

**Curriculum Proposal Training  
Assessment Forms  
Center for Teaching and Learning**

**Monica Varner, Ph.D.  
Director of Assessment and Institutional Effectiveness and  
Center for Teaching and Learning  
Associate Professor of Sociology**

# **Curriculum Proposal Training**

## **Assessment Forms**

### **Center for Teaching and Learning**

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**Curriculum Proposals**  
**Assessment Forms**  
**Institutional Culture of Assessment**

**Student Learning: Primary**

**“I’ll argue that most assessment efforts have resulted in little learning improvement because they have been implemented without a clear vision of what “higher” or “deeper” learning is and without understanding of how assessment can promote such learning.”**

**(Angelo, 1999: 59-60)**

**“Though accountability matters, learning still matters most.”**

**(Angelo, 1999: 59)**

**Course grades are considered an indirect measure. “Indirect evidence provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing.” (Suskie, 2004, p. 95).**

**External Stakeholders: Secondary**

**I. Revisions of Criteria and Procedures for Establishing New Certificate and Degree Programs and Organizational Units, ADHE, page 5.11.16**

**Section 4: Assessment and Evaluation**

**“An assessment plan must be in place to evaluate faculty performance and student achievement.”**

**Section 5: Programs Requiring Accreditation, Licensure or Certification**

**“Certificate and degree programs designed to prepare students for professional licensure must meet all standards and requirements of the accrediting or approval agencies.”**

**II. 2008 ADHE guidelines under Existing Academic Program Review Process, pages 7-3**

**#3: “The institutions will complete a self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to: program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, and recent/planned program improvements.”**

**III. Assurance Section: Report of a comprehensive evaluation visit to Arkansas Tech University, March 14-16, 2011 for The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. (HLC, May 9, 2011)**

**Team Recommendations for the Statement of Affiliation Status,  
Team Recommendation: 2020-2011**

- A. Recommendations for General Education and Assessment: “collect and analyze assessment results that can lead to insights, observations, and recommendations, care should be taken to give the Committee a voice and a formal process for conveying to the campus insights and recommendations for improving learning in general education.” (page 4)
- B. “State guidelines for academic program review ensure that program-level assessment is described but these guidelines do not specifically require the assessment of student learning” (NOTE: See 2008 ADHE Guidelines). “The efforts being made by ATU to create a strong culture of assessment could be better supported by revision of (ADHE) guidelines or by providing clear institutional requirements regarding the inclusion in program reviews of information about how specific student learning outcomes are addressed and assessed in curriculum.” (page 5)

**Arkansas Tech University**

**Cosmetic Course Change**

**Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. Explain the rationale for the cosmetic course change.

**Arkansas Tech University**

**Course Deletion**

**Assessment Form**

**Our Mission**

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Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. Explain the rationale for the course deletion.

**Arkansas Tech University**

**Course Change**

**Assessment Form**

**Our Mission**

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Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change.

**Arkansas Tech University**

**Course Change**

**Assessment Form**

**Our Mission**

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Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- b. Provide an example or examples of student learning assessment evidence which supports the course change. SOC 1003, Introductory Sociology, in 2012 academic cycle has the fourth highest DFWI rate for the university and underrepresented students, as well as having one of the highest DFWI rates for first generation college students and low income students. Due to the assessment results, it is recommended that co-requisite sections be established for high risk students. It is recommended that student's receiving an 18 or lower on ACT Reading be provided the option to complete SOC 1003/Read 0103. The course change will allow students to complete Read 0103 as a discipline specific course. Students will complete reading assignments in Sociology which align with SOC 1003, this format will continue to progress students towards a degree.

**Arkansas Tech University**

**General Education Course Addition Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission?
- b. How does this course align with the General Education Program?
- c. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- d. Provide up to three or four General Education student learning outcomes students will achieve after completing this course.
- e. What assessment tool or measure will you use to assess General Education student learning?
- f. What will students demonstrate, represent, or produce to provide evidence of their discipline specific and General Education learning outcomes?
- g. Provide an example or examples of student learning assessment evidence which supports the addition of this General Education course?
- h. How does this General Education course fit in the current state of General Education courses? Include Arkansas educational institution comparisons.

