

PSYCHOLOGY DEPARTMENT STRATEGIC PLAN

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D R A F T

PSYCHOLOGY DEPARTMENT STRATEGIC PLAN

Mission

The Psychology Department advances the discipline of psychology through teaching, research/scholarship, and service. It enables students to engage with the empirical findings, theoretical perspectives, research methods, and practical applications of psychological science in ways that engender critical thought, informed judgment, and life-long learning.

Values

The Psychology Department faculty members represent a diverse and eclectic set of specialized interests within the discipline of psychology. While some departments choose to specialize in a particular theoretical approach or in particular content areas, our own department seeks to represent the discipline of psychology very broadly. The range of specializations within our department is exceptional, from people who study the neurochemistry of psychological processes to those who study cross-cultural psychology. People within the department work at different levels of analysis, with different methodologies, and from different theoretical perspectives. Because the department values this breadth and variety, our values are necessarily defined in broad terms that provide an umbrella under which all the varied specialized interests within the department can fit comfortably.

The Psychology Department values...

-intellectual inquiry and discourse that rests upon academic freedom, integrity, collaboration, and collegiality.
-a climate of understanding, openness, and respect shared among a diverse community of teachers/scholars/learners.
-teaching excellence that weaves psychological science into the fabric of liberal education.
-setting high standards for our students and then providing the training, skills, advising, and support that make it possible for students to meet these standards
-generating, applying, and communicating contributions that advance psychological science.
-celebrating and embracing a wide range of (sometimes conflicting) viewpoints that reflect the broad scope of the discipline of psychology.
-a departmental sense of community among faculty and students based on the shared commitment to intellectual growth and effective action informed by psychological science.
-university, community and professional service that accurately represents our discipline, contributes to the communities to which we belong, and enhances public understanding of psychology.
-responsiveness to changing needs of our students and the larger community as we

revise existing curricula and consider developing new programs.
.....building and strengthening professional ties beyond our discipline and beyond our university, in ways that sustain and enhance the rich interdisciplinary character of psychological inquiry.
.....involving our students in research/scholarship as directly as possible.

Vision

The psychology department seeks to achieve a synergistic balance among its teaching, research/scholarship, and service activities that advances psychological science while preparing our students to be responsible citizens, productive professionals, and lifelong learners. We aspire to develop and maintain an intellectually rich department culture that fosters sustained inquiry, multicultural perspectives, critical thinking, impassioned discourse, creative discovery, ethical action, clear communication, extensive collaboration, high achievement, and thoughtful reflection. We see ourselves as key contributors to liberal education, and we see psychological science as a discipline that embodies the values of liberal education.

Department Goals

1. To provide high quality, student-focused, undergraduate education in the field of psychology.
2. To achieve a synergistic balance among teaching, research/scholarship, and service for department faculty members.
3. To engage students with psychology and psychological research in ways that serve all of our students, including both those for whom the bachelor's degree will be a terminal degree, as well as those who go on to graduate school.
4. To promote excellence in teaching.
5. To increase research/scholarship opportunities and support for faculty and students.
6. To promote and embrace diversity in all aspects of the department's activities.
7. To build and sustain an atmosphere of inquiry, integrity, engagement, community, curiosity and creativity among students, staff and faculty in the psychology department.
8. To enrich the intellectual lives of the department's faculty and students.
9. To maximize the resources to support excellent teaching and scholarship within the department and to use the resources we have effectively, efficiently, and responsibly.
10. To enhance partnerships with relevant constituencies to enrich teaching, scholarship, and service for the benefit of students, faculty and staff.
11. To monitor the changing contexts in which our programs operate, and to revise existing programs and develop new programs at the undergraduate and graduate levels that meet student and community needs.
12. To promote a harmonious workplace environment in which faculty can balance teaching, research/scholarship, and service obligations with their personal lives.
13. To improve and clarify evaluation policies.
14. To promote awareness of and compliance with university and department policies.
15. To improve the quality of the department's programs.
16. To increase the space available for psychology laboratory activities, and to use available space with optimal efficiency and functionality.
17. To explore ways to teach large-enrollment sections in ways that provide students the kinds of pedagogical activities typically associated with smaller classes.

Assessment Plan

In the plans described below, the “procedure” described for each measure is intended to provide an operational description of the measure.

Faculty Goals

Goal #1: To promote excellence in teaching.

Objective #1: Mentor new faculty effectively

Measure 1: Schedule of mentoring sessions

Procedure: New faculty keep log of mentoring sessions with department chair and other faculty.

Timetable: Begin Fall 2006

Measure 2: Perceived effectiveness of mentoring

Procedure: At beginning of a faculty member’s second year, ask for written comments on the usefulness of mentoring sessions and make suggestions for improving them.

Timetable: Begin Fall 2007

Objective #2: Establish teaching circles within the Psychology Department

Measure 1: Meetings of faculty with common teaching interests

Procedure: Keep log of meetings of teaching circles.

Timetable: Begin Fall 2006

Measure 2: Perceived effectiveness of teaching circles

Procedure: Ask participants to reflect on utility of teaching circles and make suggestions for improvement.

Timetable: Begin Fall 2007

Objective #3: Establish a peer review process for all new faculty.

Measure 1: Peer review procedures

Procedure: Develop a consistent peer review procedure and document it.

Timetable: Begin Fall 2007

Measure 2: Reflection on peer review.

Procedure: Faculty who undergo peer review are asked to reflect on the outcomes, reporting back to the department what was most useful about the process.

Timetable: Begin Winter 2008

This goal is in compliance with the following:

NCA 3b: The organization values and supports effective teaching.

NCA 3c: The organization creates effective learning environments.

NCA 3d: The organization’s learning resources support student learning and effective teaching.

GVSU 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service

GVSU 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

CLAS 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #2: To enrich the intellectual life of the psychology departments' faculty and students.

Objective #1: Maintain and enhance departmental discourse.

Measure 1: Frequency of meetings of department research colloquia

Procedure: Collect schedules and announcements of research colloquia.

Timetable: Begin Fall 2006.

Measure 2: Record of abstracts of presentations by faculty at regional, national, and international meetings.

Procedure: Create a shared folder of these abstracts.

Timetable: Begin Fall 2006.

Objective #2: Enhance quality and visibility of research.

Measure 1: Prominently display posters of research presentations within the Psychology Department.

Procedure: Keep log of posters on display and of their rotation.

Timetable: Begin Fall 2006.

Measure 2: Faculty will make presentations of research and scholarship in appropriate fora.

Procedure: Keep annual log of presentations.

Timetable: Begin Fall 2006

Measure 3: Availability of recent publications for faculty and student review.

Procedure: Place copies of recent publications in notebook in psychology office.

Timetable: Begin Fall 2007

This goal is in compliance with the following

NCA 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

NCA 3d: The organization's learning resources support student learning and effective teaching.

NCA 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

GVSU 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU 5: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

GVSU 7: To enhance the image and visibility of the university and its work.

CLAS 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #3: To improve and clarify evaluation policies.

Objective #1: Review and revise department guidelines for evaluation.

Measure 1: Psychology Department written personnel guidelines

Procedure: Track changes in personnel guidelines

Timetable: Fall, 2006 and thereafter as issues are identified

Goal #4: To promote awareness of university and department policies.

