<table>
<thead>
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<th>Student Learning Outcomes (performance, knowledge, attitudes)</th>
<th>Related Program/Departmental Goals</th>
<th>Related College Goals</th>
<th>Related University Goals</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>
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<tr>
<td>1. Students will demonstrate mastery of the content areas identified on the Behavior Analysis Certification Board (BACB) Fourth Edition Task List.</td>
<td><strong>Goal 1.</strong> Assess and improve our curriculum and instructional methods. <strong>Goal 2.</strong> Promote excellence in learning to prepare students for careers and advanced study.</td>
<td><strong>Goals I &amp; II:</strong> Maintain and strengthen an outstanding academic and student life at all sites. <strong>Goal III:</strong> Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td><strong>Goals I &amp; II:</strong> Maintain and strengthen an outstanding academic and student life at all sites.</td>
<td><strong>Non-Academic Assessment</strong> 1. Post-test including items from all areas of the BACB Fourth Edition Task List. 2. BCBA certification examination</td>
<td>For assessments 1, 3, &amp; 4, First year ABA students. For assessment 2, program graduates</td>
<td>End of Spring quarter for assessments 1, 3, &amp; 4 Following graduation for assessment #2</td>
<td><strong>Non Academic Criteria</strong> 1. A score of 80% or higher on the post-test. 2. At least 80% of graduates will pass the BCBA certification exam on their first attempt. <strong>Academic Criteria</strong> 3. Cumulative GPA 3.0 or higher. 4. No grade lower than a B in all required and elective courses.</td>
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<td>2. Students will demonstrate mastery of basic clinical skills in at least one applied setting.</td>
<td><strong>Goal 1.</strong> Assess and improve our curriculum and instructional methods. <strong>Goal 2.</strong> Promote excellence in learning to prepare</td>
<td><strong>Goals I &amp; II:</strong> Maintain and strengthen an outstanding academic and student life at all sites. <strong>Goal III:</strong> Provide for outstanding graduate</td>
<td><strong>Goals I &amp; II:</strong> Maintain and strengthen an outstanding academic and student life at all sites.</td>
<td><strong>Non-Academic Assessments</strong> 1. Cooperative Education (PSY 590) Evaluation <strong>Academic Assessments</strong> 2. PSY 590 learning objective performance review</td>
<td>Second-year ABA students enrolled for PSY 590</td>
<td>End of each quarter enrolled in PSY 590</td>
<td><strong>Non-Academic Criteria</strong> 1. A positive PSY 590 evaluation from the on-site internship supervisor (i.e., a rating of 4 or 5 on the Midterm and Final Evaluations provided by Cooperative Education). <strong>Academic Criteria</strong></td>
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</tbody>
</table>
| Goal 1. Assess and improve our curriculum and instructional methods. **Goal 2.** Promote excellence in learning to prepare students for careers and advanced study. **Goal 9.** Enrich student life at CWU and the region. | **Goals I & II:** Maintain and strengthen an outstanding academic and student life at all sites. **Goal III:** Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence. **Goal V:** Build partnerships with private, professional, academic, government and community-based organizations. | **Goals I & II:** Maintain and strengthen an outstanding academic and student life at all sites. **Goal III:** Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence. **Goal V:** Build partnerships with private, professional, academic, government and community-based organizations. | **Non-Academic Assessments**
1. ABA Professional Behavior and Disposition Survey completed by faculty instructors or internship supervisors. | **Non-Academic Criteria**
1. A minimum rating of “satisfactory” by instructors and supervisors (i.e., a rating of at least 3 on a 5-point Likert scale). | 2. Satisfactory completion of all learning objectives and activities specified for inclusion in PSY 590 (S or U grade). | 3. Students will maintain a professional disposition and behave ethically. |
| 4. Students will demonstrate competence in applied research | Goal 2. Promote excellence in learning to prepare students for careers and advanced study | Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites  
Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.  
Goal IV: Develop a diversified funding base to support teaching, research, and service.  
Goal V: Build partnerships with private, professional, academic, government, and community-based organizations. | Non-Academic Assessments  
1. Participation in research presentations at conferences.  
Academic Assessments  
2. Thesis oral defense | 1. First and second-year ABA students  
2. Second-year ABA students | 1. End of each year  
2. End of program | Non-Academic Criteria  
1. At least 25% of students in each cohort will author or co-author a presentation at a local, regional, or national conference  
Academic Criteria  
2. Thesis chair and committee members approve defense. |

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature  
**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)  
***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)