

VSCS Policy 101: Program Review & Continuous Improvement (PReCIP)

Introduction

Who We Are

The Applied Psychology and Human Services program offers two degrees, a BS in Applied Psychology and Human Services (APH) and an AS in Human Services (HMS). Our degree programs are signature programs offered at the Lyndon Campus that directly fulfill the VTSU mission. Our programs are professional degree programs that provide extensive hands-on, experiential learning opportunities that prepare students to enter the field/workforce directly upon graduation (for the BS, students complete 350 hours in the field, for the AS students complete 80 hours in the field). We have partnerships with over 20 agencies and 6 schools in the region (and beyond), and you can find our alum working in nearly every one of these agencies. The Northeast Kingdom counts on us. They look to our students not just to fill internship positions, but to our graduates to become full-time employees, especially given the shortage of mental health providers today.

Our students are also prepared for graduate school. The unique blending of psychology and human services has not only garnered us NEHBE status but also allows students to pursue a variety of graduate degrees ranging from MSWs to master's degrees in school or clinical and mental health counseling. This multidirectional graduate career path is truly unique. It is also important to mention that we are an important feeder to the VTSU graduate programs in clinical mental health and school counseling. Most of our graduates end up pursuing graduate degrees, and often the first programs they look at are VTSU masters programs. Careers in mental health are a growth area.

Why We Are Writing a Single, Combined Report for Both the BS.APH And AS.HMS Programs

The associate's degree in human services is embedded directly within the bachelor's degree in applied psychology and human services. The program outcomes are identical, and the assessments used are the same. Therefore, AS data from the assessments are automatically incorporated into the larger BS data set. More significantly, the number of students enrolled in the associate degree is very low. In the past year we have had two students graduate with the AS.HMS degree. Two students are currently enrolled. A sample size of two is not useful for data analysis. Despite the low numbers of students enrolled in the human service degree at any given time, this degree plays a vital role in institutional retention. First, students who are admitted into the AS program typically switch over to the BS program when they learn about the APH program. Second, the students who do end up graduating with an AS.HMS degree typically fall into one of three categories: 1) they are struggling to meet the requirements of a four year degree, so this degree becomes an off-ramp where they can exit with a degree; 2) they have a different major, but have enjoyed taking psychology classes and learn that they have the ability to complete the associate degree as easily as the minor in psychology, thereby giving them the opportunity to exit with two degrees instead of one; and 3) they discover, as they take courses in our program, they are not suited to the field so they change majors, yet can exit with a degree for time already invested in taking APH courses. It is important to point out that there is no additional cost of offering the AS.HMS since it is embedded directly within the BS degree.

I. Student Success and Retention Data Review

1. Identify and interpret challenges and improvements resulting from merger and optimization processes.

The optimization process required us to reduce the number of credits in our two programs, review and reduce the number of upper-level psychology electives, establish a rotation cycle for upper-level electives, and establish a pathway with CCV. We have satisfied all these requirements. We dropped the number of credits in our BS degree from 57 to 51 and from 30-27 in our AS degree as requested. This change has had little impact on our programs. The courses we dropped were Connections 1 courses (which mistakenly were included in the first place). In addition, for the BS degree, we also dropped the requirement of taking an upper-level developmental course. Our programs create generous room for electives, so most of our students take additional psychology classes and exceed the number of credits in psychology by choice. We also reduced the number of upper-level psychology electives as requested. We also reaffirmed a CCV pathway (which was always in place).

In terms of improvements, we have established a course rotation with current upper-level electives. Additionally, we have strengthened communication with our psychology colleagues on other campuses about course offerings, and we have embraced F2F+, asynchronous, and dual modality models for delivering courses which have helped us more strategically offer courses that will meet enrollment targets. We also worked with colleagues from the Social Work program to create pathways between our programs. Our most significant improvement has been to start working with the Social Work faculty to revise the Trauma Certificate so that it not only includes courses from the APH program but also will extend certificate access to other campuses. We believe that if accessible, nearly every one of our HMS and APH majors would add the Trauma Certificate to their degree plans. In addition, we have received feedback that there is significant interest in the Trauma Certificate from community mental health and human service employees in our regions, as this has been an identified gap in their training.

Challenges resulting from the merger and optimization have to do with competition from VTSU Online courses, complaints by our majors that they are being forced into too many remote and asynchronous courses (semesters that are either entirely or almost entirely online), and a lack of successful program marketing. First, we continue to battle competition from VTSU Online in terms of course offerings. Though we can review proposed VTSU Online offerings and recommend when certain VTSU Online courses not be offered to reduce competition, the AVP does not always comply with our recommendations and still runs similar or identical courses in the same semesters we offer them, the result of which leads to some of their sections filling before online sections offered by full-time faculty fill, leading to under enrollment in a full-time faculty member's course. Second, our students have started complaining about having too few in-person courses. Because Lyndon is a smaller campus with fewer students, the only way to keep courses from being cancelled and enroll well is by creating remote and asynchronous courses. While this extends the reach of our courses to other campuses, it has narrowed the options of the course modality preferences of our students.

The primary and most significant challenge that has resulted from the merger and optimization processes has been with administrators, marketing, and colleagues from other psychology programs not understanding the distinctiveness and uniqueness of our program which has resulted in poor promotion of our program. Our enrollment numbers have declined significantly since the merger. In the last PReCIP report (2019), we talked about declining enrollments and complained about having only 98 majors. Today we have 35. Since the merger, Admissions has managed to recruit only 7 students per academic year (7 in Fall 2023 and 7 in Fall 2024). Even during Covid, we had more than double that admissions enrollment. We have lost visibility in the system. Now that Admissions and Marketing have been centralized, we have lost the ability to control the distinctiveness and messaging pitch of our program. We have submitted every Admissions and Marketing request, and we have taken the initiative to meet with the Admissions and Marketing teams repeatedly. We benefited more when Admissions and Marketing were handled directly at the Lyndon Campus. When we meet directly with students, they are

shocked to learn about our program and its uniqueness (and they almost always deposit with us after meeting with us and learning about our program). It takes someone from the Lyndon campus to bring prospective students to the Lyndon Campus. There is also marketing bias. The marketing team is being instructed to market the growth majors at what seems to be the cost of other majors. The marketing team should certainly target growth majors, but that should not stop them from simultaneously marketing other programs. It was disheartening to speak to the members of the Marketing team to learn that although they had our materials and had put together ads and videos for us, they needed permission to market our program, which they were not granted (they could only do so in limited ways without explicit permission). It was further distressing to meet with the VP of Business Administration who has determined that we are not worth aggressively marketing despite the acknowledged desperate need for mental health professionals. She basically said to us (based on her own personal prior experience in Human Services as a financial officer of various organizations -note, not as a practitioner) that people no longer need an undergraduate degree in psychology and human services– agencies are just hiring people without degrees now and training them (we know this not to be true), and that the only market was to cater to people already working in the field to find them an easy online path to degree completion so they can upscale their salary. While we agree that this might be an interesting group to additionally tap, they, by no means, represent all individuals who want to work in the field. We know that most agencies minimally require an AS degree, with a strong preference for a BS. Many require a B.S. How do we battle this mindset?

2. Describe specific strategies identified during merger and optimization to improve student academic success, retention, and on-time completion, including a timeframe, specific individuals to be involved, and the intended goal(s) to be achieved via these strategies.

To date, the only analytics and retention data on the VTSU dashboard are at the institutional and campus level. There is no data available for individual programs. Multiple requests were submitted to the Assistant Vice President for Institutional Research. She was confused by these requests and unable to send any of the requested data expected for this report. However, direct and anecdotal observation can be provided here.

There are a number of strategies we have engaged to improve student academic success, retention and on-time completion. One important mechanism is the conscious decision to offer a general education CNX1 course (PSY 1025) through the APH program. While this course is open to students from all programs (it is not a major based course) all APH and HMS students are enrolled in this section. The course is taught by a full-time faculty member, Lori Werdenschlag. This CNX1 is linked with an introductory foundation course in the major, PSY 2070 Lifespan Developmental Psychology, a course that also serves as a general education Social Science choice course (this course is also taught by Professor Werdenschlag). This link serves to establish a vital learning community that helps students form stronger bonds with peers and faculty, an important factor in student retention. In addition, this link allows Professor Werdenschlag to quickly identify students at risk and students who would benefit from additional support. It also allows Professor Werdenschlag to track retention trends.

Historically, one of the most frequent reasons our students drop out has to do with mental health issues (and/or family crises) which not only interfere with their academic success but warrants immediate attention. Another frequent reason is financial, as our students often work two to three jobs to put themselves through school. Some are also managing families. Less often the reason has to do with a dislike of the institution or our program. However, a new disturbing trend is also emerging. Students now are coming to college unprepared and unable to handle college life which makes persistence in college challenging. For example, last year, of the 7 students that were admitted to our program, 2 were transfer students, and 5 were traditional students. The transfer students did just fine and are on track to graduate next year. However, the other 5 students struggled. They had poor attendance, and they never turned in assignments. Even the one-on-one support and additional attention and accommodation provided by Professor Werdenschlag through CNX1 could not save these students.

These students failed most or all their courses and were academically dismissed. It was not specific to our program.

Because our program prepares graduates for entry-level professional positions in human services or psychology, it is imperative that students be appropriate for the field. As part of our program, students must apply and be accepted to our major (they apply at the end of their fieldwork placement). It is important that students recognize when they may not be suited for our program or this career path. Thus, we are comfortable when students determine that they wish to change majors. Sometimes students do not always recognize that they are not suited for our profession. When we recognize that a student is not appropriate for the major, we work with the student individually to transition to another major successfully. For some students, a solution is to change majors but complete the associate's degree in human services instead of the bachelor's degree in APH.

While our admissions data is of significant concern, it is important to point out that we do attract transfer students. In addition to external transfers, we also get a lot of internal transfers coming from other VTSU programs (good for VTSU retention). Though this is an incomplete data set (due to the upheavals of Covid, merger, and retirement of faculty member who kept this data), Table 1 still provides a good snapshot of the important role we play in retaining students. Most of the internal transfers have come from Education, however, we have attracted students from a variety of majors. Moving forward, we will start keeping track of students coming from CCV with their associate's degree, a potentially growing trend.

Table 1: Students who transferred into our program or added one of our degrees.

| Academic Year | Started in APH | Internal transfer (change of major to APH) | External Transfer (transfer from another institution) | Added BS.APH or AS.HMS as a second degree |
|---------------|----------------|---|--|--|
| 2019-2020 | 11 | 9 | 7 | 1 (AS) |
| 2020-2021 | 4 | 10 | 3 | 1 (AS) |
| Fall 2021* | 8 | 8 | 4 | |
| 2022-2023* | | | | |
| 2023-2024 | 11 | 3 | 2 | 3 (BS) |
| 2024-2025 | | | | |

*Missing data

Whether students start in our program or transfer into our program, it is easy for students to graduate from our program on time. While some of our courses are sequenced, each semester is not heavily scripted, which means there is a lot of flexibility when it comes to fitting in general education courses, psychology electives and general electives which can be taken across the course of all four years. Students who come in with an associate's degree from CCV can walk right into our program and easily complete our degree on time in four additional semesters. We also go out of our way to accommodate transfer students, allowing for some flexibility in course sequencing to help them graduate on time.

