

2016-2017 Annual Assessment Report Template

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Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA Psychology

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☒ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☒ 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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The psychology department selected four program learning goals to emphasize and measure within the undergraduate major for the academic years 2013-2018: (1) Competence in the Discipline, (2) Critical Thinking, (3) Inquiry & Analysis, and (4) Written Communication.

For the **Critical Thinking** PLO, we have collected a couple rounds of data in PSYC 107 (Controversial Issues in Psychology) in recent semesters. We reported briefly on the most recent assessment of this PLO in the optional "Assessing Other Program Learning Outcomes" section of last year's report. We have continued to inquire with course instructors about better aligning the course assignments and assessment rubrics.

For the **Written Communication** PLO, students' research papers from PSYC 102 (Advanced Methods and Statistics in Psychological Research) were evaluated using a slightly edited version of the corresponding VALUE rubric. This is the primary focus of the current report.

The **Critical Thinking** and **Written Communication** 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."

For the **Competence in the Discipline** PLO, pretest-posttest data were collected from PSYC 190 (History and Systems of Psychology) to gauge student learning. The scores have not yet been entered for proper statistical analysis but general observations show clear improvements in scores from beginning to end of 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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Written Communication

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

For the **Written Communication** PLO, students' research papers from PSYC 102 (Advanced Methods and Statistics in Psychological Research) were evaluated using a slightly edited version of the corresponding VALUE rubric. The main focus was on the introduction section of the paper which involved introducing a topic and reviewing published literature, leading to one or more hypotheses for the study. For the section on Disciplinary Conventions, the whole paper was evaluated for adherence to APA style formatting. The rubric dimensions are as follows (see Appendix 1 for the complete rubric):

1. Context and Purpose for Writing (*Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*)
2. Content Development
3. Disciplinary Conventions (*Formal and informal rules inherent in the expectations for writing in Psychology, e.g., APA style*)
4. Sources and Evidence
5. Control of Syntax and Mechanics

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 used a slightly edited version of the Written Communication VALUE rubric (Appendix 1). We began with the performance standards set previously (process described in last year's report, outcome summarized on page 1 of Appendix 2), and the Committee judged that the general Departmental performance expectations for senior bachelor's students were appropriate for the evaluation of Written Communication in the PSYC 102 class using the VALUE rubric.

As seen in the "Senior bachelor's student" row of at the top of Appendix 2, it is expected that the vast majority (60%) of these students should fall within the "2" level (i.e., 1.5 – 2.5) on the 0-4 scale. Expanding the discrete rating categories to a continuous underlying scale, the expected average derived from the expected performance distribution for this group is 2.2 (right half of Appendix 2); this is therefore the anchor threshold value for the performance standard.

In response to feedback from last year's report we further explicated the percentage-of-student expectations based on the expected distribution. Page 2 of Appendix 2 displays the expected percentages meeting the standard (2.2 or higher), falling marginally below but within the same discrete rating category as the standard (1.5 to 2.1), and falling clearly short of the standard (less than 1.5). As seen in the graph, 43% of senior bachelor's students are expected to meet or exceed the 2.2 standard; 47% are expected to fall in the marginal category; and 10% are expected to fall clearly below the standard.

Note that these are expectations based on a Committee-derived heuristic performance distribution; of course the hope is that in any observed distribution of student work, more students will exceed the standard than specified in the heuristic distribution, thereby bringing the observed average to above 2.2 and the observed percent falling at or above 2.2 to a value greater than 43%.



Appendix1_WrittenCommunicationRubric.pdf
21.81 KB



Appendix2_PerfStandards.pdf
236.47 KB

Q2.4. PLO	Q2.5. Stdnd	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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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?

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 Written Communication was used to collect ratings from three (3) faculty members on the following sample of student papers:

- APA-style research papers (N = 23) collected from the instructor of PSYC 102 (*Advanced Methods and Statistics in Psychological Research*) in Spring 2016.

Papers were rotated such that 2 raters evaluated every paper and all raters were paired with each of the other raters an equal number 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 balance and connections between all raters while not requiring all raters to rate every paper. In addition, the analysis adjusts for individual raters' leniency/severity. Overall, this methodology helps achieve efficiency in rating more papers while alleviating some of the burden on faculty serving as raters.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) were used?
[Check all that apply]


- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☐ 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The 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 for a research study followed by carrying out the study, analyzing and interpreting the data, and writing up a complete research report following the guidelines in the APA publication manual. The manuscript is written in a form that models what would be prepared for submission to a journal for publication. This manuscript was used for the assessment of Written Communication.

