

BAAP Annual Learning Results Summary, 2015

The following table summarizes the assessment of PLOs for the BAAP program for assessment cycle 2015. This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

Program	Bachelor of Arts in Applied Psychology
Assessment Period	2015
Program Learning Outcomes (PLOs)	<p>PLO 1: Demonstrate the ability to integrate principles of applied psychology and Christian faith.</p> <p>PLO 2: Demonstrate knowledge of ethical decision-making within the applied psychology disciplines.</p>
Standards of Success	<p>PLO 1: Student scores will average 80% or higher for the APSY 475 Week 6 Vignette, measured by the rubric.</p> <p>PLO 2: Student scores will average 80% or higher for the APSY 475 Week 7 Signature Assignment, part 3, measured by the rubric.</p>
Evidence	<p>PLO 1: APSY 475 Week 6 Vignette; sample size - 21.</p> <p>PLO 2: APSY 475 Week 7 Signature Assignment, Part 3; sample size - 21.</p>
Assessment Tool	<p>PLO 1: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.</p> <p>PLO 2: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.</p>
Assessors	<p>PLO 1: Ms. Shannon Hunt, Ms. Dorie Richards, and Ms. Lora Erickson.</p> <p>PLO 2: Ms. Shannon Hunt, Ms. Dorie Richards, and Ms. Lora Erickson.</p>
Results	<p>PLO 1: 14 of 21 samples passed (66.7%); did not achieve the standard.</p> <p>PLO 2: 11 of 21 samples passed (52.4%); did not achieve the standard.</p>
Discussion of Results	<p>PLO 1 & 2:</p> <ol style="list-style-type: none"> 1) Students require in-depth instructions as to specifically what is required in an assignment 2) There is, as is typical of student populations, a great variation in the strength of final products for submission 3) Similarly, students are equally understanding the concepts/constructs of class materials that are foundational to their being able to complete assignments correctly. 4) Students writing skills are, as stated by one evaluator, "a work in progress." This has the probability of impacting their competency in submitting a paper reflective of their understanding of materials <p>1) The significance of these findings for the program is that we need to insure that there is engagement around the concepts/constructs of class materials that give students the foundation they need to complete assignments</p> <p>2) Instructions for assignments including definition/explanations of terms</p>

	<p>that are specific to the assignment’s directions need to be clearly stated so that students have clarity on what they are required to do.</p> <p>3) Continued efforts to be consistent in helping students increase writing skills through a scaffolding approach to improved writing. Meeting them where they are and giving them feedback, aids and prompts to move forward.</p> <p>4) Additional assurance should be made that instructors are given adequate input in “Instructor Notes” to be fully versed in what the expectations are for assignments.</p>
Proposed Changes	<p>PLO 1:</p> <ol style="list-style-type: none"> 1) Detailed directions/instructions explaining clearly the need to name and connect elements of a Christian worldview with the vignette issue. Include in the instructions a clear explanation of “action terms” that students are to apply. 2) Increased information in the Instructor notes that clearly explains what is expected from the assignment. Include in this specific ways to insure students have a strong foundational understanding of concepts and constructs necessary to complete the assignments. 3) Consistent feedback on writing skills of students including access to additional writing resources to improve overall writing skills. <p>PLO 2:</p> <ol style="list-style-type: none"> 1) Detailed directions/instruction explaining clearly the inclusion of the required one evaluator that “<i>ethical implications ethical standards and diversity considerations. *It has been suggested by for treating an individual who is LGBTQ, be included in the diversity categories under the heading sexuality.</i>” 2) Instructor notes that clearly explain what is expected from the assignment Include in this specific ways to insure students have a strong foundational understanding of concepts and constructs necessary to complete the assignments. 3) Consistent feedback on writing skills of students including access to additional writing resources to improve overall writing skill.
Rationale for Proposed Changes	<p>PLO 1 & 2:</p> <ol style="list-style-type: none"> 1) As was evident in the artifacts reviewed, and the resulting low pass rate, there was a disconnect between desired outcomes and the resulting student papers. This disconnect would indicate a lack of understanding of the expected results. The directions are the most direct way to address this. 2) Instructors will better serve the successful outcomes desired if they have a clear understanding of what is expected for the assignments and can help build foundational understanding of concepts and constructs for students. 3) Poor writing skills may be preventing students from exhibiting their understanding of materials and required dimensions of assignments.
Financial Resources Required	<p>PLO 1: Minimal, included in normal course revision budget.</p> <p>PLO 2: Minimal, included in normal course revision budget.</p>
Annual Learning Report for BAAP Approved	



**Follow Up (Closing
the Loop)**

PLO 1:

PLO 2: