Assessment Cycle 2020 – 2021

Addiction Studies (BS) (395)

Division: Gallaspy College of Education and Human Development

Department: Psychology

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Approved by: Kimberly McAlister   **Date: June 22, 2021**

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

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

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

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

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

(1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the program coordinator.

(2) The program coordinator will analyze the data to determine whether students have met measurable outcomes.

(3) Results from the assessment will be discussed with the program faculty.

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

(5) The Program Coordinator, in consultation with the Psychology Department Advisory Committee and the Southwest Addiction Technology Transfer Center, will propose changes to measurable outcomes, assessment tools for the next assessment period and curricula and program changes.

COVID-19 and the Fall 2020-Spring 2021 Psychology Department Assessment Cycle

During Assessment Cycle 2020-2021, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, the Department of Psychology substantially modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume this academic program assessment has not been affected – the degree of which is based on individual courses and student. However, because of the tireless efforts of the faculty and staff, we continue to strive to provide extraordinary academic and experiential student learning opportunities.

Student Learning Outcomes:

SLO 1. Knowledge Base.
Students will be able to describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the

first outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0, South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals.*

Course Map: Tied to course syllabus objectives.

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

Measure 1.1. (Direct; Knowledge)

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

Findings: Target was not met.
        AC 2020-2021   64% of students earned a grade of 70% or higher
        AC 2019-2020   77% of students earned a grade of 70% or higher

Analysis:

In AC 2019-2020, the target was met - 77% of the students earned a grade of 70% or higher, with an average grade of 70.77%.

Based on the analysis of the AC 2019-2020 results, it appears the revised assignments

implemented during that academic year provided students with increased exposure to current and relevant issues in the field of Addiction Studies. Although students met this target, there was a decrease in the average grade.

Based on information gathered from the analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the course steward and AS faculty reviewed and revised content and ancillary materials to support the learning outcomes. Faculty used the Substance Abuse Mental Health Services Administration (SMHSA) website as a course resource in order to keep students abreast of current research and information.

Although changes were made, in AC 2020-2021 (N= 66; M=67.5) the target was not met.

In AC 2020-2021, 64% of the students earned a grade of 70% or higher. Based on the analysis of the AC 2020-2021 results, it appeared the following may have been a factor contributing to the lower percentage: It was noted that there were errors on the pre/post exam. Upon a review of the pre/post exam by the course steward and addiction studies instructors, it was determined that ten (10) questions were keyed incorrectly on the answer key. Another variable that could be a factor in the lower percentage is possibly due to the extreme weather conditions and the COVID-19 pandemic. During AC 2020-2021, there were three major hurricanes which caused massive flooding and electrical outages. There was a major snowstorm which also caused an electrical outage. The results of the extreme weather conditions caused limited access to the internet for a significant period of time. These issues left many students and faculty in a constant state of uncertainty. Once the internet and power services were restored, many students were behind on assignments. While students were given extended time to complete the assignments, the change in the routine and flow of the course could have contributed to lower scores.

Action-Decision or Recommendation:

In AC 2020-2021, the target was not met.

Based on the information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. Prior to the beginning of AC 2021-2022, the pre/post exam will be reviewed and revised by the course steward and AS faculty to correct identified errors. There will be a link posted on Moodle directing students to the Substance Abuse Mental Health Services Administration (SAMHSA) website for supplemental articles reading related to themes that will be studied. The course steward will include additional resources to keep students abreast of the latest research and information. The course steward and faculty will also review other textbooks that will include scholarly research in the addiction field. Additionally, the Abstinence Project was introduced during the summer of 2019. The purpose of this project was to integrate the knowledge, skills, and attitudes that were taught throughout the semester. Students were required to select a substance or activity that they were to abstain from for one month. Some of the addictive behaviors the students selected were social media, caffeine, nicotine, ordering takeout food (Grub Hub, EZ Street), and negative people. A support group was established on Moodle and students were to elicit support from their classmates. Lastly, the students wrote a 'good-bye letter,' which served as a reflection of the experience of

abstaining from the selected substance or activity. Given that 85% of the students who completed this project received a grade of 70% or higher on the (pre-test) exam, faculty will continue the Abstinence Project in 2021-2022 AC to integrate a higher level of thinking skills for students to drive the cycle of improvement.