 No file attached

 No file attached

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?

3

Q3.5.1.

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

3

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 instructor 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. The instructor reported there were no such cases. The instructor also reported that several students worked in pairs on their projects and although they wrote separate papers, parts of their papers were influenced by one another and they were not independent samples of student work. The 7 sets of "linked" papers were excluded from evaluation, and the remaining 23 independent projects were rated.

Q3.6.1.

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

Our initial target was 20 papers, based on workload and logistical considerations. In the past we rated fewer papers but using the rating plan devised in previous years' rating cycles, we have been able to work in more papers by using a design where every rater does not need to rate every paper. Since 23 papers were considered usable by the process described in Q3.6, we elected to include them all instead of sampling just 20.

Q3.6.2.

How many students were in the class or program?

37

Q3.6.3.

How many samples of student work did you evaluated?

23

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:

 No file attached

 No file attached

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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 No file attached

(Remember: **Save your progress**)

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 in Q2.1:


Based on the many-facet Rasch model for rater-mediated assessments, the reliability for differentiating levels of performance among student papers with the Written Communication rubric was .84. Reliability in differentiating among the dimensions (aggregated across papers) was .94.

The table in Appendix 3 summarizes student performance overall and by dimension. Averages are Rasch fair-averages which adjust for differences in rater leniency/severity, although these adjustments were slight. The performance standards are listed at the top followed by the overall averages across rating dimensions. The percentages of papers falling in groups relative to the standards are based on the raw mean rating for each student on each dimension, since fair averages are not reported at this level by the Rasch software.

The overall average of 2.4 exceeds the standard, and the percentages reveal that substantially more papers exceeded the standard than specified in the expected distribution (78% vs. 43%). Fewer papers were marginal compared to the standard (22% vs. 47%), and no papers were below standard.

In the bottom half of the table, ratings are summarized for each dimension, ranked from high to low on average student performance. Student comprehension of each dimension can be summarized as follows:

- **Disciplinary Conventions** was solid with an average of 2.8 and 100% exceeding standard. PSYC 102 is the fourth in a series of classes teaching aspects of APA style. At this point students have read many published research reports and have had several APA writing assignments. Ratings suggest students are generally prepared for the challenge of writing this comprehensive report with sufficient adherence to APA style.
- **Context/Purpose** for the writing assignment was solid with an average of 2.7 and 83% exceeding standard. The context and purpose of the writing is well defined by the assignment instructions (empirical research report of a study they design and carry out themselves, grounded in relevant literature). While a relatively small percentage of students (17%) demonstrated a marginal grasp of the nature of this context, none were clearly below standard.
- **Sources and Evidence** showed more variability but none were clearly below standard and the majority (61%) exceeded standard, with the average falling above standard at 2.4. Still, a number of students (39%) only marginally demonstrated effective use and citation of relevant sources of past research. While the majority did well, there is room for improvement.
- **Syntax/Mechanics** fell right at the standard on average (2.2), and while no students fell clearly below standard, there was roughly an even split between students exceeding standard (52%) and falling in the marginal category (48%). This dimension is a mix of (a) basic writing skills that we largely assume are taught elsewhere and (b) more technical writing skills that are taught by us in the context of APA style reports. The clarity of one's technical writing will heavily depend on their more basic writing skills, so to some degree we are at the mercy of a student's past training outside of our Department. Still this finding suggests more attention could be given to basic writing.
- **Content Development** fell just below standard on average (2.1), with an even split between those exceeding standard (48%) and those deemed marginal (48%). This is the only dimension where any students fell clearly below standard, although the percentage was small (4%). This dimension related primarily to developing and articulating a strong case for the research topic and hypothesis. Again, the ability to formulate such a case in a technical writing context will depend on basic thesis development skills taught elsewhere. Still it is informative for us to recognize the challenges our students face in this respect.

 Appendix3_PerfRelativeToStandards.pdf
269.71 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?

Overall students are doing well and generally exceeding the program standard. Separate analysis by dimensions suggests that students are tending to meet the standard especially in the areas that are specific to the training in our series of research methods courses (disciplinary conventions through APA style writing, understanding the empirical research context for their writing, citing past psychology research as evidence), but showing some need for improvement in the areas impacted by basic writing that we assume is taught elsewhere and do not give as much attention to in a formative sense. This raises the question of whether we should provide enhanced training in the basic writing areas, or be on the lookout for issues to refer elsewhere on campus for further skill development. The former solution seems to not be primarily within our expected purview and would detract time and attention away from the areas of training that are more exclusive to the intended training in our research methods classes; the latter solution might be the better option, and this will be a topic for further discussion to help address the issue. It might be helpful to evaluate when our students are taking their writing intensive coursework, and consider whether students should be advised to take that coursework earlier on in order to benefit their later 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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
23. Other, specify:	<input type="text"/>				

Q5.2.1.

