2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: BA Psychology

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

- [x] 1. Critical Thinking
- [ ] 2. Information Literacy
- [ ] 3. Written Communication
- [ ] 4. Oral Communication
- [ ] 5. Quantitative Literacy
- [x] 6. Inquiry and Analysis
- [ ] 7. Creative Thinking
- [ ] 8. Reading
- [ ] 9. Team Work
- [ ] 10. Problem Solving
- [ ] 11. Civic Knowledge and Engagement
- [ ] 12. Intercultural Knowledge and Competency
- [ ] 13. Ethical Reasoning
- [ ] 14. Foundations and Skills for Lifelong Learning
- [ ] 15. Global Learning
- [ ] 16. Integrative and Applied Learning
- [ ] 17. Overall Competencies for GE Knowledge
- [x] 18. Overall Competencies in the Major/Discipline
- [ ] 19. Other, specify any assessed PLOs not included above:

a.
b.
c.

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The psychology department selected four program learning goals to emphasize and measure within the undergraduate major for the academic years 2013-2018: Competence in the Discipline, Critical Thinking, Inquiry & Analysis, and Written Communication.

This year we continued our assessment of **Inquiry & Analysis** across multiple "methods" courses using the definition provided in the VALUE rubric: "*Inquiry is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.*" The following six (6) dimensions of inquiry and analysis were used to evaluate scientific research reports summarizing course projects in research methods courses (Full rubric is provided in Q2.3 later):

1. Topic Selection (Appropriateness of the topic selected for their projects)
2. Existing Knowledge, Research, and/or Views (Review of existing literature for introduction)
3. Design Process (Methodology: Research design, measurement, and procedures)
4. Analysis (Choice and appropriate use of their data analysis methods)
5. Conclusions (Interpretations and conclusions from their data analysis)
6. Limitations and Implications (Critiques of study and relation to broader body of knowledge)

This year we also worked on our **Critical Thinking** assessment using the definition provided in the VALUE rubric: "*Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion*." We collected and rated student assignments and worked with course instructors to modify rubrics and assignments to align better with one another for the next assessment cycle. The following five (5) dimensions of critical thinking were used to evaluate assignments from PSYC 107 (Controversial Issues in Psychology):

1. Explanation of issues
2. Evidence (Selecting and using information to investigate a point of view or conclusion)
3. Influence of context and assumptions
4. Student's position (perspective, thesis/hypothesis)
5. Conclusions and related outcomes (implications and consequences)

The **Inquiry & Analysis** and **Critical Thinking** PLOs fall within the Sac State BLG of *Intellectual and Practical Skills*, defined as "inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance."

This year we also resumed an assessment of **Competence in the Discipline of Psychology** through pre-test/post-test measures in PSYC 2 (Introductory Psychology) and PSYC 190 (History and Systems of Psychology). We began implementing a stronger design to control for testing and instrumentality effects as threats to internal validity when making causal attributions regarding improvements in test scores over the course of a semester. This PLO addresses the portion of the Sac State BLG of *Competence in the Disciplines* that relates to competence in one major field of study.

Q1.2.1.
Do you have rubrics for your PLOs?

- (●) 1. Yes, for all PLOs
- ( ) 2. Yes, but for some PLOs
- ( ) 3. No rubrics for PLOs
- ( ) 4. N/A
- ( ) 5. Other, specify:

Q1.3.
Are your PLOs closely aligned with the mission of the university?

- (●) 1. Yes

- ○ 2. No
- ○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ○ 1. Yes
- ◉ 2. No (skip to **Q1.5**)
- ○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- ○ 1. Yes
- ○ 2. No, but I know what the DQP is
- ◉ 3. No, I don't know what the DQP is
- ○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Inquiry and Analysis

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Inquiry & Analysis was assessed across multiple "methods" courses (PSYC 8-121-102) using the rubric and performance standards to be defined shortly. This sequence of courses, in addition to PSYC 101 which falls between PSYC 8 and 121, trains Psychology majors on the scientific foundation and methods of Psychology. PSYC 8, 121, and 102 all have scientific writing in APA style as a standard part of the curriculum, which gives us the opportunity to assess the development of competence over the course sequence from introductory (PSYC 8) to intermediate (PSYC 121) to more advanced (PSYC 102) courses. Last year we reported on the PSYC 121- PSYC 102 sequence; this year we added the base-level PSYC 8, to complete the analysis sequence.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

For the **ratings** we continued to use an adaptation of the Inquiry & Analysis VALUE rubric that we previously edited to better align with the PSYC 8, 121, and 102 papers. The full rubric is in Appendix 1. We set explicit **performance standards** using a systematic process rooted in the educational measurement literature. We used an adaptation of the widely-used method originally attributed to Angoff (1971) which is based on rater judgments of performance probabilities for target groups of test-takers. After an initial introductory meeting, each of four assessment committee members independently judged the number out of 100 students at each of 5 heuristic thresholds (Beginning bachelor's student, Soph/Junior bachelor's student, Senior bachelor's student, Beginning master's student, Advanced master's student) that they would expect to achieve a rating of 0, 1, 2, 3, and 4 on the VALUE rubric's rating scale, then came together for group discussion to derive an aggregated distribution across raters. Expected averages, standard deviations, percentiles, and threshold distances were derived from this distribution, which were all considered during discussion to produce a final distribution and associated standards. This was all done initially with the Inquiry & Analysis rubric in mind since the committee had the most experience with this rubric, but with the intent to derive expectations that should generalize to all PLOs, since the VALUE rubrics were all designed with the same 0-4 anchor points along the competence continuum. The generalized performance expectations allow us to select the most appropriate standard for a given course based on the level of student (beginning bachelor's, etc.) the course is geared to. The methods and results of this process were then presented to the Psychology Department faculty who supported the derived standards. Appendix 2 provides a summary of the distribution and the final performance standards for use with different classes.

Appendix1_InquiryAnalysisRubric.pdf
361.11 KB

Appendix2_StandardSetting.pdf
163.82 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☑	☐	☑	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☑	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q6**)
- ( ) 3. Don't know (skip to **Q6**)
- ( ) 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1

Q3.2.

Was the data **scored/evaluated** for this PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q6**)
- ( ) 3. Don't know (skip to **Q6**)
- ( ) 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The VALUE rubric for inquiry & analysis was used to collect data on the following student papers:

- APA-style research papers (N=20) collected from an instructor of PSYC 8, from her recent (Fall 2014 & Spring 2015) electronic submissions.

These data were added to last year's file which included:

- APA-style research proposals (*N* = 20) collected from the instructor of PSYC 121 (*Methods and Statistics in Psychological Research*) in Fall 2014.
- APA-style research papers (N = 22) collected from the instructors of PSYC 102 (*Advanced Methods and Statistics in Psychological Research*) in Fall 2014 and Spring 2015.

For PSYC 121 proposals, the first three dimensions of the VALUE rubric apply. For PSYC 8 and 102 papers all six of the VALUE rubric dimensions apply.

Papers were rotated such that 2-3 raters evaluated most papers (a small number in later rounds, after rater calibration and experience with the process, had 1 rater) and all raters were paired with each of the other raters multiple times. The design was adapted from common designs in Rasch measurement applications for rater assessments (see http://www.rasch.org/rn3.htm) and ensures sufficient connections between all raters while not requiring all raters to rate every paper. In addition, the analysis adjusts for individual raters' leniency/severity which allows for instances of single-ratings.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q3.7**)
- ( ) 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

- [x] 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- [x] 2. Key assignments from required classes in the program
- [ ] 3. Key assignments from elective classes
- [ ] 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- [ ] 5. External performance assessments such as internships or other community-based projects
- [ ] 6. E-Portfolios
- [ ] 7. Other Portfolios
- [ ] 8. Other, specify:

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

PSYC 8: Assignment instructions are long and detailed, and differ somewhat in the details from instructor to instructor. But generally, a proposal is carried out, a study is conducted with data collection (usually fairly simple, observational research), and they do some very basic summarization and interpretation of the data, then write up a research report following the guidelines in the APA publication manual.

PSYC 121: Assignment instructions are long and detailed, and differ somewhat in the details from instructor to instructor. But in all cases, the paper is a standard APA-style write-up of a proposal for an original project that would involve data collected on human subjects. They choose their own topic and review the existing body of literature, then conceptualize and design a study as part of their course requirements. Some instructors have them collect and analyze data for this proposal, while others have a separate assignment for that. For the paper we used in our assessment it was a proposal only.

