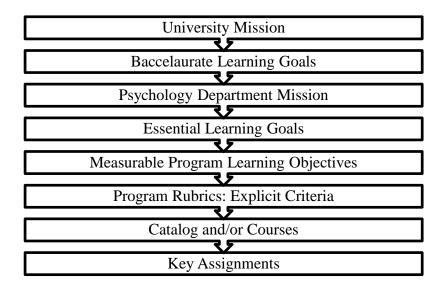
Psychology Department Assessment Plan: 2013 – 2018 Academic Years



Sacramento State University Mission Statement MissionStatement

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

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

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

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

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

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

Approved on March 29, 2004

Baccalaureate Learning Goals
Sacramento State Baccalaureate Learning Goals for the 21st Century
Competence in the Disciplines : The ability to demonstrate the competencies and values listed below in <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.
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: <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.
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 wellbeing, 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).

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

Undergraduate Major Curriculum Map: Full

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

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

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	М		М	
184	М	D	D	
191		М	М	М

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

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

General MA Program Curriculum Map

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

I/O MA	Program	Curriculum	Map	
			~~~~~	$\sim$

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

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.

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

#### ABA MA Program Curriculum Map

*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.

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

#### Undergraduate Major Measurement Map

Written Short Answer Exams 137, 145, 148, 149, 145, 148, 149, 150, 151, 152, 157, 165, 165, 167, 168, 169, 185, 171, 185, 190 167, 168, 169, 185, 190 167, 168, 169, 185, 171, 185, 190   Written Short Answer Exams 2, 4, 8, 101, 111, 15, 116, 117, 118, 122, 115, 116, 117, 118, 122, 135, 137, 167, 118, 122, 135, 137, 167, 118, 122, 135, 137, 169, 171, 181, 184 145, 157, 167, 169, 171, 145, 157, 167, 169, 171, 181, 184   Written 2, 4, 8, 100, 101, 2, 4, 8, 100, 101, 15, 169, 171, 181, 184 2, 4, 8, 100, 101, 2, 4, 8, 100, 101, 171, 181, 184 145, 157, 167, 169, 171, 181, 184   Written 102, 103, 104, 106, 102, 103, 104, 106, 102, 103, 104, 106, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 121, 122, 130, 134, 121, 122, 130, 134, 135, 149, 169, 171, 122, 134, 135, 145, 145, 145, 145, 145, 145, 145, 14
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171, 185, 190   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, 122, 135, 137, 167, 122, 134, 135, 137, 169, 171, 181, 184   2, 8, 111, 115, 116, 118, 122, 135, 137, 169, 171, 181, 184     Vritten   2, 4, 8, 100, 101, 162, 103, 104, 106, 107, 108, 110, 115, 116, 117, 118, 120, 116, 117, 118, 120, 116, 117, 118, 120, 116, 117, 118, 120,   190   2, 4, 8, 100, 101, 122, 135, 137, 167, 169, 171, 181, 184   2, 8, 111, 115, 116, 1122, 135, 137, 167, 169, 171, 181, 184   118, 122, 135, 137, 169, 171, 181, 184   145, 157, 167, 169, 171, 181, 184     Viritten   2, 4, 8, 100, 101, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 107, 108, 110, 115, 116, 117, 118, 120, 116, 117, 118, 120, 116, 117, 118, 120,   118, 120, 121, 122, 116, 118, 120, 121,
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In Class Activities 8, 101, 103, 117, 8, 101, 103, 117, 8, 101, 103, 121 8
150, 185 121
<b>Online Homework</b> 2, 101, 103, 104, 2, 101, 103, 104, 2, 101, 103, 104, 2, 101, 103, 104,
/ Activities 110 110 110 110
<b>Quizzes</b> 111 101
Class Debates   171, 181, 191   171, 181, 191
<b>Discussion Posts to</b> 150, 185 150, 185 150, 185
SacCT
<b>Term-Length</b> 102 102 102 102
Projects (Design,
Collect Data,
Analyze, Interpret,
Present)
<b>Oral presentation</b> 160 160 160 160
and written
outline/speaker
notes with citations
and references

ABA	Certificate	Measurement Map	
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	Competence in the discipline of			
Course	Psychology	<b>Clinical Skills</b>	Critical Thinking	Ethical Reasoning
Written Essay	171, 184		191	191
Exams				
Written	184	184, 191	184	
Homework				
Assignments				
Oral Presentations		191		191
In Class	171, 184	184, 191	171, 184, 191	191
Discussions				
Class Debates		191	191	191

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

General MA Measurement Map

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.

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

ABA MA Program Measurement Map

In Class Discussions	284	271, 274, 281, 284, 291	284, 291	272	271, 274, 281, 291, 272	
<b>Class Debates</b>		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).

				0, 1	
L.O./Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Competence	Capstone: 190				
	pre-post, Psych				
	GRE score				
Critical Thinking	Capstone: 107	Capstone: 107			
	paper, Exit	paper, Exit			
	survey	survey			
Inquiry & Analysis		Capstone: 102	Capstone: 102		
		paper,	paper,		
		102 final exam	102 final exam		
Written				Capstone: 102	Capstone: 102
Communication				paper, GRE	paper, GRE
				writing score	writing score

## Draft of Five Year Assessment Plan: Psychology Major

## Detailed Plan

L.O.	Method of Data	Method of Data	Timeline	Team Members
L.U.			Timenne	ream Members
<u> </u>	Collection	Analysis	Determination for the	A
Competence	Capstone exam:	Sample: all PSYC	Data collected every	Assessment
	PSYC 190 Pretest-	190 students	fall and spring	coordinator (in
	Posttest exam	(projected $N = 40$ )	semester (2013-	collaboration with
	administered by	Analysis Plan: T-test	2018)	course instructor)
	course instructor	comparing pre scores		
	(Direct, Quantitative)	to post scores	Data analyzed every	
		conducted by	Spring semester for	
		assessment	annual assessment	
		coordinator	report (2013-2018)	
	Psychology GRE	Sample: students	Data collected every	Assessment
	score self-reported	who elect to take the	spring semester from	coordinator (in
	on an exit survey	Psych GRE	graduating seniors	collaboration with
	(Indirect,	(projected $N = 50$ )	(2013-2018)	exit survey
	Quantitative)	Analysis Plan:		coordinator)
		descriptive statistics	Data analyzed every	,
		conducted by	Spring semester for	
		assessment	annual assessment	
		coordinator and	report (2013-2018)	
		compared to	10poit (2013 2010)	
		department-elected		
		standard of		
		performance		
Critical Thinking	Capstone	Sample: random	Data collected fall	Assessment
Critical Liniking	assignment: PSYC	sample of 30 papers	13, spring 14, fall 14,	committee (in
	107 paper assigned	from all PSYC 107	and spring 15, 14, 14, 14,	collaboration with
	by course instructor	students	semesters	course instructor)
	(Direct, Qualitative)	Analysis Plan:	semesters	course instructor)
	(Direct, Qualitative)	critical thinking	Dete enclyzed enring	
			Data analyzed spring	
		rubric compared to	14 and spring 15	
		department-elected	semesters for annual	
		standard of	assessment report	
		performance		
		conducted by		
		assessment		
		committee	<b>N N N N N</b>	
	Exit survey (Indirect,	Sample: graduating	Data collected fall	Assessment
	Qualitative)	seniors (projected N	13, spring 14, fall 14,	coordinator (in

		= 300)	and spring 15	collaboration with
		Analysis Plan:	semesters	exit survey
		descriptive statistics		coordinator)
		conducted by	Data analyzed spring	,
		assessment	14 and spring 15	
		coordinator	semesters for annual	
			assessment report	
Inquiry & Analysis	Capstone	Sample: random	Data collected fall	Assessment
1 0 0	assignment: PSYC	sample of 30 papers	14, spring 15, fall 15,	committee (in
	102 paper assigned	from all PSYC 102	and spring 16	collaboration with
	by course instructor	students	semesters	course instructor)
	(Direct, Qualitative)	Analysis Plan:		,
