



Student Learning Outcome Assessment Plan

Department: Psychology

Degree Program: MS-Experimental Psychology

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. 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	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

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				committee and to the graduate school	committee. Successful acceptance of the written thesis by the graduate school
3. Describe, assess, and utilize common research designs and measurement tools in psychology.	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.	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, 550, 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
4. Design, conduct, and report psychological 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.	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, 550, 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
5. Engage in scholarly and professional activities, including presenting research at formal and/or informal professional events.	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.	Assigned presentations in various courses, and the oral thesis defense. Required presentation of research to a local, regional, national, or international conference prior to graduation.	Graduate students	During each academic term of enrollment Documentation of a presentation prior to graduation	Grade above 3.0 and no grade lower than a C in Methods and Statistics courses on student's 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.

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6. Performing professional skills in supervised practice setting.	1.1.1 Students will achieve programmatic learning outcomes.	Supervised skill development in core courses. Graduate research courses, and thesis work.	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.	During each academic term of enrollment Thesis submission to graduate committee and to the graduate school	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.

*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)

rev. 11/14

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
5	X	X	X	X	X	X
6	X	X	X	X	X	X

Assessment Oversight

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