**Arkansas Tech University**

**General Education Course Addition Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? MATH 2163 Introduction to Statistical Methods aligns with the university mission by advancing “scholastic development” in statistics and enhances the “educational foundation for life-long learning” in an evidence based society.
- b. How does this course align with the General Education Program? MATH 2163 aligns with General Education Goal #1, Apply Scientific and Quantitative Reasoning. This course specifically addresses criteria for both scientific and quantitative reasoning. This course can presently be substituted for MATH 1003 and MATH 1113. Adding it to the General Education curriculum will provide students a formative learning math alternative which will prepare them for their discipline specific statistics/quantitative analysis course and advance their knowledge in statistics for the preparation of graduate school or application in their field of employment.
- c. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
- d. Provide up to three or four General Education student learning outcomes students will achieve after completing this course. (1) Students will formulate a hypothesis of a testable expectation about an empirical reality. (2) Students will design a simple random sample and systematic sampling mechanism. (3) Students will perform statistical calculations to determine the observed statistical significance between groups.
- e. What assessment tool or measure will you use to assess General Education student learning? (1) research design process, (2) case study analysis, and (3) comprehensive final exam.
- f. What will students demonstrate, represent, or produce to provide evidence of their discipline specific and General Education learning outcomes? Students will acquire introductory statistical knowledge which can be applied to quantitative methods in business, social sciences, health sciences, and other related areas. MATH 2163 aligns with General Education Goal 1 and will enhance students learning in scientific and quantitative reasoning.

- g. Provide an example or examples of student learning assessment evidence which supports the addition of this General Education course? Students who completed MATH 1113 in 2012 had the highest DFWI rate of all gateway courses. MATH 1113 had the fourth largest enrollment and the highest DFWI headcount rate in comparison to other gateway courses. Students from an ethnic and racial background who enrolled in MATH 1113 have a higher DFWI rate in comparison to Caucasian and mixed race.
- h. How does this General Education course fit in the current state of General Education courses? Include Arkansas educational institution comparisons. The ADHE Arkansas Course Transfer System – ACTS course index number is MATH 2103 Introduction to Statistics and MATH 2163 Introduction to Statistical Methods aligns with the ACTS course index.

SAMPLE

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission?
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course?
- d. What assessment tool or measure will you use to assess student learning?
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

**Our Mission**

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Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? SOC 4233/HIST 4233 Seminar in Qualitative Research will provide students the opportunity to enhance “scholastic development” in qualitative research methods and strategies. The dual listed course will serve Sociology and History majors, as well as other majors who desire to include the course in their major.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? Students will (1) understand the concepts, methods, and characteristics of qualitative research; (2) design a discipline specific qualitative research study; and (3) evaluate the quality and rigor of discipline specific qualitative research studies.
- d. What assessment tool or measure will you use to assess student learning? Exams, Qualitative Research Design and Analysis Assignment, Oral Presentation of Research Study, and Evaluation of Discipline Specific Qualitative Research Studies.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate the distinction between quantitative and qualitative research methods. Students will demonstrate knowledge of qualitative research studies utilizing in-depth interviewing, content analysis, field research, and historical comparative analyses. Students will be able to code, identify thematic categories, analyze qualitative research data and present it in a professional manner.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Senior surveys completed in the past three cycles included comments from students from history majors and sociology majors desiring a course in qualitative research methods, they believe a course in qualitative research will enhance their research skills and will be advantageous for graduate school preparation or employment. Annual assessment reports for BS in Sociology and BA in History revealed that students completing SOC 4953 and HIST 4953 Undergraduate Research are having difficulty completing qualitative research. Students in the past two academic cycles did not meet the

