Assessment Cycle 2023-2024

Addiction Studies (BS) (395)

Division: Gallaspy College of Education and Human

Development Department: Psychology

Prepared by: Shannon S. Gresham   **Date: 05/20/2024**

Approved by: Dr. Neeru Deep   **Date:06/03/2024**

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 d professions they serve. Additionally, the GCEHD is dedicated to assisting children and their families with learning and development in 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.

Department of Psychology Mission Statement. The Department of Psychology and Addiction Studies 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 and Addiction Studies 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 public sectors, and prepare for graduate school.

Assessment Cycle 2023-2024

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) If required (show cause), Individual meetings will be held with course stewards of core courses.

(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 syllabi objectives.

AS 1010 – Introduction to Addiction
Disorders
AS 4450 – Co-Occurring Disorders

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

Assessment Cycle 2023-2024

Addiction Studies-related concepts by achieving a minimum grade of 70% on the exam.

Findings: Target was met.
AC 2023-2024   89% of the students achieved a grade of at least 70%
AC 2022-2023   75% of the students earned a grade of at least 70%

Analysis:

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 inconsistencies and providing students with more information on current research in addiction may have contributed to driving the improvement cycle.

Based on the analysis of the AC 2022-2023 results, faculty implemented the following changes in AC 2023-2024 to drive the improvement cycle. The course steward reviewed each pre-test exam item for accuracy and consistency. Course materials were 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 increased 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.

As a result of these changes, the target was met in AC 2023-2024. In AC 2023-2024, 89% of the students completing the pre-test earned a 70% or higher grade. This is an increase of 14%. The changes made in this AC directly impacted the student's performance. Based on the analysis of the AC 2023-2024 results, reviewing the exam each term for errors and inconsistencies and providing students with more information on current research in addiction may have contributed to driving the improvement cycle.

Action-Decision or Recommendation:

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. Since reviewing the pretest exam for accuracy and consistency greatly impacted the improvement cycle, the course steward will continue reviewing each course pretest exam before the beginning of the term. These activities will catalyze continuous improvement and expand students' responses to gauge their knowledge and understanding of complex concepts in addiction.

Assessment Cycle 2023-2024

The changes will improve the student's participation in an endeavor to continue the improvement cycle.

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: The target was met.
AC 2023-2024   86% of the students earned a grade of at least 75%
AC 2022-2023   80% of the students earned a grade of at least 75%

 Analysis:

In AC 2022-2023, 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 addiction students.

Based on the AC 2022-2023 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 boards 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 SAMHSA on addiction and new innovative techniques in the addiction field.

As a result of these changes, the target was met in AC 2023-2024; 86% (N= 21, M=88.6%) of the students received a minimum grade of 75% or higher.

These changes impacted the student's overall knowledge base and ability to demonstrate an advanced understanding of concepts related to Addiction Studies.

Action – Decision or Recommendation

In AC 2023-2024, the target was met.

Assessment Cycle 2023-2024

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. In AC 2024-2025, the Addiction Studies coordinator and instructors will participate in professional development opportunities to respond to the addiction field's ever-changing social and cultural landscape. The newly learned skills and strategies will be introduced to students and colleagues to spread knowledge and create a ripple effect of professional development.

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

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 syllabi objectives.
AS 4450 - Co-Occurring Disorders

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 2023-2024, 93% of the students earned a grade of at least 75%.
AC 2022-2023, 90% of the students earned a grade of at least 75%.

Analysis:

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 incorporating current research appear to positively impact students' outcomes in this measurement.

Based on the analysis of the AC 2022-2023 results, faculty implemented the following changes in AC 2023-2024 to drive an improvement cycle. Faculty incorporated the APA Guidelines for Undergraduate Psychology Majors version 3.0; the SAMHSA website has been utilized to add current research-based resources to

the course material. To support continuous improvement, the course steward and faculty implemented a process for formal steps for revision by allowing students to submit a first draft for feedback. The faculty continued to use the same revised grading rubric to see if similar results were obtained.

