BAAP Annual Learning Results Summary, AY 2017-18

The following table summarizes the assessment of PLOs for the Bachelor of Arts in Applied Psychology (BAAP) program for assessment cycle (2017). 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	Summer 2017 to Spring 2018
Program Learning Outcomes (PLOs)	PLO 5: Analyze the critical role that multicultural awareness plays in understanding psychological processes and behavior. PLO 6: Demonstrate effective communication skills.
Closing the loop (from the last time these same PLOs were assessed)	Previous Assessment Cycle: PLO 5: N/A, first review PLO 6 N/A, first review
Standards of Success	PLO 5: To measure PLO 5, artifact scores for the APSY 430 Cultural Conflict Analysis Part 2 will have met two out of the three categories. Aggregate Achievement Standard: to have a benchmark of 80 percent. PLO 6: To measure PLO 6, artifact scores for the APSY 475 Signature Assignment Part 2 will have met two out of the three categories. Aggregate Achievement Standard: to have a benchmark of 80 percent.
Evidence	PLO 5: Sample size: All APSY 430 Cultural Conflict Analysis Part 2 (21 artifacts; 1 thrown out of a sample size of 42) PLO 6: Sample size: All APSY 475 Signature Assignment Part 2 (21 artifacts out of a sample size of 41)
Assessment Tool	PLO 5: Direct-Assessment Rubric for evaluating Cultural Conflict Analysis Part 2 PLO 6: Direct-Assessment Rubric for evaluating Signature Assignment Part 2
Assessors	Dorie Richards Diane Apegian Shannon Hunt (tie-breaker)

Results	PLO 5: [Out of 21 randomly assigned artifacts](), 16 passed, 5 failed 76% pass rate. PLO 6: [Out of 21 randomly assigned artifacts](), 19 passed, 2 failed, 90% pass rate

Discussion of Results	**PLO 5**:
	1) In reviewing patterns in artifacts that did not pass, there is commonly an absence of content related to the conflict management portion of the assignment. While the instructions articulate this section, the assignment rubric does not indicate measurement of this information. This could explain why students did not include this information. This impacted analysis and organization outcomes of the assessment.
	
	2) Expectations from assignment instructions should be clearly incorporated within the assignment rubric so that students are fully aware of how the assignment will be graded. The instructions and rubric should support one another. Programmatic question to consider:
	    - Should there be a system in place to verify that instructions and rubrics clearly articulate expectations for students and that the content for instructions and rubrics are parallel, both in older and new classes?
	
	3) The assessment rubric should be revisited. It may be too specific in the analysis section. In particular, this portion may need rewording: "Options for conflict management clearly articulate behaviors, thought-processes, and worldview that highlight cultural sensitivity and logical progression towards resolution". Having too many specifics to be measured in the assessment rubric may have resulted in more "failures" of artifacts in the analysis section.
	
	4) This assignment provides an opportunity for students to uncover the complexities of multiculturalism and apply both psychological and biblical principles. Programmatic question:
	    -Since cultural competency is a critical skill within the applied psychology field, how well does the BAAP program help prepare students to be culturally competent?
	
	PLO 6:
	1) Being able to effectively communicate verbally is a critical skill in the applied psychology field. It may be beneficial to assess if the program creates enough opportunities for students to develop their verbal skills.
	
	2) Clear and concise assignment instructions are imperative in order for students to effectively complete assignments. The assignment instructions were vague for the assessed assignment. Programmatic questions to consider are:
	    - Should there be a standard for quality and quantity associated with details for assignment instruction?
	    - What process can be identified for effective and timely review of

	assignment instructions in courses, and updates made where necessary in all BAAP courses? 3) Several artifacts (10 total) were initially tossed out due to lack of accessibility of the VoiceThread presentation. An additional 10 artifacts were identified by the eLearning team to be assessed in order to effectively complete program assessment. Due to the nature of Voice Thread, students can delete presentations at any point and limit accessibility of their presentations. Questions to consider: - Should a system be created in order to maintain access to the specified Voice Thread assignments identified for program assessment? 4) In order to alleviate any potential bias, names should be removed from presentations.
Proposed Changes	**PLO 5**: 1) Review rubric and instructions to ensure that all content identified within the instructions are being measured by the rubric. 2) In particular, include expectations and measurement for content associated with conflict management within the rubric. 3) Broaden measurement within the "analysis" section of the assessment rubric. **PLO 6**: 1) Assessors suggest better quality and quantity of instructions for the entire Signature Assignment (there are three parts to the assignment). Currently the instructions are sparse and vague. 2) It would be beneficial to have three separate rubrics for each part of the Signature Assignment, detailing what specific "content" is being evaluated and how it is being evaluated for each part of the Signature Assignment. This being said, the rubrics do effectively evaluate the communication portion of the assignments which is critical to this PLO. 3) Create a system that allows assessors to access the artifacts necessary for program assessment. This may require written permission granted from students prior to the end of class with a brief explanation of the program assessment process and use of their assignment. Another option is to download presentations at the end of class to a different source (perhaps Dropbox or a similar resource), while also removing student names from presentations.
Rationale for Proposed Changes	**PLO 5**: 1) The proposed change of the assignment rubric will provide further guidance for students as to what needs to be included within their assignment and how it will be measured. In addition, identifying solutions for conflict management is a critical component for cultural competence. 2) Broadening the language within the assessment rubric is suggested so that it

	better matches the expectations of the PLO and complements the expectations of the assignment instructions and rubric. **PLO 6**: 1) While the PLO was assessed to be effectively demonstrated by the Signature Assignment Part 2 for APSY 475 Professional and Ethical Issues in Psychology, the proposed changes will aid students in appropriate navigation of the assignment and better understanding the assignment requirements. Overall, with better quality and quantity of assignment instructions, students will be guided towards more in-depth learning. 2) With specific rubrics for each section of the Signature Assignment, students will have appropriate guidance as to the content they should be researching and learning, as well as to the extent they should be able to communicate this knowledge in presentation format. Specific rubrics will also identify what students will be graded on. Rather than produce vague and broad presentation content, students will know what to hone in on, and as a result, have a deeper knowledge of the content that they are presenting. The required content presented by the students translates to identified CLOs, and thus PLOs. 3) Creating a system that allows accessibility to the identified assignment in order to gather artifacts, will help to avoid hindrance of the program assessment process. The process was extended this year after identifying 10 artifacts that had to be thrown out once the assessment process had already begun. Artifacts had to be tossed out because they were not accessible to the assessors. Students can limit who can access their presentation or delete presentation. As a result, elearning was used to obtain 10 more artifacts and the assessors later assessed these new artifacts.
Financial Resources Required	PLO 5: No financial resources required. PLO 6: Minimal, included in normal course revision budget; possible technology investment to address VoiceThread limitations.
Annual Learning Report Approved	Approved 6-12-2019 by EEC
Follow Up (Closing the Loop)	For the BAAP 2017 Annual Assessment, the recommendation has been to revise APSY 300, so that it builds a stronger foundation with building research and writing skills for students. APSY 300 is on the waiting list for a course revision but has been pushed back due to other courses that have been on the waiting list to be revised.