MAP Annual Learning Results Summary, AY 2017-18

The following table summarizes the assessment of PLOs for the MAP program for assessment cycle (2018). 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	Master of Applied Psychology
Assessment Period	Summer 2017 to Spring 2018
Program Learning Outcomes (PLOs)	PLO 3- Identify and evaluate key personal and professional ethics affecting psychology professionals. PLO 4 - Utilize technology in statistical analysis and data management.

Standards of Success	PLO 3: Artifact Proficiency Standard: To have met two out of the three categories
	
	    Aggregate Achievement Standard: to have a benchmark of 80 percent
	
	PLO 4: Artifact Proficiency Standard: To have met two out of the three categories.
	
	    Aggregate Achievement Standard: to have a benchmark of 80 percent.

Evidence	PLO 3: Signature Assignment for APSY 550 Professional and Ethical Issues Sample Size: 33 artifacts (40% of 83) PLO 4: Research Project Assignment for APSY 680 Research Project Sample Size: 24 artifacts (50% of 47)
Assessment Tool	PLO 3: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted. PLO 4: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.
Assessors	PLO 3 and 4: Dr. Irene Kao Dr. David King Dr. Lora Erickson (tie-breaker)
Results	PLO 3: Out of 33 randomly assigned items, 26 passed and 7 failed (for a 79% pass rate). The PLO failed to meet the passing standard of 80%.

	PLO 4: Out of the 24 randomly assigned items, 8 passed and 16 failed (for a 33% pass rate). The PLO failed to meet the passing standard of 80%.
Discussion of Results	PLO 3: There was a 80% consistency between Assessor 1 and Assessor 2, following the establishment of interrater reliability. This demonstrates a high correlation between the two scorers, indicating that this direct method of assessment was satisfactory. Additional time was spent on interrater exercises which contributed to a higher consistency score on the *APSY 550 Signature Assignment*. PLO 4: There was a 76% consistency between Assessor 1 and Assessor 2, following the establishment of interrater reliability. This demonstrates a moderate to high correlation between the two scorers, indicating that this direct method of assessment was mostly satisfactory. Additional time was spent on interrater exercises which contributed to a higher consistency score. Additional standardization of the rubrics could increase this percentile for the *APSY 680 Research Project Results Assignment*.
Proposed Changes	PLO 3: a) Rework course instructions, syllabus, and rubric to include more clarity on what it looks like to effectively use high-quality sources with the integration of personal and professional ethics. b) Ensure that course instructions, syllabus, and rubric all align in terms of expectation for students; consider the value of providing a sample paper for support in the portal. c) Consider breaking this assignment into multiple graded parts for a less overwhelming final project. The course has been added to the elearning schedule for 2019. PLO 4: a) Evaluate early courses in the MAP program and how these could be remodeled to enhance important foundational research methodology skills and scientific literacy b) Increase focus on reading and writing scientifically at the graduate level in all foundational classes. c) Ensure students have resources they need to make wise methodological selections. d) Ensure that students are being taught actual data analysis in the course. It appeared that they may only be exposed to mean, median, and mode, rather than more advanced psychometrics. e) Review textbook and other support sources in the course to ensure that they are methodologically sufficient/rigorous enough. The course has been added to the elearning schedule for 2019.
Rationale for Proposed Changes	PLO 3: According to the results measured against the performance levels of an 80% minimum pass rate for this criterion, the evidence demonstrates that

	the PLO 3 for ASPY 550 was not met. PLO 4: According to the results measured against the performance levels of an 80% minimum pass rate for this criterion, the evidence demonstrates that the PLO 4 for ASPY 680 was not met.
Financial Resources Required	PLO 3: Minimal, included in normal course revision budget PLO 4: Minimal, included in normal course revision budget
Annual Learning Report for MAP Approved	ALR recommended for AC acceptance by EEC on December 5, 2018
Follow Up (Closing the Loop)	Both APSY 550 and 680 are on the course schedule to be revised for this fiscal year. APSY 550 will focus on building a stronger ethical foundation for students while APSY 680 will focus on increasing the research skill-set for students.