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

(5. Revising rubrics and/or expectations): For the **Critical Thinking** PLO, we have collected some data over the past few years in PSYC 107 (Controversial Issues in Psychology), one of our capstone course options, to carry out ratings using the standardized VALUE rubrics, with partial success. We reported briefly on the most recent assessment of this PLO in the optional "Assessing Other Program Learning Outcomes" section of last year's report. Due to some degree of misfit between the rubrics and class assignments, two tenured faculty instructors of PSYC 107 continued to work on devising assignments and modifications to the VALUE rubric to create a more harmonious assessment process for this PLO. Thus far, brief instructor reports suggest that things are becoming better aligned to the following modified VALUE dimensions:

1. Explanation of the Controversial issue *(Fully describing the controversy, including both sides and areas of contention)*
2. Evidence *(Selecting and using information to investigate a point of view or conclusion)*
3. Student's position *(Thesis/hypothesis: Using the information found to derive specific directional hypotheses to explore the controversy)*
4. Conclusions and critical evaluation of the context and assumptions underlying the previous sections *(implications and consequences)*

Still, the rubric language is somewhat nebulous, and research proposals used for dimensions 3 and 4 are limited by retention of prior knowledge from prerequisite classes, so that learning within this specific class is difficult to assess. This in itself is a potentially meaningful observation but we will need further discussion of how to address the issue in order to better assess critical thinking.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

In two places in last year's feedback it was suggested that we express our standards as percentages rather than means. We gave attention to this feedback, and address these comments below:

(1) Express standards of performance as percentages of students scoring at a desired level of the rubric (as done in your chart of recommended standards) rather than as means. The data as presented do not allow comparison with the standard expressed in the chart.

The second half of this statement suggests that perhaps we did not explain our standards well enough last year, because the reviewers did not see the connection between our data/conclusions and our standards. The data were presented as means, and the standards were presented as means, and our conclusions were based on a simple and direct comparison of where the observed means fell relative to the standards. Our focus was on the right-half of page 1 of Appendix 2 which expresses our standards (this was the same Appendix presented last year); the reviewer feedback seems to be focused on the top-left/middle of the page which shows judged percentage distributions that were a step in the process of deriving the standards, but were not intended to be the final standards themselves.

Still, given the clear preference for thinking in terms of percentages, we further explicated the performance expectations using both the means and the percentage distributions (see page 2 of Appendix 2), and our commentary on student performance gave both perspectives. While we still see the means as the point-estimate thresholds for our standards, adding the commentary on percentages within ranges of the continuum does suggest more concrete ways of raising performance relative to those standards—for example seeing a relatively high percentage of "marginal" students suggests that we should focus on moving more of them into the "exceeds standards" range, which will then have the effect of raising the average. We recognize that viewing the percentages is a bit more concrete.

While we did not completely conform to Attachment III of the template in that we did not focus simply on observed percentages at each rating scale level, our approach still compares percentages between the observed and expected performance distributions across levels of the scale, with the point estimate average standards playing a central role.

(2) Break the data out by percentage of students scoring at each level of the rubric for each criterion. This usually yields more actionable information than do means. For purposes of program improvement, it is important to look at the criteria and not just the overall mean, to identify what specific skills students need assistance with.

We addressed the first part of this statement (regarding use of percentages) above, but following up on the part about individual criteria we gave more attention to the individual rubric dimensions in this year's report. We listed average performance separately by dimensions last year but did not give it as much direct attention as we did this year in our narrative. This helped to highlight more directly what our current strengths and areas for improvement are, and helped to articulate ways that we can give meaningful suggestions to faculty.

(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:



No file attached



No file attached

Q7.

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



1. Critical Thinking



2. Information Literacy



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, Competency, and Perspectives**
- ☒ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:



No file attached



No file attached



No file attached



No file attached

Q8.1.

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

Appendix1_WrittenCommunicationRubric.pdf

Appendix2_PerfStandards.pdf

Appendix3_PerfRelativeToStandards.pdf

Appendix4_CurriculumMap.pdf

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA Psychology

Q10.