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

Measure 1.2. (Direct; Knowledge)

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

Findings: Target was met.

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

       AC 2019-2020   60% of students earned a grade of 75% or higher

Analysis:

In AC 2019-2020 the target was not met – 60% (N = 20, M= 68.32%) of the students earned a grade of 75% or higher. These results did represent a gain of ten (10) percentage points over those achieved in AC 2018-2019.

Based on the analysis of the AC 2019-2020 results, the students appear to continue to struggle to understand and gain insight of AS knowledge, skills, and attitudes of the discipline. Because of this, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-20201, the course steward conducted a meeting (i.e., Zoom, WebEx) to discuss strategies (i.e., case presentation) to enhance the course constructs being taught. This increased students' understanding of the conceptual knowledge in the target courses outlined in the comprehensive exam. The course information consisted of various elements and theories related to addiction studies.

As a result of the implemented changes, in AC 2020-2021, the target was met.

In AC 2020-2021, 86%, (N=21, M=81.66%) of the students received a minimum grade of 75% or higher. The collaboration between course steward and faculty appears to have a positive effect on meeting this outcome. Based on the analysis of the AC 2020-2021 results, students were able to gain better knowledge and understanding of the

skills and characteristics related to the etiology of Addiction Studies.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, course steward will continue to meet with faculty to discuss current issues published by SAMHSA and to discuss strategies to theoretically increase students' understanding of elements related to the etiology of addiction studies. The course information will include various elements and theories related to addiction studies.

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

SLO 2. Scientific and Critical Thinking.
Students will be able to 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
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 will complete an assignment whereby they have to find a research article in their major and answer questions regarding the purpose, methodology, results, and conclusions of the paper (Appendix B). At least 85% of students will earn a grade of 75% or higher on this paper.

Findings: Target was met.

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

AC 2019-2020   81.25% of students earned a grade of 75% or higher

Analysis:

In AC 2019-2020 the target was met. In 2019-2020, 81.25% (N = 32, M = 76.69%) of the students earned a grade of 75% or higher on the paper, meaning the target was met. Based on the analysis of the AC 2019-2020 results, it appears the grading rubric assisted the students in demonstrating their comprehensive understanding of attitudes, skills, and knowledge.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty used the same revised grading rubric to see if similar results were obtained (i.e., replication effect).

As a result of these changes, in AC 2020-21, the target was met. In 2020-2021, 90.47% (N = 21, M = 85.76%) of the students earned a grade of 75% or higher on the research paper. Based on the analysis of the AC 2020-2021 results, it is postulated that the cycle of improvement correlates with the revised grading rubric that assisted the students in demonstrating their comprehensive understanding of attitudes, skills, and knowledge.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will continue to provide current relevant evidence and research-based resources utilizing the SAMHSA website. In accordance with the replication effect, faculty will utilize the same revised grading rubric to see if similar results will be obtained.

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

Measure 2.2. (Direct; Knowledge)

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO 2 are:

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Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

Findings: Target was met.

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

AC 2019-2020   68.75% of students earned a grade of 75% or higher

Analysis:

In AC 2019-2020 the target was not met - 68.75% (N = 32; M = 71.09%) of the students received a minimum grade of 75% or higher. Significant gains were observed.

Based on the analysis of the AC 2019-2020 results, faculty made an impact on student achievement through the incorporation of increasing course content by providing additional resources and instructions in the areas of screening and assessment, addiction counseling skills, co-occurring disorders, and alcoholism.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty provided additional resources that are current and research-based. Faculty utilized the SAMHSA website because the information was research-based and relevant (i.e., a focus on telemedicine).

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, 86%, (N=21, M=81.66%) of the students received a minimum grade of 75% or higher. This measure yielded the same data results as measure 1.2 but addressed SLO 2. The collaboration between course steward and faculty appears to have a positive effect on meeting this outcome. Based on the analysis of the AC 2020-2021 results, students were able to gain better knowledge and understanding of the skills and characteristics related to the etiology of Addiction Studies.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, course steward will continue to meet with faculty to discuss current

issues published by SAMHSA and to discuss strategies to theoretically increase students' understanding of elements related to the etiology of addiction studies. The course information will include various elements and theories related to addiction studies.