<p>assessment performance standard and demonstrated difficulty developing and completing a qualitative research study. Ten percent of students taking the course performed at a D or lower and were required to retake the course.</p>
<p>g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Arkansas State University, HIST 3333 The Practice of History; Henderson State University, HIST 4803 Seminar in History, and SOC 4213 Quantitative and Qualitative Research Methods; University of Arkansas, HIST 4893 Senior Capstone Seminar (research methods, current theories, emphasizes analysis, synthesis, and integration of primary source-based research).</p>

SAMPLE

**Arkansas Tech University**  
**Proposal for Change in Program**  
**Assessment Form**

<b>Our Mission</b>
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission?
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
c. How will the program change impact learning for students enrolled in this program?
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

**Arkansas Tech University**  
**Proposal for Change in Program**  
**Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? The curricular changes to the Master of Science in Psychology will provide students the opportunity to enhance their “scholastic development” and advance “professionalism” in psychology while developing a “solid educational foundation” in college teaching.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will complete 30 hours in Psychology including 12 hours of required courses and 18 hours of psychology electives (with a minimum of 6 hours at the 6000 level). Students will complete an additional 15 hours in College Teaching. Students will develop competency in (1) designing and facilitating learning of psychology content; (2) creating an effective learning environment; (3) incorporating technology in the classroom; (4) assessing student learning; and (5) teaching research and professional development in the university context.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain advanced knowledge in psychology which provides sufficient breadth and depth to function in a variety of professional environments. Students will emphasize skills in psychological research, principles of psychology, and competency in college teaching and the enhancement of student learning.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Post-graduate assessment reveals that 35% of students completing a MS in Psychology obtain full-time positions as college instructors in the state of Arkansas and surrounding states. The addition of the College Teaching track would provide an educational foundation for our students in college teaching and would enhance their preparation and competitiveness for a career in teaching. It will also increase the students’ credentials when applying to doctorate programs in psychology which include a teaching assistantship. The changes in the program would also increase student’s knowledge and skill in providing human service public education for non-profit agencies and medical facilities. The Occupational Outlook Handbook on Postsecondary Teaching reports

	<p>that postsecondary teaching careers are expected to increase by 19% from 2012-2022, which is faster than the average for all occupations. The handbook also notes that work experience in teaching may be important for getting a postsecondary teaching position. This degree change will provide students the opportunity to develop the theoretical and practical application of teaching and learning while applying their skills in the classroom with students in the bachelors program in psychology.</p>
f.	<p>How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Arkansas State University offers a Community College Teaching specialist program. The program focuses on the students' major field of study and prepares students for a career in college teaching.</p>
g.	<p>Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) See attached.</p>

SAMPLE

<b>Continuous Improvement Plan</b>				
<b>Annual Assessment Cycle</b>				
<b>Academic Cycle: Change in Academic Program</b>				
<b>Program: Masters in Psychology with College Teaching Track</b>				
<b>Program Objectives/Standards (align with mission)</b>	<b>Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)</b>	<b>Courses (program core)</b>	<b>Means of Assessment (direct and indirect measures)</b>	<b>Criteria for Success (performance standard)</b>
PO1: Provide knowledge of psychological principles.	LO1: Students will demonstrate and apply advanced principles in psychology.	PSY 6003 Principles in Psychology I PSY 6103 Principles in Psychology II	Comprehensive Final Exam I Comprehensive Final Exam II	High Pass 90-100% Pass 80-89% Fail
PO2: Develop and promote opportunities for psychological research skills.	LO2: Students will design and implement a psychological research study.	PSY 6023 Research Design	Research Proposal Research Report Oral Presentation	High Pass 90-100% Pass 80-89% Fail
PO3: Promote understanding of psychology teaching strategies.	LO3: Students will design and facilitate a discipline specific learning environment in a psychology class.	PSY 6233 Teaching Strategies in Psychology	Course Syllabus Course Objectives Learning Outcomes Online Discussion Applied Activities Class Lectures	High Pass 90-100% Pass 80-89% Fail
PO4: Develop and promote creative competency for effective learning environment in psychology.	LO4: Students will design and implement motivational learning activities in a psychology class.	PSY 6243 Effective Learning Environments in Psychology	Theoretical Application of Learning Styles  Active Learning with Learning Styles	High Pass 90-100% Pass 80-89% Fail
PO5: Provide opportunities to develop research and professional development in psychology. PO6: Provide a	LO5: Students will implement a professional research assignment in a psychology class. LO6A: Post	PSY 6253 Research and Professionalism in Psychology  Six months	Student Learning Research and Professional Portfolio in Psychology  Post Graduation	High Pass 90-100% Pass 80-89% Fail  Students will

