



## BAAP Program Learning Outcomes Report Summary 2020

The following table summarizes the assessment of PLOs for the BAAP program for assessment cycle 2020. 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.

<b>Program</b>	Bachelor of Arts in Applied Psychology (BAAP)
<b>Assessment Period</b>	2019-2020
<b>Program Learning Outcomes (PLOs)</b>	<p><b>PLO 2:</b> Demonstrate knowledge of ethical decision-making within the applied psychology disciplines.</p> <p><b>PLO 4:</b> Develop professional competencies in applied psychology.</p>
<b>Closing the loop (from the last time these same PLOs were assessed)</b>	<p>Previous Assessment Cycle:</p> <p><b>PLO 2 [2015]:</b> The previous assessment of PLO 2 was for course APSY 475 Professional and Ethical Issues in Psychology</p> <p>PLO 2 was assessed in 2015 with a 52.38% passing rate, since then the passing rate has increased to 76%. There have been slight modifications with instructions but there needs to be more comprehensive changes that need to take place with a major revision. Unfortunately, this change has not been able to happen as this course has been more of a standing course that has been waitlisted due to other courses/programs that have been prioritized in the past. We will work to put this course as a priority item for the future.</p> <p><b>PLO 4 [2017]:</b> The previous assessment of PLO 4 was for course APSY 300 Research Methods in Psychology</p> <p>PLO 4 was assessed in 2017 with a 42% passing rate, since then the passing rate has increased to 85%. Major revisions have been made with instructions as well as the curricula.</p>
<b>Standards of Success</b>	<p><b>PLO 2:</b> Artifact Proficiency Standard: To have met two out of the three categories</p> <p>Aggregate Achievement Standard: To have a benchmark of 80 percent</p> <p><b>PLO 4:</b> Artifact Proficiency Standard: To have met two out of the three categories</p> <p>Aggregate Achievement Standard: To have a benchmark of 80 percent.</p>



<b>Evidence</b>	<p><b>PLO 2:</b> APSY 475 Professional and Ethical Issues in Psychology Week 6 Vignette - Ethical Dilemma Application Paper</p> <p>Sample Size: 25 artifacts</p> <p><b>PLO 4:</b> APSY 496 Topics in Psychology: Grief Population-Focused Grief Strategy: Part 3 Sample Size: 13</p>
<b>Assessment Tool</b>	<p><b>PLO 2:</b> Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.</p> <p><b>PLO 4:</b> Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.</p>
<b>Assessors</b>	<p>Adjunct Faculty Diane Apegian Adjunct Faculty Dorie Richards Core Faculty Shannon Hunt</p>
<b>Results</b>	<p><b>PLO 2:</b> 25 artifacts 19 pass 6 fail 9 tie breaks 76% passing rate</p> <p><b>PLO 4:</b> 13 artifacts 11 pass 2 fail 5 tie breaks 85% passing rate</p>
<b>Discussion of Results</b>	<p><b>PLO 2:</b> According to the results measured against the performance levels of an 80% minimum passing rate, PLO 2 did not meet the minimum passing rate.</p> <p><b>PLO 4:</b> According to the results measured against the performance levels of an 80% minimum passing rate, PLO 4 exceeded the minimum passing rate.</p>
<b>Proposed Changes</b>	<p><b>PLO 2:</b></p> <ol style="list-style-type: none"><li>1. Incorporate audio or video lecture (from a BAAP LAPU instructor) within the course explaining how to ethically incorporate worldview and Christian faith in a professional context. Associated content to be included in PSYC 315 Integration of Psychology and Christianity and PSYC 340 Interview and Counseling Techniques as well, allowing for progressive education on this critical topic.</li><li>2. Incorporate research elements that explain the benefits of personal faith/belief system and practices as a coping resource in courses PSYC 315, 340, and 475.</li></ol>



