2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

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

MA Psychology - ABA

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a.
b.
c.

- ☐ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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**:

For both of these PLOs we used data submitted by faculty serving on theses committees. At the culmination of a succesful thesis defense, the faculty serving on the committee rate the student's thesis performance on a variety of dimensions.   For each dimension the thesis was rated on a 4 point scale.

For the Written Communication PLO we utilized the performance rating for the Presentation of Context, Description of Research Problem, and Overall Writing Quality.

For the Inquiry and Analysis PLO we utilized the performance rating for the Literature Review, Methodology, Data or Conceptual Analysis, and Conclusions.

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:

Yes, we do have rubrics for the PLOs, however the thesis evaluation form used in for these assessme…

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)

Section 2: Report One Learning Outcome in Detail

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, Master's theses were evaluated by committee members on the following four subcategories:

1. Context and Purpose for Writing
2. Content Development (specifically related to the research problem addressed)
3. Sources and Evidence (as indicated by the quality of the literature review)
4. Control of Syntax and Mechanics

The full Written Communication rubric contains one other subcategory, Disciplinary Conventions. While the rating form does not specifically inquire about this aspect of written communication it can assumed to be partly assessed ty the "Control of Syntax and Mechanics" subcategory.

Q2.2.
Has the program developed or adopted **_explicit program standards of performance/expectations_** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")
⦿ 1. Yes
○ 2. No
○ 3. Don't know
○ 4. N/A

Q2.3.
Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

We used a version of the Written Communication VALUE rubric that we have modified to make it more consistent with our discipline (see attachment).

For the 2015-2016 undergraduate report we developed explicit performance standards (a "Yardstick") based on the VALUE rubric 5 point scale (0-4) that we expect of our students at each academic level (Beginning Bachelor's student, Soph/Junior Bachelor's student, Senior Bachelor's student, Beginning Master's student, and Advanced Master's student). These standards are meant to be applied equally regardless of the PLO being measured.

Because the actual assessment instrument used a 4-point evaluative scale (Below Minimal Competence, Minimal Competence, Satisfactory Competence, High Competence), and the instrument is intended to assess the upper range of competence expected of graduate students, it was necessary to derive a score showing where each of the 4 evaluative levels of the instrument fall on the 5-point yardstick. To accomplish this, each of the five assessment committee members independently judged where the four thesis evaluative levels should fall on the yardstick and means were calculated. For example, a thesis performance rating of "Below Minimal Competence" was assigned a yardstick score of 2.7 which corresponds to the academic level of "Beginning Master's student", while a thesis performance rating of "High Competence" was assigned a yardstick score of 3.9, which falls near the top of the scale and above the expected academic level of "advanced Master's student".

WrittenCommunicationRubric.docx
17.29 KB   No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** 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:

> Following a sucessful thesis defense, the thesis committee members are each asked to complete a survey that rates the student's thesis performance in a number of different areas on a four point scale.

(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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

As indicated in the attached assessment form, each thesis committee member rated the competency of the student thesis on nine different dimensions. To assess the PLO of "Written Communication" we used those dimensions that most closely mirrored the subcategories of our previously developed Written Communication rubric.

Specifically, we considered the following dimensions to closely approximate the corresponding subcategories for the Written Communication PLO:

Instrument Dimension	PLO Subcategory
Literature Review	Sources and Evidence
Presentation of context for thesis/project	Context of and Purpose for Writing
Description of research problem/purpose	Content Development
Writing of thesis/project	Control of Syntax and Mechanics

📎 **Thesis-Project Competencies Assessment Form 7-2016.docx 15.09 KB**	📎 **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.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Approximately 10 faculty members comprising th...

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

5

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.)?

We used all those instances when committee members completed the assessment forms and submitted them to the assessment coordinator.

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

We used all the data submitted to the assessment coordinator since the form was created in it's present form in Fall 2013.

Q3.6.2.
Please enter the number (#) of students that were in the class or program?

19 ABA MA students have graduated during the p…

Q3.6.3.
Please enter the number (#) of samples of student work that you evaluated?

13

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, please enter 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:

_____

| 📎 ThesisAssessment.ABA.Question4.1.pdf 47.82 KB | 📎 No file attached |

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

The attached table indicates the mean student ratings on the four subcategories of the **Written Communication** PLO. To the right of the table is our Yardstick showing how we expect the students to perform based on their educational level. Given that these are Master's students completing their thesis requirement, a score of 3.5 would be considered satisfactory for these advanced masters students. We are happy to report that the mean ratings of our students exceeded this score on all four of the subcategories of the PLO. When further examined as a percentage of students reaching this level, 100% of the st udents reached at least the level of "Satisfactory level of competence" for three of the four subcategories of the PLO (Context and Purpose, Content Development, and Sources of Evidence). For the fourth subcategory (Syntax and Mechanics) 92.3% of students demonstrated at least the satisfactory level.

| 📎 No file attached | 📎 No file attached |

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?

Yes, students are exceeding the program standard on the Written Communication PLO as measured by thesis perfomance

| 🔗 No file attached | 🔗 No file attached |

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.

