interns in your organizational. (Optional)**

# Assessment Cycle 2021-2022

## Appendix J

### Measure 5.2

#### CRITICAL THINKING ACTIVITY

**Directions:** For each of the following statements, write *Fact* or *Opinion* to identify the item as a fact or an opinion, then explain your reasoning.

1. During times of personal crisis, we may feel the need to engage the services of a therapist to help us with our problems.

---

2. Most people think that shock treatments are a barbaric holdover from the Middle Ages.

---

3. It is very possible that Alcoholics Anonymous, with chapters in nearly every population center, is the most successful self-help group ever developed.

---

4. In contrast to Sigmund Freud's theory that personality is formed in the first few years of life, recent research shows that although early childhood experiences are formative and can have a lasting impact on us, development is, in many ways, a lifelong process.

---

5. During psychoanalysis, it is not unusual for the analyst to begin to appear in the client's associations and dreams.

---

6. Cognitive therapies seem to work better with people who have a high intelligence quotient (IQ).

---

7. Developed by Albert Ellis, rational-emotive therapy confronts patients with their irrational beliefs and provides information about ways to change the behavior.

---

8. Clinical depression ordinarily lasts only a few weeks, but 50 to 60 percent of those who experience a major depression suffer a recurrence which is longer lasting and more severe.

---

9. One theory of schizophrenia proposes that a person develops schizophrenia when his or her dopamine level is too high.

---

10. Psychotherapy may be an easy way out for people who are too weak to face their own insecurities.

---



# Assessment Cycle 2021-2022

## Appendix K Measure 5.2 Critical Thinking Activity Rubric

Question	1 = Answered the Question Correctly	0 = Response is incorrect	Correct Response
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
310			
Total Score			

Name: \_\_\_\_\_

Course: Psyc 4600

Score: /10 points