PSYC 102: Assignment instructions are long and detailed, and differ somewhat in the details from instructor to instructor. But in all cases, a proposal is carried out in the same general manner as described above for PSYC 121, but usually of somewhat broader scope and more complex design, and they also carry out the study, analyze and interpret the data, and write up a complete research report following the guidelines in the APA publication manual.

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Q3.4.
What tool was used to evaluate the data?

- ○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ◉ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ○ 1. Yes
- ◉ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ○ 1. Yes
- ◉ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

4

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

4

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Asked the course instructors to exclude any cases of students who clearly did not finish the project as intended (e.g., multiple pieces missing, etc.) as they would unfairly bias the assessment process through attempts to judge the quality of incomplete work. This was a rare occurrence. Among those students whose assignments were deemed complete and "legitimate" submissions, they were selected at random.

Q3.6.1.
How did you **decide** how many samples of student work to review?

Based on workload and logistical considerations, and also informed by the rating plan devised in last year's rating cycle. We were able to work in more papers by using a design where every rater did not need to rate every paper.

Q3.6.2.

How many students were in the class or program?

About 180-190, broken down a...
Fall 2014 PSYC 8: About 30
Fall 2014 PSYC 121: About 60
Fall 2014 PSYC 102: About 30-...

Q3.6.3.
How many samples of student work did you evaluated?

62

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

- ( ) 1. Yes
- (●) 2. No (skip to **Q3.8**)
- ( ) 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

- [ ] 1. National student surveys (e.g. NSSE)
- [ ] 2. University conducted student surveys (e.g. OIR)
- [ ] 3. College/department/program student surveys or focus groups
- [ ] 4. Alumni surveys, focus groups, or interviews
- [ ] 5. Employer surveys, focus groups, or interviews
- [ ] 6. Advisory board surveys, focus groups, or interviews
- [ ] 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

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Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ○ 1. Yes
- ◉ 2. No (skip to **Q3.8.2**)
- ○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

- ○ 1. Yes
- ◉ 2. No (skip to **Q4.1**)
- ○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

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Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Appendix 3 displays a summary of the resulting mean rating values for papers across the PSYC 8, PSYC 121, PSYC 102 sequence. Inter-rater reliability for differentiating papers, based on the Rasch measurement model, was .91. The means in the figure are Rasch fair averages which incorporate adjustments for differences in rater leniency/severity, although it should be noted that these adjustments were slight relative to the raw observed means. The mean paper score for PSYC 8 papers was 1.3 (SD=.4), for PSYC 121 was 2.0 (SD=.4), and for PSYC 102 was 2.3 (SD=.5). This progression along the competence continuum is

Appendix3_ResultsVsStandards.pdf
44.05 KB

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Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

The results, when compared to performance standards, suggest that on average students are meeting the performance standards. Still, feedback will be provided to instructors of these classes to try and help target the areas of lower performance.

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Q4.3.
For the selected PLO, the student performance:

- ○ 1. **Exceeded** expectation/standard
- ◉ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard
- ○ 4. Did not meet expectation/standard
- ○ 5. No expectation/standard has been specified
- ○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ( ) 1. Yes
- ( ) 2. No (skip to **Q5.2**)
- (●) 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ( ) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	( )	( )	( )	(●)	( )
2. Modifying curriculum	( )	( )	( )	(●)	( )
3. Improving advising and mentoring	( )	( )	( )	(●)	( )
4. Revising learning outcomes/goals	( )	( )	( )	(●)	( )
5. Revising rubrics and/or expectations	( )	(●)	( )	( )	( )
6. Developing/updating assessment plan	( )	( )	(●)	( )	( )

7. Annual assessment reports	●	○	○	○	○
8. Program review	○	○	○	●	○
9. Prospective student and family information	○	○	○	●	○
10. Alumni communication	○	○	○	●	○
11. WSCUC accreditation (regional accreditation)	○	○	○	●	○
12. Program accreditation	○	○	○	●	○
13. External accountability reporting requirement	○	○	○	●	○
14. Trustee/Governing Board deliberations	○	○	○	●	○
15. Strategic planning	○	○	●	○	○
16. Institutional benchmarking	○	○	○	●	○
17. Academic policy development or modifications	○	○	○	●	○
18. Institutional improvement	○	○	○	●	○
19. Resource allocation and budgeting	○	○	○	●	○
20. New faculty hiring	○	○	○	●	○
21. Professional development for faculty and staff	○	○	○	●	○
22. Recruitment of new students	○	○	○	●	○

23. Other, specify:

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

Early experience with the rating scales in the initial set of papers helped refine the rating and analysis process this year, and helped us to implement a process of setting performance standards. It wasn't until we had a good deal of experience with the rubrics and used them across multiple levels of classes that we began to feel comfortable with defining performance standards across different class levels. The committee was able to discuss expectations based on knowledge of the rubric, increased familiarity with the assignments, and experience teaching the classes and other classes at multiple levels (lower division, upper division, graduate). This has also provided guidance on how to analyze the data to address the relevant questions for the assessment process. We feel more confident in our plan heading into analysis of other PLOs that we've collected data for, and new future data collection.

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

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Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

- [x] 1. Critical Thinking
- [ ] 2. Information Literacy
- [x] 3. Written Communication
- [ ] 4. Oral Communication
- [ ] 5. Quantitative Literacy
- [ ] 6. Inquiry and Analysis
- [ ] 7. Creative Thinking
- [ ] 8. Reading
- [ ] 9. Team Work
- [ ] 10. Problem Solving
- [ ] 11. Civic Knowledge and Engagement
- [ ] 12. Intercultural Knowledge and Competency
- [ ] 13. Ethical Reasoning
- [ ] 14. Foundations and Skills for Lifelong Learning
- [ ] 15. Global Learning
- [ ] 16. Integrative and Applied Learning
- [x] 17. Overall Competencies for GE Knowledge
- [ ] 18. Overall Competencies in the Major/Discipline
- [ ] 19. Other, specify any PLOs not included above:

a.
b.
c.

Q8. Please attach any additional files here:

Appendix4_OtherActivity.pdf
367.62 KB

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Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

- Appendix 1: Inquiry and Analysis VALUE Rubric
- Appendix 2: S tandard Setting Summary
- Appendix 3: Inquiry and Analysis Rating Summary and Comparison to Standards
- Appendix 4: Other PLO Assessment Activity and Associated Critical Thinking VALUE Rubric

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]
BA Psychology

P1.1.
Program/Concentration Name(s): [by department]
Select...

P2.
Report Author(s):

Greg Hurtz

P2.1.
Department Chair/Program Director:
Marya Endriga

P2.2.
Assessment Coordinator:
Greg Hurtz

P3.
Department/Division/Program of Academic Unit
Psychology

P4.
College:
College of Social Sciences & Interdisciplinary Studies

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

P6.
Program Type:

- (●) 1. Undergraduate baccalaureate major
- ( ) 2. Credential
- ( ) 3. Master's Degree
- ( ) 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ( ) 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?
2

P7.1. List all the names:

- Psychology BA
- Applied Behavior Analysis Certificate

P7.2. How many concentrations appear on the diploma for this undergraduate program?
1

P8. Number of **master's degree programs** the academic unit has?
3

P8.1. List all the names:

- General
- Applied Behavior Analysis
- Industrial-Organizational

P8.2. How many concentrations appear on the diploma for this master's program?

2

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	◉	○	○	○	○	○
P11.1. last updated?	○	◉	○	○	○	○	○

P11.3.
Please attach your latest **assessment plan**:

Psychology 5 Year Assessment Plan.docx
152.36 KB

P12.
Has your program developed a **curriculum map?**

- ◉ 1. Yes
- ○ 2. No

- ( ) 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

Psychology 5 Year Assessment Plan.docx
152.36 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ( ) 1. Yes
- ( ) 2. No
- (•) 3. Don't know

P14.
Does your program have a capstone class?

- (•) 1. Yes, indicate: PSYC 102, PSYC 107, PSYC 190, PSYC 194
- ( ) 2. No
- ( ) 3. Don't know

P14.1.
Does your program have **any** capstone project?

