

CWU Student Learning Outcome Assessment Plan Preparation Form
 Department Psychology
 Program Applied Behavior Analysis

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p>1. Students will demonstrate mastery of the content areas identified on the <i>Behavior Analysis Certification Board (BACB) Fourth Edition Task List</i>.</p>	<p>Goal 1. Assess and improve our curriculum and instructional methods. Goal 2. Promote excellence in learning to prepare students for careers and advanced study.</p>	<p>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.</p>	<p>Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites. Goal V: Achieve regional and national prominence for the university. Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry.</p>	<p>Non-Academic Assessment</p> <p>1. Post-test including items from all areas of the BACB Fourth Edition Task List. 2. BCBA certification examination</p> <p>Academic Assessments</p> <p>3. Overall GPA 4. Class grades</p>	<p>For assessments 1, 3, & 4, First year ABA students.</p> <p>For assessment 2, program graduates</p>	<p>End of Spring quarter for assessments 1, 3, & 4</p> <p>Following graduation for assessment #2</p>	<p>Non Academic Criteria</p> <p>1. A score of 80% or higher on the post-test.</p> <p>2. At least 80% of graduates will pass the BCBA certification exam on their first attempt.</p> <p>Academic Criteria</p> <p>3. Cumulative GPA 3.0 or higher.</p> <p>4. No grade lower than a B in all required and elective courses.</p>
<p>2. Students will demonstrate mastery of basic clinical skills in at least one applied setting.</p>	<p>Goal 1. Assess and improve our curriculum and instructional methods. Goal 2. Promote excellence in learning to prepare</p>	<p>Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites. Goal III: Provide for outstanding graduate</p>	<p>Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites. Goal V: Achieve regional and national</p>	<p>Non-Academic Assessments</p> <p>1. Cooperative Education (PSY 590) Evaluation</p> <p>Academic Assessments</p> <p>2. PSY 590 learning objective performance review</p>	<p>Second-year ABA students enrolled for PSY 590</p>	<p>End of each quarter enrolled in PSY 590</p>	<p>Non-Academic Criteria</p> <p>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).</p> <p>Academic Criteria</p>

	<p>students for careers and advanced study. Goal 8. Serve as a center for psychological and educational services to the community Goal 9. Enrich student life at CWU and the region.</p>	<p>programs that meet focused regional needs and achieve academic excellence. Goal V: Build partnerships with private, professional, academic, government and community-based organizations.</p>	<p>prominence for the university. Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry.</p>				<p>2. Satisfactory completion of all learning objectives and activities specified for inclusion in PSY 590 (S or U grade).</p>
<p>3. Students will maintain a professional disposition and behave ethically.</p>	<p>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.</p>	<p>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-</p>	<p>Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites. Goal V: Achieve regional and national prominence for the university. Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry.</p>	<p>Non-Academic Assessments</p> <p>1. ABA Professional Behavior and Disposition Survey completed by faculty instructors or internship supervisors.</p>	<p>First and second-year ABA students</p>	<p>End of Fall, Winter, and Spring quarters</p>	<p>Non-Academic Criteria</p> <p>1. A minimum rating of “satisfactory” by instructors and supervisors (i.e., a rating of at least 3 on a 5-point Likert scale).</p>

		based organizations.					
4. Students will demonstrate competence in applied research	<p>Goal 2. Promote excellence in learning to prepare students for careers and advanced study</p> <p>Goal 5. Support involvement of undergraduate and graduate students in psychological research</p> <p>Goal 8. Serve as a center for psychological and educational services to the community</p> <p>Goal 9. Enrich student life at CWU and the region.</p>	<p>Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</p> <p>Goal IV: Develop a diversified funding base to support teaching, research, and service.</p> <p>Goal V: Build partnerships with private, professional, academic, government, and community-based organizations.</p>	<p>Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal V: Achieve regional and national prominence for the university.</p> <p>Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry.</p>	<p>Non-Academic Assessments</p> <p>1. Participation in research presentations at conferences.</p> <p>Academic Assessments</p> <p>2. Thesis oral defense</p>	<p>1. First and second-year ABA students</p> <p>2. Second-year ABA students</p>	<p>1. End of each year</p> <p>2. End of program</p>	<p>Non-Academic Criteria</p> <p>1. At least 25% of students in each cohort will author or co-author a presentation at a local, regional, or national conference</p> <p>Academic Criteria</p> <p>2. Thesis chair and committee members approve defense.</p>

*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)