

Assessment Cycle 2022-2023

Addiction Studies (BS) (395)

Division: Gallaspy College of Education and Human Development

Department: Psychology

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Date: May 17, 2023

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Date: May 31, 2023

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.

Gallaspy Family College of Education and Human Development Mission Statement

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, which contributes to the communities in which they reside and the 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 is dedicated to providing high-quality education by actively discovering and disseminating knowledge. As a result, students must have a knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility, communication, and professional development in a diverse world. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for faculty and students with opportunities for practicum and externship training experiences. These activities encourage professionalism and prepare students for graduate education and immediate service in the community and region.

Purpose: The purpose of undergraduate degrees is to prepare students for entry-level positions in the helping professions, conduct research, work in the private and

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public sectors, and prepare for graduate school.

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.

Student Learning Outcomes:

SLO 1. Knowledge Base.

Students can 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 3.0, 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
 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

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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 of 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 demonstrate a basic understanding of addiction studies-related concepts by achieving a minimum grade of 70% on the exam.

Findings: Target was met.

AC 2022-2023 75% of the students earned a grade of at least 70%
AC 2021-2022 72% of students achieved a grade of at least 70%

Analysis:

In AC 2021-2022, the target was met.

Based on the AC 2021-2022 results analysis, students improved by three percentage points on the exam over the 2020-2021 results. However, the slight increase highlights the need to incorporate more analytical information into the course material. In AC 2021-2022, noted errors on the pre-test exam were correct and revised. In addition, the course steward added information from the Substance Abuse Mental Health Services (SAMHSA) website to keep students abreast of current research in the area of addiction.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, a link was posted on Moodle directing students to the SAMHSA website for supplemental reading articles. The experiential learning abstinence project continued to promote hands-on learning.

As a result of these changes, In AC 2022-2023, the target was met. In AC 2022-2023, 75% of the students earned a 70% or higher grade. Based on the analysis of the AC 2022-2023 results, reviewing the exam each term for errors and inconsistency and providing students with more information on current research in addiction may have been contributing factors in driving the improvement cycle.

Action-Decision or Recommendation:

In AC 2022-2023, the target was met.

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Based on the information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. The course steward will review each pre-test exam item for accuracy and consistency. Course materials will be updated to reflect current trends in addiction research. Since recent research supports the benefits of experiential learning as a component of building success skills, the course steward will increase the experiential learning activities of the abstinence project to allow students hands-on experience and promote reflections on what has been learned. The process of asking students to reflect on experience may be an avenue to build cognition and enhance analytical skills. These activities will catalyze continuous improvement and expand students' knowledge and understanding of complex concepts in 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 improvement cycle 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 an advanced understanding of addiction studies-related concepts by achieving a minimum grade of 75% on the exam.

Findings: Target was not met.

AC 2022-2023	80% of the student earned a grade of at least 75%
AC 2021-2022	67% of the students earned a grade of at least 75%

Analysis:

In AC 2021-2022, the target was not met- 67% (N = 15, M=74%) of the students earned a 75% or higher grade. The AC 2021-2022 results represented a decrease in percentage points from the previous AC.

Based on the AC 2021-2022 results analysis, the course steward met with faculty and adjuncts to enhance the Addiction Studies curriculum and integrate real and concrete life events to connect new concepts in face-to-face and online courses. The course steward and faculty updated the discussion board to increase students' critical thinking skills and enhance experiential learning. Additional course content was added to the curriculum to reflect the most current published articles from SMHSA on addiction and new innovative techniques in the addiction field.

As a result of the implemented changes the percentage of students successful

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increased, although the target was not met.

In AC 2022-2023, 80% (N= 10, M=83.5%) of the students received a minimum grade of 75% or higher. Based on the AC 2022-2023 results analysis, students appear to experience issues understanding and comprehending AS knowledge, skills, and constructs. Therefore, the Addiction Studies Coordinator collaborates with the Louisiana Association of Substance Abuse Counselors and Trainers to explore ways to improve the knowledge gap among students in addiction.

These changes are expected to directly impact the student's ability to demonstrate an advanced understanding of addiction studies-related concepts.

Action – Decision or Recommendation

In AC 2022-2023, the target was not met.