Report Author(s):

Greg Hurtz

Q10.1.

Department Chair/Program Director:

Rebecca Cameron

Q10.2.

Assessment Coordinator:

Greg Hurtz

Q11.

Department/Division/Program of Academic Unit

Psychology

Q12.

College:

College of Social Sciences & Interdisciplinary Studies

Q13.

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

1006

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?

2

Q15.1. List all the names:

1. Psychology BA
2. ABA Certificate

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

N/A

Q16. Number of **master's degree programs** the academic unit has?

3

Q16.1. List all the names:

1. General/Predoc
2. Applied Behavior Analysis
3. Industrial-Organizational Psychology

Q16.2. How many concentrations appear on the diploma for this master's program?

2

Q17. Number of **credential programs** the academic unit has?

0

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your **assessment plan...**

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



Psychology 5 Year Assessment Plan.docx
152.26 KB

Q20.

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

☒ 1. Yes

- ☐ 2. No
- ☐ 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



Appendix4_CurriculumMap.pdf
21.69 KB

Q21.

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

- ☐ 1. Yes
- ☐ 2. No
- ☒ 3. Don't know

Q22.

Does your program have a capstone class?

- ☒ 1. Yes, indicate: PSYC 102, PSYC 107, PSYC 190, PSYC 194
- ☐ 2. No
- ☐ 3. Don't know

Q22.1.

Does your program have **any** capstone project?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

WRITTEN COMMUNICATION VALUE RUBRIC

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark* (1)
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose appropriate for a research project report (e.g. Empirical journal article)	Demonstrates adequate consideration of context, audience, and purpose for a research project report (e.g. empirical journal article)	Begins to show awareness of context, audience, purpose, and to the assigned tasks(s) for a research project report. (e.g. empirical journal article).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) for a research project report (e.g. empirical journal article).
Content Development	Uses appropriate, relevant, and compelling content through the entire work to illustrate mastery of the subject, conveying the writer's understanding of the psychological and methodological principles involved.	Uses appropriate, relevant, and compelling content through the entire work to explore ideas within the context of the discipline of psychology.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in Psychology, e.g., APA style</i>	Demonstrates detailed attention to and successful execution of the different written conventions particular to the field of Psychology including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions including organization, content, presentation, and stylistic choices particular to the different written reports within the field of Psychology	Attempts to follow expectations appropriate to specific writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, and relevant sources to support and develop written ideas, and these sources are appropriately credited.	Demonstrates consistent use of credible, relevant sources to support written communication and these sources are appropriately credited.	Can identify credible and relevant sources and attempts to use these to support ideas in the written communication.	Demonstrates attempts to use sources to support ideas in the written communication but not all sources are credible or relevant.
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency. Virtually free of writing errors.	Uses straightforward language that effectively conveys meaning to readers. Few writing errors are present (e.g., grammatical, punctuation and spelling errors)	Uses language or a writing style that usually conveys meaning with clarity. Some writing errors are present (e.g., grammatical, punctuation and spelling errors).	Uses language or a writing style that sometimes impedes meaning because of writing errors (e.g., grammatical, punctuation and spelling

* Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

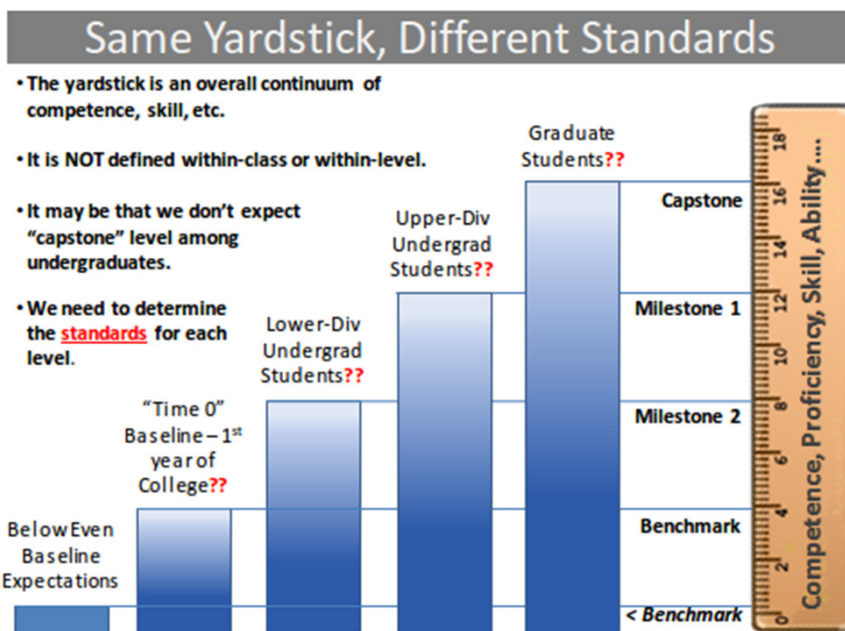
Psychology Assessment Committee Recommended Standards for Assessment Purposes