	<ol style="list-style-type: none"><li>3. Further emphasis on the need to consult state laws as part of the ethical process through review content and potentially discussion. Audio/video lecture is also an option.</li><li>4. Include education about the distinction of various professional roles, in particular those associated with the identified case study for the assessment. Options for education include slideshow creation, video explanation, reading content.</li></ol> <p><b>PLO 4:</b></p> <ol style="list-style-type: none"><li>1. Minor edits to the instructions, including input on LAPU letterhead, bulleted instructions for #2 of respective assignment instructions, and length parameters added for ethics section.</li><li>2. The team concurred that the APA formatting issue should be addressed at the instructor level, identifying and applying consistent standards and accountability. Discussion also covered what classes provide education of APA formatting to students, and whether or not more content associated with how to properly cite and format should be added to lower-division classes.</li></ol>
<p><b>Rationale for Proposed Changes</b></p>	<p><b>PLO 2:</b></p> <ol style="list-style-type: none"><li>1. Non-passing artifacts lacked evidence of understanding how to ethically incorporate worldview and/or Christian beliefs ethically in association with the case presented. An audio/video presentation from an LAPU instructor, teaching how to ethically address worldview and/or Christian beliefs will be an ideal approach for students, considering the complexities surrounding the ethics of these situations. In addition, it is most desirable that students are exposed to these concepts prior to taking PSYC 475 Professional and Ethical Issues in Psychology, so that they will continue to build on that knowledge and thus be fully informed by the completion of 475. Due to the content and assignments in PSYC 315 and PSYC 340, these are logical courses to incorporate this content. These steps will assist students in successfully achieving PLO 2.</li><li>2. Building progressive education surrounding the concepts of faith as a coping resource and how to ethically incorporate this option in a professional context, is critical for graduates of the Applied Psychology program. Not only will this help students successively meet PLO 2, but it will help to prepare them to ethically interact with clientele in the future.</li><li>3. To not effectively teach students to consult state laws in order to ethically and lawfully serve in their associated field, would be a significant gap in a student's education. It is clear that the current content does not provide thorough education on this topic, and therefore needs to be prioritized as a topic to address.</li><li>4. In order to prepare students for the associated case study, students need clarity of various professional roles and responsibilities. In terms of professional ethics, approaches will differ contingent on the roles (i.e. confidentiality, consent, etc.). Understanding these</li></ol>



	<p>concepts aligns with PLO 2.</p> <p><b>PLO 4:</b></p> <ol style="list-style-type: none"> <li>1. Edits to instructions add clarity and ease of reviewing assignment requirements for students. In turn, the hope is that students will avoid missing required assignment components. Thoroughly developed artifacts based on clear instructions will potentially result in more passing artifacts.</li> <li>2. Accurate APA formatting, in particular citing sources properly, is a key professional competency in the applied psychology field. It also aligns with following the ethical practice to give credit to original sources of information.</li> </ol>
<p><b>Financial Resources Required</b></p>	<p><b>PLO 2:</b> The financial resourcing is dependent upon the determined course of action.</p> <ol style="list-style-type: none"> <li>1) Remuneration may be in order for an instructor to record educational content using audio/video resources.</li> <li>2) Incorporating additional review content in courses PSYC 315, PSYC 340 &amp; PSYC 475 will require time and financial resourcing to hire a Subject Matter Consultants as well as allocate support from eLearning and curriculum design. The amount of financial expenditures will depend on the level of redesign, whether it is a major, moderate, or minor redesign.</li> </ol> <p><b>PLO 4:</b> The financial resourcing is dependent upon the determined course of action.</p> <ol style="list-style-type: none"> <li>1) No financial resources required for instruction edits. Minor edits to the assignment instructions can be made by Core Faculty, SMC, or main instructor for this class, with the assistance of elearning.</li> <li>2) Incorporating more education within lower-division classes about APA formatting for students will require time and financial resourcing to hire a Subject Matter Consultants as well as allocate support from eLearning and curriculum design. The amount of financial expenditures will depend on the level of redesign, whether it is a major, moderate, or minor redesign.</li> <li>3) Consultation and education with BAAP instructors will not require financial expenditure. Assistant Dean and lead faculty can utilize current resources such as Zoom and email to prepare for department meeting.</li> </ol>
<p><b>Annual Learning Report for (program) Approved</b></p>	<p>Approved by the Educational Effectiveness Committee on January 13, 2021</p>
<p><b>Follow Up (Closing the Loop for PLOS assessed in</b></p>	<p>PLO 5: For APSY 430, the PLO passed at a 76% passing rate. This course has gone through a major revision to address the multicultural component as well as to clearly define expectations of assignments in the instructions.</p>



**previous  
assessment cycle)**

PLO 6: For APSY 475, the PLO passed at a 90% passing rate.