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, the Addiction Studies Coordinator will collaborate with the faculty and the Psychology Department Chair to assess the benchmark for this measurement. The course steward and faculty will also address the public report released by Louisiana Substance Abuse Counselors and Trainers regarding the results of the Addiction Counseling Exam for Louisiana. King, Myers, and Deep (2022) analyzed the report to explore the issues related to student's deficits. The research revealed that counseling knowledge and training are critical knowledge gaps for students taking the National Exam. The course steward will combine didactic and constructivist teaching methodologies to address the deficits to improve counseling knowledge and skills. In addition, since the field of addiction continues to change at an alarming rate, course curriculums will be updated annually with a particular focus on all the components, from addiction screening to addiction-specific counseling training.

These changes are expected to improve the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology, thereby pushing the improvement cycle 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.

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

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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 to find a research article in their major and answer questions regarding the paper's purpose, methodology, results, and conclusions (Appendix B). At least 85% of students will earn a 75% or higher grade on this paper.

Findings: Target was met.

AC 2022-2023, 90% of the students earned a grade of at least 75%.

AC 2021-2022, 100% of the students earned a grade of at least 75%.

Analysis:

In 2021-2022, 100% (N = 17, M = 92.23%) of the students earned a 75% or higher grade on the paper, meaning the target was met. Based on the analysis of the AC 2021-2022 results, the implementation of additional resources along with revision had a positive impact in assisting the students in demonstrating a comprehensive understanding of skills and knowledge in writing.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, due to the student's increased knowledge of orientation and research methodology, there was some discussion from previous AC to raise the benchmark. After collaboration with faculty, the decision was made to leave the benchmark percentage "as is" for this AC. In addition, current relevant evidence and research-based resources utilizing the SAMHSA website were incorporated into the course material.

As a result of these changes, in AC 2022-2023, the target was met. In 2022-2023, 90% (N=11, M: 90.5%) of the students earned a 75% or higher grade on the research paper. Based on the AC 2022-2023 results analysis, the strategies of current incorporating current research appear to positively impact students' outcomes in this measurement.

These changes directly impacted the student's ability to find a research article in their major and answer questions regarding the paper's purpose, methodology, results, and conclusions.

Action – Decision or Recommendation

In AC 2022-2023, the target was met.

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive an improvement cycle. In AC 2023-2024, faculty will incorporate the APA Guidelines for Undergraduate Psychology Majors version 3.0; the SAMHSA website will continue to be utilized to add current research-based resources to the course material. To support continuous improvement, the course steward

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and faculty will implement a process for formal steps for revision by allowing students to submit a first draft for feedback. The faculty will continue to use 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, pushing the improvement cycle 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; 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 demonstrate an advanced understanding of addiction studies-related concepts by achieving a minimum grade of 75% on the exam.

Findings: Target was not met.

AC 2022-2023 80% of students earned a grade of at least 75%.

AC 2021-2022, 67% of students achieved a grade of at least 75%.

Analysis:

In AC 2020-2021, the target was not met – 67% (N = 15; M = 74%) of the students received a minimum grade of 75% or higher.

Based on the AC 2021-2022 results analysis, there appears to be a persistent knowledge gap in addiction-related concepts and course contents.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, faculty updated course material and added case studies in the Addiction Studies courses to enhance experiential learning. In addition, additional research-based information germane to the science of addiction from the SAMHSA website was added to course material to enhance students' learning.

As a result of these changes, in AC 2022-2023, the target was not met, although growth is evident.

In AC 2022-2023, 80% (N=10, M=83.5%) of the students received a minimum grade of 75% or higher. Although this measure was not met, the results yield a thirteen percent increase from the previous AC. 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 2022-2023 results, there was a slight increase in students' comprehensive understanding of addiction processes during the assessment cycle.

These changes directly impacted the student's ability to demonstrate an advanced

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understanding of addiction studies-related concepts.

Action – Decision or Recommendation

In AC 2022-2023, the target was not met.

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, the course steward will update course content by providing additional resources and instructions in screening, assessment, counseling skills, co-occurring disorders, and alcoholism. In addition, the course steward will meet with faculty before the beginning of the term to discuss students' deficit areas and ways to enhance learning. Since this measurement addresses a comprehensive exam, the AS Coordinator will meet with the AS courses stewards to implement a plan to 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 improvement cycle forward.

SLO 3. Ethical and Social Responsibility.

Students will 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 3.0, 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
 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 to identify their biases, reflect on their origins, and describe how they

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plan to overcome them (Appendix C). At least 85% of students will earn an 80% or higher grade on this paper.

