1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

For AY 2014-2015, the MS Experimental Psychology (MS EXP PSY) program has assessed all seven of the student learning outcomes. All seven outcomes were selected because they enable tracking of student progress in the program and because it will aid in on-going assessment of the program.

AY 2014-2015 was associated with specific curricular changes to the MS EXP PSY program that were made in response to prior years’ assessment reports. These changes included: A) all students must present their work at a public or professional forum; B) the Psychology Colloquium series was made into a required course series and was renamed “Professional Development in Experimental Psychology”; C) a professional development course on teaching in psychology was created and was taught in Fall 2014 for the first time; and D) an Ethics in Research course specific to the program was created and was taught in Winter 2015.

Please see Appendix 1 “Student Learning Outcome Assessment Plan” for a list of these SLOs and a summary of related department, college, and university mission and goals.

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing candidate learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?
B) Who was assessed?
C) When was it assessed?

Please see Appendix 1 “Student Learning Outcome Assessment Plan” for a full list of the methods employed, which students were assessed, and when the assessments took place. In summary, a variety of methods were employed to gather relevant data on student learning, including unofficial transcripts, official paperwork submitted to the School of Graduate Studies, and communication with HSRC and IACUC regarding approved protocols.

Graduate students in their first or second year in the program are assessed. Third year (and beyond) students are often working on their master’s thesis and may not be enrolled in formal classes; as such, we typically only provide GPA assessment data for students beyond the second year in the program who were enrolled in non-thesis or non-research credits and, for AY 2014-2015, no third year or beyond students were enrolled in non-thesis or non-research credits. In the 2014-2015 academic year, seven students were enrolled as 1st year students (five were enrolled in
all academic quarters, two were enrolled starting in Spring 2015), and five students continued their enrollment as 2nd year students.

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

See following chart of student learning outcomes, criterion of mastery, and assessment results for students enrolled in the MS Experimental Psychology.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Criterion of Mastery</th>
<th>Assessment Results</th>
</tr>
</thead>
</table>
| 1. Write in the language of the discipline, using the elements of style described in the Publication Manual of the American Psychological Association. | GPA above 3.0 and no grade lower than a C in required core content and elective classes on student’s course of study form. Method: Indirect; knowledge, performance | All MS EXP students enrolled from Fall 2014 to Spring 2015 (100%) received a 3.0 or higher overall GPA.  
   i. Seven (7) enrolled 1st-year students had an average GPA of 3.8 for AY 14-15.  
   ii. Five (5) enrolled 2nd-year students had an average GPA of 3.8 for AY 14-15.  
   One 1st-year and one 2nd-year student had grades of C-in Spring 2015 in the same class. That is the lowest recorded grade for any MS EXP PSY graduate student in AY 14-15. |
| Successful completion and approval of the thesis proposal as signified by the signing of the option approval form by the thesis committee. Method: Direct; knowledge, performance | All enrolled first- and second-year students had approved course of study forms in the School of Graduate Studies. | In 2014-2015, thesis proposals (and accompanying option approval form submissions) were recorded for:  
   i. One (1) 1st-year student.  
   ii. Four (4) 2nd-year students. The remaining one (1) 2nd-year student proposed in June 2014 (AY 13-14). |
| Successful approval of research proposals by IACUC or HSRC committees, when relevant. Method: Direct; knowledge, performance | Active HSRC or IACUC protocols were in place for the following number of students:  
   i. Three (3) 1st-year students had a total of 6 protocols approved.  
   ii. Five (5) 2nd-year students had a total of 7 protocols approved. | Successful thesis defenses were recorded for:  
   i. Two (2) 2nd-year students. |
| Successful defense of the thesis as signified by the signing of the thesis signature pages by the thesis chair and committee. Method: Direct; knowledge, performance | Successful acceptance of the written thesis by the graduate school:  
   i. One (1) 2nd-year student. |
| Successful acceptance of the written thesis by the graduate school. Method: Direct; knowledge, performance | Applications for Masters Research Fellowship and/or Summer Research Fellowships from the School of Graduate Studies  
   i. Two (2) 1st-year students (Gina DeNoble, |
<table>
<thead>
<tr>
<th>2. Describe and perform data analyses for particular data sets such as traditional descriptive statistical analyses, inferential statistical analyses, sequential analyses, single-subject designs and/or multivariate analyses.</th>
<th>GPA above 3.0 and no grade lower than a C in required core content and elective classes on student’s course of study form. Method: Indirect; knowledge, performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful defense of the thesis as signified by the signing of the thesis signature pages by the thesis chair and committee. Method: Direct; knowledge, performance</td>
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<tr>
<td>Successful acceptance of the written thesis by the graduate school. Method: Direct; knowledge, performance</td>
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<tr>
<td>Additional indicators Method: Indirect; knowledge, performance</td>
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<tr>
<td>3. Describe, assess and utilize common research designs in psychology.</td>
<td>GPA above 3.0 and no grade lower than a C in required core content and elective classes on student’s course of study form. Method: Indirect; knowledge, performance</td>
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<tr>
<td>Successful defense of the thesis as signified by the signing of the thesis signature pages by the thesis chair and committee. Method: Direct; knowledge, performance</td>
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<tr>
<td>Successful acceptance of the written thesis by the graduate school: i. One (1) 2nd-year student.</td>
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<td>Additional Indicators Method: Indirect; knowledge, performance</td>
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<tr>
<td>Method: Direct; knowledge, performance</td>
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</table>