Objective #1: Make university and department policies readily available to

Faculty.

Measure 1: Department handbook available electronically

Procedure: Keep track of additions and revisions of material available to faculty online.

Timetable: Begin Fall, 2006

This goal is in compliance with the following:

NCA 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

NCA 1e: The organization upholds and protects its integrity.

NCA 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

NCA 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

NCA 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA 3b: The organization values and supports effective teaching.

NCA 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

NCA 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly,

GVSU 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU 5: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

CLAS 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Program Goals

Goal #1: To increase research/scholarship opportunities and support for faculty and students.

Objective #1: Evaluate and redefine as appropriate the role (job duties) of the Laboratory Coordinator.

Measure 1: Report from lab committee on redefining the role of the Laboratory Coordinator.

Procedure: Department as a whole considers the report at a departmental Meeting.

Timetable: Beginning 2006-2007 academic year.

Objective #2: Seek external sources for research/scholarship funding when appropriate.

Measure 1: Grant applications prepared by faculty members and grant awards to faculty members.

Procedure: Log the applications and the awards.

Timetable: Begin Fall 2006

Objective #3: Increase the functionality of research space.

Measure 1: Funding for remodeling and/or equipment that enhances functionality of research space.

Procedure: Submit budget requests for these improvements, note whether funded.

Measure 2: Amount of research space.

Procedure: Request additional space at every opportunity, note success.

Timetable: Continual, starting immediately.

This goal is in compliance with the following:

NCA 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

NCA 3d: The organization's learning resources support student learning and effective teaching.

NCA 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

GVSU 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU 5: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

GVSU 6: To effectively develop and allocate financial resources with which to advance the university mission and respond to change and emerging opportunities.

GVSU 7: To enhance the image and visibility of the university and its work.

CLAS 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS 3: To explore means within and beyond the university to address funding and resource constraints guided by the values of equity and productivity.

CLAS 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #2: To review existing programs and develop new programs in response to the changing needs of the community.

Objective #1: Work with the Sociology Department to re-evaluate, redefine, and revise the Behavioral Sciences major.

Measure 1: Curriculum changes submitted to Curriculum Committee

Objective #2: Review and revise the Biopsychology major to insure that it reflects contemporary Behavioral Neuroscience and prepares students well.

Measure 1: Curriculum changes submitted to the Curriculum Committee

Procedure: Appoint and charge a committee with representatives from both departments.

Timetable: Begin Fall, 2006.

Objective #3: Review how we provide Special Education certification and determine if there are better ways to accomplish this consonant with federal and state changes in teaching certification. Involve the College of Education as appropriate.

Measure 1: Curriculum proposal for review and submission, if determined to be appropriate.

Procedure: Appoint and charge an ad hoc committee to review options and propose solutions.

Timetable: Begin Fall, 2006.

Objective #4: Implement the Masters Program in Psychology.

Measure 1: Administrative approval to initiate the program.

Procedure: Persist in educating the central administration about the value of funding this program.

Timetable: Continual until the program is funded.

This goal is in compliance with the following:

NCA 1e: The organization upholds and protects its integrity.

NCA 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

NCA 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible

NCA 3d: The organization's learning resources support student learning and effective teaching.

NCA4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

NCA 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

GVSU 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

CLAS 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS 3: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity, among students, staff and faculty.

Goal #3: To improve the quality of the programs.

Objective #1: Develop benchmarks for performance for the programs offered by the Psychology Department.

Measure 1: Identify appropriate comparisons, both with similar departments and with ones we aspire to be like.

Procedure: Use national databases to identify comparison institutions, then contact individual departments for information such as teaching load, promotion standards, lab space, and research support.

Objective #2: Use the results of benchmarking to inform departmental discussions of how to do things differently and better.

Measure #1: Report of benchmarking results presented to department.

Procedure: Appoint a departmental benchmarking officer and charge this person with reporting benchmarking results as appropriate to issues under consideration.

Timetable: Begin Fall, 2006.

Objective #3: Review existing programs for quality and recommend changes as appropriate.

Measure #1: Review of programs, with recommendations for change as appropriate.

Procedure; Each year, appoint an *ad hoc* committee to review an existing programs and to recommend curricular changes as appropriate.

Timetable: Begin 2006, starting with a review of the Biopsychology program.

This goal is in compliance with the following:

NCA 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

NCA 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

NCA 1e: The organization upholds and protects its integrity.

NCA 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

NCA 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA 3d: The organization's learning resources support student learning and effective teaching.

NCA4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

NCA 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

GVSU 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

CLAS 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS 3: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity, among students, staff and faculty.

STUDENT LEARNING GOALS FOR PSYCHOLOGY MAJORS

Goal #1: To provide students with the knowledge and understanding of the major empirical findings and theories of psychology.

Objective #1: Students will identify and apply concepts of the major empirical findings and theoretical perspectives in an independent manner in order to explain and predict behavior.

Measure 1: Students will take a content test, such as an ETS area test, in psychology before graduation.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.
- b) Data collection: students will take this test as part of PSY 492, the Capstone. Each instructor of the Capstone will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project in Advanced Research in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to assess such “high quality” research projects that identify and apply concepts of the major empirical findings and theoretical perspectives in an independent manner in order to explain and predict behavior.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will evaluate the quality and fit of theory application, compare and contrast relative contributions of different theories, and integrate theoretical perspectives.

Measure 1: Students will demonstrate ability by completing a complex, high

quality research project in Advanced Research in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to assess students' understanding of theory applications, contributions of different theories, and integration of theoretical perspectives.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 2: Students will complete a high quality literature review in *Capstone*.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for assessing a "high quality" literature review paper that measures students' understanding of theory applications, contributions of different theories, and integration of theoretical perspectives..
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

This goal complies with the following criteria:

NCA3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #2: To prepare students to utilize the scientific method in their problem-solving and critical thinking.

Objective #1: Students will demonstrate accomplishment of this goal by

completing two or more high quality research projects that increase in complexity as the student progresses.

Measure 1: Students will complete satisfactory initial baseline research project in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric to assess students' understanding of the scientific method and use of problem-solving and critical thinking skills required at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to assess "high quality" research projects that use the scientific method and assess students' use of the problem-solving and critical thinking skills required at the advanced level.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will be able to use statistical reasoning as a basis for conducting and critiquing research.

Measure 1: Students will complete satisfactory initial baseline research project that applies statistical research skills in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric measuring the students' application of statistical reasoning skills required to conduct and critique an introductory-level research project.

- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project that involves more advanced statistical and research methodology in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define “high quality” research projects and the statistical reasoning skills required to conduct and critique such projects at an advanced level.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #3: Students will be able to identify potential bias and confounds by recognizing personal, professional, and cultural influences.

Measure 1: Students will complete satisfactory initial baseline research project which explores possible sources of bias and confounds in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric assessing the skills required to identify sources of potential bias and confounds and recognize the personal, professional, and cultural influences in a project at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.

- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project that identifies more sophisticated sources of possible bias, confounds, and influences in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define “high quality” research projects which effectively identify more sophisticated sources of possible bias, confounds, and influences.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 3: Students will complete a high quality literature review in Capstone.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for identifying a “high quality” literature review paper that evaluates the existing research for possible sources of bias, confounds, and influences.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

This goal complies with the following criteria:

NCA Criterion 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #3: To prepare students to apply sound ethical standards to psychological research and practice.

Objective #1: Students will be able to identify how ethical standards enhance or constrain research.

Measure 1: Students will complete a comprehensive content examination which includes questions on ethics in research and practice.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge of ethics expected of a psychology graduate.
- b) Data collection: students will take this test as part of PSY 492, the Capstone. Each instructor of the Capstone will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

Measure 2: Students will complete a high quality literature review in Capstone.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for identifying a “high quality” literature review paper that includes an identification of how ethical standards enhance or constrain the research and a thoughtful discussion of other relevant ethical issues.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will be able to apply ethical standards to given examples and judge the quality of ethical research and practice.

Measure 1: Students will complete satisfactory initial baseline research project that incorporates knowledge of applying relevant ethical research standards PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric assessing the skills necessary for applying ethical standards and judging the quality of ethical research and practice in a project at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project that addresses more sophisticated ethical issues in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define “high quality” research projects, that assess students’ knowledge of the application of ethics and their ability to judge the quality of research required at this advanced level.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

This goal complies with the following criteria:

NCA Criterion: 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA Criterion 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

GVSU Goal 5: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #4: To prepare students to make professional written and oral presentations of psychological concepts and findings.

Objective #1: Students will integrate content from multiple sources into a research presentation, while also acknowledging contradictory information.

Measure 1: Students will complete satisfactory initial baseline research project and present their findings in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric measuring the skills required in organizing an introductory level project which integrates content from multiple sources while acknowledging contradictory information.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project and orally presenting their findings in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define the skills necessary to produce a “high quality” advanced level presentation that integrates content from multiple sources while acknowledging contradictory information.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will create coherent and integrated critiques of research based upon review of the relevant literature and present their findings to an audience.

Measure 1: Students will complete a high quality literature review paper in Capstone which presents a critique of research addressing a

specific topic.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for conducting such critiques of relevant literature and identify the skills expected at this level to address a specific topic.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 2: Students will be prepared to present their research/scholarship from such courses as PSY 300, 399, 400, 492 and 499 at Student Scholarship Day and/or regional and national professional meetings.

- a) Procedure: Students will be encouraged to submit their research findings at these venues.
- b) Data collection: Each faculty member who has a student participating in these presentations will notify assessment committee.
- c) Timeline: Instructors will report these data to the Assessment Committee beginning April 2007.
- d) Assessment committee will prepare report to be distributed to the department at the fall retreat.
- e) Results will be discussed and used to encourage increased student participation.

Objective #3: Students will be able to use APA format and professional expression consistently in their written work.

Measure 1: Students will use APA format in the papers submitted in the Capstone.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for assessing a “high quality” literature review paper in terms of its adherence to APA style.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 07 for implementation in Fall 07 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.

- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 2: Students will pass an objective test assessing their knowledge of APA format and professional expression.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.
- b) Data collection: students will take this test as part of PSY 492, the Capstone. Each instructor of the Capstone will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 08 for implementation beginning Fall 08 and continuing every semester thereafter.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

This goal complies with the following criteria:

NCA Criterion: 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA Criterion 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

GVSU Goal 5: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

GVSU Goal 7: To enhance the image and visibility of the university and its work.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #5: To prepare students to make thoughtful use of their education in psychology in their careers, personal and public lives.

Objective #1: Students should consider themselves well prepared to make informed decisions about career paths available to them.

Measure 1: Self report survey administered during the Capstone course.

- a) Procedure: the department currently utilizes a self-report survey administered during the Capstone course.
- b) Data collection: each Capstone instructor distributes the survey and collects the responses.
- c) Timetable: this is conducted during the last third of each semester and forwarded to the department assessment committee.

- d) Assessment committee evaluates the data and reports to the department.
- e) Results will be used to make curriculum and program changes when needed.

Measure 2: Structured group exit interview with department chair during the Capstone course.

- a) Procedure: The department chair currently visits Capstone courses and conducts structured group exit interviews.
- b) Data collection: The chair summarizes information gathered during the interviews.
- c) Timetable: This takes place every semester. Chair will forward the data to the assessment committee.
- d) Assessment committee evaluates the data and reports to the department.
- e) Results will be used to make curriculum and program changes when needed.

Measure 3: Obtain data from Career Placement Services about how many and at what point in academic career students make contact.

- a) Procedure: Assessment committee will develop survey for Career Services.
- b) Data collection: Assessment committee will determine, along with Career Services, when survey will be administered. Ideally, this would be at least once a year.
- c) Timeline: Survey will be developed by April 2007 for implementation during the 2007-08 academic year.
- d) Assessment committee evaluates data and reports to the department.
- e) Results will be used to update the department web site and distributed to Psychology faculty and staff at Career Services to enhance the services provided by both entities.

Objective #2: Students who pursue graduate work will be well prepared for graduate programs.

Measure 1: Survey former students who have gone on to graduate programs.

- a) Procedure: Design survey for former students to determine how many have gone on to graduate school and ask them to rate their level of preparation by GVSU and the Psychology Department.
- b) Data collection: Department faculty will design a survey to be disseminated to every graduate who majored in psychology, beginning with 1998 graduate.
- c) Timetable: The survey will be ready by April 2008 for distribution in Fall 2008. It will be conducted every two years after that.
- d) Assessment committee will evaluate the data and establish a data base to track student progress.

- e) Results of graduate feedback will be used for curriculum and program development as needed, as well as for individual and group advising sessions.

Measure 2: Obtain data returned by graduates to Career Services.

- a) Procedure: Download data as it is made available to the University by Career Services.
- b) Data collection: Assessment committee will compile information as soon as it has been released by Career Services.
- c) Timeline: This will begin Fall 2007.
- d) Assessment committee will evaluate data and prepare a report.
- e) Results will be distributed to department faculty and used to conduct both individual and group advising sessions.

Objective #3: Students will be prepared to use their education in psychology in their careers.

Measure 1: Survey psychology majors who have graduated.

- a) Procedure: Design survey for former students to determine how many are employed, in what fields they have secured employment, and ask them to rate their level of preparation by GVSU.
- b) Data Collection: Department faculty will design a survey to be disseminated to every graduate, beginning with 1998 graduates.
- c) Timeline: This will begin Fall 2008 and continue every two years thereafter.
- d) Assessment committee will evaluate the data and establish a data base to track student progress, beginning.
- e) Results: Graduate feedback will be used for curriculum and program development as needed, as well as posted on the website and incorporated into advising sessions as appropriate.

Measure 2: Obtain data returned by graduates to Career Services.

- a) Procedure: Download data as it is made available to the University by Career Services.
- b) Data collection: Assessment committee will compile information as soon as it has been released by Career Services.
- c) Timeline: This will begin Fall 2007.
- d) Assessment committee will evaluate data and prepare a report.
- e) Results will be distributed to department faculty and used to conduct both individual and group advising sessions.

This goal is in alignment with the following criteria:

NCA 3c: The organization creates effective learning environments.