Findings: Target was met.

AC 2022-2023 90% of students earned at least a grade of 80%.

AC 2021-2022 85% of students earned at least a grade of 80%.

Analysis:

In AC 2021-2022, the target was met – 85.41% (N = 61; M =88.22%) of the students earned a grade of 80% or higher. Based on the AC 2021-2022 results analysis, implementing ideological constructs has proven to be a critical factor in improving students' understanding of social biases in addiction. In addition, the AS faculty's introduction of new material positively impacted student learning.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, the AS course steward and faculty incorporated case studies in the course material to enable complex interaction and increase the student's critical thinking skills.

As a result of these changes, in AC 2022-2023, the target was met.

In AC 2022-2023, 90.24% (N=41, M=91.16%) of the students earned an 80% or higher grade. Based on the AC 2022-2023 analysis, the introduction of the case study and currently published articles in the n addiction field by faculty resulted in continuous improvement in developing students' critical thinking skills.

These changes directly impacted the students to identify their biases, reflect on their origin, and describe how they plan to overcome them.

Action – Decision or Recommendation

In AC 2022-2023, the target was met.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2023-2024, the AS course steward will incorporate APA Guidelines for Undergraduate Psychology Majors version 3.0; the AS course steward will combine new resources to build the skills needed to enhance experiential learning and prepare students' workforce. Ongoing strategies will be to continue to get students to think critically. The course steward will encourage AS faculty to ask more open-ended questions in classroom discussions to introduce new perspectives in conversation. To foster open-ended discussions for critical thinking, the AS courses steward and faculty will promote the idea that there are no completely wrong answers if students support their answers with argumentations.

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

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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 an 80% or higher grade.

Findings: Target was met.

AC 2022-2023 100% of students earned a grade of at least 80%.

AC 2021-2022 100% of students earned a grade of at least 80%.

Analysis:

In AC 2021-2022, the target was met- 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, the continued focus on improving students' analytical skills has positively impacted students writing.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, the faculty revised the rubric for the course, which consisted of increasing the engagement focus among students.

In AC 2022-2023, the target was met.

In AC 2022-2023, 100% (N=2, M=80%) of the students received a letter grade of 80% or higher. Based on the AC 2022-2023 results analysis, the implementation of the revised rubric and focus on enhancing students' analytical skills appear to be the driving force in the constant improvement of this measurement.

These changes directly impacted the student's ability to write a paper analyzing a case study concerning an ethical dilemma.

Action – Decision or Recommendation

In AC 2022-2023, the target was met.

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, the course steward will continue focusing on collaborative learning tasks by enhancing discussion boards with a more open-ended format.

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

Measure 3.3. (Indirect; Knowledge)

Students in AS/PSYC 4510 Ethics in Psychology will complete the National Institute of

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Health Protecting Human Research Participants training course. At least 90% of students will complete the training survey and submit certificates.

Findings: Target was met.

AC 2022-2023 100% of the students completed training.

AC 2021-2022 100% of the students completed training.

Analysis:

In AC 2021-2022, the target was met - 100% of the students (N =4) completed the survey. The small sample size of students assessed in this measurement reflected the addition studies students enrolled in the course. Based on the AC 2021-2022 results analysis, the implementation of requiring students to complete the National Institute of Health Protecting Human Research training as an element to pass the course continues to impact this measurement positively. Therefore, this measurement maintained a completion rate of 100%.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, the course steward required each student to complete the National Institute of Health Protecting Human Research training as a requirement to pass the course.

As a result of these changes, in AC 2022-2023, the target was met.

In AC 2022-2023, 100% (N=2) of the students completed the survey. Based on the analysis of the AC 2022-2023 results, the constant success rate is due to changes implemented by the course steward that made participation a requirement of the course. Therefore, the impact of changes in this measurement significantly influenced students' participation.

These changes directly impacted the student's ability to complete the National Institute of Health Protecting Human Research Participants training course.

Action – Decision or Recommendation

In AC 2022-2023, the target was met.

Based on information from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2023-2024, the course steward will continue to implement the National Institute of Health Protecting Human Research Participants training 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 pushing the improvement cycle forward.

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SLO 4. Communication.

Students will write using field-appropriate writing style (i.e., APA style) and communicate psychological research orally. This aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 3.0*.

