

**Degree/Certificate: MS Applied Psychology SC**

**Major/Option:**

**Submitted by: Keely Hope, Ph.D., LMHC, NCC**

**Date: 9/22/14**

### **Part I – Program SLO Assessment Report for 2013-14**

**Part I – for the 2013-14 academic year:** Except for the formatting, this section **nearly identical** to previous years' templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.  
*Describe and apply the counseling theories and techniques that have proven to be the most applicable to the K-12 school population.*
2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.  
 *SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;*  
 *SLO is met, but with changes forthcoming;*  
 *x* *SLO met without change required*
3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.
  1. Students learn about applicable theory and practice in multiple courses. In PSYC 544, there is an overview of all counseling theory. In PSYC 506, students learn about developmental theories, especially psychosocial development which is crucial to understand K-12 students. In PSYC 548, students learn about the best practices when working with Children and Adolescents. In PSYC 697, the students then put this into practice.
  2. Application of theory occurs as interns during PSYC 697 internship – students adopt theory to use in practice based in evidence (research in the field) and on the age of the students who they work with. There is typically ongoing conversation with a site supervisor regarding utilization of theory in the field.
  3. In PSYC 508 Classroom Management, students evaluate the teaching that a counselor engages in. Utilizing evidence-based practices, the group selects or designs a lesson that provides students with knowledge and skills appropriate for their developmental level.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
- a. Findings: 100% of students passed the PSYC 544, PSYC 506, and PSYC 548 courses during the AY2012-2013 with a 3.0 or above. 85% of students successfully completed internships. 85% of students passed their exit interview with the PEAB. The rate is based on extenuating circumstances with one student. The rate is based on 6 out of 7 students completing.
  - b. Analysis of findings: The way the program is teaching the information seems to be conducive to student learning as well as application based on feedback from supervisors in the community.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). To date no curriculum changes have been made.
- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. Any changes to the curriculum that are made are due to faculty changes.

6. **Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.**

Ongoing revision of our assessment process overall will continue. There are biweekly programmatic faculty meetings to discuss student progress. Any corrections will be addressed during the quarter and adjusted during the next quarter if applicable (didactic classes are taught once per year).

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

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**Working definition for closing the loop:** *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2011-12  
**Unknown by the writer due to programmatic changes.**
2. **Strategies implemented** during 2012-13 to improve student learning, based on findings of the 2011-12 assessment activities.
3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.
4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?