- (•) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

(**Remember**: Save your progress)

BA Psych Q4.1

Appendix 3 displays a summary of the resulting mean rating values for papers across the PSYC 8, PSYC 121, PSYC 102 sequence. Inter-rater reliability for differentiating papers, based on the Rasch measurement model, was .91. The means in the figure are Rasch fair averages which incorporate adjustments for differences in rater leniency/severity, although it should be noted that these adjustments were slight relative to the raw observed means. The mean paper score for PSYC 8 papers was 1.3 (SD=.4), for PSYC 121 was 2.0 (SD=.4), and for PSYC 102 was 2.3 (SD=.5). This progression along the competence continuum is consistent with increasing competence across these classes. As noted on the graph in the figure, the larger gap between PSYC 8 and PSYC 121 may be in part due to the additional class – PSYC 101 – that falls between these classes in the sequence. PSYC 101 focuses primarily on statistical analysis and while many instructors include an APA style paper others do not; either way though, the class is designed to increase overall competence in the research process which students take with them to PSYC 121 and then 102. In addition, while PSYC 8 and PSYC 101 are required of all psychology majors, PSYC 121 and PSYC 102 are not, so self-selection into those classes helps to provide an environment more conducive to the teaching and learning process at the intended level and to higher quality work on average.

Relative to performance standards for each class's intended sub-population of students, the graph in the figure reveals that for each class, performance essentially met or exceeded the department standards. PSYC 8 is a lower division class that is frequently taken at community colleges and is intended to be completed in the first year or two of studying Psychology, so the appropriate standard was determined to be the midpoint between a beginning bachelor's class and a sophomore/junior class, making the standard 1.3. PSYC 121 is generally considered an upper junior-level class, so the appropriate standard was the midpoint between sophomore/junior and senior, which was 1.9. Finally, for PSYC 102 this is a senior-level class making the standard 2.2. The averages met or exceeded these values for all classes.

It is also interesting to note at the bottom of the figure where students tend to have the most difficulty in their papers. The averages for each dimension across all classes are listed in paper/rubric order first (on the left) and then in difficulty order (on the right) separately for PSYC 8 and PSYC 102, falling at opposite ends of the spectrum. For PSYC 8 the most difficult section by far was the Analysis section, which makes sense for this class given that statistical analysis is not a major focus, and it is mostly reserved for PSYC 101 and beyond as students move into the upper division sequence. It is reassuring that Analysis is toward the top for PSYC 102, meaning that by the time students get to the end of our sequence they are demonstrating much more competence in this important area. Limitations/Implications are toward the bottom of the rank order for both PSYC 8 and 102, suggesting that more attention might be worthwhile on this topic throughout the sequence of classes. Design and conclusions are in the top three "easiest" dimensions for both classes, which makes sense given that the classes are heavily focused on proper research design and drawing appropriate conclusions.

INQUIRY AND ANALYSIS VALUE RUBRIC: (ADAPTED FOR CSUS PSYC 102/121 PAPERS)

		Capstone 4	Milestones 3	2	Benchmark 1	0
IA1	**Topic selection** (research topic they picked for their 102/121 project)	Identifies a creative, focused, and manageable/doable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, may be narrowly focused, may leave out relevant aspects of the topic, or has some other deficiency.	Identifies a topic that is far too general and wide-ranging to be manageable and doable.	
IA2	**Existing Knowledge, Research, and/or Views** (literature review in the introduction section)	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.	
IA3	**Design Process** (research design they chose, and other elements of their methodology and measurement)	All elements of the methodology or theoretical framework are skillfully developed. Methodology elements may be synthesized from other disciplines or subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Design demonstrates a misunderstanding of the methodology or theoretical framework.	
IA4	**Analysis** (choice and appropriate use of their data analysis methods)	Insightfully organizes and synthesizes the data analysis to explore important patterns, differences, or similarities.	Organizes the data analysis to explore important patterns, differences, or similarities.	Organizes the data analysis, but the organization is not effective for exploring important patterns, differences, or similarities.	Lists data analysis methods, but the list is not meaningfully organized or the methods are not appropriate for the study.	
IA5	**Conclusions** (interpretations and conclusions they draw from their data analysis, both in the results and discussion sections)	Insightfully interprets their data analysis and draws conclusions that are logical extrapolations from the findings.	States a conclusion focused solely on the data analysis findings. The conclusion arises specifically from and responds specifically to the findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the findings.	States an ambiguous, illogical, or unsupportable conclusion from the findings.	
IA6	**Limitations and Implications** (critiques of their study and its relation and contribution to existing research)	Insightfully discusses in detail relevant and supported limitations and implications for the existing body of literature.	Discusses relevant and supported limitations and implications for the existing body of literature.	Presents relevant and supported limitations and implications for the existing body of literature.	Presents limitations and implications, but they are possibly irrelevant and unsupported.	

Raters were allowed to use .5 increments in order to resolve ambiguities in choice of response categories.

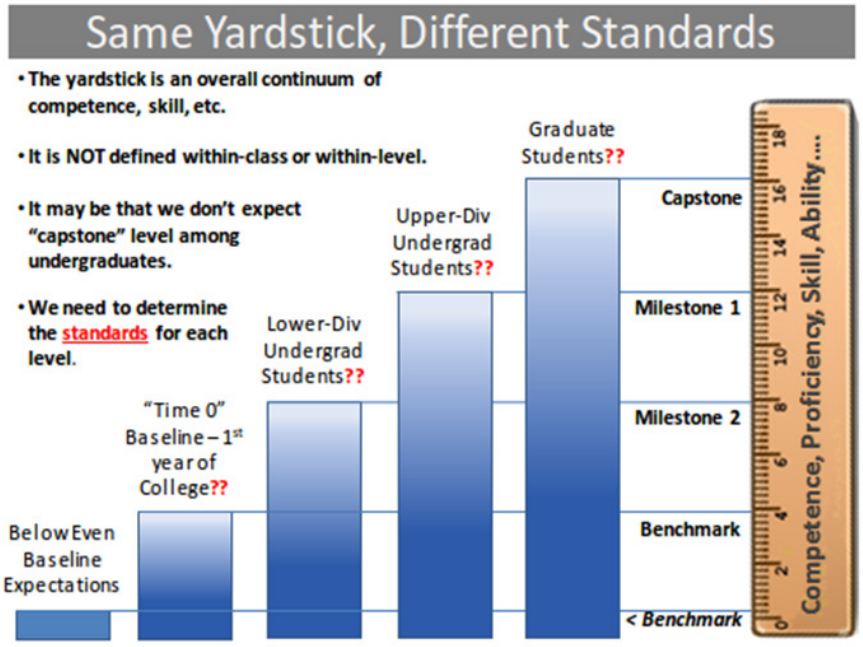
Psychology Assessment Committee Recommended Standards for Assessment Purposes

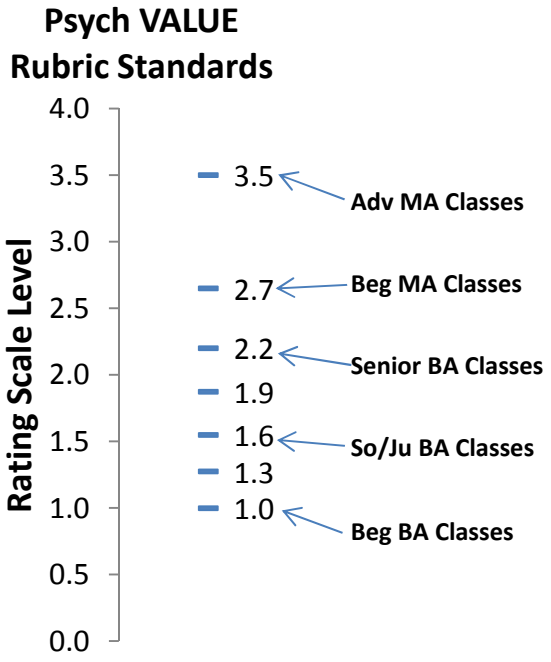
Judged Pop Distributions ↘ / Target Population ↓	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	Performance Expectations ↙Standards				
		↖3.5	↖2.5	↖1.5	↖0.5	SUMcheck	M	SD	%ile	Threshold dist.
Advanced master's student	50	50	0	0	0	100	**3.5**	0.5	92	0.9
Beginning master's student	5	55	40	0	0	100	**2.7**	0.6	72	0.5
Senior bachelor's student	0	30	60	10	0	100	**2.2**	0.6	57	0.3
(Midpoint)*	0	20	53	23	5	100	**1.9**	0.8	45	0.3
Soph/Junior bachelor's student	0	10	45	35	10	100	**1.6**	0.8	33	0.3
(Midpoint)*	0	5	35	43	18	100	**1.3**	0.8	26	0.3
Beginning bachelor's student	0	0	25	50	25	100	**1.0**	0.7	20	--

*The Committee rated and discussed beginning, middle and end categories for undergraduate developmental stages. Understanding that there are multiple points along the continuum, "midpoints" are presented here as averages of adjacent above/below ratings, These can be used when deciding on the appropriate standard for a class, based on where the class falls along the developmental continuum. For example, if a class is typically a mix of juniors and seniors, the upper midpoint value might be used; if a class is a mix of freshmen and sophomores, the lower midpoint value might be used.