Q5.1.2.

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

○ 1. Yes, describe your plan:

○ 2. No

○ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	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	○	○	●	○	○

	1.	2.	3.	4.	5.
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:

A review of the requirements of the Behavior Analyst Certification Board (BACB) national examination, as well as behavior analyst licensure exams in several states indicated a need to require two new courses to the program. The new task list recently published by the BACB includes course content that cannot be adequately covered by the current courses in our graduate curriculum. In order to meet the content requirements of the BACB, the following changes will be made: 1) PSYC 242 Seminar in Learning and Behavior was added as a required area course. Adding PSYC 242 as a required area course for the ABA option will fulfill additional content requirements of the BACB on basic learning processes. 2) PSYC 275 Behavior Analysis in the Workplace was added as a new course to fulfill content requirements of the BACB on organizational behavior management, data-driven training, supervision, and management of staff.

Q5.3. To what extent did you apply **previous assessment 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	○	○	○	●	○
2. Standards of Performance	○	○	○	●	○
3. Measures	○	○	○	●	○
4. Rubrics	○	○	●	○	○
5. Alignment	○	○	○	●	○
6. Data Collection	○	●	○	○	○
7. Data Analysis and Presentation	○	○	●	○	○
8. Use of Assessment Data	○	○	●	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

To my knowledge we have not previously submitted a graduate assessment report in this format. In the previous undergraduate assessment report we were asked to present the percentages of students scoring at each level of performance. For the Written Communication PLO results presented above, we presented the percentage of students reaching the standards of "Minimally Acceptable Compentence" , "Satisfactory Level of Competence", and "High Level of Competence".

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

| 🔗 No file attached | 🔗 No file attached |

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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. The topic of our next program review will be to develop the next 5 year assessment plan.

b.

c.

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

Our last program review recommended that we continue to develop our assessment plan for the graduate program and monitor student learning outcomes and adjust curriculum as needed.

Q9. Please attach any additional files here:

| 🔗 No file attached | 🔗 No file attached |
| 🔗 No file attached | 🔗 No file attached |

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

WrittenCommunicationRubric.docx

ThesisAssessment.ABA.Question4.1.pdf

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

[   ]

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

MA Psychology - ABA

Q11.
Report Author(s):

Jeffrey Calton

Q11.1.
Department Chair/Program Director:

Rebecca Cameron

Q11.2.
Assessment Coordinator:

Greg Hurtz (on sabbatical this semester), Jeffrey Calton interim assessment coordinator

Q12.
Department/Division/Program of Academic Unit (select):

Psychology

Q13.
College:

College of Social Sciences & Interdisciplinary Studies

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

7 as of Fall 2016, the last year listed in the Fact …

Q15.
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:

[   ]

Q16. Number of **undergraduate degree programs** the academic unit has?

2

Q16.1. List all the names:

Psychology BA

Applied Behavior Analysis Certificate

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

Don't know

Q17. Number of **master's degree programs** the academic unit has?

3

Q17.1. List all the names:

General/Predoc

Applied Behavior Analysis

Industrial-Organizational Psychology

Q17.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

Don't know

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	○	●	○	○	○	○	○	○
Q20.1. Last updated?	○	●	○	○	○	○	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

Psychology 5 Year Assessment Plan.docx
152.26 KB

Q21.

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

🔘 1. Yes
⚪ 2. No
⚪ 3. Don't know

Q21.1.

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

📎 ABA MA Curriculum map.pdf
31.26 KB

Q22.

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

⚪ 1. Yes
🔘 2. No
⚪ 3. Don't know

Q23.

Does your program have a capstone class?

🔘 1. Yes, specify:

PSYC 500A, PSYC 500B

⚪ 2. No
⚪ 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

🔘 1. Yes
⚪ 2. No
⚪ 3. Don't know

(**Remember**: **Save your progress**)
Save When Completed!

ver. 10.**31**.17

WRITTEN COMMUNICATION VALUE RUBRIC

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The clearest finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinary through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citation systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.

- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? Who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.

- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.

- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.

- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC <mark>(Clean Copy)</mark>

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark* (1)
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	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 *Formal and informal rules inherent in the expectations for writing in Psychology, e.g., APA style*	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.

Student Name: _____

Graduate Tract: _____

Defense Date: _____

Thesis/Project Competencies Assessment Form

Psychology Department

California State University, Sacramento

Instructions to thesis/project chair and committee members: *Please fill out this evaluation at the completion of the oral defense. There is no need to put any identifying information on this form. The data will be aggregated and used to generate summary statistics for the graduate student outcomes assessment. Please return the completed form to the Assessment Coordinator. Thank you very much for your cooperation.*

Assessment Scale

The following response scale should be used to evaluate the dimensions covered in the Evaluation Chart below.