All MS EXP students enrolled from Fall 2014 to Spring 2015 (100%) received a 3.0 or higher overall GPA.

i. Seven (7) enrolled 1st-year students had an average GPA of 3.8 for AY 14-15.

ii. Five (5) enrolled 2nd-year students had an average GPA of 3.8 for AY 14-15.

One 1st-year and one 2nd-year student had grades of C- in Spring 2015 in the same class. That is the lowest recorded grade for any MS EXP PSY graduate student in AY 14-15.

Successful thesis defenses were recorded for:

i. Two (2) 2nd-year students.

Successful acceptance of the written thesis by the graduate school:

i. One (1) 2nd-year student.

PSY 558 Advanced Statistics was offered in Winter 2015. Eight MS EXP PSY students were enrolled in that course and averaged a GPA of 3.8 in that course.

Applications for Masters Research Fellowship and/or Summer Research Fellowships from the School of Graduate Studies

i. Two (2) 1st-year students (Gina DeNoble, Karlie Hill)
| 4. Design, conduct, and report psychological research. | GPA above 3.0 and no grade lower than a C in required core content and elective classes on student’s course of study form. **Method: Indirect; knowledge, performance** | All MS EXP students enrolled from Fall 2014 to Spring 2015 (100%) received a 3.0 or higher overall GPA.  
   i. Seven (7) enrolled 1st-year students had an average GPA of 3.8 for AY 14-15.  
   ii. Five (5) enrolled 2nd-year students had an average GPA of 3.8 for AY 14-15.  
   One 1st-year and one 2nd-year student had grades of C- in Spring 2015 in the same class. That is the lowest recorded grade for any MS EXP PSY graduate student in AY 14-15. |
|---|---|---|
| Successful completion and approval of the thesis proposal as signified by the signing of the option approval form by the thesis committee. **Method: Direct; knowledge, performance** | In AY 2014-2015, thesis proposals (and accompanying option approval form submissions) were recorded for:  
   i. One (1) 1st-year student.  
   ii. Four (4) 2nd-year students. The remaining 2nd-year student had proposed their theses in their 1st-year (2013-2014). | Successful thesis defenses were recorded for:  
   i. Two (2) 2nd-year students. |
| Successful defense of the thesis as signified by the signing of the thesis signature pages by the thesis chair and committee. **Method: Direct; knowledge, performance** | Successful acceptance of the written thesis by the graduate school. **Method: Direct; knowledge, performance** | Successful acceptance of the written thesis by the graduate school:  
   i. One (1) 2nd-year student. |
| Additional indicators **Method: Direct; knowledge, performance** | Applications for Masters Research Fellowship and/or Summer Research Fellowships from the School of Graduate Studies  
   i. Two (2) 1st-year students (Gina DeNoble, Karlie Hill)  
   ii. Five (5) 2nd-year students [Laura Attaway (2); Colleen Falconer; Benjamin Richardson (2)].  
   Of those seven applications, five were successful in receiving funding | Regional, national or international conference presentations were recorded for the following number of students (post-graduation data were not collected):  
   i. Six (6) presentations for 1st-year students (SOURCE, Western Psychological Association, Rocky Mountain Psychological Association, Ethnographic & Qualitative Research Conference, American Association of Behavioral and Social Sciences, American Psychological Association).  
   ii. Three (3) presentations for 2nd-year students (SOURCE). |
<table>
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<th>Requirement</th>
<th>Method: Direct; knowledge, performance</th>
<th>Method: Indirect; knowledge, performance</th>
