

CWU Department/Program Goals Assessment Plan Preparation Form

Department: Psychology

Program: B.A. Psychology Major (45 and 60 credits) and
M.S. Experimental, M.S. Mental Health Counseling, M.Ed. School Counseling, M. Ed. School Psychology

The program goals and assessments of the Psychology Department as a whole are also the program goals and assessments of the B.A. major in psychology. Graduate programs in psychology may have additional goals and assessments.
Goals and assessments are consistent those published by the American Psychological Association* and the standards of relevant professional associations**

Department/ Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
<p>1. Assess and improve our undergraduate and graduate curricula.</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>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>Record curriculum improvements resulting from</p> <p>a. reviews of standards of professional associations**</p> <p>b. surveys of journal articles on curriculum in psychology</p> <p>c. student performance on the Major Field Test.</p> <p>Review syllabi, assignments, and student learning objectives at department's annual assessment day in spring quarter</p> <p>Survey student estimates of course effectiveness</p> <p>See program-specific assessments in graduate programs.</p>	<p>Structure of major programs</p> <p>Course documents</p>	<p>Graduate program review cycles determined by state and professional association</p> <p>Review by program committees at least biennially.</p> <p>Annual department assessment day</p> <p>Quarterly PSY 489, Senior Assessment includes MFT and student assessment of major program.</p>	<p>All graduate programs maintain appropriate state and professional association approval status.</p> <p>All courses and degree programs reviewed by appropriate department committee at least biennially.</p> <p>Record and implement all recommended curriculum changes</p> <p>Averages on MFT content areas consistent with national averages.</p> <p>All PSY 489 average ratings of course effectiveness above 4 on 7-point scale</p> <p>One class per faculty member is reviewed at department assessment day each year.</p>

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4. Support involvement of undergraduate and graduate students in psychological research	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.	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.	Count professional meeting papers and presentations with student authors and co-authors Count student and faculty participation in local symposia, poster sessions, SOURCE. Track student enrollment in research internships and field research courses (e.g. China Field Station, Children's Village research). Inspect PSY 489 portfolios for evidence of developing a research proposal. Confirm completion of a research thesis for graduate students. Count student members of faculty research teams.	Psychology department faculty and student records.	Academic year annual summary Quarterly PSY 489 portfolio review PSY 700 completion by graduate students.	At least one third of faculty papers and presentations have student co-authors. At least two internship, field station, or faculty research teams are open to students each year. Every graduating major will have developed a research proposal Every graduate student will create a complete research project
5. Assure faculty staffing adequate to support timely delivery of all courses and programs at all sites.	Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.	Goal III: Strengthen and further diversify our funding base and strengthen infrastructure	Monitor class sizes Monitor size of waitlists for course sections Monitor ratios of part-time and full-time instruction Count times a required course must be taken as an "arranged course."	Enrollment records, faculty scheduling records	Annual summaries	90% of all course sections meet size criterion. Lower division less than 65, upper division less than 40, graduate less than 20. No waitlists should exceed one quarter of the course enrollment limit. At least 60% of classes taught by full time faculty No more than one "arranged course" per quarter required for student progress

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6. Pursue diversity goals by attracting women and minority students and faculty members and by increasing student and faculty contact with diverse populations.	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.	Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry	Number of faculty searches conforming to OEO guidelines for recruiting women and minority faculty members. Count papers, presentations and professional activities with diversity themes. Presence of cross cultural and diversity content in psychology curriculum. Compare proportion of women and minority faculty and students with availability and university averages.	Faculty and student demographics Faculty activities	At time of every tenure-track faculty hiring search and at time of cyclical program review.	All faculty searches conform to OEO guidelines At least three papers, presentations, and professional activities per year with diversity themes. Cross-cultural and diversity content in at least one required course in each degree program. Departmental proportions of women and minority faculty at least within one person of availability institutional averages, students within 5% of university averages. At least half of all field placements and internships yield contact with minority or diverse populations.
7. Seek support for faculty teaching, scholarship, and professional development activities.	Goal IV: Develop a diversified funding base to support teaching, research, and service Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations	Goal III: Strengthen and further diversify our funding base and strengthen infrastructure Goal V: Achieve regional and national prominence for the university.	Count number of applications for internal research and scholarship funding. Count number of applications for external research and scholarship funding. Count number of infrastructure (equipment, materials, facilities) requests fulfilled (internal and external sources). Count number of applications for professional development funding (college, graduate studies and research, professional leave, spheres of distinction). Count number and type of activities funded by individual professional development fund. Monitor department staff positions	Psychology department records of fund requests, reimbursement requests.	Reviews every academic year or at time of cyclical program review, as noted	At least 25% of tenure and tenure-track faculty apply for internal research and scholarship funding per year. At least 10% of tenure and tenure-track faculty apply for external research and scholarship funding in two years Highest priority infrastructure project completed with each program review cycle All faculty members engage in at least one activity per year funded by individual professional development fund. All department staff positions filled

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8. Serve as a center for psychological and educational services to the community and region	<p>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</p> <p>Goal V: Build partnerships with private, professional, academic, government, and community-based organizations.</p> <p>Goal VI: Strengthen the college's contributions to the field of education.</p>	<p>Goal IV: Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses.</p> <p>Goal V: Achieve regional and national prominence for the university.</p>	<p>Count courses with service learning requirement or other opportunities for psychology majors.</p> <p>Count faculty and student community service activities</p> <p>See program-specific assessments in graduate programs, especially professional practica and internships.</p>	<p>Number of service opportunities available and filled in psychology courses and other service agencies.</p> <p>Number of graduate program interns placed in region</p> <p>Number of community clients served in CCPAC</p>	<p>At time of cyclical program review.</p> <p>Quarterly PSY 489, Senior Assessment includes portfolio review.</p>	<p>Every graduating student has had the opportunity to participate in a service opportunity.</p> <p>25% of undergraduate majors have participated in a service or internship opportunity.</p> <p>90% of graduate students have participated in a service or internship opportunity.</p> <p>Average of 20 community clients served in CCPAC in quarters when PSY 593C is offered</p>

*Dunn, D. S., McCarthy, M. A., Baker, S., Halonen, J. S., & Hill, G. W., IV. (2007). Quality benchmarks in undergraduate psychology programs. *American Psychologist*, 62, 650-670.

** We consult and comply with the standards of the American Psychological Association, Washington State Office of the Superintendent of Public Instruction, National Council for Accreditation of Teacher Education, National Association for School Psychology, American School Counseling Association, American Counseling Association, Council for Accreditation of Counseling and Related Educational Programs, Animal Behavior Society, Association for Behavior Analysis International, CWU Center for Teaching and Learning, CWU Human Subjects Review Committee, and CWU Institutional Animal Care and Use Committee, CWU standards are subordinate to and consistent with relevant federal and state regulations.