Judged Pop Distributions Target Population↓	Capstone	Milestone	Milestone	Benchmark	0	Performance Expectations				
	4	3	2	1	0	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	--

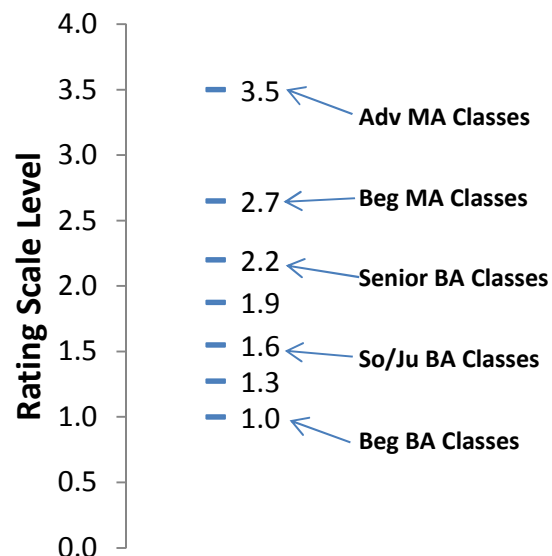
*The Committee rated and discussed beginning, middle and end categories for undergraduate developmental stages. Understanding that there are multiple points along the continuum, "midpoints" are presented here as averages of adjacent above/below ratings. These can be used when deciding on the appropriate 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:

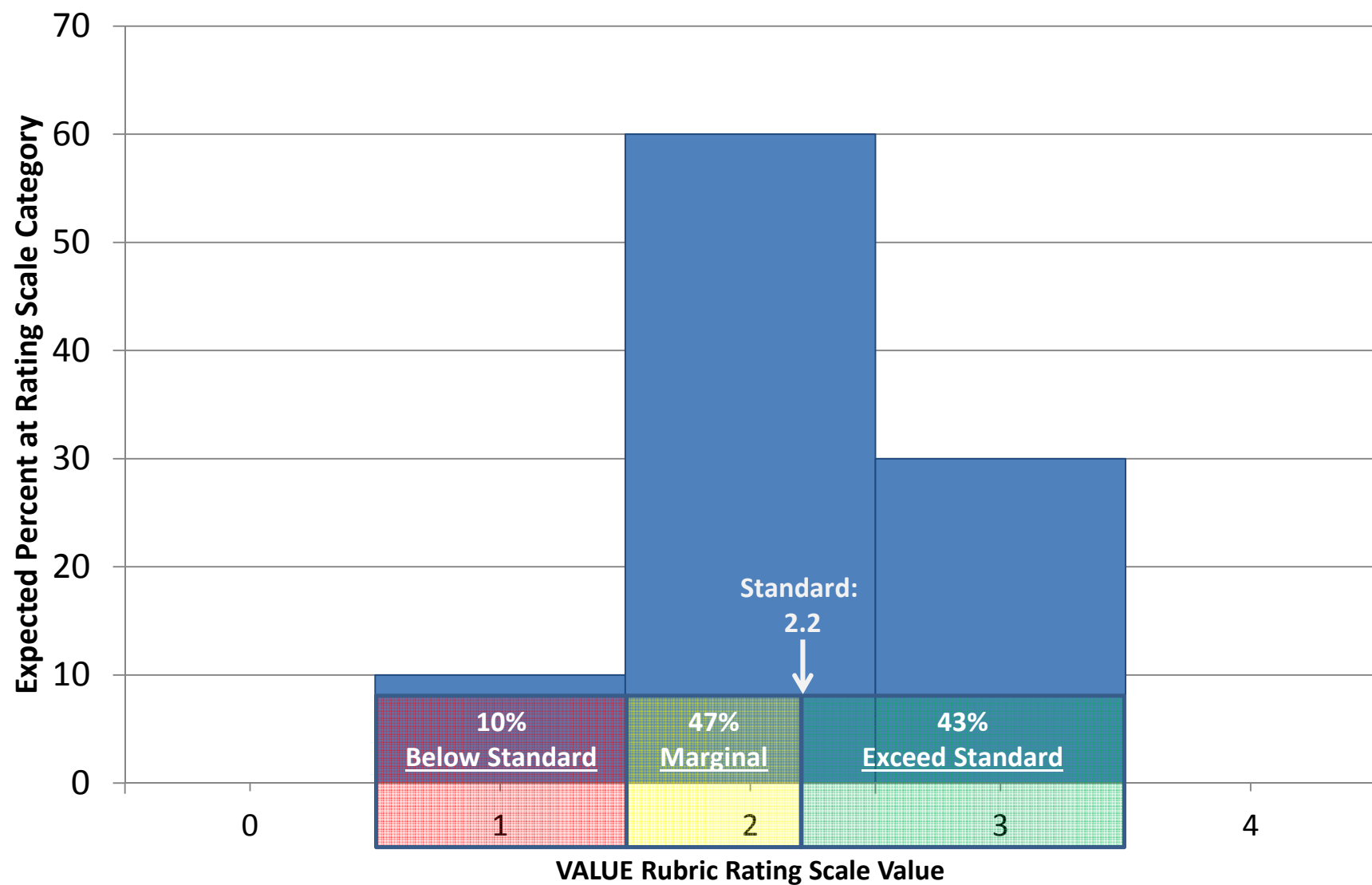
The competence continuum is fixed; expectations for different classes fall at different points along that continuum.