<th>Method: Direct; knowledge, performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA above 3.0 and no grade lower than a C in required core content and elective classes on student’s course of study form.</td>
<td>All MS EXP students enrolled from Fall 2014 to Spring 2015 (100%) received a 3.0 or higher overall GPA.</td>
<td>Successful oral defense of the master’s thesis Method: Direct; knowledge, performance</td>
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<tr>
<td>5. Describe and contrast major theoretical and practical concepts in core content areas of research including behavior analysis, cognitive psychology, comparative psychology, and/or physiological psychology.</td>
<td>i. Seven (7) enrolled 1st-year students had an average GPA of 3.8 for AY 14-15.</td>
<td>i. Two (2) 2nd-year students.</td>
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<td>ii. Five (5) enrolled 2nd-year students had an average GPA of 3.8 for AY 14-15.</td>
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<td></td>
<td>One 1st-year and one 2nd-year student had grades of C- in Spring 2015 in the same class. That is the lowest recorded grade for any MS EXP PSY graduate student in AY 14-15.</td>
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<td></td>
<td>Additional indicators</td>
<td>Successful thesis defenses were recorded for:</td>
<td>SOURCES 2015 presentations were recorded for:</td>
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<tr>
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<td>None in AY 2014-2015</td>
<td>i. Two (2) 2nd-year students.</td>
<td>i. One (1) 1st-year student.</td>
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<td>ii. Two (2) 2nd-year students.</td>
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<td>Given total enrollments of 12 1st and 2nd students during 2014-2015, 25% of enrolled students presented at SOURCES 2015.</td>
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<td>Regional, national or international conference presentations were recorded for the following number of students (post-graduation data were not collected):</td>
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<td></td>
<td>i. Six (6) presentations by two (2) different 1st-year students (SOURCE, Western Psychological Association, Rocky Mountain Psychological Association, Ethnographic &amp; Qualitative Research Conference, American Association of Behavioral and Social Sciences, American Psychological Association).</td>
</tr>
<tr>
<td>6. Engage in scholarly and professional activities, including presenting research at formal and/or informal professional events</td>
<td></td>
<td>Minimum of 75% of graduate students will submit research proposals to a regional, national or international conference within 1 year of graduation Method: Direct; knowledge, performance</td>
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<td>presentations were recorded for the following number of students (post-graduation data were not collected):</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>i. Six (6) presentations for 1st-year students (SOURCE, Western Psychological Association, Rocky Mountain Psychological Association, Ethnographic &amp; Qualitative Research Conference, American Association of Behavioral and Social Sciences, American Psychological Association).</td>
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<td></td>
<td></td>
<td></td>
<td>iii. Three (3) presentations for 2nd-year students (SOURCE).</td>
</tr>
</tbody>
</table>
Given total enrollments of 12 1st and 2nd students during 2014-2015, 33% of students presented at regional, national, or international conference.

