



**Spring, Summer, and Fall 2016
Student Learning Outcomes Assessment Plan and Report**

College: College of Education
Department: Counseling
Degree Program: Graduate Certificate in Play Therapy

The University of North Carolina at Charlotte offers a Graduate Certificate in Play Therapy for current graduate students in the Department of Counseling and for professionals in other helping professions (i.e., students who have a master’s degree in social work or psychology) who want a specialization in the area of play therapy.

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year’s student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

No changes made

Student Learning Outcome 1

SLO: 1 Candidates for the Graduate Certificate in Play Therapy demonstrate the professional skills expected in their field to support and improve client development.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

No changes made

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability.

Skills: As a part of the final evaluation in the Introduction to Play Therapy (CSLG 7142) class, the university instructor completes the Play Therapy Skills Checklist (PTSC) The evaluation is scored on a 3-point scale (Does Not Meet Expectations, or Not Observed, Meets Expectations, and Exceeds Expectations, with regard to the demonstration of specific play therapy verbal skills and non-verbal skills. This assessment assesses the desired skills of implementing child-centered play therapy.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Students are required to demonstrate the skills of play therapy. The skills are evaluated by the student and the university instructor using the Play Therapy Skills Checklist. An assignment for the class is that students identify a normally developing child and conduct (with appropriate parental consent) 4 play sessions with the child. The sessions are video-recorded. Students meet with the instructor 4 times during the semester for supervision and feedback on these sessions. For each of these supervision sessions, students assess themselves using the assessment, and the Instructor assesses the student.

Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty within the College of Education.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects 90% of students will “Meet” or “Exceed Expectations” on items 1-10 using a 3 point scale of the Play Therapy Skills Checklist on the final typescript submitted in the class.

Spring 2015 – Summer 2015 Assessment Data	Spring, Summer, Fall 2016 Assessment Data
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Play Therapy Skills Checklist: Skills	Spring 2015	Summer 2015	Spring 2016	Summer 2016	Fall, 2016
Semester					
N	18	16	18	20	14
Scores “Meet” or Exceeds Expectations”	100%	91%	83%	90%	100%

Plans for 2017: Based upon the 2016 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon assessment data, we have modified the non-verbal section of the PTSC to two items.

Student Learning Outcome 2

SLO 2: Candidates work with children using play therapy in ways that reflect their self-awareness regarding their own work in their play sessions, as delineated in professional and institutional standards. Candidates for other school professions level of self-awareness and self-reflection establish positive educational environments that support and build upon the developmental levels of students,

the diversity of students, families, and communities; and the policy contexts within which they work.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

No changes made since the last submission.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

Self-Reflection: As a part of the final evaluation in the Introduction to Play Therapy (CSLG 7142) class, the university instructor completes 4 items of the [*Reflection about Play Therapy Session*](#). The evaluation is scored on a 3-point scale (Does Not Meet Expectations, or Not Observed, Meets Expectations, or Exceeds Expectations, with regard to the demonstration of specific students' ability to reflect upon their behaviors and attitudes during play sessions.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Students are required to demonstrate self-awareness/reflection about their ability to use the skills of play therapy. An assignment for the class is that students identify a normally developing child and conduct (with appropriate parental consent) 4 play sessions with the child. The sessions are video-recorded. Students meet with the instructor 4 times during the semester for supervision and feedback on these sessions. For each of these supervision sessions, student assesses themselves after their sessions; however, for the purposes of the SLO, the score for awareness is the instructor's assessment of the student's ability to self-reflect, as measured by students' responses to an assignment titled "Reflection: Play Therapy" about their final play therapy session.

Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the College of Education are housed on a secure website which is accessible to all faculty members within the College of Education.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects 90% of students will "Meet" or "Exceeds Expectations" on the Reflections about Play Therapy Skills about their final play session in the class.

Spring 2015 – Summer 2015 Assessment Data	Spring, Summer, Fall 2016 Assessment Data
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Play Therapy Skills Checklist: Self-Reflection					
Semester	Spring 2015	Summer 2015	Spring 2016	Summer 2016	Fall 2016
N	18	16	20	20	14
Scores: “Meets” or “Exceeds Expectations”	100%	93%	100%	100%	100%

Plans for 2017: Based upon the 2015 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?
Based upon assessment data, no changes will be made in the assessment plan.