Psych VALUE Rubric Standards



Expected Performance Distribution and Corresponding Standards for Senior-Level Classes



Summary of Student Performance Relative to Standards Both Overall, and by Dimensions of the VALUE Rubric

	Avg.	%Below Standard	%Marginal	%Exceeding Standard
Standard-->	2.2	 10	 47	 43
Overall Average-->	2.4	 0	 22	 78
Dimensions (Sorted from Highest to Lowest Demonstrated Competence)				
3. Disciplinary Conventions	2.8	 0	 0	 100
1. Context/Purpose	2.7	 0	 17	 83
4. Sources and Evidence	2.4	 0	 39	 61
5. Syntax/Mechanics	2.2	 0	 48	 52
2. Content Development	2.1	 4	 48	 48

Curriculum Map

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

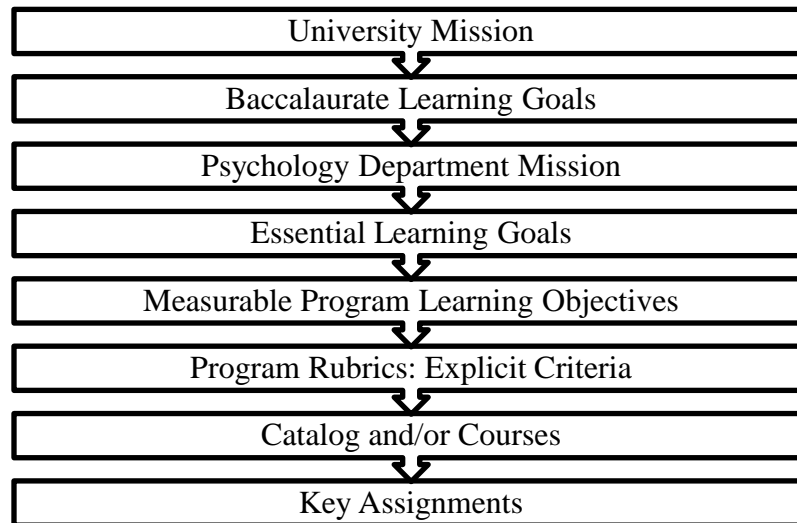
Note: I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated Mastery (Level Appropriate for Graduation)

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)

**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

<u>Sacramento State Baccalaureate Learning Goals for the 21st Century</u>
<p>Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</p> <p>Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts</i>. Focused by engagement with big questions, contemporary and enduring.</p> <p>Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving</i>, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p> <p>Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning</i> anchored through active involvement with diverse communities and real-world challenges.</p> <p>Integrative Learning**, Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.</p> <p><i>All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.</i></p>

**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		
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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)	<p>Sample: students who elect to take the BCaBA exam (projected $N = 50$)</p> <p>Analysis Plan: descriptive statistics conducted by assessment coordinator and compared to department-elected standard of performance</p>	<p>Data collected every spring semester from graduating students (2016-2018)</p> <p>Data analyzed every Spring semester for annual assessment report (2013-2018)</p>	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)