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 the appropriate APA style (refer to Appendix E for PSYC 2430 paper rubric). At least 85% of students will receive an 80% or higher grade.

Findings: Target was not met.

AC 2022-2023 50% of students earned a grade of at least 80%.

AC 2021-2022 37.5% of students earned a grade of at least 80%.

Analysis:

In AC 2021-2021, the target was not met; 37.5% of the students (N=13; M= 71.15%) received a grade of 80% or higher. This result shows that students continue to experience issues grasping APA mechanics concepts in the introduction courses. Based on the AC 2021-2022 results analysis, the 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 the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, since direct instruction appears to be the common denominator in students' writing, the course steward met with faculty to discuss limitations and common deficits to improve students' grades. In addition, the course steward worked on enhancing consistency between the online and face-to-face courses by offering Webex meetings and writing tutorials.

Although growth was seen in student scores, in AC 2022-2023, the target was not met.

In AC 2022-2023, 50% (N=10; M=79.1%) of the students received a grade of 80% or higher. The results are slightly higher than the results from the previous AC. The results show a need for more educational focus on APA mechanics and content for first- and second-year student-level courses. In current research studies on enhancing students' skills in APA mechanics, the focus on direct teaching methods appears to be a common theme. Based on the analysis of AC 2022-2023 AC, there seems to be an

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ongoing need for increased faculty time with students.

These changes directly impacted the student's ability to write a research paper, whereby the entire grade was based on the appropriate APA style.

Action – Decision or Recommendation

In AC 2022-2023, the target was not met.

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. To optimize students' learning experiences in APA mechanics, the course steward will continue to incorporate strategies to enhance students' deficits in writing. In addition, the course steward will increase instruction for students that are struggling in the course by offering one on one tutoring and referral to the writing center.

In AC 2023-2024, the course steward will offer opportunities for guest speakers to present resources to assist students in APA mechanics. Online and face-to-face engagement will also be recorded and available for online students to maintain consistency.

These changes will improve the student's ability to write using field-appropriate writing style (i.e., APA style) and being able to orally communicate psychological 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 an 80% or higher grade.

Findings: Target was met.

AC 2022-2023 90% of students earned a grade of at least 80%.

AC 2021-2022 62.5% of students earned a grade of at least 80%.

Analysis:

In AC 2021-2022, the target was not met – 62.5% (N = 8; M = 81.75%) of the students received a grade of 80% or higher. Based on the AC 2021-2022 results analysis, due to the requirement of SACSCOC for the course content and student experience to be equivalent regardless of the method of instruction, faculty reviewed and revised the methodology for administering the oral presentation component in online courses. To truly assess this measure, the faculty identified and implemented a method for all students to present orally.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, increased direct instruction by offering a practice session for students to

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attain immediate feedback during the course. The course steward and faculty also incorporated additional reading material germane to the dynamics of oral communication. The students will be presented with ways to develop an effective oral presentation by critically analyzing their research.

In AC 2022-2023, 90% (N=10; M=90.2%) of the students received a grade of 80% or higher. This is a remarkable increase from the previous year. Based on the AC 2022-2023 analysis, the added resources and implementation of faculty consistency were critical factors in improving students' oral communication skills.

These changes directly impacted the student's ability to write using field-appropriate writing style (i.e., APA style) and being able to communicate psychological research orally.

Action – Decision or Recommendation

In AC 2022-2023, the target was met.

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. Since increased instruction and individualized learning appeared to be the driving force for improvement with this measurement, in AC 2023-2024, the course steward will continue increasing instructions by offering a practice session for students to attain immediate feedback during the course. In addition, the course steward and faculty will add current resources in informal communication to educate students on ways to develop and organize an effective oral presentation through critical analysis.

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 the 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 an 80% or higher grade.

Findings: Target was met.

AC 2022-2023 91% of students earned a grade of at least 80%.

AC 2021-2022 91% of students earned a grade of at least 80%.

In AC 2021-2022, the target was met – 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, 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 the AC 2021-2022 data analysis, faculty

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implemented the following changes in AC 2021-2022 to drive the improvement cycle. In AC 2022-2023, the course steward and faculty incorporated additional materials and resources that educated students on ways to reflect on their biases. This implementation had 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 2022-2023, 91.17% (N=34, M=91.29%) of the students earned an 80% or higher grade. Based on the analysis of the AC 2022-2023 results and consistency of data from AC 2020-2021, the additional resources incorporated by the course steward are providing help to students, evidenced by the unswerving improvement in the areas of APA mechanics.