Scale Label	Behavioral Anchor
Below Minimal Competence	Student has not demonstrated the minimal level of competence for Master's students in Psychology on this dimension.
Minimal Competence	Student has demonstrated the minimal level of competence for Master's students in Psychology on this dimension.
Satisfactory Competence	Student has demonstrated a satisfactory level of competence for Master's students in Psychology on this dimension.
High Level of Competence	Student has demonstrated a higher level of competence than is ordinarily expected of Master's students in Psychology on this dimension.

Evaluation Chart

Consider all of the Master's level Psychology students you have known in your capacity as a professor at Sacramento State. With respect to that population of students, please place a check mark in the box representing the demonstrated level of each dimension below.

Dimension	Below Minimal Competence	Minimal Competence	Satisfactory Competence	High Level of Competence
Literature review				
Presentation of context for thesis/project				
Description of research problem/purpose				
Methodology addressing problem/purpose				
Data or conceptual analysis				
Conclusions drawn from analysis				
Writing of thesis/project				
Oral presentation of work				
Responses to questions during the oral defense				

Summary of Thesis Evaluation Ratings - Written Communication PLO
(Data from Fall 2013 to Present, N =13)

	Context and Purpose	Content Development	Sources and Evidence	Syntax and Mechanics
Mean	3.75	3.76	3.73	3.71
Pct >= 3.9 ("High Level of Competence")	53.8	61.5	53.8	46.2
Pct >= 3.5 ("Satisfactory Competence")	100.0	100.0	100.0	92.3
Pct >= 3.1 ("Minimally Acceptable Competence")	100.0	100.0	100.0	100.0

Thesis Eval. Worksheet	"YardStick" *(Refer to "Standards" Table)*	
	4.0	CAPSTONE
High	3.9	
	3.8	
	3.7	
	3.6	
Satisfactory	3.5	←(advanced master's)
	3.4	
	3.3	
	3.2	
Minimal	3.1	
	3.0	MILESTONE 2
	2.9	
	2.8	
Below Minimal	2.7	←(beginning master's)
	2.6	
	2.5	
	2.4	
	2.3	
	2.2	←(senior bachelor's)
	2.1	
	2.0	MILESTONE 1
	1.9	*(midpoint)
	1.8	
	1.7	
	1.6	←(soph/junior bachelor's)
	1.5	
	1.4	
	1.3	*(midpoint)
	1.2	
	1.1	↙(beginning bachelor's)
	1.0	BENCHMARK
	0.9	
	0.8	
	0.7	
	0.6	
	0.5	
	0.4	
	0.3	
	0.2	
	0.1	
	0.0	BELOW BENCHMARK

**Psychology Department Assessment Plan:
2013 – 2018 Academic Years**

University Mission
Baccalaurate Learning Goals
Psychology Department Mission
Essential Learning Goals
Measurable Program Learning Objectives
Program Rubrics: Explicit Criteria
Catalog and/or Courses
Key Assignments
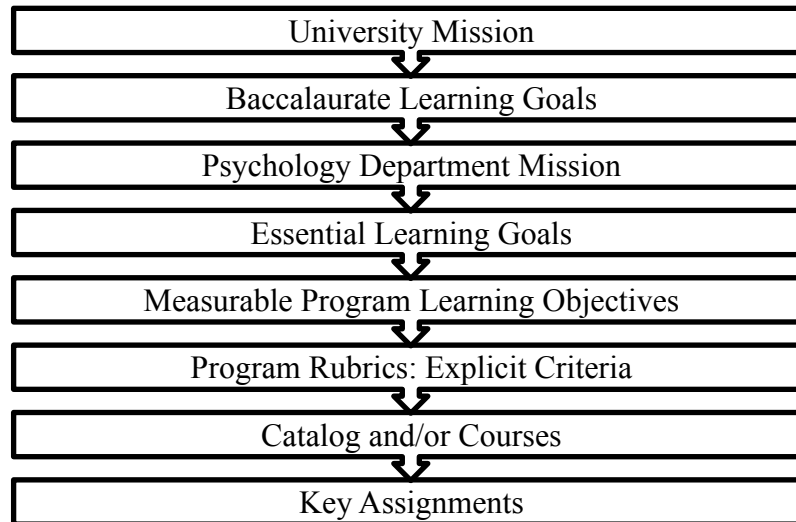
Sacramento State University Mission Statement

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)

Curriculum Map						
Coursework	**Competence**	**Problem Solving**	**Written Communication**	**Critical Thinking**	**Inquiry & Analysis**	**Ethical Reasoning**
PSYC 200: Methods in Empirical Psych	X	X	X	X	X	X
PSYC 202: Survey of Stat Mthds	X				X	
PSYC 242: Learning & Behavior	X					
PSYC 271: Adv App Beh Analysis	X	X	X	X	X	X
PSYC 272: Res Mthds Beh Analysis		X	X		X	
PSYC 274: Theor Fndts Beh Analysis	X		X	X	X	
PSYC 281: Adv Expmtl Analysis Beh	X	X	X	X	X	
PSYC 284: Assmt Treat Beh Probs	X		X	X		X
PSYC 291: Practicum in Beh Analysis		X		X		X
PSYC 500: Culm Reqrmnt (A-B)	X	X	X	X	X	