### Additional Indicators

**Method: Direct; knowledge, performance**

- **Applications for Masters Research Fellowship and/or Summer Research Fellowships from the School of Graduate Studies**
  - i. Two (2) 1st-year students (Gina DeNoble, Karlie Hill)
  - ii. Five (5) 2nd-year students [Laura Attaway (2); Colleen Falconer; Benjamin Richardson (2)]

  Of those seven applications, five were successful in receiving funding

  The following number of students participated as SOURCE judges in SOURCE 2015:
  - i. Four (4) 1st-year students.

  The following number of students participated in professional services for Central:
  - i. Three (3) 1st-year students organized and participated in the newly formed Graduate Student Association (Gina DeNoble, Karlie Hill, Jenna Shrewsbury).
  - ii. One (1) 1st-year student served on the Center for Teaching and Learning Candidate Admission, Recruitment, & Retention Committee (Sarah North Wolfe)
  - iii. One (1) 2nd-year student served on the Human Subjects Review Council (HSRC; Laura Attaway).
  - iv. One (1) 2nd-year student served a Department of Psychology tenure-track search committee (Benjamin Richardson).

### 7. Performing professional skills in a supervised practice setting such as research teams, internships, and graduate research courses.

GPA above 3.0 and no grade lower than a C in internships, relevant graduate research courses, and thesis work **Method: Indirect; knowledge, performance**

For graduate research courses, and thesis work, all MS EXP students (100%) enrolled from Fall 2014 to Spring 2015 maintained a cumulative GPA of 3.0 or higher.

No students in the MS EXP PSY program enrolled in internships during the 2014-2015 academic year.

### Additional Indicators

None for 2014-2015
Based on these assessment results, we can draw the following conclusions:

- Program outcomes are generally being met, including course-of-study submissions, proposal/option approval completion, HSRC/IACUC approvals, and professional development activities. Unfortunately, while overall average GPA data remain well above the 3.0 requirements, two students received C- grades in Spring 2015.
- MS EXP PSY students, overall, perform well in courses focused on methodological and statistical research principles, such as PSY 558 Advanced Statistics and PSY 555 Design and Statistical Analysis for Applied Research.
- Only one student completed their thesis work, had that work approved by Graduate Studies, and graduated in 2014-2015. This represents the weakest performance in several years in a general trend toward strong rates of thesis completion (2011-2012: 4 individuals; 2012-2013: 3 individuals; 2013-2014: 6 individuals). Unfortunately, this reflects only a 20% completion rate for 2nd-year MS EXP PSY students.
- Students are presenting at SOURCE and regional/national/international conferences; however, goals of a 100% presentation rate in SOURCE and a 75% presentation rate for professional conferences were not met. These criteria rates have not been met since we began collecting data on these assessment measures in 2011-2012. While it was anticipated that rates would improve given the 2014-2015 curriculum change in which all MS EXP PSY students were required to present their thesis work at a public or professional forum prior to graduation, such an improvement has not been observed. In part, this is likely due to the fact that each student in the program need only present once in two years to meet the degree requirement but assessment occurs on an annual basis.
- Students are seeking professional skill development as indicated by applications for internal funding for Masters Research and Summer Fellowships from the School of Graduate Studies, SOURCE judging, as well as committee memberships and activities by students in the program.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

