LOS ANGELES PACIFIC UNIVERSITY

BAAP Program Learning Outcomes Report Summary 2022

The following table summarizes the assessment of PLOs for the BAAP program for assessment cycle 2022. 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	2021-2022
Program Learning Outcomes (PLOs)	**PLO 6:** Demonstrates effective oral communication skills. **PLO 7:** Demonstrate effective written communication skills.
Closing the loop (from the last time these same PLOs were assessed)	Previous Assessment Cycle: **PLO 6** (2018): The previous assessment of PLO 6 was for course APSY 475 Professional and Ethical Issues in Psychology. In the 2018 assessment 85% of the artifacts met the proficiency standard **PLO 7:** Newly created PLO in 2023; no previous assessment.
Standards of Success	**PLO 6**: Artifact Proficiency Standard: To have met two out of the three categories Aggregate Achievement Standard: to have a benchmark of 80 percent **PLO 7**: Artifact Proficiency Standard: To have met two out of the three categories Aggregate Achievement Standard: to have a benchmark of 80 percent.
Evidence	PSYC 475 Professional and Ethical Issues in Psychology Part 3: Professional Ethical-Decision Model Presentation Sample Size: 18 artifacts PSYC 350 Social Psychology Social Dilemma Research | Part 2 - Analysis of the Research Sample Size: 28
Assessment Tool	**PLO 6:** Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted. **PLO 7**: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.
Assessors	Adjunct Faculty Diane Apegian Adjunct Faculty Dorie Richards Core Faculty Shannon Hunt
Results	**PLO 6:**

	Of the 18 artifacts, 16 passed and two failed (there were six tie breaks) for a 89% passing rate. **PLO 7:** Of the 28 artifacts, 19 passed and nine failed (there were seven tie breaks) for a 68% passing rate.

Discussion of Results	**PLO 6**: According to the results measured against the performance levels of an 80% minimum passing rate, PLO 6 exceeded the minimum passing rate.
	
	1. Overall, students provided above satisfactory oral communication skills, which is encouraging given the online educational medium.
	2. Assessors agreed that the scenarios for the assignment are appropriate and align effectively with the course learning objectives.
	3. While the oral communication skills of students demonstrated effective articulation of concepts, the artifacts varied significantly mostly due to lack of clear instructions for the assignment. The following are suggested edits to the assignment instructions and rubric discussed by the team:
	   - Include a requirement for length of presentation.
	   - Include a requirement for the number of slides.
	   - Include a requirement for a reference slide at the end and citations throughout.
	   - Clarify that it must be an oral presentation (a few artifacts had to be dismissed as they only had slides and no audio content).
	4. Assessors also suggested offering other options for recording presentations other than VoiceThread for both accessibility and assessment purposes, but also to provide opportunity for experience with different presentation options that are common in professional settings.
	5. Assessors agreed that providing example presentations would be beneficial for students in order to create a standard of expectation for presentations.
	6. For courses that require oral presentations with a peer review component, in order to accommodate students with accessibility needs, it would be best practice to incorporate instructions and requirements for students to include closed captions for presentations.
	7. Assessors suggested scrubbing names from presentations to help facilitate best practices for objectivity during the assessment process.
	8. Some presentations were no longer accessible due to students removing presentations or limited permissions for viewing. Continued exploration to maintain accessibility of artifacts for assessment purposes was suggested.
	
	PLO 7: According to the results measured against the performance levels of an 80% minimum passing rate, PLO 7 did not meet the minimum passing rate.
	
	1. Assessors discussed that students seem to struggle more with following instructions/APA formatting. The assessment results indicate solutions need to be identified in order to strengthen overall written communication outcomes for students.
	2. Generational differences impacting students' approach to course work and communication with instructors was also discussed. It would be beneficial for instructors to understand how different generations approach learning, specifically in the online environment, in order to adapt course rooms, instructional approaches, and communication with students to the populations representative in our student body.