We also have several mechanisms in place to give students the opportunity to catch up on credits and help keep them on track to graduate on time. Not all students succeed in earning 15 or more credits in their first semester. Since the merger, we have created a mental well-being series; we have begun offering several 1 credit mini courses, which have allowed students, including first year students, to pick up additional credits without overtaxing their academic loads. For students who are struggling academically and have dropped down to carrying 12 credits, taking mini courses is a more successful path to retention than overburdening them with 18 credits the following semester. In addition, our 6-credit senior internship is offered in both the spring and summer. Students can do their internships over the summer (not restricted to local placements). Many of our students can participate in their on-time graduation ceremonies in May because of the flexibility completing their internship over the summer. In fact, many transfers into our program can graduate in a timely way because of the summer internship opportunity.

Since unification, many of the courses in our program are now available in multiple modalities to accommodate various learners as well as extend our offerings across the system. In fact, there are only 4 courses in our program that need to be taken in-person (Human Interaction, Fieldwork Seminar, Macro Perspectives in Human Services, and Senior Capstone). These are important mastery courses that evaluate the suitability of students to go into the professional mental health field and work with clients. We offer courses F2F+, remotely, in dual modality (where students can choose between an in-person and online section), and asynchronously.

In addition to new courses and format deliveries, full-time faculty meet weekly to identify at-risk students who may require additional support services or other specific interventions to achieve academic success, and we check in with part-time instructors as well. We frequently utilize the college 'early alert' system for students who require outreach and assistance from academic support staff as well as connect them with the Wellness Center.

Several other interventions support student success in our upper-level courses. Students are required to maintain a grade point average of 2.3 in psychology and human services courses before they can be accepted as Applied Psychology and Human Services majors. We have been working on emphasizing this requirement when advising our majors. This sends the message that higher performance in lower-level courses is needed to succeed at the upper level. In addition, in the Senior Capstone course, all full-time faculty members are involved in evaluating students' final oral and poster presentations (a poster symposium that models those one would find at a professional conference). This allows for continual discussion about how our curriculum prepares students for the rigor of upper-level courses. We have been able to identify areas that need work such as adherence to deadlines and expectations for professional behaviors, reading and writing skills, and research skills so that we can emphasize these skills in all our lower-level courses.

We also identify students who show promise or are excelling in their work. We have been able to award up to six scholarships annually (through the Susan Gallagher and Irene Blanchard funding awards) to help recognize students and ensure their continued success. We also recognize an outstanding graduate each year (they receive a prize, and their name is inscribed on an award plaque). Acknowledging students who are promising or excelling in their work has also been meaningful in terms of encouraging students to take the step toward graduate level education.

Our program continues to place a high priority on individual relationships with students. Many courses (PSY 1040: Human Interaction, PSY 2270: Introduction to Human Services, PSY 2811: Fieldwork, PSY 2812: Fieldwork Seminar, PSY 4820: Internship and PSY 4270: Senior Capstone) involve individual meetings with students to develop strategies for better academic success and interpersonal skills, and to explore career goals. Our academic advising utilizes a developmental model that goes well beyond assistance with course selection. Because the program now only consists of two full-time faculty members, both faculty members serve as advisors to all majors in the program. Students have frequent contact with both faculty who provide support for better academic performance and mentorship for professional development.

In sum, faculty in the Applied Psychology and Human Services program take a holistic approach in supporting student academic success, retention and on-time program completion. Courses and their formats are designed with student success in mind. An emphasis is placed on personal growth as well as the development of professional skills. And individual relationships are fostered with every student. Every effort is made to help each student succeed in our program and graduate on time with skills that enable them to get accepted into graduate programs or become employable in the field immediately after graduation.

II. Student Outcomes and Assessment Plan (See also VSC Assessment Systems Rubric)

See attachments at the end of this report

III. Program Review

Based on the 2019 PReCIP report for Applied Psychology and Human Services program, there were two recommendations for improvement. The first was to improve the Senior Capstone assessment, with a recommendation to turn the assessment into a rubric. This capstone assessment is used to measure mastery of skills acquired for four out of five of our program learning outcomes. As a result, Professor Werdenschlag, who teaches the Capstone course, developed a rubric assessment and began implementing it in 2020. All Senior Capstone data shared in this report is based on this new rubric. The second recommendation was to report our data using pie charts instead of graphs (the data in the last cycle was reported in tables and bar graphs). While this request was a bit baffling to all members of the Psychology Department (who are well-versed in research methodology), we have complied, and bar graphs have now been replaced with pie charts.

Given that there have been relatively few changes to the Applied Psychology and Human Services program and the Human Services associate degree through the unification and optimization process, we have been able to consistently collect and analyze data for the past five years for three out of five learning outcomes. Regarding the remaining two learning outcomes, there has been a change in personnel in terms of who collects and analyzes the data. Patricia Shine retired in May 2023. Kristine Reynolds was hired to replace Patricia Shine and began teaching in the program in Fall 2023. Professor Reynolds has not yet had the opportunity to sort through the multitude of folders Professor Shine left behind to locate preexisting data or analyze it. It is quite possible, in reviewing the assessments designed by Professor Shine (who admittedly indicated she was weak in assessment) that Professor Reynolds may want to modify, improve, or redesign these assessments. Thus, we will not be addressing learning outcomes 4 and 5 for this report. Even though we are only required to address one learning outcome for this abbreviated PReCIP report, we are reporting on three of them. The three are interconnected, so it makes sense to address all three.

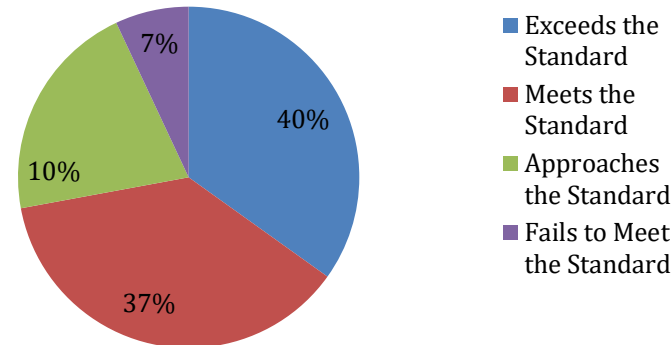
LO1: Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in written expression.

Our first learning outcome addresses students' abilities to convey and articulate knowledge about applied psychology and human services through written expression. This learning outcome is measured by two assessments, the Senior Capstone LO1 Rubric and Acceptance to the Major Assessment form (see Appendix for copies of these assessments). The Senior Capstone course is offered every fall.

Table 1: 2020-2024 Data Summary Based on Senior Capstone Assessment n=43

| Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in written expression | Exceeds the Standard Rubric Score: 14-16 | Meets the Standard Rubric Score: 11-13 | Approaches the Standards Rubric Score: 9-10 | Fails to Meet the Standard Rubric Score: 8 and below |
|--|---|---|--|---|
| Senior Capstone Assessment | 15 | 16 | 9 | 3 |

**Figure 1. Senior Capstone Assessment LO1: Fall 2020-2024
(n = 43)**



As shown in Table 1 and Figure 1, 77% of majors in the Senior Capstone course were able to demonstrate an understanding of and can articulate the research principles, concepts, and theories of psychology and human services through written expression. However, based on anecdotal evidence from the instructor who has taught this course for over 30 years, it seems that since Covid, more students are struggling to meet the standard. They require a lot more instructor support than in the past to achieve the standard, and the number of students approaching or not meeting the standard has increased.

Table 2: Raw Data Breakdown of Senior Capstone Rubric LO1 Criteria

| | Exceeds the Standard 4 | Meets the Standard 3 | Approaches the Standard 3 | Fails the Standard 1 |
|---|------------------------------|----------------------------|---------------------------------|----------------------------|
| Assignment: Written 20-page capstone research paper | | | | |
| A research topic and research strategy are defined to collect and organize relevant information. | 16 | 23 | 3 | 1 |
| Written literature review is organized, well-written and uses sources appropriately. | 13 | 20 | 9 | 1 |
| Research paper includes appropriate and reflective analysis and interpretation of the research and draws an appropriate conclusion. | 11 | 22 | 9 | 1 |
| Paper meets the requirements: 20-page paper, min. 15 scholarly sources, formatted properly to APA style. | 13 | 18 | 8 | 4 |

Figure 2A. Rubric L01: Criterion 1 - Research Topic and Strategy are Defined to Collect and Organize Relevant Information

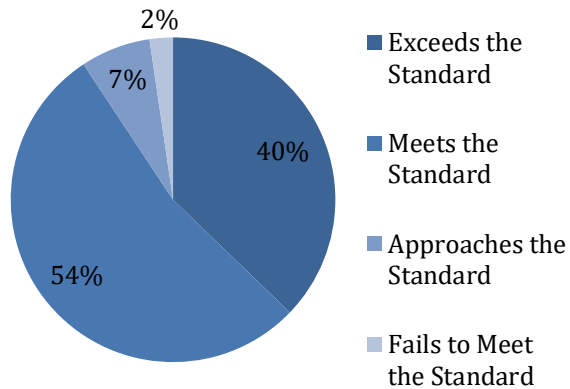


Figure 2B. Rubric L01: Criterion 2 - Written Literature Review is Organized, Well-Written and Uses Sources Appropriately

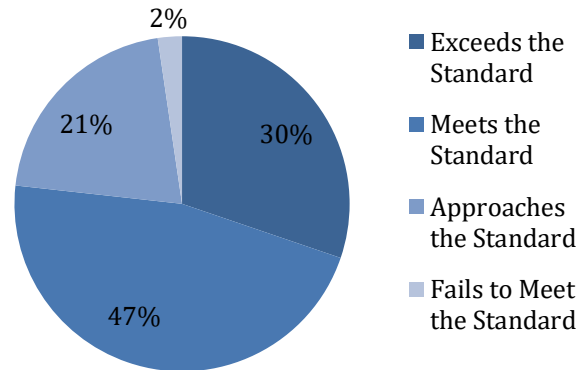


Figure 2C. Rubric L01: Criterion 3 - Research Paper Includes Appropriate and Reflective Analysis of The Research and Draws Appropriate Conclusion

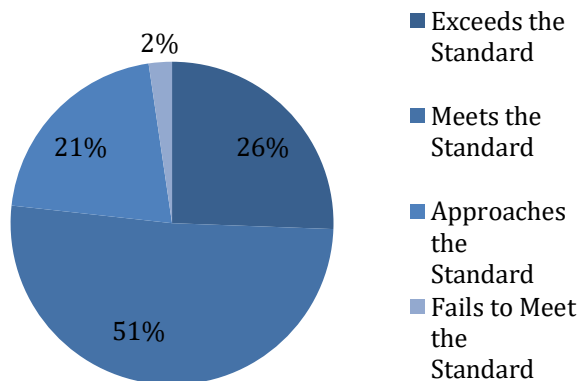
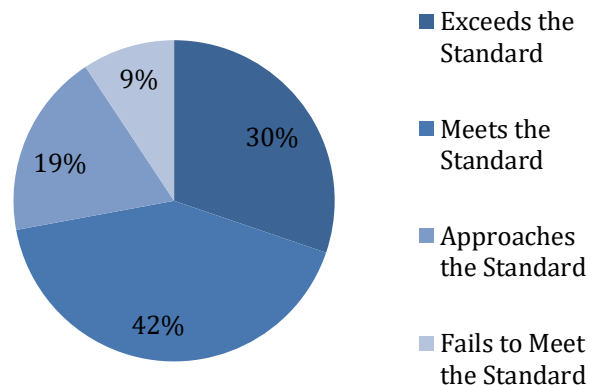


Figure 2D. Rubric L01: Criterion 4 - Paper meets the requirements: 20 page paper, min. 15 scholarly sources, formatted properly to APA Style



As illustrated in Table 2 and Figures 2A-D, most of our students have met or exceeded the standard in terms of the four criteria used to assess written expression. They demonstrated an understanding of and were able to articulate the research principles, concepts, and theories of psychology and human services through their writing. Figure 2A shows that 94% of our majors were able to generate an appropriate research topic and use an effective research strategy to collect information from scholarly sources. Writing itself is a little more challenging, as exhibited in Figure 2B. While 77% of our majors (n=33) were able to extract relevant information from research sources and present a purpose, argument and scholarly material in a reasonably organized cohesive research paper that contains limited structural and mechanical issues, 21% of our majors (n=9) struggled with writing. Fall 2024 was the first time a student (n = 1, 2%) was unable, even with writing support, to even minimally meet the

standard. It should be noted that this student had a documented learning disability; however, even with that consideration in mind, the ability to interpret research and produce a written research paper seemed to be beyond the student's capabilities. It should be noted that this student was a double major and had much higher grades in the other major which allowed them to advance in our major despite struggling with our upper-level courses.