As a result of these changes, the target was met in AC 2023-2024. In 2023-2024, 93% (N=29, M: 91.4%) of the students earned a 75% or higher grade on the research paper. The revised grading rubric and the formal process of allowing students to submit a draft paper continue to produce favorable results.

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 the AC 2023-2024 results analysis, faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. In AC 2024-2025, the Addiction Studies coordinator will work hand in hand with the course stewards and instructors to continue to ameliorate issues students face in APA writing. The course instructors will offer students direct, individualized feedback regarding APA mechanics.

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: The target was met.
AC 2023-2024   86% of the students earned a grade of at least 75%
AC 2022-2023   80% of the students earned a grade of at least 75%

Assessment Cycle 2023-2024

Analysis:

In AC 2022-2023, 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. Although this measure was not met, the results yielded 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.

Based on the analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024. The course steward updated course content by providing additional resources and instructions in screening, assessment, counseling skills, co-occurring disorders, and alcoholism. In addition, the course steward met 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 met with the AS course stewards to implement a plan to make available current articles published by SAMHSA to increase students' theoretical understanding of elements related to Addiction Studies.

As a result of these changes, the target was met in AC 2023-2024; 86% (N= 21, M=88.6%) of the students received a minimum grade of 75% or higher. These changes impacted the students' overall knowledge base and ability to demonstrate an advanced understanding of concepts related to Addiction Studies.

Action – Decision or Recommendation

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 results, faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. The AS coordinator will communicate with major advisors to address the significance of students meeting course prerequisites to be successful in higher-level courses. Instructors will peruse the SAMHSA website before the beginning of the term and update course material with current addiction research.

These changes will improve the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in Addiction Studies and psychology, thereby advancing the improvement cycle.

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

d

Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals.

Course Map: Tied to course syllabi objectives.

AS/PSYC- 4510 Ethics in Psychology
AS 3010 – Addiction Counseling Skills

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

Findings: Target was not met.
AC 2023-2024,   80% of students earned at least a grade of 80%.
AC 2022-2023   90% of students earned at least a grade of 80%.

Analysis:

In AC 2022-2023, the target was met. In the AC 2022-2023, 90% (N = 41; M = 91.16%) of the students earned a grade of 80% or higher. Based on the previous AC 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. The course steward and faculty incorporated case studies in the course material to enable complex interaction and increase the student's critical thinking skills.

Based on the AC 2022-2023 results analysis, the faculty made the following changes in AC 2023-2024 to drive the improvement cycle. The course steward incorporated APA Guidelines for Undergraduate Psychology Majors version 3.0. The course steward combined new resources to build the skills needed to enhance experiential learning and prepare students' workforce. The course steward encouraged instructors 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 course stewards and faculty promoted the idea that there are no completely wrong answers if students support their answers with arguments.

The target was not met in AC 2023-2024; 80% (N = 40; M = 85.5%) of students earned a grade of 80%. The results reflect the ongoing need to educate students on the main components and structures of APA writing. According to AS instructors, the main writing deficits were in-text citations and mechanical errors. Based on the AC 2023-2024 analysis, the introduction of the case study and articles currently published in the addiction field by faculty resulted in continuous improvement in developing students' critical thinking skills, as

demonstrated in overall participation and final grades.

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

Action – Decision or Recommendation

In AC 2023-2024, the target was not met.

Based on the AC 2023-2024 results analysis, the faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. The department head will network with the English Department to develop an ENGL 1010 class that addresses the APA writing style for addiction studies and psychology majors. The course steward will implement additional resources and guidelines highlighting the main goals of APA format, such as enhancing clarity, accuracy, and writing credibility. Examples of papers will be added to improve the quality and readability of students' papers. The AS coordinator will communicate with the course steward of Psyc. 2430 (required experimental writing course) to implement new components and structures to enhance students' writing.

These changes will improve the student's ability to write effectively in APA style, aid in applying ethical standards to psychological science and practices, and encourage the adoption of values that build communities, thereby pushing the improvement cycle 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 an 80% or higher grade.