	3. Assessors also discussed the potential of instructors having varying expectations for student outcomes in written communication in both discussion and assignments. Some instructors offer more leniency than others, leading to lesser penalties for ineffective writing, formatting errors, and lack of critical thinking. This can lead to lower standards of writing, impacting student outcomes and assessment outcomes. 4. There appeared to be a "disconnect" and lack of understanding displayed within the artifacts in association with assignment expectations, although assessors agreed the instructions were clear with the exception of one word. There are plans in place to make a wording change to the instructions to replace the word "change" with the phrase "social dilemma". Beyond this singular change, this outcome alludes to poor writing skills on behalf of assessed students and is not indicative of poor instructions. 5. Students struggled with logical progression of writing, critical thinking, and some basic writing and formatting skills, indicating that these are areas the university/BAAP program may want to create additional avenues of support.
Proposed Changes	**PLO 6:** 1. Edits to the assignment instructions and rubrics to include: - A requirement for length of presentation. - A requirement for the number of slides. - A requirement for a reference slide at the end and citations throughout. - Clarify that it must be an oral presentation. - Instructions and requirements to include closed-captions. 2. Explore alternative presentation formats beyond Voice Thread that allow for free usage by students, that provide options for closed-caption, video and audio components, as well as slide components. We also want skills to be transferable to the workplace, therefore, using a format that is conducive to workplace settings would be ideal. 3. Have a Subject Matter Expert/instructor create a sample presentation to be included with the assignment instructions. **PLO 7:** 1. Create writing tools such as brainstorming worksheets, templates for essays, models for writing a comparative analysis, etc., along with brief videos demonstrating how to use each tool. These could be included with the instructions of relevant writing assignments, input in course resources for students, and included in the Introduction to Writing class/workshops. 2. Hold a BAAP faculty discussion on standards and expectations for student writing and grading of assignments in order to identify and create standard of grading expectations for instructors. Standards can be created for 100, 200, 300, and 400 level classes. In addition, discussion associated with how generational differences impact student learning can also be incorporated within the meeting. 3. Create and utilize an APA checklist for research-type papers.
Rationale for Proposed Changes	**PLO 6:** 1. Edits to the assignment instructions will provide clear communication of assignment expectations. 2. This particular assignment requires students to use Voice Thread. This may be

an outdated presentation mode in consideration of what is being used in the field/workplace. We want students to build professional skills that are easily transferable to the workplace, including creating virtual presentations.
3. While the outcome from this assessment demonstrated that students are able to demonstrate effective oral communication skills, there was inconsistency in presentation content. Having a subject matter expert/instructor create a model presentation helps guide students to what an excellent presentation looks like.
4. An ongoing challenge for program assessment is accessibility of presentation artifacts. Inevitably, there are presentations that are irretrievable due to students removing presentations and/or lack of permission to view. Brainstorming a solution to this problem would aid assessment processes for all departments.

PLO 7:

1. In effort to provide adult learners with the tools to help them excel in their written communication skills, the university can create and provide students with writing templates and models. Brainstorming worksheets, essay templates, comparative analysis models, and the like are practical tools that students can utilize to enhance their writing outcomes. . It is evident that instructors have different standards for what is deemed acceptable in terms of writing skills from students.A department meeting, facilitated by the Assistant Dean and lead faculty, can provide an open discussion about the writing quality of students, solutions, and grading/feedback standards and expectations.
2. In years past, BAAP instructors were previously given the option to provide students with an APA checklist to utilize when submitting papers. However when the 7th edition of the APA manual came out, the changes were not updated and use of this resource subsided. All three assessors used the checklist in the past in classes and believe it would be beneficial to integrate again, as it aided students in proper APA formatting and structure of essays (these components are commonly included in assignment rubrics to be graded as well).

Financial Resources Required	**PLO 6:** The financial resourcing is dependent upon the determined course of action. 1. Financial resources will be required to hire a Subject Matter Expert and/or allocate support from the DLS team depending on the level of design, resources, and time allotted. 2. Brainstorming storage options for presentation artifacts will incur no cost, however, will take time on behalf of appointed faculty and staff. It is unknown if storage solutions will incur cost. This will be contingent on an identified solution. **PLO 7:** The financial resourcing is dependent upon the determined course of action. 1. Creating writing tools will require time and financial resourcing to hire a Subject Matter Expert and/or allocate support from eLearning and curriculum design teams. The amount of financial expenditures will depend on the level of design, resources, and time allotted. 2. Meeting with the BAAP faculty for a department meeting will only incur the cost of the hourly pay of those in attendance.

	3. Creating an APA checklist can likely be absorbed as a project that falls within workload for either LAPU Digital Learning Solutions or academic affairs with no additional costs incurred.
Annual Learning Report for BAAP Approved	Approved by the EEC on November 7, 2023.
Follow Up (Closing the Loop for PLOS assessed in previous assessment cycle)	**PLO 1**: From the 2021 program assessment: "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". The inventory has been completed and multiple courses have been revised to incorporate more inventive, application-based assignments. - PSYC 405 has been included on the schedule for revision in 2024 in order to address the suggestions associated with updating the Week 6 Psychological Disorder Paper Part 3 Ethical and Spiritual Implications assignment and incorporating supplemental course content associated with faith-based treatment options. **PLO 3**: No further actions were suggested as PSYC 490 had recently been revised and there was a 91% pass rate for the indicated PLO.