**LBHC Program learning outcome report (2023-24)**

**I. General information**

| **Degree name** | AA in Human Services (Psychology Option) |
| --- | --- |
| **Date report submitted** | 06/12/2024 |
| **Program faculty who contributed to this report** | R. Eric Tiner, MS, Human Services Instructor |
| **Program learning outcome** (refer to your program learning outcomes curriculum map and plan for the PLO to be formally assessed this year) | Compare designs of clinical research methods. |
| **Course that formally assesses this program learning outcome at its highest level** (see program learning outcome curriculum map and plan) | PY 201 Developmental Psychology |
| **Number of students assessed for this program learning outcome** | 9 |
| **Semester students were assessed** (e.g., fall 2023) | Spring 2024 |

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

| **Break down your program learning outcome into indicators** (maybe taken from rubric): Students should be able to… | List the most significant **teaching and learning activities** used by faculty to facilitate the learning of each PLO indicator in their class(es) | List the **graded assignment(s) that formally assesses** each indicator at its highest level | **Performance expectations:** Identify the percent range for each level of performanceby replacing the “xx’s” below or enter below whatever makes sense to you | **Average score for the PLO indicator** (%) | **How well did the students perform?** (right-click on the checkbox and select ‘properties’ and ‘checked’) |
| --- | --- | --- | --- | --- | --- |
| Identifying independent and dependent variables. | In-class lectures, videos, homework, and chapter quizzes. | Chapter 1.3 Homework | Below expected levels: 0 – 0%  At expected levels: 0 – 0%  Above expected levels: 9/9 – 100% | 100% | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| Identifying clinical research design/model. | In-class lectures, videos, homework, and chapter quizzes. | Chapter 1.3 Homework | Below expected levels: 0 – 0%  At expected levels: 0 – 0%  Above expected levels: 9/9 – 100% | 100% | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| Analyzing results of a study. | In-class lectures, videos, homework, and chapter quizzes. | Chapter 1.3 Homework | Below expected levels: 0 – 0%  At expected levels: 0 – 0%  Above expected levels: 9/9 – 100% | 100% | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| Identifying implications of the results of a study. | In-class lectures, videos, homework, and chapter quizzes. | Chapter 1.3 Homework | Below expected levels: 0 – 0%  At expected levels: 0 – 0%  Above expected levels: 9/9 – 100% | 100% | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| Identifying potential flaws in the clinical research design/model. | In-class lectures, videos, homework, and chapter quizzes. | Chapter 1.3 Homework | Below expected levels: 0 – 0%  At expected levels: 0 – 0%  Above expected levels: 9/9 – 100% | 100% | ☐ below expected levels  ☐ at expected levels  X above expected levels |

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

| **Overall, how well did the students perform on this PLO?** (right-click on the checkbox and select ‘properties’ and ‘checked’) | ☐ below expected levels  ☐ at expected levels  X above expected levels |
| --- | --- |
| **Analyze assessment of PLO indicator results in section II:** What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning? | All students who submitted the Chapter 1.3 homework assignment appeared to perform above the expected level comparing designs of clinical research methods. Though this information looks exceptional, it would be beneficial to include additional assessment measures—perhaps in the Chapter 1 quiz. |
| **Next steps:** Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes) | Continue in-class lectures, videos, activities, homework, and chapter quizzes. Include additional questions on Chapter 1 quiz to better assess students’ comparison of designs of clinical research methods. |
| **Projected semester of implementing “next steps”** | Spring 2025 |
| **Results of “next steps” implementation on student learning – this section is to be completed the following year** (describe how the implementation of the above “next steps” impacted student learning in the program) |  |
| **Date “results of ‘next steps’ implementation” section above submitted** |  |
| **Suggestions** for improving this report or process (if any) |  |