Findings: Target was met.
AC 2023-2024   100% of students earned a grade of at least 80%.
AC 2022-2023   100% of students earned a grade of at least 80%.

Analysis:

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 previous AC results analysis, the implementation of the revised rubric and focus on enhancing students' analytical skills appeared to be the driving force in the constant improvement of this measurement.

Based on the analysis of the AC 2022-2023 results, faculty implemented the following changes in AC 2023-2024 to drive the improvement cycle. The course steward revised the rubric for the course, which increased the focus on engagement among students.

d

As a result of these changes, the target was met in AC 2023-2024. In AC 2023-2024, 100% (N=2, M=100%) of the students received a letter grade of 80% or higher. Based on the AC 2023-2024 results analysis, increasing engagement efforts, including faculty-to-student and student-to-student, promoted student relationship-building.

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 the analysis of the AC 2023-2024 results, faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. In AC 2024-2025, the course steward will focus on collaborative learning tasks by enhancing discussion boards with a more open-ended format. Instructors will present students with ethical dilemmas to process in class in open discussions.

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 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 2023-2024   94% of the students completed training.
AC 2022-2023   100% of the students completed training.

Analysis:

In AC 2022-2023, the target was met. 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.

Based on the analysis of the AC 2022-2023 results, faculty implemented the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, the course steward continued implementing the National Institute of Health Protecting Human Research Participants training as a course requirement. This implementation continued to improve student participation consistently.

As a result of these changes, the target was met in AC 2023-2024. In AS/Psyc 4510,

94% (N=18) of the students completed training. Requiring participation directly impacted the student's completion of the National Institute of Health Protecting Human Research Participants training course.

Action – Decision or Recommendation

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 results, faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. Students will be encouraged to complete the survey as a learning opportunity and to elicit change. The course steward will continue implementing the National Institute of Health Protecting Human Research Participants training as a course requirement.

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.

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 syllabi objectives.

PSYC 2430 – Introduction to Experimental Methods
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 the PSYC 2430 paper rubric). At least 85% of students will receive an 80% or higher grade.

Findings: Target was not met.
AC 2023-2024   50% of students earned a grade of at least 80%
AC 2022-2023   50% of students earned a grade of at least 80%.

Analysis:

In AC 2022-2023, the target was not met. In AC 2022-2023, 50% (N=14; M=75.4%) of the students received an 80% or higher grade. The results showed 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

d

theme. Based on the analysis of AC 2022-2023 AC, there seemed to be an ongoing need for increased faculty time with students. Faculty provided more support and instruction regarding APA style and mechanics. The students were encouraged to utilize other resources on campus, such as the Writing Center.

Based on information gathered from the AC 2022-2023 data analysis, faculty implemented the following changes in AC 2023-2024 to drive the improvement cycle. Since direct instruction appeared to be the common denominator in students' writing, the course steward met with faculty to discuss limitations and common deficits affecting students' academic writing success. In addition, the course steward enhanced consistency between the online and face-to-face courses by offering Webex meetings and writing tutorials. The course steward offered opportunities for guest speakers to present resources to assist students in APA mechanics. Online and face-to-face engagement was recorded and available for online students to maintain consistency.

As a result of these changes in AC 2023-2024, the target was not met. The scores remained the same, with 50% of students earning a grade of at least 80%. Although the changes did not significantly impact the overall grade on the assignments, they prompted discussions among faculty and additions to the class format that promoted improved dialogue between students and instructors.

Action – Decision or Recommendation

In AC 2023-2024, the target was not met.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. The department head will communicate with the English Department regarding implementing an ENGL 1010 class that teaches APA writing to addiction studies and psychology majors. The AS coordinator will meet with the course steward of Psyc 2430 to implement new changes to enhance students' accuracy in writing and address nuances of APA in undergraduate writing. Graduate students will be available to students to assist with writing assignments. The AS Coordinator met with the Chairperson and the AS Team and adjusted the benchmark of this measurement to reflect that at least 70% of students will receive a 70% or higher grade.

