**LBHC Program learning outcome report (2022-23)**

**I. General information**

| **Degree name** | AA in Human Services |
| --- | --- |
| **Degree option names** | Psychology Option |
| **Date report submitted** | 07/11/2023 |
| **Program faculty who contributed to this report** | R. Eric Tiner, MS, Human Services Instructor |
| **Program learning outcome** (refer to your program learning outcomes curriculum map and plan for the PLO to be formally assessed this year) | Identify characteristics of some of the most commonly occurring mental health diagnoses. |
| **Course that formally assesses this program learning outcome at its highest level** (see program learning outcome curriculum map and plan) | PY 203 Abnormal Psychology |
| **Number of students assessed for this program learning outcome** | 6 |
| **Semester students were assessed** (e.g., fall 2023) | Spring 2023 |

**II. Assessment of indicators for the program learning outcome** (add more rows if necessary)

| **Break down your program learning outcome into indicators** (maybe taken from rubric): Students should be able to… | List the most significant **teaching and learning activities** used by faculty to facilitate the learning of each PLO indicator in their class(es) | List the **graded assignment(s) that formally assesses** each indicator at its highest level | **Performance expectations:** Identify the percent range for each level of performanceby replacing the “xx’s” below or enter below whatever makes sense to you | **Average score for the PLO indicator** (%) | **How well did the students perform?** (right-click on the checkbox and select ‘properties’ and ‘checked’) |
| --- | --- | --- | --- | --- | --- |
| Describe major characteristics of Clinical Assessment, Diagnosis, and Treatment | In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams. | Final Exam | Below expected levels: 0 – 69%  At expected levels: 70 – 89%  Above expected levels: 90 – 100% | 91.67% | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| Characterize features of Anxiety Disorders | In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams. | Final Exam | Below expected levels: 0 – 69%  At expected levels: 70 – 89%  Above expected levels: 90 – 100% | 90.50% | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| Characterize features of Disorders of Trauma and Stress | In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams. | Final Exam | Below expected levels: 0 – 69%  At expected levels: 70 – 89%  Above expected levels: 90 – 100% | 67.83% | X below expected levels  ☐ at expected levels  ☐ above expected levels |
| Characterize features of Depressive and Bipolar Disorders | In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams. | Final Exam | Below expected levels: 0 – 69%  At expected levels: 70 – 89%  Above expected levels: 90 – 100% | N/A | ☐ below expected levels  ☐ at expected levels  ☐ above expected levels |
| Characterize features of Schizophrenia | In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams. | Final Exam | Below expected levels: 0 – 69%  At expected levels: 70 – 89%  Above expected levels: 90 – 100% | N/A | ☐ below expected levels  ☐ at expected levels  ☐ above expected levels |

**III. Overall assessment of this program learning outcome** (please be thorough in all responses)

| **Overall, how well did the students perform on this PLO?** (right-click on the checkbox and select ‘properties’ and ‘checked’) | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| --- | --- |
| **Analyze assessment of PLO indicator results in section II:** What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning? | While students who submitted the Final Exam appeared to perform above the expected level on describing characteristics of Clinical Assessment, Diagnosis, and Treatment and Anxiety Disorders, they appeared to perform below the expected level when characterizing Disorders of Trauma and Stress.  (Given the extensive research on intergenerational trauma within Indigenous populations, it was suggested that intergenerational trauma experienced by students could potentially impair students’ performance in identifying characteristics of disorders of trauma and stress.) |
| **Next steps:** Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes) | Continue in-class lectures, videos, activities, differential diagnosis discussions, chapter quizzes, and Final Exams while directing more attention and class time to outline characteristics of Disorders of Trauma and Stress.  (Perhaps include information and discussion of characteristics of intergenerational trauma. Then, compare the characteristics of intergenerational trauma with characteristics of the disorders of trauma and stress.) |
| **Projected semester of implementing “next steps”** | Spring 2024 |
| **Results of “next steps” implementation on student learning – this section is to be completed the following year** (describe how the implementation of the above “next steps” impacted student learning in the program) |  |
| **Date “results of ‘next steps’ implementation” section above submitted** |  |
| **Suggestions** for improving this report or process (if any) |  |