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

SLO 3. Ethical and Social Responsibility.
Students will apply ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0, 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 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 whereby, they identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases (Appendix C). At least 85% of students will earn a grade of 80% or higher on this paper.

Findings: Target was met.

	AC 2020-2021	86.0% of students earned a grade of 80% or higher
	AC 2019-2020	94.73% of students earned a grade of 80% or higher

Analysis:

In AC 2019-2020 the target was met - 94.73% (N = 19; M =95.07%) of the students earned

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a grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, it appears AS faculty continue to focus on diversity and inclusion, which results in a student's focus on social biases.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the AS steward and faculty incorporated additional materials and resources to enhance students' writing, such as a focus on APA.

As a result of these changes, in AC 2020-2021, the target was met.

In AC 2020-2021, 86% (N=61; M=88.22%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2020-2021, the additional material and resources introduced by faculty resulted in an enhance understanding in the area of social biases.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gather from analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, the AS course steward will implement new strategies to enhance students' effectiveness at regulating, recognizing, and overcoming personal biases as they matriculate in the addiction studies program. In an effort to increase thought provoking reflection from students, the AS course steward also will incorporate reflective thinking exercises in the course of study to help students develop strategies to apply new knowledge to complex situation s in their day-to-day activities. The Reflective Thinking activities will help students develop higher-order thinking skills by prompting students to think in both abstract and conceptual terms.

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

Measure 3.2. (Direct; Knowledge)

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

Findings: Target was not met.

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AC 2020-2021	40% of students earned a grade of 80% or higher	
AC 2019-2020	40.0% of students earned a grade of 80% or higher	

Analysis:

In AC 2019-2020 the target was not met- 40% (N = 10; M = 11.49%) of the students received a letter grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, the mean scores between classes were reviewed to determine if there was a confounding variable that skewed the results.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty revised the rubric for additional improvements based on faculty analysis of results for a confounding variable. Faculty implemented the revised rubric in Fall 2020.

In AC 2020-21, the target was not met.

In AC 2020-2021, 83% (N=6; M= 60.66%) of the students received a letter grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, the percentage points continue to increase for the past three assessment cycles. The implementation of the revised rubric helped reduce ambiguousness that may had been a factor with the assignment and aided in the positive impact of the measurement. The mean score of (60.66%) was due to several students earning a score of zero.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will continue to focus on improvement. The faculty and course steward will continue to add course material and resources to assist students with analytical skills. Faculty will also incorporate a plan to increase student awareness to complete this assignment in an effort to reduce the score of zero.

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

Measure 3.3. (Indirect; Knowledge)

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

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Health protecting human research participants training course. At least 90% of students will complete the training survey and submit their certificate.

Findings: Target was met.

        AC 2020-2021   100.0% of students completed training

        AC 2019-2020   80.0% of students completed training

Analysis:

In AC 2019-2020 the target was not met - 80% of the students (N = 10) completed the survey. Of importance is the small number of total students assessed in this measure. Based on the analysis of the AC 2019-2020 results, there was a decrease in the number of completers. The response rate was impacted by the reduction of enrolled students.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the course steward used survey participation as an element of a required (not an option) component to pass the course. This measure ensured consistency in meeting the stated goal. The course steward maintained communication with the instructors in order to track students' completion rates.

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, 100% of the students (N=9) completed the survey. Based on the analysis of the AC 2020-2021 results, the 100% rate is due to changes implemented by the course steward that made participation a requirement of the course. The impact of the changes of this measurement had a great influence on students' participation.

These changes had a direct impact on the student's ability to complete the *National Institute of Health protecting human research participants* training course.

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information attain from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, the course steward will continue to use the survey participation as a requirement for the course. This implementation will continue the consistency in improving student participation.

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

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SLO 4. Communication.

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

Course Map: Tied to course syllabus objectives.

PSYC 2430 – Introduction to Experimental Methods
AS 2050 – Family Dynamics
AS 3010 – Individual Counseling Skills
AS 3020 – Group Counseling Skills

Measure 4.1. (Direct; Skills)

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

Findings: Target was not met.