These changes will improve the student's ability to write effectively in APA style, aid in applying ethical standards to psychological science and practices, and encourage the adoption of values that build communities, thereby pushing the improvement cycle forward.

d

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 not met.
AC 2023-2024   79% of students earned a grade of at least 80%.
AC 2022-2023   90% of students earned a grade of at least 80%.

Analysis:

In AC 2022-2023, the target was met. In AC 2022-2023, 90% (N=10; M=90.2%) of the students received a grade of 80% or higher. This was 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.

Based on the analysis of the AC 2022-2023 results, faculty implemented 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 in AC 2022-2023, the course steward increased instruction by offering a practice session for students to attain immediate feedback during the course. The course steward and faculty also added current resources in informal communication to educate students on ways to develop and organize an effective oral presentation through critical analysis.

As a result of these changes in AC 2023-2024, the target was not met; 79% of students earned a grade of at least 80%. Based on the changes made in AC 2023-2024, the need to increase learning in academic writing remains high.

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

Action – Decision or Recommendation

In AC 2023-2024, the target was not met.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle: The course steward will implement examples of the oral presentation so that students understand what is expected of them. Additional resources on presentation format will be added, and Instructors will emphasize the importance of completing all assignments. The point total of the presentation will be increased to highlight the importance of the assignment. The AS Coordinator

met with the Chairperson and the AS team and adjusted the benchmark of this measurement to reflect that at least 70% of students will receive a 70% or higher grade.

These changes will improve the students' presentation completion rates, thereby increasing their exposure to the task and improving their ability to communicate psychological research orally, continuing the cycle of improvement.

Measure 4.3. (Direct; Knowledge and Skills)

Students in AS 3020 Group Counseling Skills will write a research paper. 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 2023-2024   89% of students earned a grade of at least 80%.
AC 2022-2023   91% of students earned a grade of at least 80%.

In AC 2022-2023, the target was met. In this AC, 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 directly impact the student's ability to write a research paper. 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.
Based on the analysis of the AC 2022-2023 results, faculty implemented the following changes to drive the improvement cycle in AC 2023-2024. In AC 2023-2024, the course steward implemented the new APA Guidelines 3.0 for Undergraduate Psychology majors to promote effective learning and employ current trends. The latest resources fostered collaborative discussion in psychological science programs based on recommendations that reflect state-of-the-science curricula and assessment planning in psychology. The course steward shared the Guidelines 3.0 handouts with the faculty to incorporate into these course materials (See Appendix L).

As a result of these changes, in AC 2023-2024 the target was met. In this AC, 89% (N=37, M=87%) of the students earned an 80% or higher grade. These changes directly impacted the student's ability to write using a field-appropriate writing style (e.g., APA style)

Action – Decision or Recommendation

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. In AC 2024-2025, the course steward will include a sample APA paper complete with a title and reference page, information about style, and guidelines to address the majority of student writing questions.

These changes will improve the student's ability to write effectively in APA style, aid in applying ethical standards to psychological science and practices, and encourage the adoption of values that build communities, thereby pushing the improvement cycle 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 2050 - Family Dynamics

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 the PSYC 2430 paper rubric). At least 85% of students will receive an 80% or higher grade.

Findings: Target was met.
AC 2023-2024   89% of students earned a grade of at least 80%.
AC 2022-2023   100% of students earned a grade of at least 80%.

Analysis:

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

Based on the analysis of the AC 2022-2023 results, faculty implemented 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 introduced 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 drove the improvement cycle in APA mechanics.

Assessment Cycle 2023-2024

As a result of these changes, the target was met in AC 2023-2024. In AC 2023-2024, 89% (N=36; M=85.5%) of students earned a grade of at least 80%. These changes directly impacted the student's ability to write a reflection essay, where the entire grade is based on the appropriate APA style.

Action – Decision or Recommendation

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 results, faculty will implement the following changes in AC 2024-2025 to drive the improvement cycle. In AC 2024-2025, since direct instruction seems to be a vital mitigating factor in student writing performance in APA, the course steward will incorporate writing instruction in grammar, mechanics, style, and references to continue to drive the improvement cycle.