As shown in Figures 2C and 2D, while over 70% of the students were successful in providing an appropriate analysis and interpretation of the research sources they used for their paper (77%), and were able to meet the paper length and source requirement (72%), some students had more difficulty in meeting these standards, particularly when it came to meeting the page length requirement and number of resources required. Anecdotal evidence suggests that the students who had more difficulties meeting the standards tended to be procrastinators who failed to submit drafts of their papers when required (despite continual outreach from the instructor to do so), which resulted in receiving less feedback, having fewer opportunities for revision, and employing an unrealistic time frame in which to complete the paper (instead of developing the paper over the semester, they attempted to write the entire paper just days before it was due).

A new noted trend since unification has been students' resistance to meet with librarians online despite the instructor's repeated urging and demonstration of how to set up one-on-one virtual meetings (using the link available in the Canvas course site). In the past, the instructor was able to bring an instructional librarian to class (even if it was in zoom format). When a librarian visited the class, students felt comfortable in reaching out to this librarian (or other staff) as a follow up when they needed to find additional resources. However, with unification, librarians no longer provide the service of meeting with classes (even virtually). Students are expected to reach out remotely on their own. There were several students in the Fall 2024 course cohort who, despite the instructor's insistence, outright refused to meet one-on-one virtually with a librarian. These students reported that they found what there was to find, that an online meeting with a librarian would not be helpful and simply settled for a grade penalty.

Table 3: Acceptance to the Major August 2019 – May 2025

| | | | | | |
|--|----------------|----------|------------|------|-------------|
| Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in written expression | | | | | |
| | Unsatisfactory | Marginal | Acceptable | Good | Outstanding |
| Acceptance to Major | 0 | 3 | 19 | 30 | 6 |

As shown in Table 3, nearly all students who are accepted into the major are satisfactorily able to demonstrate an understanding of the research principles, concepts and theories of psychology and human services in written format, as is expected at the sophomore level (when they apply for acceptance to the major). Of note, the numbers in both the "unacceptable" and "marginal" categories are low. This is not surprising, as students who apply to the major are generally appropriate for the major. We provide a lot of individualized guidance, support and mentorship for our students, so if a student does not seem to be a good fit for the major, we are able to counsel them into a program that is a better fit for them before they reach the point of applying to the major.

Trends, Curriculum Revisions and Needed Academic Resources for L01

While our majors often excel in applied skills and in field placements, they find writing more challenging, especially when it involves describing and analyzing research rather than providing self-reflections (at which they do much better). The Senior Capstone course has two components to it, a seminar (which involves reading a common book and reflecting on it through in class discussions and peer led facilitation) and a research component (that involves writing a research thesis). While many of our majors ultimately meet or exceed the standard in

written expression, in comparison to the past, students need far more instructor guidance and support to meet the standard, so the demands on the instructor (Professor Werdenschlag) have increased substantially. Students need far more guidance in learning how to select topics, generate research theses, search for resources, and present research in written format. As a result, Professor Werdenschlag has revised the course significantly to include more emphasis on developing and supporting the research skills for writing senior level research theses. Several mini-lessons and assignments have been added to the course to support this process (ranging from selecting and framing research topics and arguments, to practicing writing research summary reports and exemplars, to avoiding plagiarism and using AI ethically).

We will continue to emphasize the importance of writing in our field and provide early feedback to students about their writing skills and refer them for writing support. We also will continue to collaborate closely with Academic Support staff to identify specific support strategies for both students who have accommodations or who have learning challenges not identified via the 504 process.

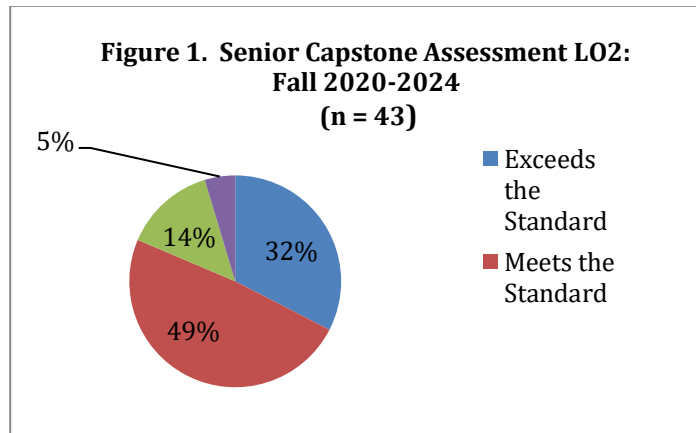
Changes to the library because of unification (reduced staff, reduced hours, elimination of classroom instruction - both in person and virtual visits) have had a negative impact on our students. Despite a significant push to encourage students to set up virtual one-on-one librarian meetings, the students are not using this service. There is an academic need for more in-person and classroom library instruction, especially given the decline in student preparation for college (as an outcome of Covid). Students may be adept at using social media and other technological tools, but this does not equate with academic digital literacy (taking one specialized general education course is not going to be enough to compensate for this deficit). Library technology continues to develop, so students will need instruction both to keep up with changes and use the library effectively.

LO2: Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology & human services in oral expression.

Our second learning outcome addresses students' abilities to convey and articulate knowledge about applied psychology and human services through oral expression. This learning outcome is measured by two assessments, the Senior Capstone LO2 Rubric and Acceptance to the Major Assessment form (see Appendix for copies of these assessments).

Table 1: 2020-2024 Data Summary Based on Senior Capstone Assessment n=43

| Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in written expression | Exceeds the Standard Rubric Score: 14-16 | Meets the Standard Rubric Score: 11-13 | Approaches the Standards Rubric Score: 9-10 | Fails to Meet the Standard Rubric Score: 8 and below |
|--|--|--|---|--|
| Senior Capstone Assessment | 14 | 21 | 6 | 2 |



In addition to writing a capstone research paper, majors in the Senior Capstone course are required to give both professional oral and public poster presentations. As shown in Table 1 and Figure 1, 81% (n=35) of the majors in our Senior Capstone course were able to demonstrate an understanding of and were able to articulate the research principles, concepts, and theories of psychology and human services through oral expression. Of the 43 students, 6 had more difficulty but came close to meeting the standard. Two students did not meet our standards.

Table 2: Raw Data Breakdown of Senior Capstone Rubric LO2 Criteria

| | Exceeds the Standard 4 | Meets the Standard 3 | Approaches the Standard 3 | Fails the Standard 1 |
|--|------------------------------|----------------------------|---------------------------------|----------------------------|
| Assignment: Oral and Poster Presentations | | | | |
| Organization | 14 | 24 | 5 | 0 |
| Content | 13 | 23 | 7 | 0 |
| Clarity of Purpose and Knowledge of the Material (Understanding) | 14 | 22 | 7 | 0 |
| Oral delivery, Audience Engagement, and Professionalism | 11 | 25 | 5 | 2 |
| Use of Supportive Technology or Materials | 10 | 29 | 4 | 0 |

Figure 2A. Rubric L02: Criterion 1 - Organization

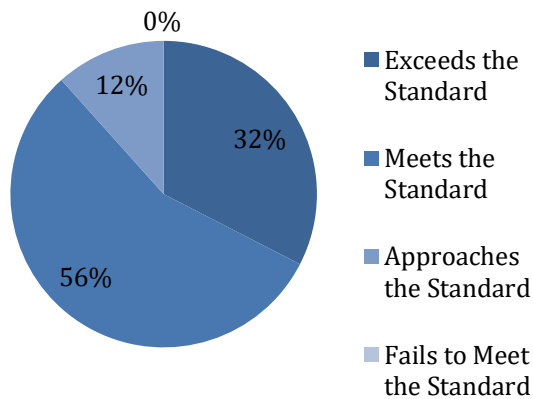


Figure 2B. Rubric L02: Criterion 2 - Content

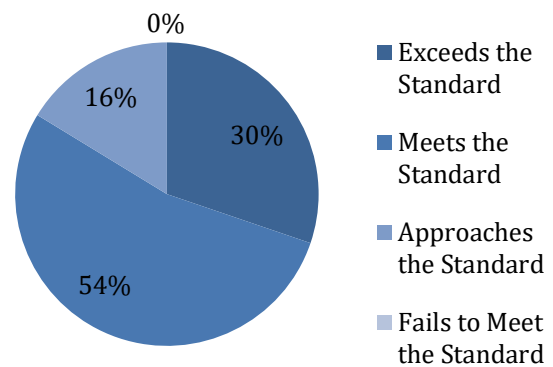


Figure 2C. Rubric L02: Criterion 3 - Clarity of purpose and knowledge of the material (understanding)

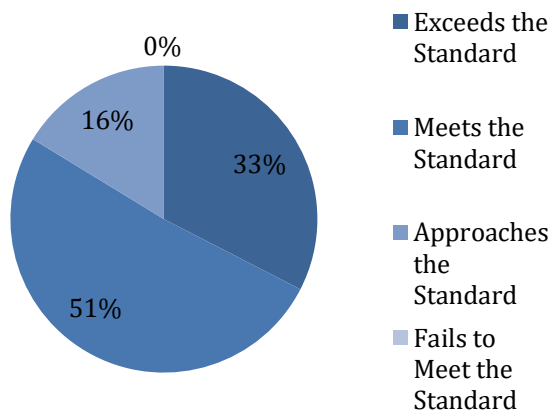
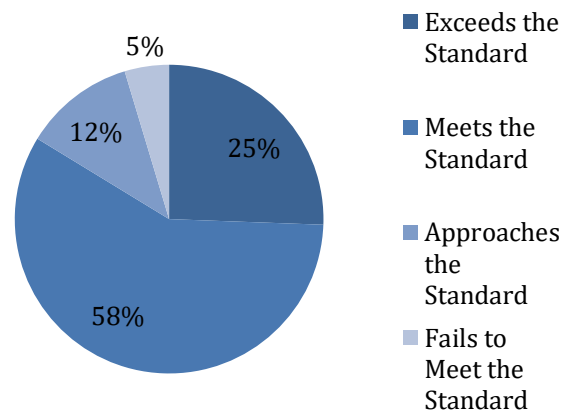


Figure 2D. Rubric L02: Criterion 4 - Oral delivery, audience engagement and professionalism

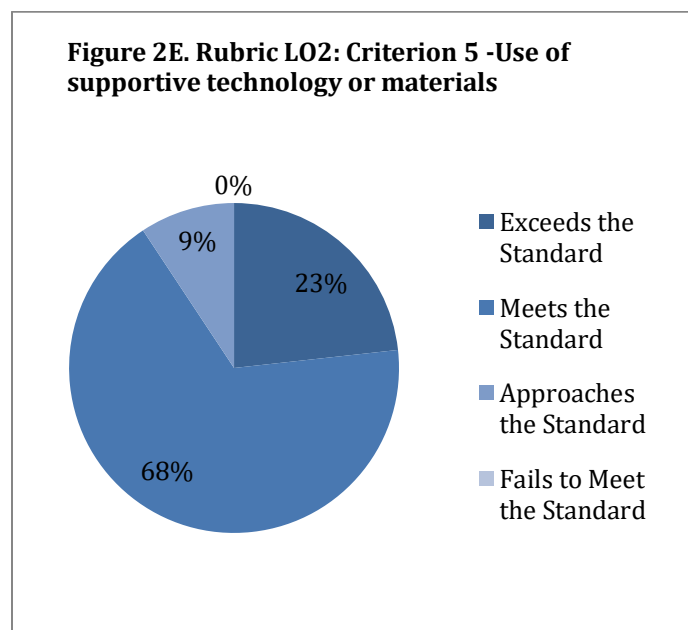


While some of our majors may be more challenged by writing skills, they are often able to compensate with oral skills. As shown in Figure 2A, 88% (n=38) of our students met or exceeded the standard in terms of being able to give presentations that were well organized around clearly articulated main points with clearly identified purposes and arguments. Five students approached the standard. No students failed to meet the standard. As Figure 2B illustrated, 84% (n=36) were successful in delivering presentations that highlighted important concepts, constructs, or controversies relevant to their research topics. They provided supporting evidence and were able to

interpret the research and draw thoughtful conclusions. While no students failed this standard, seven students had more difficulty in meeting the standard, but approached the standard. These were presentations that did not provide enough supporting evidence and drew more descriptive and less analytical conclusions that were minimally supported by the evidence.

