



Student Learning Outcome Assessment Plan

Department: Psychology
 Degree Program: MS-Applied Behavior Analysis

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	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?)
1. Students will demonstrate mastery of the content areas identified on the <i>Behavior Analysis Certification Board (BACB) Fourth Edition Task List</i> .	1.1.1 Students will achieve programmatic learning outcomes.	<p>Non-Academic Assessment</p> <ol style="list-style-type: none"> Post-test including items from all areas of the BACB Fourth Edition Task List. BCBA certification examination <p>Academic Assessments</p> <ol style="list-style-type: none"> Overall GPA in core ABA courses (i.e., PSY 512, 551, 553, 554, 557, 563, 587, 651) Class grades in core ABA courses 	<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> <ol style="list-style-type: none"> A score of 80% or higher on the post-test. At least 80% of graduates will pass the BCBA certification exam on their first attempt. <p>Academic Criteria</p> <ol style="list-style-type: none"> Cumulative GPA 3.0 or higher in ABA core courses. No grade lower than a B in all core ABA courses.
2. Students will demonstrate mastery of basic clinical skills in at least one applied setting.	1.1.1 Students will achieve programmatic learning outcomes.	<p>Non-Academic Assessments</p> <ol style="list-style-type: none"> Cooperative Education (PSY 590) Evaluation <p>Academic Assessments</p> <ol style="list-style-type: none"> PSY 590 learning objective performance review 	Second-year ABA students enrolled for PSY 590	End of each quarter enrolled in PSY 590	<p>Non-Academic Criteria</p> <ol style="list-style-type: none"> 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>Academic Criteria</p> <ol style="list-style-type: none"> Satisfactory completion of all learning objectives and activities specified for inclusion in PSY 590 (S or U grade).

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3. Students will maintain a professional disposition and behave ethically.	1.1.1 Students will achieve programmatic learning outcomes.	<i>Non-Academic Assessments</i> 1. ABA Professional Behavior and Disposition Survey completed by faculty instructors or internship supervisors.	First and second-year ABA students	End of Fall, Winter, and Spring quarters	<i>Non-Academic Criteria</i> 1. A minimum rating of “satisfactory” by instructors and supervisors (i.e., a rating of at least 3 on a 5-point Likert scale).
4. Students will demonstrate competence in applied research	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.	<i>Non-Academic Assessments</i> 1. Participation in research presentations at conferences. <i>Academic Assessments</i> 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	<i>Non-Academic Criteria</i> 1. At least 25% of students in each cohort will author or co-author a presentation at a local, regional, or national conference <i>Academic Criteria</i> 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) and modality (face-to-face, online)

***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Assessment Cycle

Analysis and Interpretation: December
Improvement Actions: Completed by June
Dissemination: Completed by June

Year SLOs	15-16	16-17	17-18	18-19	19-20	20-21
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4	X	X	X	X	X	X

Assessment Oversight

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