These changes appear to directly impact 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 2022-2023, the target was met.

Based on the accumulation of data acquisition gathered from the AC 2022-2023 analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, to promote effective learning and stay with the current trends, the course steward will implement the new APA Guidelines 3.0 for Undergraduate Psychology majors. The new resources will foster collaborative discussion in psychological science programs based on the recommendation that reflects state-of-the-science curricula and assessment planning in psychology. The course steward will share the guidelines 3.0 handouts with the faculty to incorporate into these course materials (See Appendix L).

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 can apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation. This aligns with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0.

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

Assessment Cycle 2022-2023

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 the appropriate APA style (refer to Appendix H for PSYC 2430 paper rubric). At least 85% of students will receive an 80% or higher grade.

Findings: Target was met.

AC 2022-2023 100% of students earned a grade of at least 80%.

AC 2021-2022 94% of students earned a grade of at least 80%.

Analysis:

In AC 2021-2022, the target was met – 94.28% of students (N = 98; M = 87.75%) received a grade of 80% or higher. Therefore, based on the AC 2021-2022 results analysis, the actions implemented to improve student learning were practical.

Based on information gathered from the AC 2021-2022 data analysis, faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle. In AC 2022-2023, the course steward added examples of written material to guide students in their writing assignments. In addition, the measures included instructions in the four skills areas of grammar, mechanics, style, and referencing.

As a result of these changes, in AC 2022-2023, the target was met.

In AC 2022-2023, 100% (N=28; M=98.03%) of the students received a grade of 80% or higher. Therefore, based on the AC 2022-2023 results analysis, the additional course material improved students' writing grades.

These changes directly impacted the student's ability to write a reflection essay, whereby the entire grade is based on the appropriate APA style.

Action – Decision or Recommendation

In AC 2022-2023, the target was met.

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, to continue to challenge students and improve academics and scientific writing, the course steward will introduce the new APA Guidelines 3.0 to enhance students writing assignments. The APA Guidelines 3.0 reflects changes in the culture and context of writing to prepare students to function in the 21st century. The added resources are expected to drive the improvement cycle in 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 pushing the improvement cycle forward.

Measure 5.2. (Indirect; Skills)

Assessment Cycle 2022-2023

At the end of the academic year, surveys were 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 five 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 five measures.

Findings: Target was met.

AC 2022-2023 100% of indicators rated an average of 4 or more.

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

Analysis:

AC 2021-2022 was not met; 78.57% of survey respondents (N=14) rated our students an average of 4 or more on the learning outcomes. The results yield an area of concern in communication skills, decreasing from 4.325 to 3.5. A member of the Advisory Council stated, "Our students have difficulty in communicating via writing." Another concern from AC 2021-2022 result is Scientific Inquiry and Critical Thinking skills.

Faculty distributed surveys to Academic Advisory Council in October 2021 and May 2022 to increase the survey response rate. The meetings were held via WebEx to ensure all agencies had the opportunity to attend and complete the survey.

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 Above Average
- Communication Skills M = 3.5 Above Average
- Professional Development M = 4.20 Above Average

As a result of these changes, in AC 2021-2022, the target was not met.

Based on the analysis of the AC 2021-2022 results, the faculty made the following changes in AC 2022-2023 to drive the improvement cycle. The faculty distributed surveys in the Fall 2022 term. The surveys were not distributed in Spring 2023 due to faculty transition; the Academic Advisory Council did not meet in the Spring 2023 term. A Pre-test and Post-test for the Critical Thinking activity were not developed or implemented in PSYC4600, Field Experience in the Mental Health Agency course.

In AC 2022-2023, Fall term, 100% of those surveyed (n = 4) reported an average score of 4 or more on the measures. The surveys were not distributed in the Spring of 2023.

Action – Decision or Recommendation:

In AC 2022-2023, the target was partially met (for fall semester only).

Assessment Cycle 2022-2023

Based on information gathered from the AC 2022-2023 data analysis, faculty will implement the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, the Department of Psychology will incorporate APA Guidelines for Undergraduate Psychology Majors Version 3.0, which reflects changes in culture and context to prepare students to function in the 21st Century. After collaboration among faculty with the psychology department, the decision was reached that due to the new APA guidelines, measure 5.3 will no longer be part of the assessment for the next cycle.