As shown in Figure 2C, 84% (n= 36) of the students, through their oral and poster presentations, were able to meet or exceed the standard and demonstrate their knowledge and understanding of their research topics. They were able to articulate the research principles, concepts, and theories of their paper topic in an authoritative manner, appear confident, make good eye contact, engage the audience, and answer their questions. Although no students failed to meet the standards in terms of conveying knowledge and familiarity about their topics, 16% of the students (n= 7) exhibited a more limited understanding of their topics.

It is not surprising that students find it difficult to speak in public. As shown in Figure 2D, in terms of oral delivery, 17% of students (n=7) were more challenged by giving formal oral presentations. These students spoke with dysfluencies, made limited eye contact, read mostly from their notes, had difficulty engaging the audience, displayed a lack of confidence and had difficulty answering questions. They also used their time allotment ineffectively, with presentations that were too short or too long. Two underprepared students failed to meet the standard due to a heavy reliance of reading dysfluently from notes without making any eye contact and not adhering to set time limits.



As illustrated in Figure 2E, most students (91%, n=39) were able to effectively use supporting materials to enhance their presentations (PowerPoints, effective posters). They were carefully planned, professional, and contained few grammatical errors or typos. Those students who approached the standard typically did not leave themselves the appropriate time to proofread their materials. Their PowerPoints and posters contained noticeable typos, spelling, and grammatical errors as well as reference and citation errors and/or did not include enough content.

Table 3: Acceptance to the Major August 2019 – May 2025

| | | | | | |
|---|----------------|----------|------------|------|-------------|
| Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in oral expression | | | | | |
| | Unsatisfactory | Marginal | Acceptable | Good | Outstanding |
| Acceptance to Major | 0 | 2 | 19 | 26 | 11 |

As shown in Table 3, nearly all students who were accepted into the major were satisfactorily able to demonstrate an understanding of the research principles, concepts and theories of psychology and human services through oral expression, as is expected at the sophomore level (when they apply for acceptance to the major). Overall, students who apply for the major are appropriate for the major. As previously indicated, we provide a lot of individualized guidance, support and mentorship for our students and are able to counsel students not suited to the field into other programs prior to the point of applying to the major.

Trends and Curriculum Revisions

Our students are often nervous about presenting publicly. However, it is an important skill for their professional careers. Thus, we begin working on communication skills early in our program. As compared to written expression, our students do better when it comes to oral expression. While some students have difficulty conveying their understanding in writing, they can communicate their understanding verbally. They can verbally deliver presentations that are well organized and highlight important concepts and controversies. They can engage with others and convey their knowledge successfully, incorporating analysis and interpretation. This is particularly evidenced during the poster sessions. As with any formal oral presentation, some students struggle more than others. The students who struggle to meet the standard are the procrastinators who do not prepare or practice their deliveries in advance; they have more difficulty with speaking dysfluencies, eye contact, and time limits. One of the strengths of our program is our emphasis on personal growth. A number of students in our program are challenged by social anxiety. We have students who can barely say a word in classes when they start in our major. However, through our program, these students, by the time they are seniors, can successfully deliver their capstone oral presentations and shine during the poster presentations. They will often acknowledge their own transformation. They may still be anxious but know they can succeed when they must give a presentation in front of others.

Our strategy, based on our assessment data, is to continue to provide individualized guidance, support, and mentorship tailored to the individual learning needs of each student. We will continue to emphasize the importance of oral communication in our field and continue to build their communication skills. In the past, all full-time faculty in the program attended the poster sessions (open to the entire campus), but only the course instructor observed and graded the oral presentations. We made a recent change, and now all full-time faculty in the program participate, observe and contribute to the evaluations of the oral presentations as well.

LO3: Synthesize and apply research to the practice of psychology and human services

Our third learning outcome addresses students' ability to synthesize and apply their knowledge to the practice of psychology and human services. This learning outcome is measured by two assessments, Acceptance to the Major Assessment form and the Senior Capstone LO3 Rubric (see Appendix for copies of these assessments).

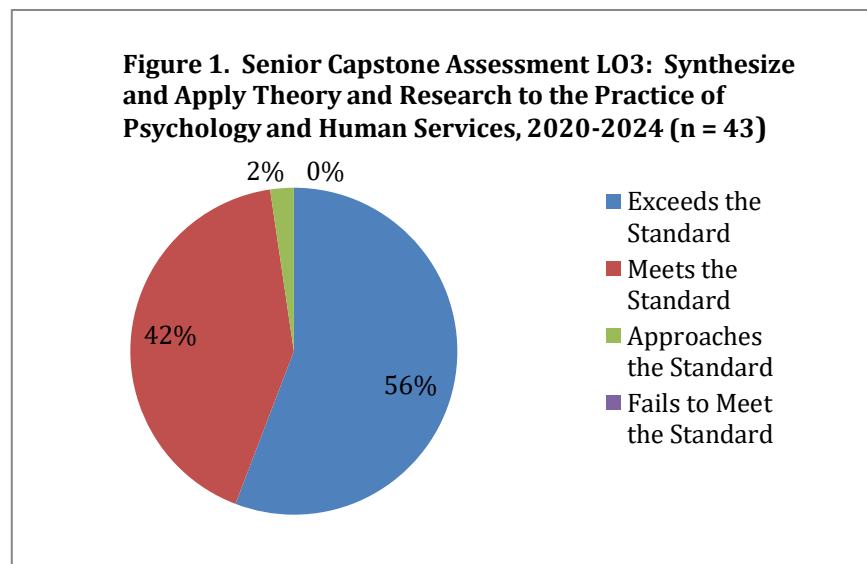
Table 1: Acceptance to the Major August 2019 – May 2025

| Synthesize and apply theory and research to the practice of psychology and human services. | Unsatisfactory | Marginal | Acceptable | Good | Outstanding |
|---|----------------|----------|------------|------|-------------|
| Acceptance to Major | 0 | 3 | 17 | 27 | 11 |

As shown in Table 1, nearly all students who were accepted into the major were satisfactorily able to demonstrate an ability to synthesize and apply their understanding of the research principles, concepts and theories of psychology and human services to the practice of psychology and human services. Students going into the field should exhibit the ability to understand, synthesize and apply what they are learning to the field. Through our closely personalized work with students, we are successful in guiding students, for whom we have potential career-related concerns, into other degrees, before applying for the major.

Table 2: 2020-2024 Data Summary Based on Senior Capstone Assessment n=43

| Synthesize and apply theory and research to the practice of psychology and human services. | Exceeds the Standard Rubric Score: 11-12 | Meets the Standard Rubric Score: 8-10 | Approaches the Standards Rubric Score: 5-7 | Fails to Meet the Standard Rubric Score: <5 |
|---|--|---|--|---|
| Senior Capstone Assessment | 24 | 18 | 1 | 0 |



As shown in Table 2 and Figure 1, all but 1 student in the Senior Capstone course over the past five years has satisfactorily been able to apply what they learn to the practice of psychology and human services.

Table 3: Raw Data Breakdown of Senior Capstone Rubric LG3 Criteria

| Assignments: Weekly written assignments for classroom discussions; weekly attendance, preparation and participation grade; facilitation grade | Exceeds the Standard 4 | Meets the Standard 3 | Approaches the Standard 3 | Fails the Standard 1 |
|--|-----------------------------------|---------------------------------|--------------------------------------|---------------------------------|
| Meaningful and insightful participation in weekly seminar discussions | 21 | 18 | 4 | 0 |
| Facilitation in classroom led discussion | 25 | 17 | 1 | 0 |
| Meaningful and insightful application of material and discussions to personal lives and professional careers | 28 | 15 | 0 | 0 |

Figure 3A. Rubric LG3: Criterion 1 - Meaningful and Insightful Participation

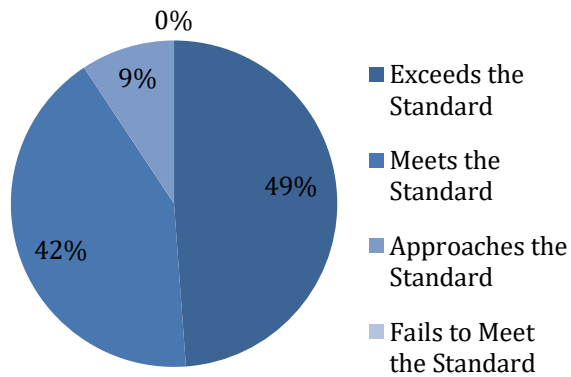
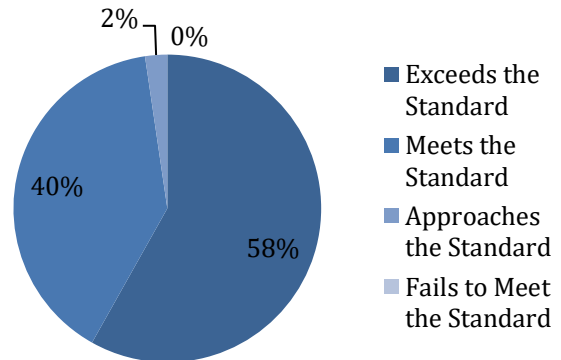
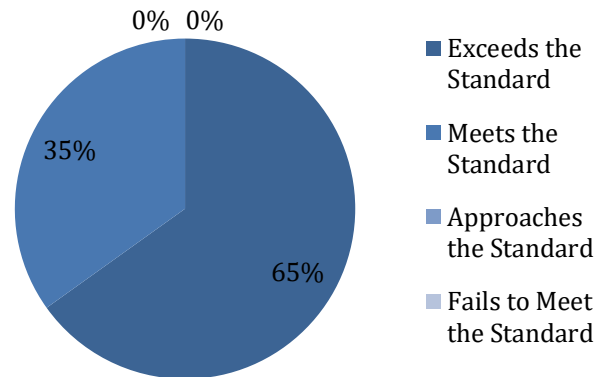


Figure 3B. Rubric LG3: Criterion 2 - Facilitation in Classroom Led Discussion



As shown in Figure 3A, 91% (n=39) of our students met or exceeded the standard in terms of being able to participate meaningfully and insightfully in classroom discussion. Students showed up to class consistently each week, came prepared, and participated in classroom discussion. Contributions to discussions were relevant, showing evidence of critical thinking and connections to the real world setting and situations related to their personal lives and professional goals. Only 4 students were unable to meet the standard, though they approached the standard. These students had issues with attendance, came to class less prepared, and made limited and/or superficial contributions to class discussions. As Figure 3B illustrates, 98% (n=42) were successful when it was their turn to facilitate a class. They were able to sustain a classroom discussion throughout the class period, generated enthusiasm and active peer participation, and were able to demonstrate their understanding of psychological and developmental issues. Only 1 student struggled to meet this standard, though this student approached the standard.