		inquiry & analysis	Data analyzed spring	
		rubric compared to	15 and spring 16	
		department-elected	semesters for annual	
		standard of	assessment report	
		performance	1	
		conducted by		
		assessment		
		committee		
	Capstone exam:	Sample: all PSYC	Data collected fall	Assessment
	PSYC 102 final	102 students	14, spring 15, fall 15,	coordinator (in
	exam administered	(projected $N = 40$ )	and spring 16	collaboration with
	by course instructor	Analysis Plan:	semesters	course instructor)
	(Direct, Quantitative)	descriptive statistics		
		conducted by	Data analyzed spring	
		assessment	15 and spring 16	
		coordinator and	semesters for annual	
		compared to	assessment report	
		department-elected		
		standard of		
		performance		
Written	Capstone	Sample: random	Data collected fall	Assessment
Communication	assignment: PSYC	sample of 30 papers	16, spring 17, fall 17,	committee (in
	102 paper assigned	from all PSYC 102	and spring 18	collaboration with
	by course instructor	students	semesters	course instructor)
	(Direct, Qualitative)	Analysis Plan:		
		written	Data analyzed spring	
		communication	17 and spring 18	
		rubric compared to	semesters for annual	
		department-elected	assessment report	
		standard of		
		performance		
		conducted by		
		assessment		
		committee		
	GRE Writing score	Sample: students	Data collected fall	Assessment
	self-reported on an	who elect to take the	16, spring 17, fall 17,	coordinator (in
	exit survey (Indirect,	GRE (projected $N =$	and spring 18	collaboration with
	Quantitative)	50)	semesters	exit survey
		Analysis Plan:		coordinator)
		descriptive statistics	Data analyzed spring	
		conducted by	17 and spring 18	
		assessment	semesters for annual	
		coordinator and	assessment report	
		compared to		

department-elected	
standard of	
performance	

L O Ween					2017 2010
L.O./Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Competence	171 pre-post;	181 pre-post;	184 pre-post;	191 pre-post;	171 pre-post;
	pass rate for	pass rate for	pass rate for	pass rate for	pass rate for
	BCaBA exam	BCaBA exam	BCaBA exam	BCaBA exam	BCaBA exam
Clinical Skills	191 oral	191 oral			
	presentations;	presentations;			
	pass rate for	pass rate for			
	BCaBA exam	BCaBA exam			
Critical Thinking		191 class	191 class		
		debates; Exit	debates; Exit		
		survey	survey		
Ethical Reasoning				191 class	191 class
				debates; pass	debates; pass
				rate for BCaBA	rate for BCaBA
				exam	exam

## Draft of Five Year Assessment Plan: ABA Certificate

## Detailed Plan

L.O.	Method of Data	Method of Data	Timeline	Team Members
L.O.	Collection	Analysis	Timenine	ream wrembers
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)	Assessment coordinator (in collaboration with course instructor)
			Data analyzed every Spring semester for annual assessment report (2013-2018)	
	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	assessment report	
		department-elected		
		standard of		
		performance		
		conducted by		
		assessment		
		committee		
	BCaBA exam score	Sample: students	Data collected every	Assessment
	self-reported on an	who elect to take the	spring semester from	coordinator (in
	exit survey (Indirect,	BCaBA exam	graduating students	collaboration with
	Quantitative)	(projected $N = 50$ )	(2013-2018)	exit survey
		Analysis Plan:		coordinator)
		descriptive statistics	Data analyzed every	· · · · · · · · · · · · · · · · · · ·
		conducted by	Spring semester for	
		assessment	annual assessment	
		coordinator and	report (2013-2018)	
		compared to	Tepott (2013-2010)	
		department-elected		
		standard of		
	Constant	performance	Data as11	A
Critical Thinking	Capstone	Sample: random	Data collected fall	Assessment
	assignment: PSYC	sample of 30	and spring semesters	committee (in
	191 class debates	presenter notes from	(2014-16)	collaboration with
	assigned by course	all PSYC 191		course instructor)
	instructor (Direct,	students	Data analyzed spring	
	Qualitative)	Analysis Plan:	15 and spring 16	
		critical thinking	semesters for annual	