- Given the importance of core methods and statistics courses such as PSY 558 Advanced Statistics and PSY 555 Design and Statistical Analysis for Applied Research, the MS EXP PSY program will continue to emphasize these courses within the overall department curriculum.
- The course in which two students received grades of C- was an online seminar-style course rather than a lecture-style course. Such seminar-style courses will not be offered, again, in an online format.
- In order to better address delays in thesis completion, the Professional Development course which has historically focused on writing style in the Winter quarter will now focus more specifically on writing in relationship to the thesis proposal.
- Given lower than anticipated presentation rates for professional conferences, we had implemented curricular changes effective Fall 2014 that all students had to present their research in a public or professional forum prior to graduation. Unfortunately, this did not yield an increase in presentation rate. We believe this is due to the fact that each student need only present once during their two years in the program whereas the assessment data are based upon annual presentation rates. Therefore, we feel that it is appropriate to restructure our assessment outcomes to better align with the realities of a two-year program.
- As part of a planned assessment plan modification, the MS EXP PSY program committee is currently investigating methods of assessing dispositions in our students over the course of the program and hope to include such modifications in a planned update of our assessment plan.
The Program Director and instructors of the Professional Development course series will continue to promote and emphasis due dates for the Masters Research Fellowship as well as participation in SOURCE as a presenter or judge.

We continue to post/announce student successes such as publications and successful Masters Research Fellowships on our program website as well as on a Facebook group for the MS EXP PSY graduate students which was started in 2013-2014.

5. What did the department or program do in response to last year’s assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

As noted above, the following changes had been made to the curriculum to the MS EXP PSY program and began in Fall 2014: A) all students must present their work at a public or professional forum; B) the Psychology Colloquium series is a required course series and is called “Professional Development in Experimental Psychology”; C) a professional development course on teaching in psychology was created and was taught in Fall 2014 for the first time; and D) an Ethics in Research course specific to the program was created and was taught in Winter 2015.

The Professional Development series has emphasized the need for students to seek out professional development experiences, and the program director has continued to facilitate that by supporting student involvement in SOURCE, submissions for Masters Research Fellowships from the School of Graduate Studies, and committee membership or campus-related activities.

We continue to post/announce student successes such as publications and successful Masters Research Fellowships on our program website as well as on a Facebook group for the MS EXP PSY graduate students which was started in 2013-2014.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

NA
Appendix 1: Student Learning Outcome Assessment Plan  
Department: Psychology  
Degree Program: MS Experimental Psychology