Figure 3C. Rubric LG3: Criterion 3 - Meaningful and Insightful Application to Personal Lives and Professional Career



As shown in Figure 3C, 100% (n= 43) of the students were able to apply what was learned in the course to their personal lives and to their future professional careers. Students were able to successfully take some or most of the themes of the course and demonstrate and think about them critically and in depth. They were able to apply them to the real world by connecting themes to issues people face and to the roles that human service agencies can play in helping individuals with these issues. And finally, they were able to make connections to information learned in other courses.

Trends

Clearly, a strength of our majors is the ability to take what they have learned and apply it to psychology and human services. Almost half of our majors excel in classroom participation, and more than half excel in both leading and facilitating classes and applying what they have learned in meaningful ways to their personal lives and professional aspirations. In fact, the ability to participate in meaningful ways, share insights, and apply what they have learned to themselves, and their career goals often counterbalance the limitations in written or oral expression. A student who may struggle with writing or who minimally meets the standard in formal oral, or poster presentations can still demonstrate that they are processing content in psychology and human services in meaningful and insightful ways and are able to apply what they have learned to their own lives and others. We will continue to capitalize on this program's strength by providing ongoing individualized guidance, support, and mentorship tailored to the individual learning needs of each student so that they continue to thrive in this area.

Feedback from Program Graduates, Employers and other Experiential Learning Partners.

Our graduates have no difficulty getting accepted into a wide variety of graduate programs. Our graduates have gone on to get their master's degree in social work, in school counseling, and clinical mental health counseling. We have even had graduates go on to get their doctoral degrees (i.e., clinical psychology, educational psychology). Our graduates frequently comment on their preparation for graduate school, often citing they feel our undergraduate program has put them ahead of their peers.

1. A summary of specific feedback collected from program graduates and other external perspectives such as K12, CTE, and/or transfer pathways advisors; graduate and competitor institution faculty; advisory board members, employers and other experiential learning partners.

Curriculum Revisions Based on Feedback from Employers and Supervisors in the Field

Feedback from community partners who have served as field placement and internship sites has been overwhelmingly positive. Community agencies have consistently affirmed the APH Program's ability to prepare students to work in the fields of Psychology, Social work, and Mental Health. Student final evaluations over the past two years have contained the following positive feedback, this is just a small sample of the feedback:

- The student "adapts well to different situations and working with different personalities." The student "has been outgoing, curious, willing, and self-aware. These are all strengths that have allowed him to flourish in his role here. Multiple staff have commented on how well he fits into the office and how willing he is to take on tasks."
- The student "has a strong work ethic and takes initiative when opportunities are presented."
- The student "is always willing to challenge herself to develop new skills, has always made sure to follow the ethical guidelines. Is always willing to learn. Has acted professionally throughout her internship and would be a great asset to any job she wanted to apply for. Would love to see her also go on to graduate studies."
- The student "is open to learning new things and is extremely aware of her biases and is quick to correct them. The student is always willing to jump in and complete a task."

2. Any curriculum revisions or other programmatic changes that have been made as a result of using evidence regarding student learning, pathways to and from the program, feedback from program graduates, post-graduation outcomes, employer surveys, or other evaluations of the currency and relevance of program requirements and content.

Through ongoing review of student learning outcomes, feedback from community partners, and reflections on post-graduation readiness, our program has identified an important area for curriculum revision within our Fieldwork PSY-2811/PSY-2812 and Internship placement PSY-4820 process. Historically, faculty have taken on the primary responsibility for identifying placement sites, initiating contact with potential supervisors, and facilitating the initial stages of the placement process. While this approach has been well-intentioned in offering support, it has inadvertently limited opportunities for students to practice essential professional skills such as initiative, professional communication, and follow-through.

Additionally, this structure has led to challenges with student accountability. Some students have failed to follow through with interviews or site communication, resulting in strained relationships with valued community partners and placement sites. This feedback from our partners, along with reflection on employer expectations for emerging professionals, has highlighted the need to foster greater student autonomy, responsibility, and engagement in the placement process.

In response, we are implementing a revised structure for our Fieldwork and Internship placement courses. Moving forward, the Fieldwork course, which takes place in year two of the APH Program, will continue to include individual advising meetings with faculty, where students will receive guidance on identifying potential placement sites and preparing professional materials (e.g., resumes, emails, and interview strategies). However, the responsibility for initiating outreach, scheduling interviews, and securing placements will shift fully to the students. This adjustment is designed to support early development of professional self-advocacy and accountability, with faculty available for support and problem-solving as needed.

For the Internship course, which takes place in year four of the APH Program, students will take full ownership of the search and placement process from start to finish. They will be expected to independently research potential sites, reach out to supervisors, and coordinate interviews. This process is intended to mirror real-world job-seeking experiences and better prepare students for the transition into post-graduate employment or advanced study. Structured checkpoints and faculty mentorship will remain part of the course to ensure that students stay on track, receive feedback on their communication, and have support navigating any challenges.

We believe this revision aligns with our program's goals of preparing students for ethical, competent, and engaged professional practice. It reflects a thoughtful response to assessment data, graduate feedback, and employer input, all of which highlight the importance of initiative, follow-through, and relationship-building as core competencies for success in the field.

Specific strategies to improve student success and learning that were implemented during merger and optimization

On a final note, we would like to point out that as a result of the merger and optimization, we have embraced multimodal delivery, offering courses in F2F+, asynchronous, remote, and dual modality formats (where Lyndon students can take the course in person, while students from other campuses can access the course asynchronously). This has not only expanded access of our classes to students across campuses but has allowed us to be more creative in scheduling and to support students with different needs. We can offer courses to students who want classes in person but at the same time accommodate students who benefit from off-campus access. We actively schedule courses that students are likely to take in the same semester on the same days, often back-to-back, to support students with longer commutes, who need to work (enabling them to maintain more manageable work shifts while they support themselves through school) or who need greater scheduling flexibility to take advantage of certain internship opportunities. We have several students who have substantial commutes who enrolled in our program because they were able to create course schedules that only required them to drive to campus two days a week.

Continuous Improvement Plan

Three continuous improvements for the program are to:

1. Increasing enrollments (high priority). If we do not increase our enrollments, there will be no program. It is unacceptable that centralized VTSU Admissions and Marketing teams are only capable of recruiting 7 students per year given the importance of our program which serves the needs of the broader community.
2. Creating and implementing a pathway for human service employees already in the field to complete our degree.
3. Creating a pathway for APH, HMS and local human services employees to complete the Trauma Certificate (traditionally only available at Castleton due to some required courses being restricted to in-person only).

What program improvement questions are currently salient? What are your preliminary thoughts on how and when you might pursue these questions? For example, what data would you need to help answer each question

The primary questions really center on how we can increase our enrollments. We have gone beyond regular Admissions and Marketing requests and have proactively met with individuals working in these departments. We have submitted all materials they have requested. However, we seem to be battling a marketing bias. Certain programs, like forensic psychology, have been showing up in our social media feeds daily since October. Yet, we rarely see our program advertised. When we push to meet with someone to promote our program, suddenly an APH ad or video profile shows up in our social media feeds an hour later, but it barely runs for 48 hours. How do we fight the VP of Business Administration who has suggested that the only way she would be willing to promote us is if we give up our current program that involves in-person, professional training to become an online program with fewer requirements that provide an easy pathway for people already in the field to “upscale” their salaries? Meeting regularly with Admissions, staying on top of recruitment data, and equitably running promotional materials would be helpful. Working with CCV and collecting data on students in their behavioral sciences associate's degree would also be helpful in increasing the pathway between CCV and our BS program. It would also

be good to get data from the community agencies about employee needs and learn what agencies are willing to support in terms of time off to attend our classes. Every year moving forward, we will continue to proactively reach out to Admissions, Marketing, CCV and community agencies to promote our program.

Though we disagree with VP of Business Administration that our only viable future is to become an online program targeted to people already working in the field (this completely undermines the integrity of our program), the concept of “extending” our program’s reach to this population is worth pursuing. The full-time faculty in the APH program are beginning to discuss ways in which we might create a pathway for a subset of individuals who already have some human services work experience to complete a degree with us. The questions involve how we might work around our pivotal in-person professional courses for full-time employees who are unable to take time off to take a F2F+ or in-person course. Are there course substitutes we can create? Might we be able to use our dual modality model (where these students would move into a specialized online section of an in-person course that could be adapted and modified)? Data from the community would help us understand the needs of agencies.

Trauma informed practices are in high demand now as the country deals with rising mental health concerns. We are fortunate that our new full-time faculty member in APH, Kristine Reynolds, has expertise in this area. She continues to develop new, specialized courses in trauma which further enhances our program and the preparedness of our graduates. At least two of her courses are now part of the trauma certificate program. Our students would benefit from being able to access and complete the Trauma Certificate, and they have expressed a significant desire to add this certificate to their degree plan. We have also heard from community agencies that this expertise is lacking among their employees. Our goal is to continue to collaborate with our social work colleagues to create a trauma certificate that is accessible on all campuses. What resistance will we face to specific courses (which are taught exclusively in person at Castleton)? How can we work to provide opportunities for everyone? What would course rotations look like for certificate completion? How would we promote the certificate beyond the Castleton community? Data from campuses and community agencies on interest level would be an important part of planning course sections and rotations. This is an exciting opportunity.

A. Degree Program Map and Milestones

BS in Applied Psychology and Human Services (120 credits)

SEMESTER 1 (15 credits)

1. PSY 1025: CNX1 UP With Students (or other Gen Ed Connections 1)
2. PSY 2070: Lifespan Developmental Psychology (satisfies Gen Ed Social Sciences)
3. General education Distributional Requirement: Math
4. General Education Distributional Requirement: Written Expression - English 1061
5. General Education Distributional Requirement in: Humanistic Perspective

SEMESTER 2 (15 credits)

1. PSY 1010: Introduction to Psychology (Ged Ed course)
2. PSY 1040: Human Interaction
3. General Education Distributional Requirement in Digital Literacy
4. General Education Distributional Requirement in Natural Science
5. General Education Distributional Requirement in Art and Aesthetics

SEMESTER 3 (15 credits) (9 gen ed credits)

1. PSY 2270: Introduction to Human Services
2. PSY 2410 Psychological Research I
3. CNX 2020 (Connections 2)
4. General Education: choice
5. General Education: choice

SEMESTER 4 (15 credits)

1. PSY 2811: Field Work – must complete before PSY 4820
2. PSY 2812: Field Work Seminar
3. PSY 3000-4000 Upper-Level Elective 1
4. General Education: choice
5. General Education: choice

*milestone: application to the major (psychology GPA 2.3 expected)

** Based on the above, student will have completed the 40 required credits in Gen Ed

SEMESTER 5 (15 credits)

1. PSY 3070 Abnormal Psychology (must be completed before PSY 4151)
2. PSY 3000-4000 Elective
3. Elective
4. Elective
5. Elective

SEMESTER 6 (15 credits)

1. PSY 3000-4000 Elective 3
2. PSY 3000-4000 Elective 4
3. Elective
4. Elective
5. Elective

SEMESTER 7 (15 credits)

1. PSY 4720: Senior Capstone in APH
2. PSY 4151 Counseling: Theories and Practice
3. Elective
4. Elective
5. Elective

SEMESTER 8 (15 credits)

1. PSY 3080: Macro Perspectives in Human Services
2. PSY 4820: Internship in APH (6 credits)
3. Elective
4. Elective

+Note there is much flexibility in our program. There are multiple semesters in which a student can complete courses for the Gen Ed program, our upper-level psychology electives, and our required courses. This leaves plenty of room for students to pick up a minor or double major.