		rubric compared to	assessment report	
		department-elected		
		standard of		
		performance		
		conducted by		
		assessment		
		committee		
	Exit survey (Indirect,	Sample: graduating	Data collected fall	Assessment
	Qualitative)	seniors (projected N	and spring semesters	coordinator (in
		=50)	(2014-16)	collaboration with
		Analysis Plan:		exit survey
		descriptive statistics	Data analyzed spring	coordinator)
		conducted by	15 and spring 16	,
		assessment	semesters for annual	
		coordinator	assessment report	
Ethical Reasoning	Capstone	Sample: random	Data collected fall	Assessment
3	assignment: PSYC	sample of 30	and spring semesters	committee (in
	191 class debates	presenter notes from	(2015-17)	collaboration with
	assigned by course	all PSYC 191		course instructor)
	instructor (Direct,	students	Data analyzed spring	, , , , , , , , , , , , , , , , , , ,
	Qualitative)	Analysis Plan:	15 and spring 16	
		ethical reasoning	semesters for annual	
		rubric (to be	assessment report	
		developed) compared	assessment report	
		to department-		
		elected standard of		
		performance		
		conducted by		
		-		
		assessment		

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

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

#### Draft of Five Year Assessment Plan: General Psychology MA

## Detailed Plan

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

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

		assessment	semesters for annual	
		coordinator	assessment report	
Written	Capstone	Sample: all	Data collected fall	Assessment
Communication	assignment: thesis	graduating MA	16, spring 17, fall 17,	committee (in
	project paper (Direct,	students	and spring 18	collaboration with
	Qualitative)	Analysis Plan:	semesters	assessment
		written		coordinator)
		communication	Data analyzed spring	,
		rubric compared to	17 and spring 18	
		department-elected	semesters for annual	
		standard of	assessment report	
		performance	1	
		conducted by		
		assessment		
		committee		
	PSYC 200 final	Sample: all PSYC	Data collected fall	Assessment
	paper (Direct,	200 students	16, spring 17, fall 17,	committee (in
	Qualitative)	(projected $N = 15$ )	and spring 18	collaboration with
		Analysis Plan:	semesters	course instructor)
		written		
		communication	Data analyzed spring	
		rubric compared to	17 and spring 18	
		department-elected	semesters for annual	
		standard of	assessment report	
		performance		
		conducted by		
		assessment		
		committee		
	Exit survey (Indirect,	Sample: all	Data collected fall	Assessment
	Qualitative)	graduating MA	16, spring 17, fall 17,	coordinator (in
		students (projected N	and spring 18	collaboration with
		= 10)	semesters	exit survey
		Analysis Plan:		coordinator)
		descriptive statistics	Data analyzed spring	
		conducted by	17 and spring 18	
		assessment	semesters for annual	
		coordinator	assessment report	

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

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

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

	Exit survey (Indirect,	Sample: all	Data collected fall	Assessment
	Qualitative)	graduating I/O MA	13, spring 14, fall 14,	coordinator (in
	Qualitative)	students (projected N	and spring 15	collaboration with
		= 5)	semesters	exit survey
		Analysis Plan:	semesters	coordinator)
		descriptive statistics	Data analyzed spring	coordinator)
		conducted by	14 and spring 15	
		assessment	semesters for annual	
		coordinator	assessment report	
Inquiry & Analysis	Capstone	Sample: all	Data collected fall	Assessment
inquiry & Analysis	assignment: thesis	graduating I/O MA	14, spring 15, fall 15,	committee (in
	project paper (Direct,	students	and spring 16	collaboration with
	Qualitative)	Analysis Plan:	semesters	assessment
	Qualitative)	inquiry & analysis	semesters	coordinator)
		rubric compared to	Data analyzed spring	coordinator)
		department-elected	15 and spring 16	
		standard of	semesters for annual	
		performance	assessment report	
		conducted by	assessment report	