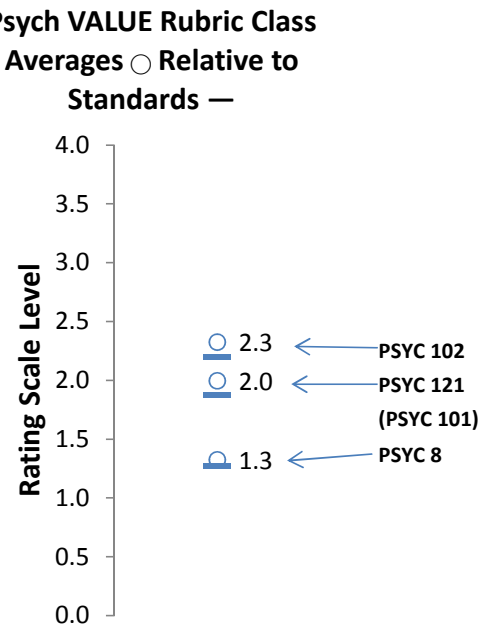
Perspective/Context:

The competence continuum is fixed; expectations for different classes fall at different points along that continuum.





Psychology Assessment Committee Recommended Standards					Application: Inquiry and Analysis													
Judged Pop Distributions ↘	Performance Expectations				2014-2016 Assessment Rating Results													
	↙Standards				PSYC 8 Papers					PSYC 121 Papers					PSYC 102 Papers				
Target Population ↓	M	SD	%ile	Threshold dist.	M	SD	d	%ile	Δ%ile	M	SD	d	%ile	Δ%ile	M	SD	d	%ile	Δ%ile
Advanced master's student	3.5	0.5	92	0.9															
Beginning master's student	2.7	0.6	72	0.5															
Senior bachelor's student	2.2	0.6	57	0.3											2.3	0.5	0.21	61	4
(Midpoint)*	1.9	0.8	45	0.3						2.0	0.4	0.15	49	4					
Soph/Junior bachelor's student	1.6	0.8	33	0.3															
(Midpoint)*	1.3	0.8	26	0.3	1.3	0.4	0.06	25	-1										
Beginning bachelor's student	1.0	0.7	20	--															



On average the PSYC 8 papers (M = 1.3) equaled the expected average (M = 1.3) from the population distribution that was constructed to define performance expectations.

The standardized difference between the observed mean and the standard was +0.07.

The average paper fell at the 25th percentile of the full population distribution, which was approximately equal to (but 1 percentile point below) expected average.

On average the PSYC 121 papers (M = 2.0) exceeded the expected average (M = 1.9) from the population distribution that was constructed to define performance expectations.

The standardized difference between the observed mean and the standard was +0.16.

The average paper fell at the 49th percentile of the full population distribution, which was 5 percentile points above the expected percentile.

On average the PSYC 102 papers (M = 2.3) exceeded the expected average (M = 2.2) from the population distribution that was constructed to define performance expectations.

The standardized difference between the observed mean and the standard was +0.21.

The average paper fell at the 61st percentile of the full population distribution, which was 4 percentile points above the expected percentile.

Dimension Difficulties

Original Paper/Rubric Order, All Classes

Dimension	Avg.
1. Topic Selection	2.1
2. Existing Research	1.9
3. Design	2.2
4. Analysis	1.7
5. Conclusions	2.1
6. Limitations/Implications	1.4

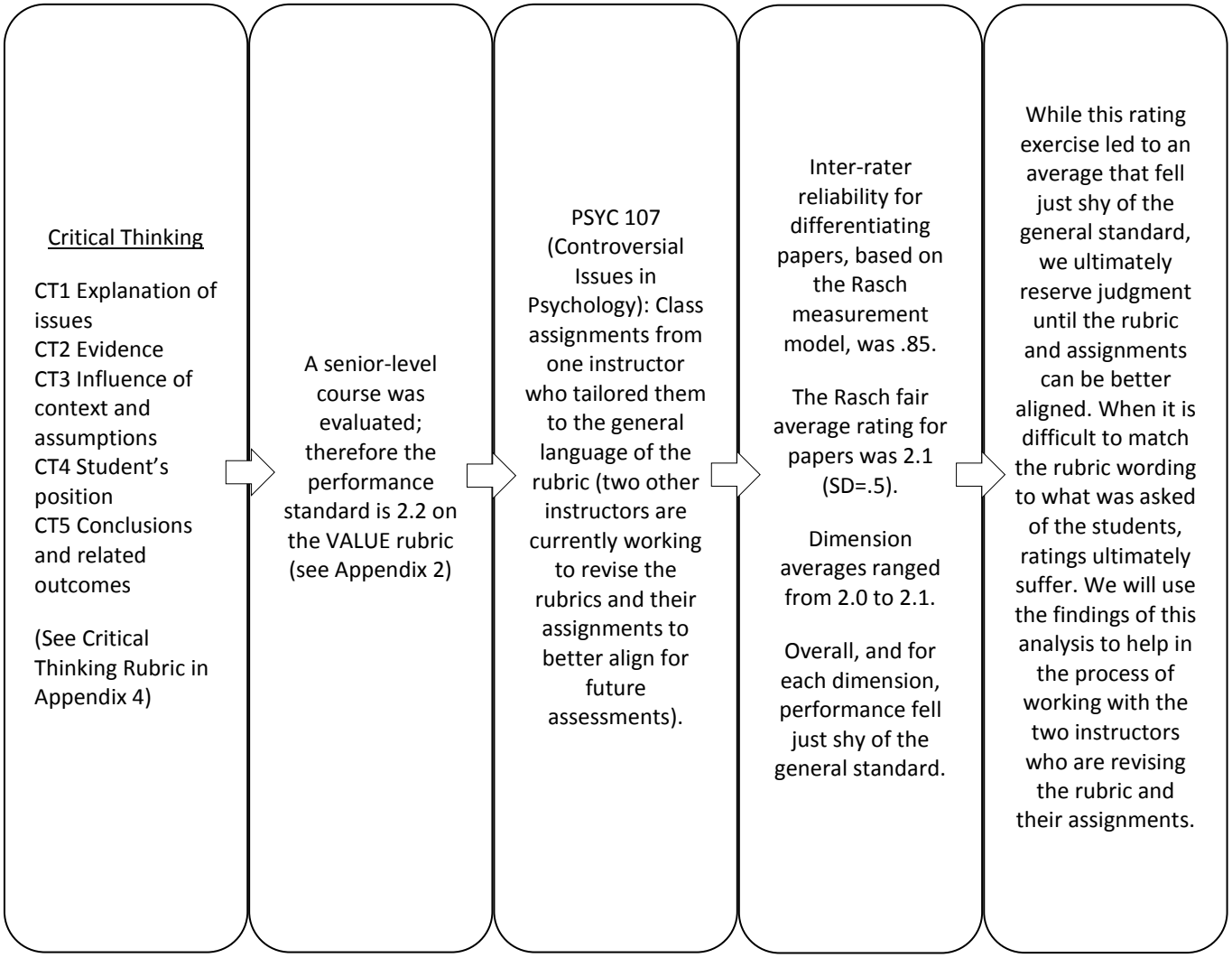
PSYC 8, Difficulty Order (Easiest to Hardest)

Dimension	Avg.
1. Topic Selection	1.6
3. Design	1.6
5. Conclusions	1.4
2. Existing Research	1.3
6. Limitations/Implications	1.0
4. Analysis	0.6

PSYC 102, Difficulty Order (Easiest to Hardest)

Dimension	Avg.
3. Design	2.7
4. Analysis	2.6
5. Conclusions	2.6
1. Topic Selection	2.4
2. Existing Research	2.3
6. Limitations/Implications	1.7