These changes will improve the student's ability to meet APA guidelines version 3.0 efficiently, thereby continuing to drive the improvement cycle for students (See Appendix L).

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 current standard of assessment, diagnosis, and care in the science of addiction. These updates utilized addiction experts, SAMHA, and open educational resources. In addition, 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 and 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 written assignment assessment while increasing continuity across all sections.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2022-2023 and will take steps to continue to improve student learning in AC 2023-2024

- The AS course stewards, and faculty will incorporate the APA Guidelines for the Undergraduate Psychology Major version 3.0 in AS course material.
- Resources materials will be added to courses from the SAMHSA website 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.
- The Addiction Studies Coordinator will collaborate with AS faculty and Psychology Department Head to assess current AC benchmarks.

Assessment Cycle 2022-2023

- The AS course stewards, and faculty will review textbooks that include scholarly research in addiction to assist students with current trends and support learning outcomes.
- The AS course stewards and faculty will increase direct teaching methods in APA style, emphasizing in-text citation and formatting.
- The AS course stewards, and faculty will incorporate course material to prompt students to think in abstract and conceptual terms by increasing critical thinking skills.
- The AS course stewards will assess, update, and add assignments to ensure compliance with the latest research-driven information and techniques. The goal will be to expose students to all facets of addiction studies.
- The AS course stewards, and faculty will continue the experiential learning exercises for students to allow them to gain hands-on experience and promote reflections on what has been learned.
- The AS course stewards, and faculty will continue to encourage collaborative learning by utilizing interactive discussion boards with an open-ended focus.
- New strategies will be added to enhance students' effectiveness at regulating, recognizing, and overcoming personal biases.
- Students' exposure to additional concepts and theories will be enhanced by introducing new research materials in the addiction field.

In summary, the Department of Psychology Addiction Studies Undergraduate Program attempted to maximize effectiveness systematically and comprehensively. 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 full-time and adjunct faculty 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 2022-2023

References

American Psychological Association. (2022). APA guidelines for the undergraduate psychology major: Version 3.0. Retrieved from [http://Site97-Undergrad Guidelines.pdf \(apa.org\)](http://Site97-Undergrad Guidelines.pdf (apa.org))

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/attc/>

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

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Appendix A

Measure 1.1

Abstinence Project Rubric

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

Journal Entries (8) points

Posted required entries for online support group: _____/8

Total points earned: _____/25

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Appendix B

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

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Appendix C

Measure 3.1

AS 3010 – Addiction Counseling Skills

Reflection Paper Rubric

Total Grade: /100

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

Assessment Cycle 2022-2023

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?			
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 opinions?			

COMMENTS:

Assessment Cycle 2022-2023

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 the 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's first name, middle name, initial and last name
- ✓ Center the author's name
- ✓ Affiliation
- ✓ Double spaced

Abstract _____ / 10

- ✓ One-inch margin from all sides and half-inch margin from the top of the page to the running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract–Centered, Not Bold
- ✓ Block paragraph on a 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 the header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of a citation
- ✓ content

Methods _____ / 25

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

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- ✓ Description of Material
- ✓ Correct citation
- ✓ Procedure: Left-justified – Bold
- ✓ Under the procedure, summarize each step in the execution of the 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 the correct format
- ✓ Year in the correct format
- ✓ Article name in the correct format
- ✓ Journal name in the correct format
- ✓ Volume number and page number in the correct format
- ✓ Book title in correct format & Publisher name in a correct

format. Remember that it is now two spaces after a period.

TOTAL _____ / 100

Late Paper: Five points deduction for each day

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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

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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 exciting perspective
- Tone of voice appropriate for a research paper
- Page count
- Introduction
- Conclusion

OVERALL COMMENTS

Assessment Cycle 2022-2023

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 guest speakers that influenced the goal
- Discussed why the action plan was chosen
- Described skills possessed to reach a career goal
- Appropriate length

Assessment Cycle 2022-2023

Appendix I

Measure 5.2

Advisory Council Survey

A. Five broad educational goals are identified as primary training areas for undergraduate psychology programs. Please rate us on each of the following: (1 being lowest and five 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 placed in skill, knowledge, or behavior directly related to program training that you would like to recommend as possible areas of improvement to the curriculum for future students employed by your organization.