quality program which advances the knowledge of Psychology/College Teaching and prepares graduate students for employment.	graduation students will evaluate their academic program and preparation for employment.  LO6B: Post-graduation employers will evaluate student performance and preparation.	after graduation	Student Satisfaction Survey  Post Graduation Employer Satisfaction Survey	rate program at a 3.5 or higher on a 4.0 scale.  Employers will rate students' performance at a 3.5 or higher on a 4.0 scale.
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<b>Assessment Process</b>
<b>Assessment Plan Implementation</b>

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
<b>Course Embedded</b>	PSY 6003 PSY 6103 PSY 6023 PSY 6233 PSY 6243 PSY 6253	CPGE system for all courses. Assessment data will be submitted annually	Review and analyze ARGOS report for core courses	Course, instructional or program changes
<b>Indirect and Direct Measures Alignment</b>	Post assessment survey for graduates and employers	Department method: post assessment survey link will be sent to graduates by email or mail	Analyze survey results	Program and curriculum changes

<b>Continuous Improvement Plan</b> Summarize each category from assessment results and conclusions.
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Categories of Improvement:	Recommended Changes:
A. Student Learning	Course Embedded Student Learning Outcome Assessment
B. Instruction and Curriculum	Course Embedded Student Learning Outcome Assessment
C. Assessment	Evaluate assessment process from Student Learning reports.
D. Program Quality	Evaluate program quality from post-graduate survey and employer satisfaction survey.
E. Budget	Budget requests supported by student learning and program

	assessment.
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<b>Continuous Improvement Learning Report</b>	
Complete Annual Continuous Improvement Report form upload in TracDat documents section.	
<b>ANNUAL PROGRAM CONTINUOUS IMPROVEMENT STUDENT LEARNING REPORT</b> (January 2014) ARGOS FORM	<b>ARKANSAS TECH UNIVERSITY</b> Department of: Behavioral Sciences Degree: Masters of Science in Psychology/College Teaching  For Academic Year/Cycle:

**ANALYSIS OF EVIDENCE OF CONTINUOUS IMPROVEMENT PROGRAM STUDENT LEARNING**

- 1) For all student learning objectives, describe the means of assessment and criteria for success used, as well as the sampling methods and sample sizes. For each measure summarize the Argos report CPGE (Course, Program, General Education Assessment System) results of the activity measured and explanation of student learning strengths and weaknesses. Finally, indicate whether the criteria for success were met or not.

A. Program Student Learning Objectives	B. Means of Assessment, Criteria for Success, Courses, and Sample Size	C. Results Summarize Student Learning Argos Report	D. Criteria for Success Met or Not Met

- 2) State any proposed instructional or assessment changes to be implemented for the next academic year. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, academic program, or assessment process. If no changes are planned, simply state "No changes are planned." Followed by an explanation of why no changes are planned.