AS in Human Services (60 credits)

SEMESTER 1 (15 credits)

1. PSY 1025: CNX1 UP With Students (or other Gen Ed Connections 1)
2. PSY 2070: Lifespan Developmental Psychology (satisfies Gen Ed Social Sciences)
3. General education Distributional Requirement: Math
4. General Education Distributional Requirement: Written Expression - English 1061
5. General Education Distributional Requirement in Humanistic Perspective or Arts and Aesthetics

SEMESTER 2 (15 credits)

1. PSY 1010: Introduction to Psychology (Ged Ed course)
2. PSY 1040: Human Interaction
3. General Education Distributional Requirement in Digital Literacy
4. General Education Distributional Requirement in Natural Science
5. PSY Elective 1 (any level)

SEMESTER 3 (15 credits) (9 gen ed credits)

1. PSY 2270: Introduction to Human Services
2. PSY 2410 Psychological Research I
3. CNX 2020 (Connections 2)
4. Psychology Elective 2 (any level)
5. Elective

SEMESTER 4 (15 credits)

- 1) PSY 2811: Field Work
- 2) PSY 2812: Fieldwork Seminar
- 3) Elective
- 4) Elective
- 5) Elective

*Note that the AS is completely embedded within the BS degree. The two primary differences are that students choose either a humanistic or arts and aesthetics course, and psychology electives can be taken at any level.

**A student may opt to count PSY 1025 as a psychology elective if they cannot fit in another psychology course (i.e., adding the degree to another one close to their intended graduation date)

B. Curriculum and Learning Outcomes Crosswalk

Curriculum Outcomes Crosswalk

| | LO 1: Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology & human services in written expression | LO 2: Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology & human services in oral expression. | LO 3: Synthesize and apply research to the practice of psychology and human services | LO 4: Acquire skills and behaviors necessary for obtaining employment and succeeding in the professional world. | LO 5: Demonstrate knowledge of and adhere to ethical and legal standards of the psychology and human services profession. |
|---|--|--|---|--|---|
| PSY 2070: Lifespan Developmental Psychology | I (in course learning objectives 1,2,3) | I (in course learning objectives 1,2,3) | I (in course learning objective 4) | | |
| PSY 1010: Introduction to Psychology | I | I | I | | I |
| PSY 1040: Human Interaction | I | I | | A | I |
| PSY 2270: Intro to HS | I | I | A | I | I |
| PSY 2410 Psychological Research I | A | A | A | A | |
| PSY 2811: Field Work | Assessed (via Acceptance to Major) | Assessed (via Acceptance to Major) | A, Assessed (via Acceptance to Major) | A, Assessed | A, Assessed |
| PSY 2812: Field Work Seminar | A | A | A | A | A |
| PSY 3070: Abnormal Psych. | A | A | A | | A |
| PSY 3080: Macro Perspectives | A | A | A | A | A |
| PSY 4151: Counseling: Theories and Practice | A | A | A | A | A |
| PSY 4720 Senior Capstone in APH | M, Assessed* | M, Assessed* | M, Assessed* | | M, Assessed |
| PSY 4820 Internship in APH | M | M | M | M, Assessed | M, Assessed |
| Upper-Level Elective Courses (Note: learning outcomes vary depending on the course but completing the required 4 upper-levels should address all learning outcomes at some point.) | A | A | A | A | A |

Learning Outcomes Crosswalk

| Program Req. Course/Elective | Course-level learning objective | Aligned Summative Assessments |
|--|--|--|
| Introduction to Psychology | <p>Objective 1: Use psychological concepts to explain and predict behavior with sensitivity to the limitations of that knowledge, including but not limited to the application of psychological findings to one's own life experiences, demonstrating a more complex self-understanding and understanding of the world around us.</p> <p>Objective 2: Compare knowledge of historical perspectives of psychology within the development of contemporary psychology.</p> <p>Objective 3: Describe and differentiate a range of specific psychological concepts, terminology, and theoretical models as they apply to the study of human behavior including biological and environmental influences.</p> <p>Objective 4: Demonstrate critical thinking skills that acknowledge, the complexity, the continued evolution of, and the history of the field of psychology, through the analysis of historic examples of how psychologists have both challenged and contributed to unjust, unethical, or inequitable outcomes.</p> <p>Objective 5: brain functions as they relate to states of consciousness, sensation and perception, emotion, learning, and memory.</p> <p>Objective 6: Examine ways in which power and privilege are inherently present in the study, evaluation and practice of psychology.</p> <p>Objective 7: Summarize ethical considerations and principles to dilemmas that psychologists encounter in practice and research situations.</p> <p>Objective 8: Compare and contrast psychology' major subfields.</p> | <p>Quizzes</p> <p>Research paper</p> <p>Presentation</p> |
| Lifespan Developmental Psychology | <p>Objective 1: Understand the various theories that attempt to explain the human development process and critically evaluate theories and research findings concerning human development.</p> <p>Objective 2: Understand ethical principles with studies involving human participants.</p> <p>Objective 3: Understand the physical, cognitive, and psychosocial changes which accompany each span of development.</p> <p>Objective 4: Practically apply knowledge gained from this course to yourselves so that you have a better understanding of yourself and the people around you.</p> | <p>Exams</p> <p>Projects (hands on activities that give students the opportunity to apply developmental concepts to their own lives)</p> |
| Intro to Human Services | <p>Objective 1: Articulate and demonstrate the skills, attitudes, and values intrinsic to providing human services to diverse populations.</p> <p>Objective 2: Demonstrate an ability to think complexly and articulate the multiple layers of individual, community, and political factors that contribute to the needs of the people who use human services.</p> <p>Objective 3: Demonstrate the ability to identify a rand of factors that contribute to creating and maintaining poverty and other forms of oppression; analyze how poverty and other forms of oppression contribute to the need for human services by individual and communities. Objective 4: Demonstrate the ability to identify and describe interventions and programs available in human service agencies.</p> <p>Objective 5: Evaluate one's own interest in aptitude for human services work; identify possible career direction to explore in future coursework.</p> <p>Objective 6: Demonstrate an awareness of ethical issues and practices within the human services field.</p> | <p>Journals</p> <p>Discussion</p> <p>Reflective papers</p> |
| Psychological Research I | <p>Objective 1: Apply the steps in the scientific method to a problem/issue in psychology or human services.</p> <p>Objective 2: Using critical thinking to identify important variables in a research article.</p> <p>Objective 3: Adhere to the ethical standards of the APA as they apply to researchers, including confidentiality, informed consent, reduction of harm, privacy, deception, and debriefing</p> <p>Objective 4: Generate conceptual, research, and statistical hypotheses</p> <p>Objective 5: Describe how to design a research study to assess a given problem</p> <p>Objective 6: Choose the appropriate statistical tests and explain their application.</p> | <p>Quizzes</p> <p>Research proposal paper</p> <p>Research critiques</p> |

| | | |
|----------------------------|---|--|
| Human Interaction | <p>Objective 1: Demonstrate an increased awareness of your own reactions and responses, and how these affect others.</p> <p>Objective 2: Demonstrate improved observational, communication and problem-solving skills.</p> <p>Objective 3: Demonstrate an ability to give and receive constructive feedback.</p> <p>Objective 4: Demonstrate an ability to think independently and creatively.</p> <p>Objective 5: Demonstrate an ability to experience and appreciate ways of learning that are not solely intellectual.</p> <p>Objective 6: Be able to articulate a plan for increasing competencies related to interpersonal interactions.</p> <p>Objective 7: Evaluate the appropriateness of a career in psychology/human services. ☐</p> | <p>Reflective journals</p> <p>Personal goals papers</p> <p>Class facilitation</p> |
| Field Work Seminar | <p>Objective 1: Demonstrate the ability to articulate the origins of their career interests;</p> <p>Objective 2: Demonstrate the ability to identify and discuss a variety of challenges currently confronting human services and psychology professionals;</p> <p>Objective 3: Demonstrate the ability to organize thoughts, ideas and experiences and to present this knowledge effectively to others;</p> <p>Objective 4: Demonstrate a rudimentary ability to both give and utilize feedback effectively.</p> <p>Objective 5: Demonstrate an understanding and application of professional ethics.</p> <p>Objective 6: Demonstrate the ability to identify areas of career interest and assess/explore types of situations best suited to career aspirations;</p> <p>Objective 7: Demonstrate the ability to contribute to a group environment that fosters respect for all members which encourages honest dialogue between all members;</p> <p>Objective 8: Demonstrate an understanding of human diversity and oppression (e.g., ageism, poverty, heterosexism, etc.) and how they relate to our work with clients and systems.</p> <p>Objective 9: Demonstrate the ability to challenge oneself and others to do his/her best;</p> <p>Objective 10: Demonstrate the ability to identify “next steps” concerning graduate school and career choices.</p> | <p>Journals</p> <p>Ethics exam</p> <p>Papers</p> |
| Field Work | <p>Objective 1: Demonstrate the ability to begin to identify as a professional – one who is acquiring specialized knowledge and skills in preparation for a vocation;</p> <p>Objective 2: Demonstrate an ability to understand and apply professional ethical standards in the field;</p> <p>Objective 3: Demonstrate an increased sense of competence and confidence regarding one’s skills, abilities and potential for work in the field of psychology/human services;</p> <p>Objective 4: Demonstrate the ability to use theoretical constructs learned in the classroom and apply them in the field experience – i.e., “learn by doing”.</p> <p>Objective 5: Demonstrate an appreciation of human diversity and be able to apply an analysis of oppression (e.g., racism, classism, sexism, etc.) to experiences with both clients and systems.</p> | <p>Journals</p> <p>Final paper</p> <p>Site supervisor evaluation/feedback</p> |
| Abnormal Psychology | <p>Objective 1: Use psychological concepts to explain and predict behavior, focused on a variety of DSM diagnostic criteria and categories.</p> <p>Objective 2: Articulate the social, historical, and cultural contexts of psychological disorders, and articulate the value of and seek opportunities to interact sensitively with people of diverse abilities, backgrounds, and cultural perspectives.</p> <p>Objective 3: Describe psychological issues of global concern (e.g., poverty, health, migration, human rights, international conflict, sustainability), and their connections to psychological disorders.</p> <p>Objective 4: Identify common perceptions and misperceptions of psychopathology, and work towards challenging these misperceptions.</p> <p>Objective 5: Justify the use of ethical principles in research, practice, and</p> | <p>Discussion posts</p> <p>Biopsychosocial Research paper</p> <p>Presentation</p> <p>Quizzes</p> |