		assessment		
		committee		
	Exit survey (Indirect,	Sample: all	Data collected fall	Assessment
	Qualitative)	graduating I/O MA	14, spring 15, fall 15,	coordinator (in
	Qualitative)	students (projected N	and spring 16	collaboration with
		= 5)	semesters	exit survey
		Analysis Plan:	semesters	coordinator)
		descriptive statistics	Data analyzed spring	coordinator)
		conducted by	15 and spring 16	
		assessment	semesters for annual	
		coordinator	assessment report	
Written	Capstone	Sample: all	Data collected fall	Assessment
Communication	assignment: thesis	graduating I/O MA	16, spring 17, fall 17,	committee (in
	project paper (Direct,	students	and spring 18	collaboration with
	Qualitative)	Analysis Plan:	semesters	assessment
	Quantarive)	written	semesters	coordinator)
		communication	Data analyzed spring	eoordinator)
		rubric compared to	17 and spring 18	
		department-elected	semesters for annual	
		standard of	assessment report	
		performance	r	
		conducted by		
		assessment		
		committee		
	Exit survey (Indirect,	Sample: all	Data collected fall	Assessment
	Qualitative)	graduating I/O MA	16, spring 17, fall 17,	coordinator (in
	- /	students (projected N	and spring 18	collaboration with
		$=5)^{3}$	semesters	exit survey
		Analysis Plan:		coordinator)
		descriptive statistics	Data analyzed spring	,
		deberiptive statistics		
		conducted by assessment	17 and spring 18 semesters for annual	

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

Ethical Reasoning	PSYC 291 class	Sample: all students	Data collected fall 14	Assessment
Etincal Keasoning	debates (Direct,	enrolled in the class	and spring 15	committee (in
	Qualitative)	Analysis Plan:	semesters	collaboration with
	Quantantito	ethical reasoning	semesters	course instructor)
		rubric (to be	Data analyzed spring	course motractory
		developed) compared	15 semester for	
		to department-	annual assessment	
		elected standard of	report	
		performance	report	
		conducted by		
		assessment		
		committee		
	Exit survey (Indirect,	Sample: all	Data collected fall 14	Assessment
	Qualitative)	graduating MA	and spring 15	coordinator (in
	Qualitative)		semesters	collaboration with
		students (projected $N$	semesters	
		= 6) Analysis Plan:	Data analyzad amina	exit survey
			Data analyzed spring 15 semester for	coordinator)
		descriptive statistics	annual assessment	
		conducted by		
		assessment	report	
T 0 A	Constant	coordinator	Data collected fall 15	A
Inquiry & Analysis	Capstone	Sample: all		Assessment
	assignment: thesis	graduating MA students	and spring 16	committee (in collaboration with
	project paper (Direct,		semesters	
	Qualitative)	Analysis Plan:	Dete analana d'annina	assessment
		inquiry & analysis	Data analyzed spring 16 semester for	coordinator)
		rubric compared to		
		department-elected	annual assessment	
		standard of	report	
		performance		
		conducted by		
		assessment		
	Exit survey (Indirect,	committee Sample: all	Data collected fall 15	Assessment
	Qualitative)	graduating MA	and spring 16	coordinator (in
	Qualitative)	students (projected N	semesters	collaboration with
		= 6	semesters	exit survey
		Analysis Plan:	Data analyzed spring	coordinator)
		descriptive statistics	16 semester for	coordinator)
		conducted by	annual assessment	
		assessment	report	
		coordinator	report	
Problem Solving	PSYC 291 class	Sample: all students	Data collected fall 16	Assessment
1 TONICH OUTTING	debates (Direct,	enrolled in the class	and spring 17	committee (in
	Qualitative)	Analysis Plan:	semesters	collaboration with
	Z minimit ( )	ethical reasoning	5011000010	course instructor)
		rubric (to be	Data analyzed spring	
		developed) compared	17 semester for	
		to department-	annual assessment	
		elected standard of	report	
		performance	poit	
		conducted by		
		assessment		
		committee		
	Exit survey (Indirect,	Sample: all	Data collected fall 16	Assessment
	Qualitative)	graduating MA	and spring 17	coordinator (in
	(	<i>0</i> g		

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