<table>
<thead>
<tr>
<th>Student Learning Outcome (performance, knowledge, attitudes)</th>
<th>Related CWU Strategic Outcome(s) [<a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a>]</th>
<th>Method(s) of Assessment (What is the assessment?)*</th>
<th>Who Assessed (Students from what courses - population)**</th>
<th>When Assessed (term, dates)***</th>
<th>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</th>
</tr>
</thead>
</table>
| 1. Write in the language of the discipline, using the elements of style described in the Publication Manual of the American Psychological Association. | 1.1.1 Students will achieve programmatic learning outcomes. | Assigned papers or projects in Methods and Statistics courses  
Thesis proposal  
HSRC or IACUC proposals, if relevant  
Thesis document | Graduate students | During each term of academic enrollment  
At the time of presentation of thesis proposal  
At the time of HSRC or IACUC submission  
Thesis submission to graduate committee and to the graduate school | Grade above 3.0 and no grade lower than a C in Methods and Statistics courses on student’s course of study form.  
Successful completion and approval of the thesis proposal as signified by the signing of the course of study form by the thesis committee.  
Successful approval of research proposals by IACUC or HSRC committees, when relevant.  
Successful defense of the thesis as signified by the signing of the thesis signature pages by the thesis chair and committee.  
Successful acceptance of the written thesis by the graduate school |
| 2. Describe, perform, and use data analyses for particular data sets | 1.1.1 Students will achieve programmatic learning outcomes. | Assigned papers or projects in Methods and Statistics courses, course examinations, and thesis work.  
Graduate students enrolled in Methods and Statistics courses (i.e. PSY 544, 553, 555, 558).  
Graduate students defending their thesis | During each academic term of enrollment  
Thesis submission to the graduate committee and to the graduate school | Grade above 3.0 and no grade lower than a C in Methods and Statistics courses on student’s course of study form.  
Successful completion and approval of the thesis proposal as signified by the signing of the course of study form by the thesis committee.  
Successful acceptance of the written thesis by the graduate school |
<table>
<thead>
<tr>
<th>Student Learning Outcome (performance, knowledge, attitudes)</th>
<th>Related CWU Strategic Outcome(s) [<a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a>]</th>
<th>Method(s) of Assessment (What is the assessment?)*</th>
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<th>When Assessed (term, dates)***</th>
<th>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Describe, assess, and utilize common research designs and measurement tools in psychology.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.</td>
<td>Assigned papers or projects in Methods and Statistics courses, course examinations, and thesis work.</td>
<td>Graduate students enrolled in Methods and Statistics courses (i.e. PSY 544, 553, 555, 558). Graduate students defending their thesis.</td>
<td>During each academic term of enrollment Thesis submission to the graduate committee and to the graduate school</td>
<td>Grade above 3.0 and no grade lower than a C in Methods and Statistics courses on student’s course of study form. Successful completion and approval of the thesis proposal as signified by the signing of the course of study form by the thesis committee. Successful acceptance of the written thesis by the graduate school.</td>
</tr>
<tr>
<td>4. Design, conduct, and report psychological research.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.</td>
<td>Assigned papers or projects in Methods and Statistics courses, course examinations, and thesis work.</td>
<td>Graduate students enrolled in Methods and Statistics courses (i.e. PSY 544, 553, 555, 558). Graduate students defending their thesis.</td>
<td>During each academic term of enrollment Thesis submission to the graduate committee and to the graduate school</td>
<td>Grade above 3.0 and no grade lower than a C in Methods and Statistics courses on student’s course of study form. Successful completion and approval of the thesis proposal as signified by the signing of the course of study form by the thesis committee. Successful acceptance of the written thesis by the graduate school.</td>
</tr>
<tr>
<td>5. Engage in scholarly and</td>
<td>1.1.1 Students will achieve</td>
<td>Assigned presentations in</td>
<td>Graduate students</td>
<td>During each academic term of enrollment</td>
<td>Grade above 3.0 and no grade lower than a C in Methods and Statistics courses on student’s</td>
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<tr>
<td>Student Learning Outcome (performance, knowledge, attitudes)</td>
<td>Related CWU Strategic Outcome(s) [<a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a>]</td>
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<td>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</td>
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<tr>
<td>professional activities, including presenting research at formal and/or informal professional events.</td>
<td>programmatic learning outcomes. 3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.</td>
<td>various courses, and the oral thesis defense. Required presentation of research to a local, regional, national, or international conference prior to graduation.</td>
<td>Documentation of a presentation prior to graduation</td>
<td>course of study form. Successful defense of the master’s thesis. 100% of graduates will present their research to a local, regional, national, or international conference or public forum prior to graduation.</td>
<td></td>
</tr>
<tr>
<td>6. Performing professional skills in supervised practice setting.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</td>
<td>Supervised skill development in core courses. Graduate research courses, and thesis work.</td>
<td>Graduate students enrolled in the Professional Developmental series and the Instructional Strategies in the Behavioral Sciences (PSY 510) and in faculty-mentored research or thesis credits.</td>
<td>During each academic term of enrollment Thesis submission to graduate committee and to the graduate school</td>
<td>GPA above 3.0 and successful completion of core professional development courses, graduate research courses, and thesis work. Successful presentation of a topic in the behavioral sciences to an audience.</td>
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</table>

**Assessment Cycle**

Analysis and Interpretation: December
Improvement Actions: Completed by June
Dissemination: Completed by June
<table>
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<tr>
<th>Year SLOs</th>
<th>15-16</th>
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Assessment Oversight

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<th>Department Affiliation</th>
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</tr>
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<tbody>
<tr>
<td>Kara Gabriel</td>
<td>Psychology</td>
<td><a href="mailto:gabrielk@cwu.edu">gabrielk@cwu.edu</a></td>
<td>X2387</td>
</tr>
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