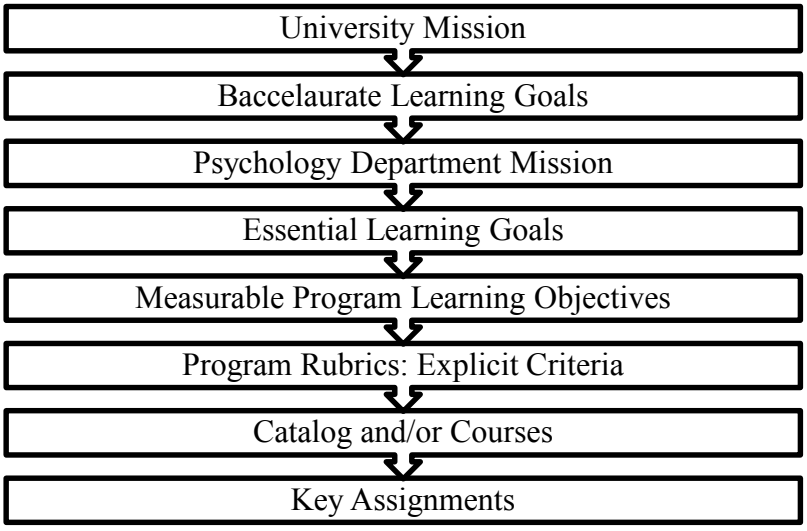
Appendix 4: Other PLO Assessment Activity and Associated Critical Thinking VALUE Rubric



		Capstone 4	Milestones 3	2	Benchmark 1	0
CT1	**6.1: Explanation of issues**	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	
CT2	**6.2: Evidence** *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation , but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	
CT3	**6.3: Influence of context and assumptions**	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).	
CT4	**6.4: Student's position (perspective, thesis/hypothesis)**	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	
CT5	**6.5: Conclusions and related outcomes (implications and consequences)**	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	

Raters were allowed to use .5 increments in order to resolve ambiguities in choice of response categories.

Psychology Department Assessment Plan:
2013 – 2018 Academic Years



Sacramento State University Mission Statement

MissionStatement

California State University, Sacramento is an integral part of the community, committed to access, excellence and diversity.

California State University, Sacramento is dedicated to the life-altering potential of learning that balances a liberal arts education with depth of knowledge in a discipline. We are committed to providing an excellent education to all eligible applicants who aspire to expand their knowledge and prepare themselves for meaningful lives, careers, and service to their community.

Reflecting the metropolitan character of the area, California State University, Sacramento is a richly diverse community. As such, the University is committed to fostering in all its members a sense of inclusiveness, respect for human differences, and concern for others. In doing so, we strive to create a pluralistic community in which members participate collaboratively in all aspects of university life.

California State University, Sacramento is committed to teaching and learning as its primary responsibility. In both the academic and student support programs, success is measured in terms of student learning. In addition, the University recognizes the vital connections between pedagogy and learning, research activities and classroom instruction, and co-curricular involvement and civic responsibility. All students, regardless of their entering levels of preparation, are expected to complete their degree programs with the analytical skills necessary to understand the social, economic, political, cultural, and ecological complexities of an increasingly interconnected world.

Located in the capital of the nation's most populous and diverse state, California State University, Sacramento is dedicated to advancing the many social, economic, political, and scientific issues affecting the region and the state. The University's curricular and co-curricular programs continue to focus on these issues through undergraduate and post-baccalaureate programs that prepare graduates for successful careers dedicated to public service and the enhancement of the quality of life within the region and the state. Our research centers and much of our individual scholarly efforts also remain directed at the enhancement of the quality of life within the region and the state.

At California State University, Sacramento, we are constantly striving to create a sense of unity among faculty, staff, administrators, students, alumni, and community members. In pursuing the combined elements of our mission, we seek to foster a sense of pride in all who view this campus as their own – pride in Sacramento State as the institution of choice among our current students; pride among our alumni in the ongoing impact of the Sacramento State education upon their lives; pride among faculty, staff, and administration in their university's achievement of excellence in teaching, learning, and scholarship; and pride in Sacramento State as an asset to the community among residents of the Greater Sacramento region.

Approved on March 29, 2004

Baccalaureate Learning Goals

Sacramento State Baccalaureate Learning Goals for the 21st Century

Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in *at least one major field of study* and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.

Knowledge of Human Cultures and the Physical and Natural World through study in the *sciences and mathematics, social sciences, humanities, histories, languages, and the arts.* Focused by engagement with big questions, contemporary and enduring.

Intellectual and Practical Skills, Including: *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,* practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Personal and Social Responsibility, Including: *civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning* anchored through active involvement with diverse communities and real-world challenges.

Integrative Learning, Including:** *synthesis and advanced accomplishment* across general and specialized studies.

All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

**Understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds.*

*** Interdisciplinary learning, learning communities, capstone or senior studies in the General Education program and/or in the major connecting learning goals with the content and practices of the educational programs including GE, departmental majors, the co-curriculum and assessments.*

Psychology Department Mission Statement

- To educate, research, and practice in the field of Psychology with dedication and enthusiasm.
- We facilitate students' intellectual and personal growth.
- We prepare students for graduate studies, the workforce, managing citizenship responsibilities and life demands.
- We advance the many areas of our discipline through active and creative scholarship.
- We serve diverse communities through meaningful collaborations with people and organizations.
- Through teaching, scholarship, and service we promote human equity, health and well-being, effective functioning, and respect for diversity.

Essential Learning Goals

- Competence in the discipline of Psychology.
- Knowledge of human cultures and the physical and natural world through study in Psychological science.
- Intellectual and practical skills, including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork, and problem solving, practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards of performance.
- Personal and social responsibility, including: civic knowledge and engagement-- local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.
- Integrative learning, including: synthesis and advanced accomplishment across general and specialized studies.

Measurable Program Learning Objectives

From the description above, we have selected four learning objectives for the undergraduate major (Competence in the Discipline, Critical Thinking, Inquiry & Analysis, Written Communication), four learning objectives for the ABA certificate (Competence in the Discipline, Clinical Skills, Critical Thinking, Ethical Reasoning), five learning objectives for the general MA program (Competence in the Discipline, Critical Thinking, Inquiry & Analysis, Quantitative Literacy, Written Communication), one learning objective for the I/O MA program (reflecting 21 competencies determined by the Society for Industrial/Organizational Psychology, the program's accrediting agency), and six learning objectives for the ABA MA program (Competence in the Discipline, Critical Thinking, Ethical Reasoning, Inquiry & Analysis, Problem Solving, Written Communication) to assess for the next self-study cycle. Among the learning outcomes that we have chosen to assess for the 2013-2018 cycle, three overlap with the University's priorities for the next review cycle: Critical Thinking, Quantitative Literacy, and Written Communication. The remaining two learning outcomes prioritized by the University (Information Literacy and Oral Communication) will be considered for our program's next review cycle.

Program Rubrics

The Psychology Department has revised the AAC&U VALUE Rubrics to incorporate language that is appropriate for the discipline of Psychology. We have adopted the rubrics (see Psychology_VALUE_Rubrics_Final.docx) for use in assignment-, course-, and program-level assessment.

Catalog and/or Courses

The learning outcomes have been mapped to specific courses for each program (see below).

Undergraduate Major Curriculum Map: Full

Course	Competence in the discipline of Psychology	Critical Thinking	Inquiry & Analysis	Written Communication
2	I	I	I	I
4	I	I	I/D	I/D
8	I/D	I	I	I/D
100	I/D	D	D	I/D
101	D	D	D	I(new)/D
102	M	M	M	M
103	M	D	D	D
104	M	D	D	D
106	M	D	I	D
107	M	M	D	M
108	D/M	D	D	D
110	D/M	D	D	D
111	D	I		I
115	M	M	D	M
116	I	D	D	M
117	D	I/D	D	D
118	M	D	M	I
120	D	D	D	D
121	D/M	D	D/M	D
122	M	M	D/M	M
130	D	D	D	D
134	M	D		D
135	I/D/M	D	D	D/M
137	I	I	I	I
145	D/M	D		D
148	M	D		D
149	M	D		D
150	M	D		D
151	M	D		D
152	M	D		D
157	M	D		D
160	D	D	D	D
165	D	D		D
167	D	D	D	D
168	I/D	D		D
169	M	D	D	D
171	I	D	D	D
181	M	M	M	D

184	M	M	M	D
185	M	D		D
190	D/M	D	D	D
191		M	M	
194	D/M	D/M	D/M	D/M
195	M	M		M
199	D	D	D	D/M

Note: I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated Mastery (Level Appropriate for Graduation)

Undergraduate Major Curriculum Map: Condensed

Course	Competence in the discipline of Psychology	Critical Thinking	Inquiry & Analysis	Written Communication
Lower-Division	I	I	I	I
Upper-Division	D	D	D	D
Capstone	M	M	M	M