Student Learning Outcome Changes	Instructional, Curriculum, Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning

**Attach Student Learning Objective Argos Reports.**

**Arkansas Tech University**  
**Proposal for New Program Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this proposal for the new program fit with the university mission?
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.
- c. How will this new program enhance learning for students enrolled in the program?
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?
- e. Provide an example or examples of assessment evidence which supports adding this new program.
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

**Arkansas Tech University**  
**Proposal for New Program Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this proposal for the new program fit with the university mission? The Master's degree in Counseling Psychology will provide students in central Arkansas an "innovative" "professional" degree to obtain a counseling license as well as the required course work to complete a doctorate in Counseling, Psychology, or Professional Psychology.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. The Master's in Counseling Psychology licensure track course requirements are mandated by the Arkansas Board of Examiners in Counseling. The course standards require core curriculum, students must make a "B" or higher in each of the required 60 semester graduate hours. The course descriptions must follow the 2001 Standards Council for Accreditation of Counseling and Related Education Programs (CACREP).
- c. How will this new program enhance learning for students enrolled in the program? The Masters of Science in Counseling Psychology will provide students a new opportunity to complete the required course work necessary to obtain a counseling license in the state of Arkansas. The program requires 60 hours of course work which includes 42 hours of required courses. Students who complete the degree and obtain a counseling license will meet the requirements to become a National Board Certified Counselor in addition to their state license. The students will also complete 100 clock hours for their practicum which includes direct service with clients, and 600 clock hours for the internships which includes 240 hours of direct service and one hour per week of individual and/or triadic supervision. Students will have the opportunity to become familiar with a variety of professional activities in addition to direct service.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will be able to apply for a counseling license. When their counseling license application is approved they will apply to take the National Certified Counseling Exam and begin the process to become a Licensed Professional Counselor. Students will also meet the qualifications to become a master's level mental health provider in the state of Arkansas under supervision while obtaining their license. Students will be able to obtain teaching positions as an instructor for state community

	colleges and serve as an adjunct instructor for regional universities. Students completing this degree will qualify for human service positions for government and private non-profit agencies.
e.	Provide an example or examples of assessment evidence which supports adding this new program. The senior survey and senior focus groups for the past three cycles have included comments from students requesting that the Department of Behavioral Sciences provide a masters in Counseling Psychology with a counseling licensure track. The Occupational Outlook Handbook for Arkansas states Mental Health Counselors are needed in this area. The demographics for Mental Health Counselors from the U.S. Bureau of Labor Statistics are median salary of \$41,500, entry level education Master's degree, requirement of Internships/residency, 166, 300 jobs, with an increase of 29% from 2012-2022, and an employment change of 42,200 jobs as a Mental Health Counselor.
f.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. The University of Central Arkansas offers a similar master's program in Mental Health Counseling, due to the growth of this field the two degrees will not compete for the same students. A benefit for our students is UCA offers a Ph.D. in Counseling Psychology. The Master's in Counseling Psychology at ATU would align with UCA's doctorate specifically the evidence-based psychological services and the alignment of research and practice settings. Arkansas State University offers a master's in Rehabilitation Counseling which requires different core requirements as well as certificate in Addiction Counseling.
g.	Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) See attached.

<b>Arkansas Tech University</b>
<b>Continuous Improvement Plan</b>
<b>Annual Assessment Cycle</b>
<b>Academic Cycle: New Program Proposal</b>
<b>Program: Masters of Science in Counseling Psychology</b>

<b>Program Objectives/Standards (align with mission)</b>	<b>Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)</b>	<b>Courses (program core)</b>	<b>Means of Assessment (direct and indirect measures)</b>	<b>Criteria for Success (performance standard)</b>
PO1: To foster an understanding of counseling theories and counseling concepts to prepare graduate students for a career in the counseling field.	LO1: Students will apply counseling theoretical perspectives and concepts to counseling best practices.	CP 5243 Counseling Psychology Theory and Practice  CP 5303 Human Development	Theory and Practice Case Study Analysis  Final Comprehensive exam of theories of individual and family development and transition across time	High Pass 90-100% Pass 80-89%
PO2: Promote counseling ethics and professionalism for preparation in the counseling field.	LO2: Students will demonstrate an advanced understanding of counseling professional ethics and apply ethical standards in a counseling setting.	CP 5333 Counseling Professional Identity  CP 5803 Internship I	Ethical Standards of ACA comprehensive exam.  Supervisor Evaluation	High Pass 90-100% Pass 80-89%
PO3: Advance a multicultural perspective.	LO3: Students will demonstrate a multicultural perspective and promote cultural sensitivity.	CP 5133 Multicultural Counseling  CP 5703 Counseling Practicum	Multicultural Counseling Reflection Journal and case study analysis  Supervisor Evaluation	High Pass 90-100% Pass 80-89%
PO4: Provide knowledge and expertise in evidence	LO4: Students will demonstrate and apply counseling	CP 5903 Internship II	Supervisor Evaluation	High Pass 90-100% Pass 80-89%