| | | |
|---|---|---|
| | academic contexts as well as everyday life. Objective 6: Provide evidence of <u>psychological information literacy</u> . | |
| Macro Perspectives | Objective 1: Demonstrate an ability to articulate what is meant by “ <u>macro</u> ” practice and explain the relationships between macro, mezzo and micro practices. Objective 2: Recognize the importance of <u>networking</u> skills and demonstrate a capacity to utilize them in practice. Objective 3: Demonstrate a deeper understanding about <u>organizations</u> and be able to articulate a variety of different methods to effect change within organizations. Objective 4: Develop a more informed and sophisticated understanding of the <u>communities</u> in which we live and work and be able to articulate how communities influence the work we do. Objective 5: Demonstrate an understanding of and be able to engage in the roles of <u>advocate and change agent</u> in the field. Objective 6: Demonstrate an understanding of <u>human diversity and oppression</u> (e.g., ageism, poverty, heterosexism, racism, ableism) and apply this understanding to our service-learning project. Objective 7: Show a capacity to use various macro skills by working with a community agency. | Service project creation and implementation Classroom facilitation |
| Counseling | Objective 1: Acquire an introductory-level understanding of how to plan and document treatment for a case: intake assessment, goal setting, case conceptualization, treatment planning. Objective 2: Apply ethical principles to a range of cases. Objective 3: Identify, differentiate, and demonstrate listening and influencing skills that are part of the helping process. Objective 4: Identify and explain the terminology and concepts associated with affective, behavioral, cognitive, and systems-oriented strategies as applied to a variety of human services settings. Objective 5: Demonstrate the ability to practice some of the skills related to affective, behavioral, cognitive, and systemic therapeutic interventions. Objective 6: Demonstrate the ability to think complexly and consider multiple explanations for behavior, including the role of social context such as gender, sexual orientation, ethnicity, race, social class, poverty, and physical ability. | Skill based role-plays and self-reflective feedback Biopsychosocial assessment |
| Senior Capstone in Applied Psychology and Human Services | Objective 1: Articulate and apply the major concepts, theoretical approaches, and seminal research studies related to the senior seminar topic. Objective 2: Demonstrate an understanding of how key issues, theories, and research related to the seminar topic apply to their own lives. Objective 3: Analyze and evaluate the current theoretical models, controversial ideas, and research data related to an individual topic related to the senior seminar theme and synthesize and present material in the form of a written research paper. Objective 4: Present research and theory orally in both formal and informal settings | Classroom facilitation and participation in seminar portion of the class Written 20-page research paper Oral presentation of research paper Public poster presentation of research paper |
| Internship | Objective 1: Demonstrate the ability to acquire and utilize job-related skills. Objective 2: Demonstrate the ability to assess and reflect upon their personal and professional growth. Objective 3: Demonstrate the ability to apply theoretical constructs to practice situations. Objective 4: Demonstrate the ability to adhere to and apply ethical standards in practice setting. Objective 5: Demonstrate the ability to identify and discuss major issues | Journals Site supervisor evaluations/feedback |

| | | |
|---|---|--|
| | <p>currently confronting human services and psychology professionals.</p> <p>Objective 6: Demonstrate an understanding of human diversity and oppression (e.g., racism, sexism, poverty) and how these relate to work with clients and systems.</p> <p>Objective 7: Demonstrate the ability to explore and understand the connections between the individual (micro) and the community (macro).</p> <p>Objective 8: Demonstrate an understanding of and a capacity to engage in advocacy on behalf of clients/systems.</p> <p>Objective 9: Demonstrate the ability to engage in post-graduation plans for employment and/or graduate studies.</p> <p>Objective 10: Student's personal learning objective(s)</p> | |
| Elective Courses focusing on academic content | <p>Common objectives focus on:</p> <p>Demonstrating an understanding of and being able to articulate the research principles, concepts, and theories of psychology specific to the subject of the course through written expression</p> <p>Demonstrating an understanding of and be able to articulate the research principles, concepts, and theories of psychology specific to the subject through oral expression.</p> <p>Synthesizing and applying psychological principles, concepts, and theories to the practice of psychology and to the students' own lives.</p> | <p>Weekly written assignments</p> <p>Application projects or paper</p> <p>Journal Entries</p> <p>Discussion Boards</p> |
| Elective Courses focusing on professional skills | <p>Common objectives focus on:</p> <p>Describe the core ethical principles and guideline in psychology, including but not limited to confidentiality, informed consent, and professional boundaries.</p> <p>Integrate legal requirements with ethical standards into the decision-making process.</p> <p>Characterize trauma and its impact, describing key concepts, principles, and theories.</p> <p>Describe trauma and its impact on individuals, families, and communities. Specifically, individuals, families, and communities from marginalized populations.</p> <p>Construct strategies for a compassionate approach to trauma in a variety of setting, both personal and professional.</p> | <p>Weekly written assignments</p> <p>Application projects or paper</p> <p>Journal Entries</p> <p>Discussion Boards</p> |

C. Program Outcomes Assessment Matrix

Students' growth towards achieving program outcomes are assessed in a variety of courses. These assessments include: Human Interaction Checklist (PSY 1040); Field Work Assessment (PSY 2811); Internship Assessment (PSY 4820); and Senior Capstone Rubric Assessment (PSY 4720). In addition, rubrics for assessing professional development in both Field Work and Internship have recently been developed. When these assessments indicate challenges, the information is discussed. If a number of students are having similar difficulties in the same area, we work together to solve problems.

| | Changes made as a result of using the data/evidence during the past cycle as discussed in Section III. | Evidence to be collected in next PReCIP cycle | Responsible Parties | Assessment Schedule | Process for Taking Action to “Close the Loop” |
|--|---|---|--------------------------------|--|---|
| Outcome 1 Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology & human services in written expression | Refined rubric used for assessing research process and paper in the Senior Capstone course Embedded more class time instruction in Capstone course focusing the process of putting together a research paper | Faculty Sponsor Form: Acceptance to the Major assessment 2.3 GPA in PSY courses; 2.0 overall Senior Capstone Rubric | F/T faculty F/T faculty | Spring soph. year Fall, senior year | Assessment informs acceptance to major - informs review of content/process of foundational courses. Assessment informs continual assessment of content/process of foundational courses (e.g., Psychological Research I) |
| Outcome 2 Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology & human services in oral expression. | Refined rubric used for assessing oral and poster presentations in Capstone course; all F/T faculty attend | Faculty Sponsor Form; Acceptance to the Major assessment; 2.3 GPA in PSY courses; 2.0 overall Senior Capstone Rubric | F/T faculty F/T faculty | Spring soph. year Fall, senior year | Assessment informs acceptance to major (informs review of content/process of foundational courses) Assessment informs continual assessment of content/process of foundational courses (e.g., Psychological Research I) |
| Outcome 3 Synthesize and apply research to the practice of psychology and human services. | Refined rubric used for assessing oral presentation in Capstone course | Faculty Sponsor Form; Acceptance to the Major assessment; 2.3 GPA in PSY courses; 2.0 overall Senior Capstone Rubric | F/T faculty F/T faculty | Fall/Spring soph. year Senior year | Assessment informs acceptance to major (informs review of content/process of foundational courses) Assessment informs continual assessment of content/process of foundational courses (e.g., Research Methods; Field Work Seminar) |

| | | | | | |
|---|--|--|-----------------------------|---|--|
| Outcome 4 Acquire skills and behaviors necessary for obtaining employment and succeeding in the professional world. | Embedded more class time to learn and practice skills necessary to obtain employment, including but not limited to, interview role-plays, active listening skill practice. | Human Interaction Checklist | Course Instructor & Student | Final Exam period – individual meetings with students | During individual meetings with students, course instructor works with students to identify areas for growth and pathways for success. Faculty regularly discuss issues raised by individual students and address concerns as indicated. E.g., student's GPA merits an “on hold” status for acceptance to major. Advisor may follow up individually with student to address concerns and identify pathways for success. During individual meetings with students, course instructor works with students to identify areas for growth and pathways for success Areas of concerns are shared w/all faculty. |
| | | Field Work Professional Behaviors Checklist | Course Instructor & Student | Final Exam period – individual meetings with students | |
| | | Acceptance to the Major; Field Work Assessment; Field Work Supervisor Report | F/T & P/T faculty | Fall/spring of sophomore year | |
| | | Internship Professional Behaviors Checklist | Course Instructor & Student | Final Exam period – individual meetings with students | |
| Outcome 5 Demonstrate knowledge of and adhere to ethical and legal standards of the psychology and human services profession. | Integration of more case study examples for discussion of ethical dilemmas commonly faces in the field of psychology and human services. | Internship Assessment; Internship Supervisor Report | Course Instructor & Student | Final Exam period – individual meetings with students | Assessment informs acceptance to major. Informs review of content/process of foundational courses. Results discussed w/ other faculty and concerns identified. E.g., larger % of second language learners fail on first try = working w/ Academic Support |
| | | Acceptance to the Major | F/T & P/T faculty | Spring of sophomore year | |
| | | Ethics Exam | Course Instructor | Spring during Field Work Seminar course | |
| | | | Course Instructor & Student | Final Exam period – individual | |

| | | | | | |
|--|--|---|-----------------------------|---|---|
| | | Field Work Professional Behaviors Checklist | Course Instructor & Student | meetings with students | to provide additional tutoring. |
| | | Field Work Assessment | Course Instructor & Student | Final Exam period – individual meetings with students | During individual meetings with students, course instructor works with students to identify areas for growth and pathways for success. |
| | | Professional Liability Statement Form (FW & Internship) | F/T faculty | First week of every spring | Any concerns addressed with student and identified placement. |
| | | Internship Professional Behaviors Checklist | Course Instructor & Student | Final Exam period – individual meetings with students | Areas of concerns are shared w/ all faculty |
| | | Internship Assessment | Course Instructor & Student | Final Exam period – individual meetings with students | During individual meetings with students, course instructor works with students to identify areas for growth and pathways for success. |
| | | Plagiarism Report | All Faculty Members | When it arises. | Individual meeting with student, course instructor and advisor to identify consequences and plans for improvement. Results shared with all dept. faculty members and with Associate Provost and Dean for Academic Programs and Faculty, Refined rubric used for assessing oral presentation in Capstone course; all F/T faculty attend Refined rubric used for assessing oral presentation in Capstone course; all F/T faculty attend |

D. E-Series Form

PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS (FOR NON-EXTERNALLY ACCREDITED PROGRAMS)

| (1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | (2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of the most recent program review. (this will almost always match the date of the newest PReCIP report) |
|---|--|---|---|--|
| <p>The program outcomes appear online in VTSU course catalog. Note that the program outcomes are identical for both programs.</p> <p>Program Outcomes for BS.APH</p> <p>Program Outcomes for AS.HMS</p> | <p>For the BS.APH, satisfactory completion in Senior Capstone Course and Senior Internship in Applied Psychology and Human Services</p> <p>For the AS.HMS Satisfactory completion of Fieldwork and Fieldwork Seminar</p> | <p>Full-time faculty in Applied Psychology and Human Services interpret the evidence.</p> <p>Full-time faculty meet weekly to discuss student concerns, programmatic issues, etc. at the end of each semester to review assessment data</p> | <p>Targeted course instruction where gaps are identified. For example, a lot more time is being devoted to the process of putting together a research paper (identifying topics, formulating thesis questions and arguments, analyzing and interpreting research). More discussion of plagiarism and use and misuse of AI tools</p> | <p>2024-2025 Abbreviated PReCIP report</p> <p>Previous program review completed June 2019</p> |

Appendix: Assessment Forms for Learning Outcomes 1, 2 and 3

Acceptance to Major Assessment

Name: _____

Date: _____

Degree Program: BS Applied Psychology and Human Services

Basic Requirements for Acceptance to Major

- Completion of Fieldwork and Fieldwork Seminar
- 2.0 Grade point average overall
- 2.3 Grade point average in major courses
- Significant Progress in General Education Program

Rate the applicant's potential for completion of the following student outcomes:

- a. Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in written expression.

| | | | | |
|----------------|----------|------------|------|-------------|
| Unsatisfactory | Marginal | Acceptable | Good | Outstanding |
|----------------|----------|------------|------|-------------|

- b. Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in oral expression.