AC 2020-2021	38% of students earned a grade of 80% or higher
AC 2019-2020	71.0% of students earned a grade of 80% or higher

Analysis:

In AC 2019-2020 the target was not met 71% of the students (N=15; M= 68.59%) received a grade of 80% or higher. This result represents important growth toward achieving the target outcome. Based on the analysis of AC 2019-2020 results, instructors provided more support and instruction regarding APA style. Also, the students were encouraged to utilize other resources on campus, such as the Writing Center. Also, instructors encouraged students to comply with the campus attendance policy to increase attendance in face- to-face sections.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-20121, instructors provided WebEx assistance to students. Also, faculty developed and posted tutorials in the course Moodle shell.

As a result of these changes, in AC 2020-21, the target was not met.

In AC 2020-2021, 38% of the students (N=13, M=71.15%) received a grade of 80% or higher. The results show a significant decrease in from the previous AC. Like many others, students at Northwestern State University navigated a shift to a Hyflex model of learning due to COVID-19, this dramatic transition may have had an impact on students' motivation and well-being. In most literature regarding ways to enhance

students regarding APA mechanics, the emphasis always has been placed on direct teaching method to students. Based on the analysis of AC 2020-2021 AC, the integration of Hyflex teaching method and the need for direct teaching in the area of APA guidelines for student may have had an impact on this outcome.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. According to literature, direct instruction appears to be the optimal way for students to learn APA style of writing. In AC 2021-2022, faculty will increase the direct teaching method in APA style with emphasis on the areas of in-text citation and formatting since these appears to be common deficits in students' papers.

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 4.2. (Direct; Knowledge and Skills)

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

Findings: Target was not met.

AC 2020-2021   50.0% of students earned a grade of 80% or higher
AC 2019-2020   75.0% of students earned a grade of 80% or higher

Analysis:

In AC 2019-2020 the target was not met - 75% (N = 12; M = 77.5%) of the students received a grade of 80% or higher, which is an improvement from prior years. Based on the analysis of the AC 2019-2020 results, faculty removed the oral presentation from the online sections.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, because SACSCOC expects the course content and student experience to be equivalent regardless of method of instruction, faculty reviewed the methodology for administering the oral presentation component in online courses. To

truly assess this measure, faculty identified and implemented a method for all students to present orally.

In AC 2020-2021, 50% (N=12; M=37.1%) of the students received a grade of 80% or higher, this is a significant decrease for the previous year. Based on the analysis of the AC 2020-2021, it appears that more resources are needed to help students struggling with oral communication skills. Again, COVID-19 may have had an impact due to the stress levels and anxiety experienced by the pandemic and how it was negatively impacting families.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will add additional written resources in the area of oral language skills to help students develop better communication skills. Faculty will also add modeled conversation skills videos alone with activities that foster critical thinking. Also, faculty will monitor the mental health status of students as the fall 2021 semester will "look" more like fall 2019 than fall 2020.

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

Measure 4.3. (Direct; Knowledge and Skills)

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

Target was met.

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

AC 2019-2020 93.18% of students earned a grade of 80% or higher

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In AC 2019-2020 the target was met - 93.18% (N = 44; M = 92.73%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, additional resources, examples, and materials germane to APA writing style appeared to have assisted students in acquiring the knowledge and skills of this SLO.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the course steward and faculty utilized and incorporated additional materials and resources to allow students to reflect on their biases. An excellent learning tool was discussion and learning about the current state of affairs in the world.

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, 93.33% (N=45, M=85.24%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, and consistency of data to AC 2019-2020, the additional resources utilized by the students appears to be providing the help to students' evidence by the unswerving results in the areas of APA mechanics.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on the accumulation of data acquisition gathered from analysis of AC 2020-2021, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, in the effort to continue students' increase mastery of APA style guidelines, the course steward and faculty will implement more formal teaching during each term to highlight scientific writing to help students gain more efficiency with APA style. The instruction will include incorporating writing instruction in four skills areas-grammar, mechanics, style and referencing.

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.

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

Course Map: Tied to course syllabus objectives.

Assessment Cycle 2020 – 2021

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

Measure 5.1. (Direct; Knowledge)

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

Findings: Target was met.

AC 2019-2020 91.0% of students earned a grade of 80% or higher

AC 2018-2019 100.0% of students earned a grade of 80% or higher

Analysis:

In AC 2019-2020 the target was met - 100% of students (N = 20; M = 89.5%) received a grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, it appears all actions to improve student learning were effective.

