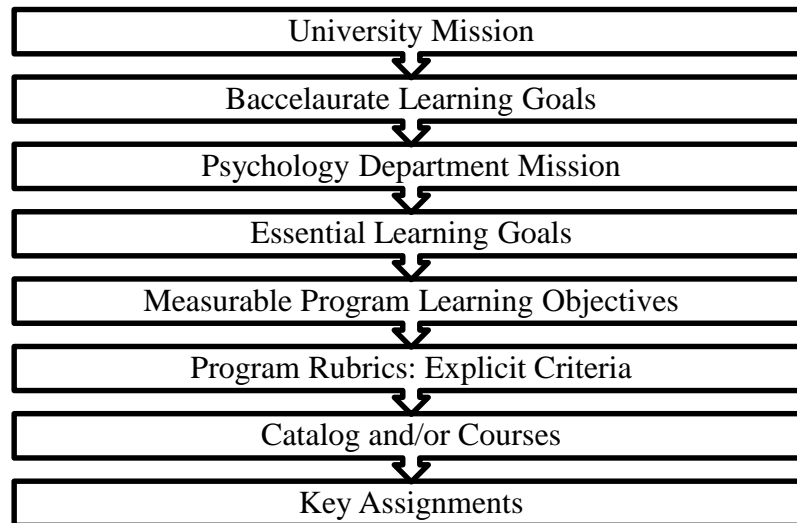


**Psychology Department Assessment Plan:
2013 – 2018 Academic Years**



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		
--	--	--	--	--

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)