NCA 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

GVSU Goal 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU Goal 3: To build partnerships and collaborations between the university and external entities that contribute to the enrichment of society in the region, the state and beyond.

CLAS Goal 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 5: To construct partnerships with relevant external constituencies which enrich the education of our students while enhancing the quality of life for the people of the region, the state, the nation and beyond.

STUDENT LEARNING GOALS FOR BIOPSYCHOLOGY MAJORS

Goal #1: To provide students with the knowledge and understanding of fundamental empirical findings and concepts from biopsychology.

Objective #1: Students will be able to articulate the fundamental empirical findings and theoretical principles in the field of biopsychology.

Measure 1: Students will take a content test, such as an ETS area test, in psychology before graduation.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.
- b) Data collection: students will take this test as part of PSY 492, the Capstone, or PSY 400, if they are taking the BIO Capstone. Each instructor of PSY 492 or PSY 400 will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 2008 for implementation beginning Fall 08 and continuing every semester thereafter and forward data to assessment committee.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project exploring biopsychological principles in Advanced Research in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define “high quality” research projects that articulate the fundamental empirical findings and theoretical principles in the area of biopsychology.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will apply biopsychological theory to explain and predict behavior in an indicated applied setting.

Measure 1: Students will complete a comprehensive exam in the field of biopsychology.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a biopsychology graduate.
- b) Data collection: students will take this test as part of PSY 492, the Capstone, or PSY 400, if they are taking the BIO Capstone. Each instructor of PSY 492 or PSY 400 will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

Measure 2: Students will complete a high quality literature review dealing with a biopsychological perspective in Capstone or in an Independent Research Paper (PSY 399).

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for identifying a “high quality” biopsychological literature review paper that applies biopsychological theory to explain and predict behavior in an indicated applied setting. This will be shared with all faculty who teach biopsychology majors in a PSY 399 project.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 3: Students will demonstrate ability by completing a complex, high quality research project in Advanced Research in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define “high quality” biopsychological research projects that apply biopsychological theory to explain and predict behavior in an indicated applied setting.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.

- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #3: Students will evaluate quality and fit of theory application, compare and contrast relative contribution of different theories, and integrate theoretical perspectives.

Measure 1: Students will complete a high quality literature review which evaluates the contributions of biopsychological principles and empirical findings.in Capstone or in an Independent Research Paper.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for identifying a “high quality” literature review paper that evaluates the quality and fit of theory application, compares and contrasts the relative contribution of different theories, and integrates theoretical perspectives. This will be shared with all faculty who teach PSY 399.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 2: Students will demonstrate this ability by completing a complex, high quality research project in Advanced Research in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define “high quality” research projects that evaluate the quality and fit of theory application, compare and contrast the relative contribution of different theories, and integrate theoretical perspectives.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.

- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

This goal complies with the following criteria:

NCA Criterion: 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #2: To prepare students to utilize the scientific method in their problem-solving and critical thinking.

Objective #1: Students will demonstrate accomplishment of this goal by completing two or more high quality research projects that increase in complexity as the student progresses.

Measure 1: Students will complete satisfactory initial baseline research project in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric stating the problem-solving and critical thinking skills required in the first project at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define "high quality" research projects and identify the problem-solving and critical thinking skills required for the second project at the advanced level.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.

- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will be able to use statistical reasoning as a basis for conducting and critiquing research.

Measure 1: Students will complete satisfactory initial baseline research project utilizing statistical research methods in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric stating the basic statistical reasoning skills required to conduct and critique a project at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project involving sophisticated statistical and research methods in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to measure the advanced level of skills required for “high quality” research projects that use statistical reasoning as a basis for conducting and critiquing the research..
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #3: Students will be able to identify the potential bias and confounds

by recognizing personal, professional, and cultural influences.

Measure 1: Students will complete satisfactory initial baseline research project which identifies potential sources of bias in biopsychological research in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric measuring the skills required to identify the bias, confounds, and influences in a project at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate increasing ability by completing a complex, high quality research project which identifies and addresses potential sources of bias in biopsychological research in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define whether students identified potential sources of bias, confounds, and influences in their advanced research projects.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 3: Students will complete a high quality literature review in Capstone or in an Independent Research Paper which addresses possible sources of bias or confounds in the existing literature.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for identifying the skills necessary to detect bias, confounds, and influences in a “high quality” literature review paper.

- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 4: Students will take a content test, such as an ETS area test, in psychology before graduation which assesses their knowledge of bias and confounds in research.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge about bias and confounds expected of a psychology graduate.
- b) Data collection: students will take this test as part of PSY 492, the Capstone. Each instructor of the Capstone will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

This goal complies with the following criteria:

NCA Criterion 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #3: To prepare students to apply sound ethical standards to research and practice in the field of biopsychology.

Objective #1: Students will be able to identify how ethical standards enhance or constrain research in biopsychology.

Measure 1: Students will complete a comprehensive content examination which includes questions on ethics in research and practice.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general

test for our majors covering the basic knowledge of ethical standards expected of a psychology graduate.

- b) Data collection: students will take this test as part of PSY 492, the Capstone. Each instructor of the Capstone will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

Measure 2: Students will complete a high quality literature review in Capstone or in an Independent Research project which evaluates the ethical standards used in existing research in the field of biopsychology.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for assessing how students identify the ethical standards that enhance or constrain research in a “high quality” literature review paper.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will be able to apply ethical standards to given examples to judge the quality of ethical research and practice.

Measure 1: Students will complete satisfactory initial baseline research project which incorporates sound ethical standards in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric to assess the application of ethical standards required in a project at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.

- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality research project involving applying ethical standards as well as sophisticated statistical and research methods in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to measure the level of skills required to apply ethical standards to given examples and judge the quality of ethical research and practice in a “high quality” research project.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

This goal complies with the following criteria:

NCA Criterion: 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA Criterion 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

GVSU Goal 5: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #4: To prepare students to make professional written and oral presentations of biopsychological concepts and findings.

Objective #1: Students will integrate biopsychological content from multiple sources into a research presentation, while acknowledging contradictory information.

Measure 1: Students will complete satisfactory initial biopsychological baseline research project and present their findings in PSY 300 Research Methods.

- a) Procedure: the faculty who teach the introductory level research course, PSY 300, will develop a rubric stating the skills required in a project which integrates biopsychological content from multiple sources and acknowledges contradictory information, at the introductory level.
- b) Data collection: the individual instructors of these courses will collect the data every semester and submit it to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be used to distribute clear expectations and guidelines to students and to aid in curriculum development.

Measure 2: Students will demonstrate ability by completing a complex, high quality biopsychological research project in Advanced Research Methods in Psychology.

- a) Procedure: the faculty who teach PSY 400 will develop a rubric to define “high quality” biopsychological research projects that integrate biopsychological content from multiple sources into a research presentation and acknowledges contradictory information.
- b) Data collection: the individual instructors of these courses will collect and forward the data to the assessment committee at the end of each semester.
- c) Timetable: faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Objective #2: Students will create coherent and integrated critiques based upon research evidence and formally present their findings to an audience.

Measure 1: Students will complete a high quality literature review paper in Capstone or in an Independent Reading project.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for identifying a coherent and integrated, “high quality” biopsychological literature review paper based upon research evidence, to be presented to an audience.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.

- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 2: Students will be prepared to present their research/scholarship at Student Scholarship Day and/or regional and national professional meetings.

- a) Procedure: Students will be encouraged to submit their research/scholarship findings at these venues.
- b) Data collection: Each faculty member who has a student participating in these presentations will notify assessment committee.
- c) Timeline: Instructors will report these data to the Assessment Committee beginning April 2007.
- d) Assessment committee will prepare report to be distributed to the department at the fall retreat.
- e) Results will be discussed and used to encourage increased student participation.

Objective #3: Students will be able to use APA format and professional expression consistently in their written work.

Measure 1: Students will use APA format in the papers submitted in the Capstone.

- a) Procedure: the faculty who teach PSY 492 will develop a rubric for assessing the students' use of APA style which a "high quality" literature review paper requires.
- b) Data collection: the individual instructors of these courses will collect and forward the data every semester to the assessment committee.
- c) Timetable: faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.
- d) Assessment committee will evaluate data and prepare report for the department.
- e) Results will be discussed by faculty and used to provide clear guidelines of expectations to students and guide curriculum development.

Measure 2: Students will pass an objective test assessing their knowledge of APA format and professional expression.

- a) Procedure: Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.

- b) Data collection: students will take this test as part of PSY 492, the Capstone. Each instructor of the Capstone will administer the tests and forward them to the department assessment committee.
- c) Timetable: Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.
- d) Assessment committee will evaluate data and prepare a report for the department.
- e) Results will be used to evaluate the curriculum and make adjustments where needed.

This goal complies with the following criteria:

NCA Criterion: 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA Criterion 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

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CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #5: To prepare students to make appropriate use of their education in biopsychology in their careers, personal and public lives.

Objective #1: Students should consider themselves well prepared to make informed decisions about career paths available to them.

Measure 1: Self report survey administered during the Capstone course.

- a) Procedure: the department currently utilizes a self-report survey administered during the Capstone course.
- b) Data collection: each Capstone instructor distributes the survey and collects the responses.
- c) Timetable: this is conducted during the last third of each semester and forwarded to the department assessment committee.
- d) Assessment committee evaluates the data and reports to the department.
- e) Results will be used to make curriculum and program changes when needed.

Measure 2: Structured group exit interview with department chair during the Capstone course.

- a) Procedure: The department chair currently visits Capstone courses and conducts structured group exit interviews.
- b) Data collection: The chair summarizes information gathered during the interviews.

- c) Timetable: This takes place every semester. Chair will forward the data to the assessment committee.
- d) Assessment committee evaluates the data and reports to the department.
- e) Results will be used to make curriculum and program changes when needed.

Measure 3: Obtain data from Career Placement Services about how many and at what point in academic career students make contact.

- a) Procedure: Assessment committee will develop survey for Career Services.
- b) Data collection: Assessment committee will determine, along with Career Services, when survey will be administered. Ideally, this would be at least once a year.
- c) Timeline: Survey will be developed by April 2007 for implementation during the 2007-08 academic year.
- d) Assessment committee evaluates data and reports to the department.
- e) Results will be used to update the department web site and distributed to Psychology faculty and staff at Career Services to enhance the services provided by both entities.

Objective #2: Students will be prepared for graduate programs.

Measure 1: Survey former students who have gone on to graduate programs.

- a) Procedure: Design survey for former students to determine how many have gone on to graduate school and ask them to rate their level of preparation by GVSU and the Psychology Department.
- b) Data collection: Department faculty will design a survey to be disseminated to every graduate who majored in psychology, beginning with 1998 graduate.
- c) Timetable: The survey will be ready by April 2008 for distribution in Fall 2008. It will be conducted every two years after that.
- d) Assessment committee will evaluate the data and establish a data base to track student progress.
- e) Results of graduate feedback will be used for curriculum and program development as needed, as well as for individual and group advising sessions.

Measure 2: Obtain data returned by graduates to Career Services.

- a) Procedure: Download data as it is made available to the University by Career Services.
- b) Data collection: Assessment committee will compile information as soon as it has been released by Career Services.
- c) Timeline: This will begin Fall 2007.
- d) Assessment committee will evaluate data and prepare a report.
- e) Results will be distributed to department faculty and used to conduct both individual and group advising sessions.

Objective #3: Students will be prepared to use their education in psychology in their careers.

Measure 1: Survey psychology majors who have graduated.

- a) Procedure: Design survey for former students to determine how many are employed, in what fields they have secured employment, and ask them to rate their level of preparation by GVSU.
- b) Data Collection: Department faculty will design a survey to be disseminated to every graduate, beginning with 1998 graduates.
- c) Timeline: This will begin Fall 2008 and continue every two years thereafter.
- d) Assessment committee will evaluate the data and establish a data base to track student progress, beginning.
- e) Results: Graduate feedback will be used for curriculum and program development as needed, as well as posted on the website and incorporated into advising sessions as appropriate.

Measure 2: Obtain data returned by graduates to Career Services.

- a) Procedure: Download data as it is made available to the University by Career Services.
- b) Data collection: Assessment committee will compile information as soon as it has been released by Career Services.
- c) Timeline: This will begin Fall 2007.
- d) Assessment committee will evaluate data and prepare a report.
- e) Results will be distributed to department faculty and used to conduct both individual and group advising sessions.

Objective #3: Students will be prepared to use their education in psychology in their careers.

Measure 1: Survey psychology majors who have graduated.

- a) Procedure: Design survey for former students to determine how many are employed, in what fields they have secured employment, and ask them to rate their level of preparation by GVSU.
- b) Data Collection: Department faculty will design a survey to be disseminated to every graduate, beginning with 1998 graduates.
- c) Timeline: This will begin Fall 2008 and continue every two years thereafter.
- d) Assessment committee will evaluate the data and establish a data base to track student progress, beginning.
- e) Results: Graduate feedback will be used for curriculum and program development as needed, as well as posted on the website and incorporated into advising sessions as appropriate.

Measure 2: Obtain data returned by graduates to Career Services.

- a) Procedure: Download data as it is made available to the University by Career Services.

- b) Data collection: Assessment committee will compile information as soon as it has been released by Career Services.
- c) Timeline: This will begin Fall 2007.
- d) Assessment committee will evaluate data and prepare a report.
- e) Results will be distributed to department faculty and used to conduct both individual and group advising sessions.

This goal is in alignment with the following criteria:

NCA 3c: The organization creates effective learning environments.

NCA 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

GVSU Goal 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU Goal 3: To build partnerships and collaborations between the university and external entities that contribute to the enrichment of society in the region, the state and beyond.

CLAS Goal 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 5: To construct partnerships with relevant external constituencies which enrich the education of our students while enhancing the quality of life for the people of the region, the state, the nation and beyond.

STUDENT LEARNING GOALS FOR PSYCHOLOGY/ SPECIAL EDUCATION MAJORS

Goal #1: To provide students with the knowledge and understanding of fundamental empirical findings, theoretical concepts and current practice in the field of special education.

Objective #1: Students will be able to identify the fundamental empirical findings, theoretical principles, and current practice in the field of special education.

Measure 1: Students will pass the objective content state certification examinations in one or both of following undergraduate areas of endorsement (Emotional Impairment, Cognitive Impairment).