Note: I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated Mastery (Level Appropriate for Graduation)

ABA Certificate Curriculum Map

Course	Competence in the discipline of Psychology	Clinical Skills	Critical Thinking	Ethical Reasoning
171	D		D	
181	M		M	
184	M	D	D	
191		M	M	M

Note: I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated Mastery (Level Appropriate for Graduation)

General MA Program Curriculum Map

Course	Competence in Psychology	Critical Thinking	Inquiry & Analysis	Quantitative Literacy	Written Communication
200	M	M	M	M	M
202					
203	M	D/M	D/M	D/M	D/M
204	M	D/M	D/M	D/M	D/M
206	M			M	
209	M	D			D
210	M	M	M		D
217	M	D	D		D
251	M	D			D
260	M	M	M	D	M
268	D	D	D		D
283	M	D			D
294	D/M	D/M	D	D	D
295	D	D	D	D	D
299	D/M	D	D	D	D
500	M	M	M	M	M

Note: I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated Mastery (Level Appropriate for Graduation)

I/O MA Program Curriculum Map

Competency from SIOP Guidelines — CSUS Coursework

	206	209	216*	260	262
History and Systems of Psychology	x	x			
Fields of Psychology	x	x			
Research Methodology	x	x	x	x	x
Statistical Methods & Data Analysis	x	x	x	x	x
Ethical, Legal, and Professional Contexts	x	x	x	x	x
Measurement of Individual Differences	x		x	x	
Criterion Theory and Development	x		x	x	
Job and Task Analysis	x		x	x	
Employee Selection, Placement, and Classification	x		x	x	
Perform Appraisal and Feedback			x	x	x
Training: Theory, Program Design, and Evaluation			x	x	x
Work Motivation			x		x
Attitude Theory			x		x
Small Group Theory and Process			x		x
Organization Theory			x		x
Organizational Development			x		x
Career Development			x		x
Human Performance			x		x
Consumer behavior			x		x
Compensation and Benefits			x		x
Industrial and Labor Relations			x		x

Note: Psychology 216 varies in content, typically 3 or 4 content areas are covered in-depth in terms of journal articles and an applied research project.

ABA MA Program Curriculum Map

Course	Competence in the discipline of Psychology	Critical Thinking	Ethical Reasoning	Inquiry & Analysis	Problem Solving	Written Communication
271	D	D	D	D	D	M
272				M	D	D
274	M	M		M		D
281	M	M		D	D	D
284	M	D	D			M
291		M	M		M	

Note: **I** refers to Introducing, **D** refers to Developing with feedback, **M** refers to mastering at the level appropriate for a graduate with a Psychology degree.

Key Assignments

The learning outcomes have also been mapped to specific measurement tools for each course.

Undergraduate Major Measurement Map

Measurement Tool	Competence in the discipline of Psychology	Critical Thinking	Inquiry & Analysis	Written Communication
Multiple Choice Exams	2, 8, 100, 101, 102, 103, 104, 106, 107, 108, 110, 111, 115, 116, 117, 118, 120, 122, 130, 134, 135,	2, 8, 100, 101, 102, 103, 104, 106, 107, 108, 110, 115, 116, 117, 118, 120, 122, 130, 134, 135, 137,	8, 100, 101, 102, 106, 107, 108, 120, 122, 135, 137, 167, 169	8, 116, 122, 135

	137, 145, 148, 149, 150, 151, 152, 157, 165, 167, 168, 169, 171, 185, 190	145, 148, 149, 150, 151, 152, 157, 165, 167, 168, 169, 185, 190		
Written Short Answer Exams	2, 4, 8, 101, 111, 115, 117, 118, 122, 134, 135, 137, 145, 157, 167, 169, 171, 181, 184	2, 4, 8, 101, 111, 115, 116, 117, 118, 122, 134, 135, 137, 145, 157, 167, 169, 171, 181, 184	8, 101, 102, 117, 122, 135, 137, 167, 169, 171, 181, 184	2, 8, 111, 115, 116, 118, 122, 135, 137, 145, 157, 167, 169, 171, 181, 184
Written Homework Assignments	2, 4, 8, 100, 101, 102, 103, 104, 106, 107, 108, 110, 115, 116, 117, 118, 120, 121, 122, 130, 134, 135, 145, 148, 149, 150, 151, 152, 157, 160, 165, 168, 169, 194, 195, 199	2, 4, 8, 100, 101, 102, 103, 104, 106, 107, 108, 110, 115, 116, 117, 118, 120, 121, 122, 130, 134, 135, 145, 148, 149, 150, 152, 157, 160, 165, 168, 169, 184, 194, 195, 199	2, 4, 8, 100, 101, 102, 103, 104, 106, 107, 108, 110, 115, 118, 120, 121, 122, 135, 149, 169, 171, 184, 194, 199	2, 4, 8, 100, 101, 102, 103, 104, 106, 107, 108, 110, 115, 116, 118, 120, 121, 122, 134, 135, 145, 148, 149, 150, 151, 152, 157, 165, 168, 169, 171, 184, 194, 195, 199
APA Research Papers	8, 100, 101, 102, 115, 120, 121, 122, 130, 134, 135, 149, 151, 152, 167, 190, 194	8, 101, 102, 115, 117, 120, 121, 122, 130, 134, 135, 149, 151, 152, 167, 190, 194	8, 101, 102, 115, 117, 120, 121, 122, 130, 135, 149, 167, 190, 194	8, 100, 101, 102, 115, 120, 121, 122, 130, 134, 135, 149, 151, 152, 167, 190, 194
In Class Activities	8, 101, 103, 117, 150, 185	8, 101, 103, 117, 121	8, 101, 103, 121	8
Online Homework / Activities	2, 101, 103, 104, 110	2, 101, 103, 104, 110	2, 101, 103, 104, 110	2, 101, 103, 104, 110
Quizzes	111		101	
Class Debates		171, 181, 191	171, 181, 191	
Discussion Posts to SacCT	150, 185	150, 185		150, 185
Term-Length Projects (Design, Collect Data, Analyze, Interpret, Present)	102	102	102	102
Oral presentation and written outline/speaker notes with citations and references	160	160	160	160

ABA Certificate Measurement Map

Course	**Competence in the discipline of Psychology**	**Clinical Skills**	**Critical Thinking**	**Ethical Reasoning**
Written Essay Exams	171, 184		191	191
Written Homework Assignments	184	184, 191	184	
Oral Presentations		191		191
In Class Discussions	171, 184	184, 191	171, 184, 191	191
Class Debates		191	191	191

General MA Measurement Map

Course	Competence in the discipline of Psychology	Critical Thinking	Inquiry & Analysis	Quantitative Literacy	Written Communication
Written Essay Exams	203, 204, 210, 217, 251, 260, 268	201, 203, 204, 217, 251, 260	203, 204, 210, 260	203, 204	203, 204, 210, 217, 251, 260, 268
APA Research Papers	200, 203, 210, 294, 299, 500	200, 203, 210, 294, 299, 500	200, 210, 203, 204, 294, 299, 500	200, 203, 204, 294, 500	200, 203, 204, 210, 294, 299, 500
Written Homework Assignments	203, 204, 209, 217, 251, 260, 294, 299, 500	203, 204, 209, 217, 251, 260, 294, 299	203, 204, 217, 260, 294, 299	202, 203, 204, 299	203, 204, 209, 217, 260, 283, 294, 299
Oral Presentations	200, 203, 210, 217, 251, 268, 283, 294, 295, 500	200, 203, 210, 217, 251, 268, 294, 295, 500	200, 203, 204, 210, 217, 268, 294, 295, 299, 500	200, 203, 204, 294, 500	200, 203
In Class Discussions	200, 203, 204, 210, 217, 251, 260, 268, 294	200, 203, 204, 210, 217, 251, 260, 268, 283, 294, 299	200, 203, 204, 210, 260, 294, 299, 500	200, 203, 204, 260, 294, 500	200
Developing Relevant Class Exercises	200	200			200
Term-Length (Major) Projects	260	260	260		260
Written outline/speaker notes with citations and references	268	268	268		268

I/O MA Program Measurement Map: Forthcoming per curricular revision.

The I/O faculty are currently focusing on specific competencies required of their program by the Society for Industrial/Organizational psychology (SIOP). Based on their focused inquiry they may revise aspects of the curriculum, and thus their measurement strategies may change.