Based on information gathered from analysis of the AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty kept current with family dynamics knowledge to share with the students. This impacted their personal reflection regarding family units of today.

As a result of these changes, in AC 2020-21, the target was met.

In AC 2020-2021, 91% of students (N=98, M=87.75%) received a grade of 80% or higher. Based on the analysis of the AC 2020-2021 results, the current trends in family dynamics added to the course had a positive effect on the outcome of the students' reflection paper.

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

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, in an effort for continuous improvement in the language used in academics and scientific writing, the course steward will implement additional written resources and

examples during the assessment cycle with a focus on in-text citation and how to set up the reference page in APA research. The added resources will drive the cycle of improvement in the area of APA mechanics.

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

Measure 5.2. (Indirect; Skills)

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

Findings: Target was met

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

AC 2019-2020   No data (COVID 19)

Analysis:

In AC 2019-2020 the target was not met due to COVID-19, data were unavailable due to campus and school closures according to federal and state stay at-home orders due to the coronavirus pandemic.

In AC 2020-2021, the target was met. A total of 10 surveys were distributive and 5 returned with a response rate of 50%. Surveys were used and were sent out to the Academic Advisory Council (February 26, 2021, and March 17, 2021) in advance of data collection to ensure timely feedback. As a result, in AC 2020-2021, the results were as follows:
- Knowledge Base in Psychology M = 4.5 Above Average
- Scientific Inquiry and Critical Thinking M = 4.7 Above Average
- Ethical and Social Responsibility in a Diverse World M = 4.5 Above Average
- Communication Skills M = 4.25 Above Average
- Professional Development M = 4.19 Above Average

Due to insufficient data acquisition during AC 2019-2020 due to the COVID-19 pandemic, the course steward implemented a continuous working relationship with the Academic Advisory Council to meet the outlined objectives. The survey was disseminated to the council members in February 2021 and again on March 17, 2021, to obtain feedback related to students' internship/externship along with graduates' employment updates. It was noted that the lowest mean score was Scientific Inquiry and Critical Thinking. Faculty

administered a critical thinking assignment in Psyc 4600 (Appendix J) – Field Experience to increase this mean. This assignment began Fall 2019. The goal of this assignment was to help students develop their abilities to interpret information (fact from opinion) and to use this information to reach conclusions. This data was not available for AC 2019-2020. It should be noted that AC 2020-2021, the Scientific Inquiry and Critical Thinking mean was 4.7, whereas in 2018-2019 date the Scientific Inquiry and Critical Thinking mean was 4.13.

Action – Decision or Recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will administer the survey in both the fall semester and spring semester (via WebEx) thereby ensuring that all agencies will have the opportunity to complete the survey.

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

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

- The Coronavirus pandemic has had a monumental impact on the nation's education system. As a result of stay-at-home orders across the Country, virtual learning and on-line tools have been in high demand. In an effort to modify to virtual learning during the COVID-19 pandemic, faculty received training in the area of WebEx, Zoom and Teams for course integration. Synchronous and asynchronous learning were utilized to assist students. Additionally, equipment was reserved (webcams, microphones, tablets) for on-line faculty specifically for course enhancement. This supportive infrastructure was a critical element of the training efforts by Northwestern State University Office of Electronic and Continuing Education.

- Assignments were updated to reflect the most recent standard of assessment, diagnosis, and care in the addiction field. These updates utilized addiction study experts, SAMHA, and open educational resources. Class participation was maximized to increase student engagement and participation in the learning process.

- Utilized and integrated updated course assignments to assess both direct and indirect knowledge, as w ell as offered opportunities for self-reflection among students to move away from strictly linear education.

- Grading rubrics were examined and refined to ensure a more valid assessment

of written assignments while simultaneously increasing continuity across all sections.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2020-2021 and will take steps to continue to improve student learning in AC 2021-2022:

- Information and learning materials were added throughout each addiction study course to increase the breadth and depth of theories and concepts. Additional resources and instructions for specific addiction studies topics will included: the areas of screening and assessment, addiction counseling skills, co-occurring disorders, and alcoholism.