based best practices in counseling psychology.	best practices in a counseling setting.			
PO5: Promote intellectual scholarship in the counseling field.	LO5: Students will synthesize, evaluate, and apply counseling research.	CP 5943 Research and Program Evaluation	Counseling Psychology Portfolio  Oral Defense and Public Presentation	High Pass 90-100% Pass 80-89%
PO6: Provide a quality program which advances the knowledge of Counseling Psychology and prepares graduate students for counseling licensure and employment.	LO6A: Students will evaluate their academic program and preparation for licensure and employment.  LO6B: Post-graduation, employers will evaluate student performance and preparation.	CP 5943 Research and Program Evaluation  Six months after graduation	Student Satisfaction Survey  Employer Satisfaction Survey	Students will rate program at a 3.5 or higher on a 4.0 scale.  Employers will rate students' performance at a 3.5 or higher on a 4.0 scale.

### Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
<b>Course Embedded</b>	CP 5243 CP 5303 CP 5333 CP 5803 CP 5133 CP 5703 CP 5903 CP 5943	CPGE system for all courses. Assessment data will be submitted annually.	Review and analyze ARGOS report for core courses.	Course, instructional or program changes.
<b>Indirect and Direct Measures Alignment</b>	Graduate students will complete survey in CP 5943.	Department Method given in final course and sent to employers	Analyze survey results	Program and Curriculum changes

	Mail or email survey link to employers.	during the first year.		
<b>Continuous Improvement Plan</b> Summarize each category from assessment results and conclusions.				
<b>Categories of Improvement:</b>		<b>Recommended Changes:</b>		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment from Student Learning Outcome results		
D. Program Quality		Evaluate changes from Student and Employer Satisfaction Surveys		
E. Budget		Budget requests supported by student learning and program assessment.		

<b>Continuous Improvement Learning Report</b>	
Complete Annual Continuous Improvement Report form upload in TracDat documents section.	
<b>ANNUAL PROGRAM CONTINUOUS IMPROVEMENT STUDENT LEARNING REPORT</b> <i>(January 2014)</i> <b>ARGOS FORM</b>	<b>ARKANSAS TECH UNIVERSITY</b> <i>Department of: Behavioral Sciences</i> <b>Degree: Masters of Science in Counseling Psychology</b>  <b>For Academic Year/Cycle:</b>

**ANALYSIS OF EVIDENCE OF CONTINUOUS IMPROVEMENT PROGRAM STUDENT LEARNING**

- 1) For all student learning objectives, describe the means of assessment and criteria for success used, as well as the sampling methods and sample sizes. For each measure summarize the Argos report CPGE (Course, Program, General Education Assessment System) results of the activity measured and explanation of student learning strengths and weaknesses. Finally, indicate whether the criteria for success were met or not.

<b>A. Program Student Learning Objectives</b>	<b>B. Means of Assessment, Criteria for Success, Courses, and Sample Size</b>	<b>C. Results Summarize Student Learning Argos Report</b>	<b>D. Criteria for Success Met or Not Met</b>

- 2) State any proposed instructional or assessment changes to be implemented for the next academic year. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, academic program, or assessment process. If no changes are planned, simply state "No changes are planned." Followed by an explanation of why no changes are planned.

<b>Student Learning Outcome Changes</b>	<b>Instructional, Curriculum, Assessment Changes</b>	<b>Rationale for Changes</b>	<b>Impact of Planned Changes on Student Learning</b>

*Attach Student Learning Objective Argos Reports.*

SAMPLE