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

Assessment Cycle 2022-2023

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

4. Unlike 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 work better with people with a high intelligence quotient (IQ).

7. Developed by Albert Ellis, rational-emotive therapy confronts patients with 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 significant depression suffer a recurrence that is longer lasting and more severe.

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

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

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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

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(Appendix L) APA Guidelines for the Undergraduate Psychology Major Version 3.0

*Empowering People to Make a Difference in Their
Lives and Communities*

Jane S. Halonen (Chair)*University of West Florida*

Dana S. Dunn,*Moravian University*

David Kreiner, *University of Central Missouri*

Ladonna Lewis,*Glendale Community College*

Jasmine A. Mena,*Bucknell University*

Karen Z. Naufel,*Georgia Southern University*

Susan A. Nolan,*Seton Hall University*

Aaron S. Richmond,*Metropolitan State University of Denver*

Jaclyn Ronquillo-Adachi,*Cerritos College*

Jerry Rudmann,*Irvine Valley College*

Michael Stoloff, *James Madison University*

Jennifer L. W. Thompson,*University of Maryland Global Campus*

APA Board of
Educational Affairs
Task Force
On Psychology
Major
Competencies
(2022)

APA Staff Liaisons

Martha Boenau

Susan Orsillo

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Equity, Diversity, and Inclusion in *Guidelines 3.0*

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Articulation with Related APA Documents

Assessment Resources

References

Appendices: A Roster of Other Useful APA Documents

- A. APA Principles for Quality Undergraduate Education in Psychology (2011)
<https://www.apa.org/education-career/undergrad/principles-undergrad.pdf>
- B. APA Introductory Psychology Initiative Outcomes (2021):
<https://www.apa.org/about/policy/introductory-psychology-initiative-student-outcomes.pdf>
- C. The Skillful Student in the 21st Century Workplace:
<https://www.apa.org/education-career/guide/transferrable-skills.pdf>

Vision

Psychological science will be recognized as a high-impact undergraduate major that empowers

people to make a difference in their lives and communities.

Assessment Cycle 2022-2023

Mission

To provide a comprehensive revision in the national expectations of what knowledge and skills undergraduate psychology majors should have acquired at the associate and baccalaureate levels of study in undergraduate psychological science programs. The *APA Guidelines for the Undergraduate Psychology Major 3.0* (hereinafter referred to as the *Guidelines 3.0*) should foster collaborative discussions in psychological science programs based on recommendations that reflect state-of-the-science curricular and assessment planning in psychology. Our charge from the American Psychological Association's Board of Educational Affairs was to anticipate the ways that the *Guidelines 3.0* revision needs to reflect changes in culture and context to prepare undergraduates who are optimally prepared to function in the 21st century.

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Executive Summary

The *APA Guidelines for the Undergraduate Psychology Major 3.0* capture a set of optimal expectations for performance by undergraduates engaged in the study of psychological science. This document builds on two decades of experience with the American Psychological Association's (APA) support of undergraduate psychology departments and programs for establishing such expectations. APA practice dictates that existing policies need to be revisited and potentially revised every 10 years. This effort represents the second revision of work that was originally approved in 2006.

Guidelines 3.0 specifies five broad educational goals and corresponding student learning outcomes that outline reasonable program expectations for the undergraduate psychology major across educational contexts. Indicators of progress on student learning outcomes represent two levels of development. "Foundation" indicators roughly represent progress that students should make midway through the major. As such, the outcomes can be helpful for psychological science programs at the two-year level or the psychology minor in a four-year program. "Baccalaureate" indicators represent an appropriate endpoint for the completion of the major. The progression describes expectations for how a student would complete the journey of a novice in the discipline to the status of a reasonably informed and skilled undergraduate student on the completion of a four-year program.

The tradition in publication of earlier *Guidelines* was to be aspirational and positive rather than prescriptive in its tone, a tradition we continue in *Guidelines 3.0*. Given that psychological science programs face unprecedented demands in higher education today for accountability data to document high-quality educational programming, the *Guidelines* provide a solid foundation for psychology

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Assessment Cycle 2022-2023

educators to engage in effective curricular and assessment planning. Faculty collaboration should produce distinctive programs that integrate local institutional and program-level missions in the context of recommended national practices, as represented by *Guidelines 3.0*.