ABA MA Program Measurement Map

Course	Competence in the discipline of Psychology	Critical Thinking	Ethical Reasoning	Inquiry & Analysis	Problem Solving	Written Communication
Written Essay Exams		291	291	272		271, 272, 274, 281
APA Research Papers	271, 274, 281, 284			271, 281, 272, 274		271, 274, 284, 272, 281
Written Homework Assignments	271, 274, 281, 284	284	284			284, 272
Oral Presentations	271		291	272	291, 272	

In Class Discussions	284	271, 274, 281, 284, 291	284, 291	272	271, 274, 281, 291, 272	
Class Debates		291	291		291	

Assessment Plans

Based on the process described above, each program has a unique 5-year assessment plan, summarized and detailed below. Each plan reflects the recommendation that 2-3 methods should be used to assess each outcome, combining direct and indirect methods (e.g., 1 quantitative-direct, 1 qualitative-direct, 1 survey-indirect).

Draft of Five Year Assessment Plan: Psychology Major

L.O./Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Competence	Capstone: 190 pre-post, Psych GRE score	Capstone: 190 pre-post, Psych GRE score	Capstone: 190 pre-post, Psych GRE score	Capstone: 190 pre-post, Psych GRE score	Capstone: 190 pre-post, Psych GRE score
Critical Thinking	Capstone: 107 paper, Exit survey	Capstone: 107 paper, Exit survey			
Inquiry & Analysis		Capstone: 102 paper, 102 final exam	Capstone: 102 paper, 102 final exam		
Written Communication				Capstone: 102 paper, GRE writing score	Capstone: 102 paper, GRE writing score

Detailed Plan

L.O.	Method of Data Collection	Method of Data Analysis	Timeline	Team Members
Competence	Capstone exam: PSYC 190 Pretest-Posttest exam administered by course instructor (Direct, Quantitative)	Sample: all PSYC 190 students (projected $N = 40$) Analysis Plan: T-test comparing pre scores to post scores conducted by assessment coordinator	Data collected every fall and spring semester (2013-2018) Data analyzed every Spring semester for annual assessment report (2013-2018)	Assessment coordinator (in collaboration with course instructor)
	Psychology GRE score self-reported on an exit survey (Indirect, Quantitative)	Sample: students who elect to take the Psych GRE (projected $N = 50$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected every spring semester from graduating seniors (2013-2018) Data analyzed every Spring semester for annual assessment report (2013-2018)	Assessment coordinator (in collaboration with exit survey coordinator)
Critical Thinking	Capstone assignment: PSYC 107 paper assigned by course instructor (Direct, Qualitative)	Sample: random sample of 30 papers from all PSYC 107 students Analysis Plan: critical thinking rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 13, spring 14, fall 14, and spring 15 semesters Data analyzed spring 14 and spring 15 semesters for annual assessment report	Assessment committee (in collaboration with course instructor)
	Exit survey (Indirect, Qualitative)	Sample: graduating seniors (projected *N*	Data collected fall 13, spring 14, fall 14,	Assessment coordinator (in

		= 300) Analysis Plan: descriptive statistics conducted by assessment coordinator	and spring 15 semesters Data analyzed spring 14 and spring 15 semesters for annual assessment report	collaboration with exit survey coordinator)
Inquiry & Analysis	Capstone assignment: PSYC 102 paper assigned by course instructor (Direct, Qualitative)	Sample: random sample of 30 papers from all PSYC 102 students Analysis Plan: inquiry & analysis rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 14, spring 15, fall 15, and spring 16 semesters Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment committee (in collaboration with course instructor)
	Capstone exam: PSYC 102 final exam administered by course instructor (Direct, Quantitative)	Sample: all PSYC 102 students (projected $N = 40$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected fall 14, spring 15, fall 15, and spring 16 semesters Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment coordinator (in collaboration with course instructor)
Written Communication	Capstone assignment: PSYC 102 paper assigned by course instructor (Direct, Qualitative)	Sample: random sample of 30 papers from all PSYC 102 students Analysis Plan: written communication rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 16, spring 17, fall 17, and spring 18 semesters Data analyzed spring 17 and spring 18 semesters for annual assessment report	Assessment committee (in collaboration with course instructor)
	GRE Writing score self-reported on an exit survey (Indirect, Quantitative)	Sample: students who elect to take the GRE (projected $N = 50$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to	Data collected fall 16, spring 17, fall 17, and spring 18 semesters Data analyzed spring 17 and spring 18 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)

		department-elected standard of performance		

Draft of Five Year Assessment Plan: ABA Certificate

L.O./Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Competence	171 pre-post; pass rate for BCaBA exam	181 pre-post; pass rate for BCaBA exam	184 pre-post; pass rate for BCaBA exam	191 pre-post; pass rate for BCaBA exam	171 pre-post; pass rate for BCaBA exam
Clinical Skills	191 oral presentations; pass rate for BCaBA exam	191 oral presentations; pass rate for BCaBA exam			
Critical Thinking		191 class debates; Exit survey	191 class debates; Exit survey		
Ethical Reasoning				191 class debates; pass rate for BCaBA exam	191 class debates; pass rate for BCaBA exam

Detailed Plan

L.O.	Method of Data Collection	Method of Data Analysis	Timeline	Team Members
Competence	Course exam: PSYC 171, 181, 184, 191 Pretest-Posttest exam administered by course instructor (Direct, Quantitative)	Sample: all PSYC certificate students (projected $N = 50$) Analysis Plan: T-test comparing pre scores to post scores conducted by assessment coordinator	Data collected every fall and spring semester, rotating through the certificate program courses (2013-14: 171, 2014-15: 181, 2015-16: 184, 2016-17: 191, 2017-18: 171) Data analyzed every Spring semester for annual assessment report (2013-2018)	Assessment coordinator (in collaboration with course instructor)
	BCaBA exam score self-reported on an exit survey (Indirect, Quantitative)	Sample: students who elect to take the BCaBA exam (projected $N = 50$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected every spring semester from graduating students (2013-2018) Data analyzed every Spring semester for annual assessment report (2013-2018)	Assessment coordinator (in collaboration with exit survey coordinator)
Clinical Skills	Capstone assignment: PSYC 191 oral presentation assigned by course instructor (Direct, Qualitative)	Sample: random sample of 30 papers from all PSYC 191 students Analysis Plan: clinical skills rubric (to be developed)	Data collected in fall and spring semesters (2013-15) Data analyzed spring 14 and spring 15 semesters for annual	Assessment committee (in collaboration with course instructor)

		compared to department-elected standard of performance conducted by assessment committee	assessment report	
	BCaBA exam score self-reported on an exit survey (Indirect, Quantitative)	Sample: students who elect to take the BCaBA exam (projected $N = 50$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected every spring semester from graduating students (2013-2018) Data analyzed every Spring semester for annual assessment report (2013-2018)	Assessment coordinator (in collaboration with exit survey coordinator)
Critical Thinking	Capstone assignment: PSYC 191 class debates assigned by course instructor (Direct, Qualitative)	Sample: random sample of 30 presenter notes from all PSYC 191 students Analysis Plan: critical thinking rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall and spring semesters (2014-16) Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment committee (in collaboration with course instructor)
	Exit survey (Indirect, Qualitative)	Sample: graduating seniors (projected $N = 50$) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall and spring semesters (2014-16) Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)
Ethical Reasoning	Capstone assignment: PSYC 191 class debates assigned by course instructor (Direct, Qualitative)	Sample: random sample of 30 presenter notes from all PSYC 191 students Analysis Plan: ethical reasoning rubric (to be developed) compared to department-elected standard of performance conducted by assessment	Data collected fall and spring semesters (2015-17) Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment committee (in collaboration with course instructor)

		committee		
	BCaBA exam score self-reported on an exit survey (Indirect, Quantitative)	Sample: students who elect to take the BCaBA exam (projected $N = 50$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected every spring semester from graduating students (2016-2018) Data analyzed every Spring semester for annual assessment report (2013-2018)	Assessment coordinator (in collaboration with exit survey coordinator)

Draft of Five Year Assessment Plan: General Psychology MA

L.O./Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Competence	Core course signature assignment from content courses taught this semester	Core course signature assignment from content courses taught this semester	Core course signature assignment from content courses taught this semester	Core course signature assignment from content courses taught this semester	Core course signature assignment from content courses taught this semester
Critical Thinking	Capstone: thesis, Exit survey	Capstone: thesis, Exit survey			
Inquiry & Analysis		Capstone: thesis, Exit survey	Capstone: thesis, Exit survey		
Quantitative Literacy			Capstone: thesis, 203 final exam, Exit survey	Capstone: thesis, 203 final exam, Exit survey	
Written Communication				Capstone: thesis, 200 final paper, Exit survey	Capstone: thesis, 200 final paper, Exit survey