- a) Procedure: Request the results of the Michigan Test for Teacher Certification in these two areas from the College of Education
- b) Data Collection: this data will be obtained every April from the COE by the Assessment Committee, beginning April, 2007.
- c) Assessment Committee will evaluate the performance standards on the individual content sub-areas and determine how the students are performing in content taught by the psychology department.
- d) Results will be distributed to the faculty and may be used for curriculum development and/or program revision.

Measure 2: Students will successfully complete projects which assess this knowledge in the relevant classes in their major.

- a) Procedure: psychology faculty will identify the relevant classes and appropriate projects in psychology.
- b) Procedure: the instructors will develop rubrics defining “successful completion” of appropriate projects by April, 2008 for implementation in Fall, 2008.
- c) Data collection: individual instructors will collect the data and submit it to the assessment committee every semester.
- d) Results: assessment committee will evaluate and disseminate data for possible curriculum development and/or program revision.

Objective #2: Students will be able to develop applications of this knowledge.

Measure 1: Students will submit an acceptable lesson plan adapted to the special academic needs of their students (either cognitively or emotionally impaired).

- a) Procedure: COE instructors will disseminate information to students about requirements and deadlines and to faculty about quality of plans.
- b) Data Collection: COE instructors will review lesson plans prior to first field placement. Students are not admitted until plans are satisfactory.
- c) Timetable: this is current practice and will be continued.

- d) Information about performance on this may be used for curriculum development and/or program revision wherever necessary in the COE or Psychology Department.

Measure 2: Students will submit an acceptable classroom management plan which addresses the specific behavioral needs of their students (either cognitively or emotionally impaired).

- a) Procedure: COE instructors will disseminate information to students about requirements and deadlines and to faculty about quality of plans.
- b) Data Collection: COE instructors will review classroom management plans prior to first field placement. Students are not admitted until plans are satisfactory.
- c) Timetable: this is current practice and will be continued.
- d) Information about performance on this may be used for curriculum development and/or program revision wherever necessary in the COE or Psychology Department.

This goal complies with the following criteria:

NCA Criterion 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA Criterion 3b: The organization values and supports effective teaching.

NCA Criterion 3c: The organization creates effective learning environment.

NCA Criterion 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

NCA Criterion 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

NCA Criterion 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

GVSU Goal 3: To build partnerships and collaborations between the university and external entities that contribute to the enrichment of society in the region, the state and beyond.

GVSU Goal 7: To enhance the image and visibility of the university and its work.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #2 To prepare students to effectively work with individuals with special needs in the field of special education and, when appropriate, in other situations.

Objective #1: Students will demonstrate their initial ability to work with students with special needs.

Measure 1: Students will successfully complete their pre-teaching experience with at least a B- average in implementation of the beginning levels of Danielson Domains.

- a) Procedure: both COE faculty and school supervising faculty will evaluate each student on a list of behaviors covering the content areas of the Danielson Domains assessment using a scale of 1-3.

- b) Data Collection: ratings are gathered from both COE and school supervising faculty and entered into students' files at end of semester.
- c) Timetable: this is current procedure and will be continued.
- d) Results will be shared with faculty and used for curriculum and/or program evaluation as needed.

Measure 2: Students will submit an academic folio appropriate for the pre-teaching experience.

- a) Procedure: COE faculty will disseminate information to students about requirements and deadlines and to faculty about quality of plans.
- b) Data Collection: COE instructors will review the academic folios prior to first field placement. Students are not admitted until the academic folio is satisfactory.
- c) Timetable: this is current practice and will be continued.
- d) Information about performance on this may be used for curriculum development and/or program revision wherever necessary in the COE or Psychology Department.

Objective #2: Students will demonstrate competence in their ability to work with students with special needs.

Measure 1: Students will successfully complete both clinical field experiences with at least a B- average in implementing the higher levels of the Danielson Domain assessment.

- a) Procedure: both COE faculty and school supervising faculty will evaluate each student on a list of behaviors covering the content areas of the Danielson Domain assessment using a scale of 1-3.
- b) Data Collection: ratings are gathered from both COE and school supervising faculty and entered into students' files at end of semester.
- c) Timetable: this is current practice and will be continued.
- d) Results will be shared with faculty and used for curriculum and/or program development.

Measure 2: Students will submit an academic folio appropriate for the clinical field experiences.

- a) Procedure: COE faculty will disseminate information to students about requirements and deadlines and to faculty about quality of plans.
- b) Data Collection: COE instructors will review the academic folios prior to clinical field placement. Students are not admitted to the clinical field placement until the academic folio is satisfactory.
- c) Timetable: this is current practice and will be continued.
- d) Information about performance on this may be used for curriculum development and/or program revision wherever necessary in the COE or Psychology Department.

This goal complies with the following criteria:

NCA Criterion 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

NCA Criterion 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

NCA Criterion 3c: The organization creates effective learning environments.

NCA Criterion 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

NCA Criterion 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

NCA Criterion 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

NCA Criterion 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

NCA Criterion 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

GVSU Goal 2: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.

GVSU Goal 5: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

CLAS Goal 1: To support high quality, student-focused, undergraduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 4: To build and sustain an atmosphere of inquiry, integrity, engagement, curiosity and creativity among students, staff and faculty.

Goal #3: To prepare students to make appropriate use of their education in psychology/special education in their careers, personal and public lives.

Objective #1: Students will be prepared to use their education in psychology/special education in their careers.

Measure 1: Obtain graduate employment data from Career Services.

- a) Download data as it is made available to the University by Career Services.
- b) Assessment committee will compile information as soon as it has been released by Career Services.
- c) Results will be distributed to department faculty and used to conduct both individual and group advising sessions.

Measure 2: Obtain data from Career Placement Services about how many and at what point students make contact.

- a) Request data from Career Services to report how many psychology/special education majors contact them each semester and at what point in their academic career they make contact.
- b) Assessment committee will develop survey for Career Services, collect and evaluate the data.
- c) Information will be used to further develop the department web site, planning advising sessions and scheduling class visits by Career Services.

Measure 3: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment

and Cognitive Impairment)

- a) Request the results of the Michigan Test for Teacher Certification in these two areas from the College of Education
- b) Assessment committee will review these data and disseminate.
- c) Results may be used for curriculum development and/or program revision.

Objective #2: Students will be prepared for graduate programs.

Measure 1: Survey former students who have gone on to graduate programs.

- a) Design survey for former students to determine how many have gone on to graduate school and ask them to rate their level of preparation by GVSU.
- b) Department faculty will design a survey to be disseminated to every graduate from the last 10 years who majored in psychology by April 08.
- c) The assessment committee will evaluate the data and establish a data base to track student progress, beginning Fall 2008. This survey will be sent every two years after that.
- d) Graduate feedback will be used for curriculum and program development as needed.

Measure 2: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment)

- a) Request the results of the Michigan Test for Teacher Certification in these two areas from the College of Education.
- b) Assessment committee will review these data and disseminate.
- c) Results may be used for curriculum development and/or program revision.

This goal is in alignment with the following criteria:

NCA 3c: The organization creates effective learning environments.