These changes will improve the student's writing assignment completion rates, thereby increasing their exposure to the task and improving their ability to submit all required assignments, continuing the cycle of improvement.

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

- The AS course stewards, and faculty incorporated the APA Guidelines for the Undergraduate Psychology Major version 3.0 in AS course material.

- Resources materials were 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 collaborated with AS faculty and the Psychology Department Head to assess current AC benchmarks.

- The AS course stewards, and faculty reviewed textbooks that include scholarly research in addiction to assist students with current trends and support learning outcomes.

- The AS course stewards and faculty increased direct teaching methods in APA style, emphasizing in-text citation and formatting.

- The AS course stewards, and faculty incorporated course material to prompt students to think in abstract and conceptual terms by increasing critical thinking skills.

d

- The AS course stewards assessed, updated and added assignments to ensure compliance with the latest research-driven information and techniques. The goal was to expose students to all facets of Addiction Studies.

- The AS course stewards and faculty continued the experiential learning exercises for students, allowing them to gain hands-on experience and promote reflection on their learning.

- The AS course stewards, and faculty continued to encourage collaborative learning by utilizing interactive discussion boards with an open-ended focus.

- New strategies were added to enhance students' effectiveness at regulating, recognizing, and overcoming personal biases.

- Introducing new research materials in the addiction field enhanced students' exposure to additional concepts and theories.

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 Department of Psychology and Addiction Studies Department Chair will speak with the English Department to request an entry-level English class focusing on APA writing/documentation for students in a science-based major.

- The AS course stewards, and faculty will encourage completing all required work.

- The instructors will utilize the Department of Psychology and Addiction Studies computer lab for classes and assignments.

- The Addiction Studies Coordinator and course stewards will evaluate the comprehensive exam to ensure that it captures current and relevant information being taught in the Addiction Studies courses.

- Instructors will encourage and demonstrate to students how to gain optimal knowledge through their coursework by reading course materials, taking thorough notes, completing study guides (when given), and asking questions for clarification.

Assessment Cycle 2023-2024

- The instructors will provide information on reputable resources and how to find them.

- Instructors will aid students in giving presentations (ex. video examples, help manage stress,

- Graduate students will be engaged to assist students in coursework.

- Major advisors will encourage students to meet with them and engage in open, honest communication.

- Instructors will challenge students in class with scenarios and dilemmas that encourage critical thinking and higher-level consciousness.

- Instructors will encourage students to participate in extracurricular activities hosted by the Department of Psychology and Addiction Studies and other departments to enhance their learning.

In summary, the goal of the Department of Psychology and Addiction Studies undergraduate program is to maximize effectiveness systematically and comprehensively. The department has 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.

d

References

American Psychological Association. (2022). APA guidelines for the undergraduate
    psychology major: Version 3.0. Retrieved from
    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/

d

Assessment Cycle 2023-2024

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

d

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

d

Appendix C

Measure 3.1

AS 3010 – Addiction

Counseling Skills Reflection

Paper Rubric

Total Grade: /100

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

d

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?			

d

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 2023-2024

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:
  o Page number
  o 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 a 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 a 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

Assessment Cycle 2023-2024

  ✓ 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 intend
  ✓ 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

<u>**Late Paper:**</u> **Five points deduction for each day**

d

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

d

Appendix G

Measure 4.3

AS 3020 – Group Counseling
Skills

Total: / 100

APA STYLE: / 50

- Title Page
  5

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

d

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

d

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)

d

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.

_____

____

d

Assessment Cycle 2023-2024

Appendix K
Measure 5.2
Critical Thinking Activity Rubric

Name: _____
Course: Psyc 4600
Score: /10 points

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

d

Appendix L
APA Guidelines for the Undergraduate Psychology Major
Version 3.0

Empowering People to Make a Difference in
Their Lives and Communities

Please use the link to review the APA Guidelines:
https://www.apa.org/about/policy/undergraduate-psychology-major.pdf