- Faculty will thoroughly review other textbooks that include scholarly research in the addiction field to assist students with current trends and support learning outcomes.

- Information and learning materials were added to courses from the SAMHSA website as a course resource to keep students abreast of current research in the addiction field and theoretically increase students' understanding of elements related to the etiology of addiction studies.

- More student education in the areas of reflective and critical thinking will be added to course of study to help students develop a higher order of thinking by prompting students to think in both abstract and conceptual terms.

- New strategies will be added to enhance student's effectiveness at regulating, recognizing, and overcoming personal biases.

- Faculty will increase direct teaching method in APA style with emphasis in the areas of in-text citation and formatting.

- Additional resources added in the area of language skills.

- Faculty will review and revise pre-test for AS 1010.

- Students' exposure to additional concepts and theories will be enhanced through the introduction of new research material in the addiction field.

- The Addiction Studies program will continue to assess, update, and add assignments to ensure compliance with latest research driven information and techniques.

In sum, the Department of Psychology Addiction Studies Undergraduate Program attempted to maximize effectiveness in a systematic and comprehensive fashion. As

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

References

American Psychological Association. (2013). APA guidelines for the undergraduate

psychology major: Version 2.0. Retrieved from http://www.apa.org/ed/precollege/undergrad/index.aspx

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

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

South Southwest Addiction Technology Transfer Center (2017), https://socialwork.utexas.edu/site/ari/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	Letter thoroughly addressed all five areas	Letter addressed some areas, but gaps were present	Letter minimally addressed the five areas	Letter failed to address the five areas
Organization	Information is very well organized with well-constructed paragraphs	Information is organized with well-constructed paragraphs	Paper is organized but paragraphs are not well constructed	Paper is disorganized
Page Length	Assignment met the required page length			Assignment did not meet the required page length
General Formatting (headings, appropriate font size, margins, spacing, date)	Paper contains no errors	Paper contains one error	Paper contains two errors	Paper contains three or more errors
Submission	Submitted on-time electronically			Submitted late
Name		Name on assignment		Name does not appear on assignment

Journal Entries (8) points

Posted required entries for online support group:_____/8

Total points earned:_____/25

Assessment Cycle 2020 – 2021

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

Appendix C

Measure 3.1

AS 3010 – Addiction Counseling Skills

Reflection Paper Rubric

Total Grade: /100

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

Assessment Cycle 2020 – 2021

Appendix D

Measure 3.2

AS / PSYC 4510 Ethics in Psychology

Ethical Dilemma Case Study Rubric

EVALUATION

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

2 points possible on each question

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

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

10 points possible for each question

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

COMMENTS:

Assessment Cycle 2020 – 2021

Appendix E

Measure 4.1

PSYC 2430 – Introduction to Experimental Methods

Research Paper Rubric

Title Page _____ / 10
- ✓ One-inch margin from all sides

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

Abstract _____ / 10
- ✓ One-inch margin from all sides and half inch margin from the top of the page to running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract – Centered, Not Bold
- ✓ Block paragraph and on separate page
- ✓ Not exceed 250 words
- ✓ Content

Introduction _____ / 30
- ✓ One-inch margin from all sides and half inch margin from the top of the page to header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of citation
- ✓ content

Methods _____ / 25
- ✓ Continue after Introduction if space permitted
- ✓ Correct heading: Method – Centered, Bold
- ✓ Participants: Left-justified – Bold
- ✓ Description of participants
- ✓ Materials or Apparatus: Left-justified – Bold

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

References   _____/ 25

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

Remember that it is now 2 spaces after a period.

TOTAL   _____/ 100

Late Paper: Five points deduction for each day

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

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

OVERALL COMMENTS

Assessment Cycle 2020 – 2021

Appendix H

Measure 5.1

AS 2050 – Family Dynamics

Personal Reflection Essay Rubric

Total Grade: /100

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

Assessment Cycle 2020 – 2021

Appendix I

Measure 5.2

Advisory Council Survey

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

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

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

2. Scientific Inquiry and Critical Thinking

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

3. Ethical and Social Responsibility in a diverse World

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

4. Communication skills (both oral and written communication)

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

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

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

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

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

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

Appendix J

Measure 5.2

CRITICAL THINKING ACTIVITY

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

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

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

   _____

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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