**LBHC Program learning outcome report (2023-2024)**

**I. General information**

| **Degree name** | AA in Human Services (Human Services and Addiction Studies Option) |
| --- | --- |
| **Date report submitted** | 05/22/2024 |
| **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.Identify characteristics of substance use disorder and 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** | 8 |
| **Semester students were assessed** (e.g., fall 2023) | Spring 2024 |

**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% | 96% | ☐ 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% | 98% | ☐ 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% | 90% | ☐ below expected levels☐ at expected levels X 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% | 99% | ☐ below expected levels☐ at expected levels X 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% | 94% | ☐ below expected levels☐ at expected levels X 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?  | During the spring 2024 semester offering of PY 203 Abnormal Psychology, students appeared to demonstrate significant improvement in describing and characterizing some of the most commonly occurring mental health disorders. Unlike spring 2023, the spring 2024 offering of this course utilized the textbook publisher’s powerpoint presentation lecture slides, quiz questions, and an online presentation of chapter quizzes through Google forms. This allowed for more information to be covered, ease of administering, taking, and scoring of quizzes/exams, and appeared to produce more in-class discussion—with more focused, deep questions of the course material. In addition, when covering the information over Chapter 6: Disorders of Trauma and Stress, in-class discussion incorporated the topic of intergenerational trauma. Students appeared to make the connection between (individual) symptoms seen in disorders of trauma and stress and those same symptoms seen at the broader level (e.g., families, societies, cultures). Though students identified characteristics of some of the most commonly occurring mental health disorders at above expected levels in all sections, the lowest of these scores continued to be in 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 utilizing textbook publisher’s powerpoint lecture presentations and quiz/exam questions through Google Forms. Continue to discuss the topic of intergenerational trauma in Chapter 6: Disorders of Trauma and Stress. Continue to focus and deepen discussion of the disorders, characteristics, and associated features and data by providing more information through using the textbook publisher’s lecture slides. Continue to implement further interventions and assessments for scores on disorders of trauma and stress. (Also, to fully assess the PLO for the Addiction Studies Option, cover curriculum for Substance Use Disorders (SUD’s) in future offerings of the course.)  |
| **Projected semester of implementing “next steps”** | Fall 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) |  |