| | | | | |
|----------------|----------|------------|------|-------------|
| Unsatisfactory | Marginal | Acceptable | Good | Outstanding |
|----------------|----------|------------|------|-------------|

- c. Synthesize and apply research to the practice of psychology and human services.

| | | | | |
|----------------|----------|------------|------|-------------|
| Unsatisfactory | Marginal | Acceptable | Good | Outstanding |
|----------------|----------|------------|------|-------------|

- d. Acquire skills and behaviors necessary for obtaining employment and succeeding in the professional world.

| | | | | |
|----------------|----------|------------|------|-------------|
| Unsatisfactory | Marginal | Acceptable | Good | Outstanding |
|----------------|----------|------------|------|-------------|

- e. Demonstrate knowledge of and adhere to ethical and legal standards of the psychology and human service profession.

| | |
|----------------|--------------|
| Unsatisfactory | Satisfactory |
|----------------|--------------|

Recommendation:

Full acceptance

Acceptance pending completion of recommendations :

Denied

Reason:

Rubrics for Senior Capstone

Senior Capstone Rubric for LO1

Name: _____

LO1 Total Score: _____

Senior Seminar Assessment Semester: _____

LO 1: Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in written expression.

| Assignment: Written 20-page research paper | 4 Exceeds the Standard | 3 Meets the Standard | 2 Approaches the Standard | 1 Fails to Meet the Standard |
|---|---|---|--|---|
| A research topic and research strategy are defined to collect and organize relevant information. | Student is able to independently and effectively generate an appropriate research topic and use an effective research strategy to collect information from scholarly sources. | Student is able to, with some guidance, generate an appropriate research topic and use an effective research strategy to collect information from scholarly sources. | Student, with a lot of guidance, is able to settle on a research topic. Student needs significant assistance in generating an effective research strategy and finding scholarly sources (or avoids accepting beneficial assistance when offered). | Student is unable to generate a research topic (instructor selects and encourages topic choice). Student needs significant assistance (or seeks no assistance and fails) in generating a research strategy and finding scholarly sources. |
| Written literature review is organized, well-written and uses sources appropriately. | Student is able to extract relevant information from research sources and present the material in a clearly organized, well-written literature review. Purpose and argument of paper are clearly identified. The paper content addresses the stated purpose and argument. | Student is able to extract relevant information from research sources and present the material in a reasonably organized literature review. There are some structural and mechanical issues, but they do not detract from the overall paper. The paper content addresses the stated purpose and argument. | Student has some difficulty extracting relevant information from research sources. The material is somewhat progressive but could be better organized and/or there are structural and mechanical issues that detract from the written effectiveness of the paper. The purpose of the paper is apparent, but lacks a strong or compelling argument. | Student is unable to extract relevant information from research sources. The paper lacks organization and the written presentation is unclear due to significant mechanical and structural issues. The content of the paper does not address the stated purpose or argument of the paper. |
| Research paper includes appropriate and reflective analysis and interpretation of the research and draws an appropriate conclusion. | Student is able to demonstrate, through clear writing, a depth of understanding and interpretation of the research and the limitations in the research. Conclusions are appropriate and expressed clearly. | Student is able to demonstrate, through writing, an understanding and interpretation of the research and the limitations in the research. Conclusions are appropriate and expressed reasonably clearly. Student may or may not have some difficulty in articulating these ideas in writing. | Student may be able to demonstrate some understanding and interpretation of the research, but is mostly a concrete presentation of the topic. Conclusions are brief. Student has difficulty expressing these ideas in writing. | Student writes a concrete paper that provides limited interpretation and analysis of the research. Conclusions are weak. The ability to clearly express ideas in writing is difficult. |
| Paper meets the requirements: 20 page paper, min. 15 scholarly sources, formatted properly to APA style. | Student has no difficulty reaching the 20 page requirement and has included a minimum of 15 appropriate scholarly sources. The paper is formatted properly to APA style standards with few to no errors. | Student has approached the 20 page requirement (but falls a little short) and has included a minimum of 15 appropriate scholarly sources. The paper is formatted properly to APA style standards with few errors. | Student falls short of the 20-page requirement. The student may have 15, but they are not all scholarly (and/or may be dated) – or student has fewer than 15 sources. The paper may contain a number of APA style errors. | Student falls significant short of the 20-page requirement. The student relies on less scholarly sources (such as websites, and organization pdfs or newsletters) but they are not all scholarly. The paper contains a number of APA style errors. |

Senior Capstone Rubric for LO2

Name: _____ Semester: _____ LO2 Total Score: _____

LO 2: Demonstrate an understanding of and be able to articulate the research principles, concepts, and theories of psychology and human services in oral expression.

| Assignments: Oral and Poster Presentations | 4: Exceeds Standard | 3: Meets Standard | 2: Approaches Standard | 1: Fails Standard |
|---|---|--|--|---|
| Organization | Presentations are well organized around clearly articulated main points, relevant terms are defined, and main points are supported with evidence. Purpose and argument are clearly identified. The presentations are cohesive, use clear transitions, are easy to follow and contain a conclusion that relates to the main point of the presentation. | Presentations are reasonably organized around articulated purpose, argument and main points, relevant terms are defined, and main points are supported with some evidence. The presentations are easy to follow and contain a conclusion. | Presentations are weakly organized around main points, and terms may be defined, but main points are supported with weak evidence. The presentations are somewhat difficult to follow and contain a weak conclusion. Purpose and/or argument may be unclear. | Presentations lack organization around articulated main points, relevant terms are not defined, and/or main points are hard to identify, and lack supporting evidence. The presentations are difficult to follow and may even lack a conclusion. Purpose or argument are missing. |
| Content | Presentations highlight important concepts, constructs or controversies related to the topic. Supporting evidence is detailed and convincing. Interpretation of research and conclusion are insightful and supported by the evidence. Research has an analytical or evaluative component and is not merely descriptive. | Presentations highlight important concepts, constructs or controversies related to the topic. Supporting evidence is presented, though in less detail. Interpretation of research and conclusion are supported by the evidence but is more descriptive than analytical. | Presentations highlight limited concepts, constructs or controversies related to the topic. Supporting evidence is weak or lacks detail. Interpretation of research and conclusion is descriptive rather than analytical and is minimally supported by the evidence. | Presentations are missing relevant concepts, constructs or controversies related to the topic. Supporting evidence is weak. Interpretation of research and conclusion is descriptive and is not supported by the evidence present or is missing. |
| Clarity of purpose and knowledge of the material (Understanding) | Student demonstrates an understanding of the topic and can explain supporting evidence that is authoritative, current and representative of the field. The evidence contains no obvious inaccuracies or biases. Student demonstrates familiarity with the material and can answer questions. | Student demonstrates an understanding of the topic and can explain some of the supporting evidence. The evidence contains few inaccuracies or biases. Student demonstrates familiarity with the material and can answer questions. | Student demonstrates a limited understanding of the topic and explains supporting evidence in concrete terms. The evidence contains some inaccuracies or biases. Student demonstrates some familiarity with the material but has difficulty answering some questions. | Student does not demonstrate an understanding of the topic and has difficulty explaining supporting limited evidence. The evidence contains inaccuracies or biases. Student demonstrates little familiarity with the material and cannot answer questions. |
| Oral delivery, audience engagement and professionalism | Student speaks clearly with no dysfluencies, makes eye contact, does not read exclusively from notes, engages the audience, appears confident, and can respond to audience's reactions and questions. Language and demeanor are professional and appropriate. Student uses allotted time. | Student speaks with few dysfluencies, makes eye contact, but reads from some notes. The student engages the audience, appears confident, and can respond to audience's questions. Language and demeanor are professional but may use allotted time less effectively (presentation is short or too long). | Student speaks with dysfluencies, makes limited eye contact, and/or mostly reads from some notes. The student has difficulty engaging the audience, lacks confidence and has difficulty answering questions. The student uses allotted time ineffectively (presentation is short or too long). | Student speaks with dysfluencies, makes no eye contact, and reads from notes. The student has difficulty engaging the audience, and answering questions. The student gives a presentation that either too short or too long. |
| Use of Supportive Technology or materials | PowerPoint and poster enhance the presentations and are free from typing, misspellings and grammatical errors. Material used is appropriate, professional and well-planned. References and citations are used correctly. | PowerPoint and poster enhance the presentations but contain a few typing, misspellings and grammatical errors. Material used is appropriate and looks professional. References and citations are mostly correct. | PowerPoint and poster enhance the presentations but contain distracting typos, misspellings and grammatical errors. Material may be appropriate and look professional. References and citations contain errors. | PowerPoint and poster do not enhance the presentations and contain distracting typos, misspellings and grammatical errors. References and citations contain errors. |

Senior Capstone Rubric for LO3

Name: _____

Semester: _____

Total Score: _____

LO 3: Synthesize and apply research to the practice of psychology and human services.

| Assessmnts: Weekly written assignments for classroom discussions; weekly attendance, preparation, participation grade; and facilitation grade. | 4 Exceeds the Standard | 3 Meets the Standard | 2 Approaches the Standard | 1 Fails to Meet the Standard |
|--|--|---|--|--|
| Participation in Weekly Seminar Discussions | Student has excellent attendance, comes to class prepared and is able to actively participate in discussions based on the assigned reading. Student can identify important and relevant themes from the reading, think critically about them, and make connections to real world settings and situations. | Student has good attendance, comes to class prepared and is able to actively participate in discussions based on the assigned reading. Student can identify some relevant themes from the reading, and make connections to real world settings and situations. However, the student is more likely to respond to themes identified by peers rather than to initiate discussion points. | Student misses a number of classes and is inconsistent in preparation for class and participation in classroom discussions. The student responds to other peers rather than initiates discussion related to the reading or real world applications. The student's contributions to discussions are more concrete, presenting obvious ideas. | The student has attendance issues and frequently comes to class unprepared. Contributions to discussions are limited; the student only responds to other students' prompts. Applications to real world settings are superficial and obvious. |
| Facilitation of classroom discussion | Student is able to successfully facilitate and sustain a classroom discussion for the entire class period and generate enthusiasm and active peer participation from the majority of the class. The student is able to lead a discussion that enables students to apply their understanding to psychological and developmental issues faced by individuals. | Student is able to facilitate and sustain a classroom discussion for the most of the class period and generate general enthusiasm and active peer participation from the majority of the class. The student is able to lead a discussion, which at times, enables students to apply their understanding to psychological and developmental issues faced by individuals. | Student is able to facilitate a classroom discussion, but is unable to sustain it for the most of the class period. The student has difficulty creating general enthusiasm and active peer participation from the class. The student focuses on concrete or literal issues which limits the depth of the discussion and critical application to real world settings. | Student is unable to facilitate a successful classroom discussion that lasts for more than 30 mins. Questions posed to the class are superficial and concrete and don't illicit in depth thought or application of the material to real world settings and situations. |
| Application of material and discussions to personal lives and professional careers | The student is able to successfully take the themes of the course, think about them critically and in depth, and apply them to the real world by connecting these themes to the issues people face, to the roles that human service agencies can play in helping individuals with these issues. Students are also able to make connections to other courses they have taken in the past. | The student is able to successfully take some of themes of the course, think about them critically and in some depth, and apply them to the real world by connecting these themes to the issues people face, to the roles that human service agencies can play in helping individuals with these issues. The student may or may not make a connection to other courses they have taken. | The student is able to take some of themes of the course and apply them to the real world by connecting course themes to the issues people face, to the roles that human service agencies can play in helping individuals manage these issues. However, the connections are concrete (lack depth or critical thinking). | The student responds to the themes of the course concretely and shows no depth or evidence of critical thinking in considering these themes. Examples and connections are superficial at best and are limited to specific classroom discussions. |