NCA 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

GVSU Goal 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

GVSU Goal 3: To build partnerships and collaborations between the university and external entities that contribute to the enrichment of society in the region, the state and beyond.

CLAS Goal 1: To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship and professional service.

CLAS Goal 5: To construct partnerships with relevant external constituencies which enrich the education of our students while enhancing the quality of life for the people of the region, the state, the nation and beyond.

Behavioral Science Assessment 2006

Responsibility for this assessment was given to us (George Lundskow—Sociology, Sandy Portko—Psychology) on April 19th. The respective departments should conduct a more thorough assessment in the fall of 2006 as part of the plan to reconfigure the major. Such reconfiguration efforts were undertaken on at least two previous occasions as described below.

Strategic Plan

The Behavioral Science major allows students to utilize courses from both sociology and psychology to develop an interdisciplinary program. Students must declare either a sociology or psychology concentration. The major further requires twelve hours from the discipline that is not their concentration.

Mission: The Behavioral Science major will provide students with interdisciplinary social scientific education and training with applications in both academic and applied career settings.

Vision: The interdisciplinary approach encourages a broad and integrative worldview, premised on the interactive and dynamic union of theory and research.

Values:

1. Integrative and critical thinking that unites the expansiveness of intellectual inventiveness with the precision of technical expertise.
2. Exuberance in thought and empirical investigation
3. Commitment to social relevance
4. Commitment to intellectual integrity that establishes knowledge without distortion or concealment

The departments of Sociology (SOC) and Psychology (PSY) have reviewed and attempted to revise the requirements for the major several times over the last seven years, at least. Currently, the major attracts students with a large number of transfer credits and/or a haphazard collection of GVSU credits. As shown below, the completely open elective possibilities enrolls students who seek only a short path to graduation. They have no interest in, and do not meet objectives 3-5. The major lacks structure and academic rigor.

In 2001 and 2004, SOC and PSY brought curriculum change proposals to the Social Science Division Curriculum Committee, where the changes were twice defeated. Reasons varied, but included incorrect forms, incorrect procedure, and opposition from departments not involved with the major.

Faculty have devoted considerable time to conceptualizing changes, and formally presenting them through curriculum procedures. This involves substantial and time consuming paperwork that amounted to several hundred pages of explanation,

justification, current syllabi, and syllabi of record. Courses that are also GenEd courses require additional time and paperwork.

We expect that passing the necessary changes through the much larger and more diverse CLAS Curriculum Committee will likely prove even more difficult. Faculty are understandably reluctant to commit further time and energy given the likelihood of a CLAS Curriculum Committee denial. The situation requires administrative intervention.

The following is a general guideline of the desired changes to the major. This is not a formal proposal, but a representation of the type of changes sought in the past.

Current Behavioral Science Major Requirements
Example of Desired Changes
<p>Students may earn either a B.A. or B.S. degree. The B.A. requires four semesters of a foreign language. The B.S. requires the cognate courses as part of the core.</p> <p>Core requirements</p> <ul style="list-style-type: none"> • B.A.—Four semesters of a foreign language, or • B.S.—STA 215, STA 216, SOC 304 (Methods), PSY 300 (Methods) • Introductory courses—SOC 201, PSY 101 • Foundational courses from PSY—must take two: PSY 302 (Adjustment), PSY 303 (Psychopathology), PSY 311 (Controversial Issues in Psych), PSY 360 (Soc. Psych) • Foundational courses from SOC—must take two: SOC 280 (Soc. Problems), SOC 360 (Soc. Psych), SOC 381 (Class, Race, Gender, Sexuality), SOC 400 or 401 (Theory) • Capstone—SOC 495 or PSY 492 <p>33 required core credits. Students must then declare a SOC or PSY concentration, and complete the remaining Foundational courses from the department of concentration. They must then select sufficient electives from Sociology, Psychology, Anthropology, or Political Science to achieve 45 total credits.</p>

- Objective: Complete Capstone.
 - Measure: Conduct field study.
 - Measure: Produce oral and written report.

4. Students will demonstrate an intellectual ability to integrate sociology and psychology as a means to understand real-world social and psychological areas of application.

- Objective: Select electives to pursue coherent area of study.
 - Measure: Electives should include internship or equivalent.

II. Student Goals

1. Develop academic-real world unity

Objective: Elect SOC or PSY concentration

Objective: Identify substantive area of interest

Measure: Develop elective course coherency

Measure: Conduct field study

2. Develop intellectual integrity and rigor

Objective: Progress through the major in sequence

Objective: Learn from criticism

Measure: Graduate in expeditious manner

Measure: Produce professional quality written work

III. Faculty Goals

1. Maintain theoretical and applied unity

Objective: Adjust courses to contemporary relevance.

Measure: Assess syllabi content.

IV. Program Goals

1. Increase academic rigor

Objective: Conduct thorough reconfiguration of courses and requirements for the major.

Measure: Specify cognate, core, and foundation course categories.

2. Develop theoretical and applied coherency

Objective: Conduct thorough reconfiguration of courses and requirements for the major.

Measure: Specify cognate, core, and foundation course categories.

**Appendix:
Time Tables**

Faculty Goals						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
Goal #1: To promote excellence in teaching.	Objective 1: Mentor new faculty effectively.	Measure 1: Schedule of mentoring sessions.	New faculty keep log of mentoring sessions with department chair and other faculty.	Begin Fall 2006	New Faculty	2/16/2007 - RWH sending out memo
		Measure 2: Perceived effectiveness of mentoring.	At beginning of a faculty member's second year, ask for written comments on the usefulness of mentoring sessions and make suggestions for improving them.	Begin Fall 2007		
	Objective 2: Establish teaching circles within the Psychology Department.	Measure 1: Meetings of faculty with common teaching interests.	Keep log of meetings of teaching circles.	Begin Fall 2006	Faculty Secretary, Teaching Circles	
		Measure 2: Perceived effectiveness of teaching circles.	Ask participants to reflect on utility of teaching circles and make suggestions for improvement.	Begin Fall 2007		
	Objective 3: Establish a peer review process for all new faculty.	Measure 1: Peer review procedures	Develop a consistent peer review procedure and document it.	Begin Fall 2007		
		Measure 2: Reflection on peer review.	Faculty who undergo peer review are asked to reflect on the outcomes, reporting back to the department what was most useful about the process.	Begin Winter 2008		
Goal #2: To enrich the intellectual life of the psychology departments' faculty and students.	Objective 1: Maintain and enhance departmental discourse.	Measure 1: Frequency of meetings of department research colloquia	Collect schedules and announcements of research colloquia.	Begin Fall 2006.	Faculty Secretary	2/16/2007 - Erin is creating spreadsheets to log and track
		Measure 2: Record of abstracts of presentations by faculty at regional, national, and international meetings.	Create a shared folder of these abstracts.	Begin Fall 2006.	Faculty Secretary	2/16/2007 - Erin is creating spreadsheets to log and track
	Objective 2: Enhance quality and visibility of research.	Measure 1: Prominently display posters of research presentations within the Psychology Department.	Keep log of posters on display and of their rotation.	Begin Fall 2006.	Faculty Secretary	2/16/2007 - Erin is creating spreadsheets to log and track
		Measure 2: Faculty will make presentations of research and scholarship in appropriate fora.	Keep annual log of presentations.	Begin Fall 2006	Faculty Secretary	2/16/2007 - Erin is creating spreadsheets to log and track.
		Measure 3: Availability of recent publications for faculty and student review.	Place copies of recent publications in notebook in psychology office.	Begin Fall 2007	Faculty Secretary	
Goal #3: To improve and clarify evaluation policies	Objective 1: Review and revise department guidelines for evaluation.	Measure 2: Obtain data from Career Placement Services about how many and at what point students make contact	Track changes in personnel guidelines	Fall, 2006 and thereafter as issues are identified	Unit Head	
Goal #4: To promote awareness of university and department policies.	Objective 1: Make university and department policies readily available to Faculty.	Measure 3: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment).	Keep track of additions and revisions of material available to faculty online.	Begin Fall, 2006	Faculty Secretary	Information is available on the L: drive

