



WILLIAM WOODS
UNIVERSITY

Art Therapy Annual Assessment 2023-2024

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Annual Assessment 2023-2024

Art Therapy

Program Profile

Program Mission Statement

Please insert your program mission statement here

Art therapy utilizes creative techniques to improve physical, mental, and emotional well-being. It is an integrative mental health and human services profession in high-demand. Our minor in Art Therapy prepares students for both professional and higher educational opportunities in the world of the therapeutic arts. It would serve as a useful companion to students working in the medical field, education, psychology, social work, art, and any other creative or human-centered area of study.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2023-2024

Student Majors 2022-2023

Student Minors 2023-2024

Student Minors 2022-2023

9

1

Concentrations 2023-2024

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

20 minors could easily be accommodated by the department.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

20

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

None

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

None

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
AATA.4.B.1.a	> history of art therapy;
AATA.4.B.1.b	> theory of art therapy;
AATA.4.B.1.c	> techniques of practice in art therapy;
AATA.4.B.1.d	> application of art therapy with people in different treatment settings;
AATA.4.B.1.e	> art therapy assessment;
AATA.4.B.1.f	> ethical and legal issues of art therapy practice;
AATA.4.B.1.g	> standards of practice in art therapy;
AATA.4.B.1.h	> cultural diversity issues relevant to art therapy practice; and

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

The program mission statement covers this very well, as a professions-based minor: Art therapy utilizes creative techniques to improve physical, mental, and emotional well-being. It is an integrative mental health and human services profession in high-demand. Our minor in Art Therapy prepares students for both professional and higher educational opportunities in the world of the therapeutic arts. It would serve as a useful companion to students working in the medical field, education, psychology, social work, art, and any other creative or human-centered area of study.

Institutional_objectives_2.docx

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?

None

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

None

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Art Therapy Minor Program

	ART 317	ART 417	PSY 102	PSY 312	PSY 411	PSY 412
WWU2021.1 Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.	I	R	I	R	R	R

Art Therapy Map

	ART 417	ART 317
AATA.4.B.1.a > history of art therapy;	R	I
AATA.4.B.1.b > theory of art therapy;	A	I
AATA.4.B.1.c > techniques of practice in art therapy;	R	I
AATA.4.B.1.d > application of art therapy with people in different treatment settings;	R	I
AATA.4.B.1.e > art therapy assessment;	R	I
AATA.4.B.1.f > ethical and legal issues of art therapy practice;	R	I
AATA.4.B.1.g > standards of practice in art therapy;	R	I
AATA.4.B.1.h > cultural diversity issues relevant to art therapy practice; and	R	I

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Course objectives have been added as well as labels for Intro to Art Therapy (ART 317) and Methods in Art Therapy (ART 417) concerning introduction, reinforcement, and assessment of ideas.

Assessment Findings

Assessment Findings for the Assessment Measure level for Art Therapy Minor Program

Assessment Findings for the Assessment Measure level for Art Therapy Map

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Student are assessed on their knowledge of art therapy theory via presentations on textbook chapters in ART 317.

Improvement Narrative List

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

None at the moment

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

None at the moment

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

ART_317_Art_Therapy_Assessment_Procedures_.pdf

ART_417_Art_Therapy_Assessment_Procedures_.pdf

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

ART 317- The students were required to add a service learning component to their final. Some students conducted activities with other students on campus, others worked in the greater community with elementary students or retirement communities. The activities vary but were all related to case studies in their textbook. Linked here is evidence of some of these final projects. Linked here is the assignment description.

The activities improved student learning by engaging them further in the topics and allowing them to step into the shoes of a new art therapist. The activities benefitted the WWU community and greater mid-mo community by engaging participants in activities, discourse and materials they would not have otherwise encountered.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

None

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

None

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

None

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

None

Assessment Rubric

Clear	3.0 Exceeds	2.0 Meets	1.0 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	It is important to discuss how to attract and sustain students in this program.			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	there are no marketing materials for the program - the web is also lacking in advertisement for the minor. any marketing done is through word of mouth.			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	each objective should be assessed a minimum of once - and many of the objectives are not assessed through the courses. A complete map needs to be developed with the Art Therapy minor with all courses and assessments.			

Data Driven Decision-making Is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	the program did not completely set up the assessment so the findings component of the report did not populate.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	the program did not completely set up the assessment so the findings component of the report did not populate. the explanation of the activities was provided but no data			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	the program did not completely set up the assessment so the findings component of the report did not populate.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	the program did not completely set up the assessment so the findings component of the report did not populate.			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supporting Documentation

Assessment Procedures

This course consists of required readings, discussion boards, presentations, in-class participation and discussion, and a final synthesis project. Students will be evaluated based on creativity, professionalism, preparedness, in-progress and completed work, participation, and knowledge of professional aspects and vocabulary of art therapy.

Category Points	Course Objectives	Assessment Method
Discussion Boards 100	1, 2, 3, 4, 5	Evaluation of preparedness and knowledge of professional aspects and vocabulary of art therapy.
In-class Participation 200	1, 2, 3, 4, 5	Evaluation of preparedness, participation, and knowledge of professional aspects and vocabulary of art therapy.
Presentations 400	1, 2, 3, 4, 5	Evaluation of creativity, professionalism, preparedness, participation, and knowledge of professional aspects and vocabulary of art therapy.
Synthesis Project 300	1, 2, 3, 4, 5	Evaluation of creativity, professionalism, preparedness, participation, and knowledge of professional aspects and vocabulary of art therapy.

Assessment Procedures

This course consists of the following modules. Students will be evaluated based on creativity, professionalism, preparedness, in-progress and completed work, participation, and knowledge of professional aspects and vocabulary of art therapy.

Module +Points	Course Objectives	Assessment Method
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Module 1 200	1, 2, 3, 4, 5	Evaluation of creativity, professionalism, preparedness, in progress and completed work, participation, and knowledge of professional aspects and vocabulary of art therapy.
Module 2 100	1, 2, 3, 4, 5	Evaluation of creativity, professionalism, preparedness, in progress and completed work, participation, and knowledge of professional aspects and vocabulary of art therapy.
Module 3 50	1, 2, 3, 4, 5	Evaluation of creativity, professionalism, preparedness, in progress and completed work, participation, and knowledge of professional aspects and vocabulary of art therapy.
Module 4 150	1, 2, 3, 4, 5	Evaluation of creativity, professionalism, preparedness, in progress and completed work, participation, and knowledge of professional aspects and vocabulary of art therapy.

Module 5 500	1, 2, 3, 4, 5	Evaluation of creativity, professionalism, preparedness, in progress and completed work, participation, and knowledge of professional aspects and vocabulary of art therapy.
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