Detailed Plan

L.O.	Method of Data Collection	Method of Data Analysis	Timeline	Team Members
Competence	Core course signature assignment from content courses taught this semester administered by the instructor (Direct, Quantitative or Qualitative depending on assignment type)	Sample: all students in the class (projected $N = 15$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected every fall and spring semester, but courses will rotate Data analyzed every Spring semester for annual assessment report	Assessment coordinator (in collaboration with course instructor)
Critical Thinking	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating MA students Analysis Plan: critical thinking rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 13, spring 14, fall 14, and spring 15 semesters Data analyzed spring 14 and spring 15 semesters for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected $N = 10$) Analysis Plan:	Data collected fall 13, spring 14, fall 14, and spring 15 semesters	Assessment coordinator (in collaboration with exit survey coordinator)

		descriptive statistics conducted by assessment coordinator	Data analyzed spring 14 and spring 15 semesters for annual assessment report	
Inquiry & Analysis	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating MA students Analysis Plan: inquiry & analysis rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 14, spring 15, fall 15, and spring 16 semesters Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected *N* = 10) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 14, spring 15, fall 15, and spring 16 semesters Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)
Quantitative Literacy	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating MA students Analysis Plan: quantitative literacy rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 15, spring 16, fall 16, and spring 17 semesters Data analyzed spring 16 and spring 17 semesters for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	PSYC 203 final exam administered by course instructor (Direct, Quantitative)	Sample: all PSYC 203 students (projected *N* = 15) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected fall 15, spring 16, fall 16, and spring 17 semesters Data analyzed spring 16 and spring 17 semesters for annual assessment report	Assessment coordinator (in collaboration with course instructor)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected *N* = 10) Analysis Plan: descriptive statistics conducted by	Data collected fall 15, spring 16, fall 16, and spring 17 semesters Data analyzed spring 16 and spring 17	Assessment coordinator (in collaboration with exit survey coordinator)

		assessment coordinator	semesters for annual assessment report	
Written Communication	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating MA students Analysis Plan: written communication rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 16, spring 17, fall 17, and spring 18 semesters Data analyzed spring 17 and spring 18 semesters for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	PSYC 200 final paper (Direct, Qualitative)	Sample: all PSYC 200 students (projected $N = 15$) Analysis Plan: written communication rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 16, spring 17, fall 17, and spring 18 semesters Data analyzed spring 17 and spring 18 semesters for annual assessment report	Assessment committee (in collaboration with course instructor)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected $N = 10$) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 16, spring 17, fall 17, and spring 18 semesters Data analyzed spring 17 and spring 18 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)

Draft of Five Year Assessment Plan: I/O Psychology MA

L.O./Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Competence	Core course signature assignment from content courses taught this semester, Exit survey	Core course signature assignment from content courses taught this semester, Exit survey	Core course signature assignment from content courses taught this semester, Exit survey	Core course signature assignment from content courses taught this semester, Exit survey	Core course signature assignment from content courses taught this semester, Exit survey
Critical Thinking	Capstone: thesis, Exit survey	Capstone: thesis, Exit survey			
Inquiry & Analysis		Capstone: thesis, Exit survey	Capstone: thesis, Exit survey		
Written Communication				Capstone: thesis, Exit survey	Capstone: thesis, Exit survey

Detailed Plan

L.O.	Method of Data Collection	Method of Data Analysis	Timeline	Team Members
Competence	Core course signature assignment from content courses taught this semester administered by the instructor (Direct, Quantitative or Qualitative depending on assignment type)	Sample: all students in the class (projected $N = 15$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected every fall and spring semester, but courses will rotate Data analyzed every Spring semester for annual assessment report	Assessment coordinator (in collaboration with course instructor)
	Exit survey (Indirect, Qualitative)	Sample: all graduating I/O MA students (projected $N = 5$) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 13, spring 14, fall 14, and spring 15 semesters Data analyzed spring 14 and spring 15 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)
Critical Thinking	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating I/O MA students Analysis Plan: critical thinking rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 13, spring 14, fall 14, and spring 15 semesters Data analyzed spring 14 and spring 15 semesters for annual assessment report	Assessment committee (in collaboration with assessment coordinator)

	Exit survey (Indirect, Qualitative)	Sample: all graduating I/O MA students (projected *N* = 5) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 13, spring 14, fall 14, and spring 15 semesters Data analyzed spring 14 and spring 15 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)
Inquiry & Analysis	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating I/O MA students Analysis Plan: inquiry & analysis rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 14, spring 15, fall 15, and spring 16 semesters Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	Exit survey (Indirect, Qualitative)	Sample: all graduating I/O MA students (projected *N* = 5) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 14, spring 15, fall 15, and spring 16 semesters Data analyzed spring 15 and spring 16 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)
Written Communication	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating I/O MA students Analysis Plan: written communication rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 16, spring 17, fall 17, and spring 18 semesters Data analyzed spring 17 and spring 18 semesters for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	Exit survey (Indirect, Qualitative)	Sample: all graduating I/O MA students (projected *N* = 5) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 16, spring 17, fall 17, and spring 18 semesters Data analyzed spring 17 and spring 18 semesters for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)

Draft of Five Year Assessment Plan: ABA Psychology MA

L.O./Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Competence	274 pre-post	281 pre-post	284 pre-post	274 pre-post	281 pre-post
Critical Thinking	Capstone: thesis; Exit survey				
Ethical Reasoning		291 class debates; Exit survey			
Inquiry & Analysis			Capstone: thesis; Exit survey		
Problem Solving				291 class debates; Exit survey	
Written Communication					Capstone: thesis; Exit survey

Detailed Plan

L.O.	Method of Data Collection	Method of Data Analysis	Timeline	Team Members
Competence	PSYC 274, 281, 284 signature assignment administered by the instructor (Direct, Quantitative or Qualitative depending on assignment type)	Sample: all students in the class (projected $N = 15$) Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance	Data collected every fall and spring semester, but courses will rotate Data analyzed every Spring semester for annual assessment report	Assessment coordinator (in collaboration with course instructor)
Critical Thinking	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating MA students Analysis Plan: critical thinking rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 13 and spring 14 semesters Data analyzed spring 14 semester for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected $N = 6$) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 13 and spring 14 semesters Data analyzed spring 14 semester for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)

Ethical Reasoning	PSYC 291 class debates (Direct, Qualitative)	Sample: all students enrolled in the class Analysis Plan: ethical reasoning rubric (to be developed) compared to department-elected standard of performance conducted by assessment committee	Data collected fall 14 and spring 15 semesters Data analyzed spring 15 semester for annual assessment report	Assessment committee (in collaboration with course instructor)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected *N* = 6) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 14 and spring 15 semesters Data analyzed spring 15 semester for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)
Inquiry & Analysis	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating MA students Analysis Plan: inquiry & analysis rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 15 and spring 16 semesters Data analyzed spring 16 semester for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected *N* = 6) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 15 and spring 16 semesters Data analyzed spring 16 semester for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)
Problem Solving	PSYC 291 class debates (Direct, Qualitative)	Sample: all students enrolled in the class Analysis Plan: ethical reasoning rubric (to be developed) compared to department-elected standard of performance conducted by assessment committee	Data collected fall 16 and spring 17 semesters Data analyzed spring 17 semester for annual assessment report	Assessment committee (in collaboration with course instructor)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA	Data collected fall 16 and spring 17	Assessment coordinator (in

		students (projected *N* = 6) Analysis Plan: descriptive statistics conducted by assessment coordinator	semesters Data analyzed spring 17 semester for annual assessment report	collaboration with exit survey coordinator)
Written Communication	Capstone assignment: thesis project paper (Direct, Qualitative)	Sample: all graduating MA students Analysis Plan: written communication rubric compared to department-elected standard of performance conducted by assessment committee	Data collected fall 17 and spring 18 semesters Data analyzed spring 18 semester for annual assessment report	Assessment committee (in collaboration with assessment coordinator)
	Exit survey (Indirect, Qualitative)	Sample: all graduating MA students (projected *N* = 6) Analysis Plan: descriptive statistics conducted by assessment coordinator	Data collected fall 17 and spring 18 semesters Data analyzed spring 18 semester for annual assessment report	Assessment coordinator (in collaboration with exit survey coordinator)