

BAAP Program Learning Outcomes Report Summary 2021

The following table summarizes the assessment of PLOs for the BAAP program for assessment cycle 2021. 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 (BAAP)
Assessment Period	2020-2021
Program Learning Outcomes (PLOs)	<p>PLO 1: “Demonstrate the ability to integrate principles of applied psychology and Christian faith.”</p> <p>PLO 3: “Apply theoretical frameworks and/or practical tools within the context of applied psychology.”</p>
Closing the loop (from the last time these same PLOs were assessed)	<p>Previous Assessment Cycle:</p> <p>PLO 1 [2015]: The previous assessment of PLO 1 was for course APSY 475 Professional and Ethical Issues in Psychology. While that assignment and class are no longer used for PLO 1 assessment, PSYC 475 went through a major revision in 2021. The previous assignment is no longer present. The current course curriculum provides thorough review resources and assignments to support the course CLOs. In terms of writing resources for students, further scaffolding has been provided throughout the BAAP program to support developing writing skill.</p> <p>PLO 3 [2017]: The previous assessment of PLO 3 was for course APSY 490B Practicum B. While that assignment is no longer used for PLO 3 assessment and the PLO passed the previous assessment, PLO 3 language was revised and approved by the EEC in 2021, which aligns with proposed changes. APSY 490B Practicum was revised as PSYC 490 Capstone II. Revisions to the instructions for the theoretical principle integration portion of the report were made, and sample created and provided with assignment instructions.</p>
Standards of Success	<p>PLO 1: 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>PLO 3: 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>
Evidence	PSYC 405 Physiological Psychology: Week 6 Psychological Disorder Paper

	<p>Part 3 Ethical and Spiritual Implications</p> <p>Sample Size: 20 artifacts</p> <p>PSYC 490 Capstone II Psychoeducation Project Part 4: Curriculum Lesson #2</p> <p>Sample Size: 23 artifacts</p>
Assessment Tool	<p>PLO 1: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.</p> <p>PLO 3: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.</p>
Assessors	<p>Adjunct Faculty Diane Apegian Adjunct Faculty Dorie Richards Core Faculty Shannon Hunt</p>
Results	<p>PLO 1: 20 artifacts 15 pass 5 fail 6 tie breaks 75% passing rate</p> <p>PLO 3: 23 artifacts 21 pass 2 fail 3 tie breaks 91% passing rate</p>
Discussion of Results	<p>PLO 1: According to the results measured against the performance levels of an 80% minimum passing rate, PLO 1 did not meet the minimum passing rate.</p> <p>1. In reviewing the patterns of the artifacts that did not pass, there was a common lack of articulation of faith-based intervention options for the identified diagnosis. Assessors believed the instructions for the assignment were clear, therefore a deeper investigation into the class was necessary. There is little education provided about faith-based intervention options within the class, therefore, students are not provided with a solid foundation of information in order to write this paper.</p> <p>2. Faith-based clinical intervention education is not easily found by a general search on the web, highlighting the need for the course curriculum to represent credible faith-based clinical intervention options.</p> <p>3. In general, assignments that are not practical in nature appear to glean less effort from students. Overall, implementing more practical assignments, opposed to a large number of research-paper assignments, throughout the BAAP would allow for deliberate practice and likely result in fuller</p>

	<p>engagement from students, successful learning and application of concepts.</p> <p>PLO 3: According to the results measured against the performance levels of an 80% minimum passing rate, PLO 4 exceeded the minimum passing rate.</p>
<p>Proposed Changes</p>	<p>PLO 1:</p> <ol style="list-style-type: none"> 1. Incorporate an appropriate representation of education on faith-based clinical treatment options within the course curriculum. Multiple faith-based treatment options should be included. 2. Incorporate illustration of how one or more faith-based treatment options could be an appropriate intervention for a case representative of a diagnosis discussed in class. 3. Suggested change in approach to assignment: Rather than make this simply a research paper, frame the assignment as though a clinician/professional is working with a client with the identified diagnosis, who also wants to incorporate their faith/belief system with their treatment. Potentially add a treatment plan element to the assignment. 4. Review BAAP courses to inventory the type of assignments represented within the courses. Incorporate more deliberate practice and inventive application activities and assignments in order to increase student engagement, application of concepts, and professional development. <p>PLO 3:</p> <ol style="list-style-type: none"> 1. No further changes were suggested in consultation with the assessment team. 2. PSYC 490 is currently concluding a revision. <p>Modification to the assessment process itself would include moving to the electronic assessment process.</p>
<p>Rationale for Proposed Changes</p>	<p>PLO 1:</p> <ol style="list-style-type: none"> 1. Adding educational components within the course curriculum associated with faith-based clinical interventions is a necessary step in order to adequately prepare students to complete the assignment. In addition, in the context of program learning outcomes, the university wants to promote avenues for synthesizing psychology and Christianity in practical and dynamic ways for students. 2. Providing illustration of how one or more faith-based treatment options could be applied to a case representative of a diagnosis discussed in class creates an avenue for students to understand the usability of faith-based interventions for a variety of clinical diagnoses. This is not only pertinent in context of integration of psychology and Christianity, but also in terms of professional skill development. In addition, this application example is also necessary for successful assignment completion, and thus successful achievement of PLO 1. 3. Revising the assignment to a more practical application approach challenges students to utilize what they are learning in a critical thinking and application context, which is useful for professional skill development. In addition, should a treatment plan component be added, this is a common tool and skill necessary in the mental and behavioral health fields, which are the

	<p>most common fields BAAP graduates choose for careers.</p> <p>4. "Deliberate practice (DP) occurs when an individual intentionally repeats an activity in order to improve performance. The claim of the DP framework is that such behavior is necessary to achieve high levels of expert performance.' (Campitelli & Gobet, 2011, p. 280)" (APA, Practice for Knowledge Acquisition). "Deliberate practice consists of activities purposely designed to improve performance.' (Gobet & Campitelli, 2007, p. 160)" (APA, Practice for Knowledge Acquisition). "Empirical research suggests that Deliberate Practice can significantly improve the effectiveness and efficiency of psychotherapy education and training (e.g., Goodyear & Rousmaniere, 2017; Rousmaniere, 2016; Rousmaniere, 2019)" (Sentio University, What Is Deliberate Practice?). In the context of an applied psychology program, being able to utilize psychological theories, skills, and tools is critical. Increasing deliberate practice activities within the courses can assist in improved performance, as well as professional development.</p> <p>PLO 3: N/A</p>
<p>Financial Resources Required</p>	<p>PLO 1: The financial resourcing is dependent upon the determined course of action.</p> <p>1. Incorporating additional review content and assignment revision within PSYC 405 will require time and financial resourcing to hire a Subject Matter Expert 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.</p> <p>2. Review of BAAP courses to inventory and assess types of assignments can be conducted by associated faculty. Time commitment is required, however, no additional financial resources are required.</p> <p>PLO 3: The financial resourcing is dependent upon the determined course of action.</p> <p>No further action required at this time.</p>
<p>Annual Learning Report for BAAP Approved</p>	<p>Approved by the Educational Effectiveness Committee on February 9, 2022</p>
<p>Follow Up (Closing the Loop for PLOS assessed in previous assessment cycle)</p>	<p>PLO 2: PSYC 315, 340, and 475 courses are on the schedule for revision in 2022 to incorporate content attending to the application of worldview/belief system within the scope of ethics. In addition, updates to PSYC 475 will include content associated with application of state laws, and the distinction of professional roles.</p> <p>PLO 4: PSYC 466 is on the schedule for revision in FA 2 2022. Edits mentioned in the previous assessment will be addressed.</p>