Program Goals						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
Goal #1: To increase research/scholarship opportunities and support for faculty and students.	Objective 1: Evaluate and redefine as appropriate the role (job duties) of the Laboratory Coordinator.	Measure 1: Report from lab committee on redefining the role of the Laboratory Coordinator.	Department as a whole considers the report at a departmental meeting.	Beginning 2006-2007 academic year.	Lab Committee	
	Objective 2: Seek external sources for research/scholarship funding when appropriate.	Measure 1: Grant applications prepared by faculty members and grant awards to faculty members.	Log the applications and the awards.	Begin Fall 2006	Faculty Secretary/Office Coordinator	
	Objective 2: Establish teaching circles within the Psychology Department.	Measure 1: Meetings of faculty with common teaching interests.	Submit budget requests for these improvements, note whether funded.			
		Measure 2: Perceived effectiveness of teaching circles.	Request additional space at every opportunity, note success.	Continual, starting immediately.	Unit Head	
Goal #2: To review existing programs and develop new programs in response to the changing needs of the community.	Objective 1: Work with the Sociology Department to re-evaluate, redefine, and revise the Behavioral Sciences major.	Measure 1: Curriculum changes submitted to Curriculum Committee				
	Objective 2: Review and revise the Biopsychology major to insure that it reflects contemporary Behavioral Neuroscience and prepares students well.	Measure 1: Curriculum changes submitted to the Curriculum Committee	Appoint and charge a committee with representatives from both departments.	Begin Fall, 2006.	Biopsychology Committee	
	Objective 3: Review how we provide Special Education certification and determine if there are better ways to accomplish this consonant with federal and state changes in teaching certification. Involve the College of Education as appropriate.	Measure 1: Curriculum proposal for review and submission, if determined to be appropriate.	Appoint and charge and ad hoc committee to review options and propose solutions.	Begin Fall, 2006.	Special Education Committee	
	Objective 4: Implement the Masters Program in Psychology.	Measure 2: Record of abstracts of presentations by faculty at regional, national, and international meetings.	Persist in educating the central administration about the value of funding this program.	Continual until the program is funded.		
Goal #3: To improve the quality of the programs.	Objective 2: Enhance quality and visibility of research.	Measure 1: Prominently display posters of research presentations within the Psychology Department.	Use national databases to identify comparison institutions, then contact individual departments for information such as teaching load, promotion standards, lab space, and research support.			2/16/2007 - Erin is creating spreadsheets to log and track
	Objective 2: Use the results of benchmarking to inform departmental discussions of how to do things differently and better.	Measure 1: Report of benchmarking results presented to department.	Appoint a departmental benchmarking officer and charge this person with reporting benchmarking results as appropriate to issues under consideration.	Begin Fall, 2006.	Unit Head/Bill Rogers	2/16/2007 - Erin is creating spreadsheets to log and track.
	Objective 3: Review existing programs for quality and recommend changes as appropriate.	Measure 1: Review of programs, with recommendations for change as appropriate	Each year, appoint an ad hoc committee to review an existing programs and to recommend curricular changes as appropriate.	Begin 2006, starting with a review of the Biopsychology program.	Biopsychology, Special Education, Behavioral Science Committees	

Student Learning Goals for Psychology Majors						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
Goal #1: To provide students with the knowledge and understanding of the major empirical findings and theories of psychology.	Objective 1: Students will identify and apply concepts of the major empirical findings and theoretical perspectives in an independent manner in order to explain and predict behavior.	Measure 1: Students will take a content test, such as an ETS area test, in psychology before graduation.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.	Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.		
		Measure 2: Students will demonstrate ability by completing a complex, high quality research project in Advanced Research in Psychology.	The faculty who teach PSY 400 will develop a rubric to assess such "high quality" research projects that identify and apply concepts of the major empirical findings and theoretical perspectives in an independent manner in order to explain and predict behavior.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 2: Establish teaching circles within the Psychology Department.	Measure 1: Meetings of faculty with common teaching interests.	The faculty who teach PSY 400 will develop a rubric to assess students' understanding of theory applications, contributions of different theories, and integration of theoretical perspectives.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
		Measure 2: Perceived effectiveness of teaching circles.	The faculty who teach PSY 492 will develop a rubric for assessing a "high quality" literature review paper that measures students' understanding of theory applications, contributions of different theories, and integration of theoretical perspectives.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
Goal #2: To prepare students to utilize the scientific method in their problem-solving and critical thinking.	Objective 1: Students will demonstrate accomplishment of this goal by completing two or more high quality research projects that increase in complexity as the student progresses.	Measure 1: Students will complete satisfactory initial baseline research project in PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric to assess students' understanding of the scientific method and use of problem-solving and critical thinking skills required at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will demonstrate ability by completing a complex, high quality research project in Advanced Research Methods in Psychology.	The faculty who teach PSY 400 will develop a rubric to assess "high quality" research projects that use the scientific method and assess students' use of the problem-solving and critical thinking skills required at the advanced level.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 2: Students will be able to use statistical reasoning as a basis for conducting and critiquing research.	Measure 1: Students will complete satisfactory initial baseline research project that applies statistical research skills in PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric measuring the students' application of statistical reasoning skills required to conduct and critique an introductory-level research project.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Record of abstracts of presentations by faculty at regional, national, and international meetings.	The faculty who teach PSY 400 will develop a rubric to define "high quality" research projects and the statistical reasoning skills required to conduct and critique such projects at an advanced level.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 3: Students will be able to identify potential bias and confounds by recognizing personal, professional, and cultural influences.	Measure 1: Students will complete satisfactory initial baseline research project which explores possible sources of bias and confounds in PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric assessing the skills required to identify sources of potential bias and confounds and recognize the personal, professional, and cultural influences in a project at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		

Student Learning Goals for Psychology Majors (page 2)

Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
		Measure 2: Obtain data from Career Placement Services about how many and at what point students make contact.	The faculty who teach PSY 400 will develop a rubric to define "high quality" research projects which effectively identify more sophisticated sources of possible bias, confounds, and influences.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 1: Make university and department policies readily available to Faculty.	Measure 3: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment).	The faculty who teach PSY 492 will develop a rubric for identifying a "high quality" literature review paper that evaluates the existing research for possible sources of bias, confounds, and influences.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
Goal #3: To prepare students to apply sound ethical standards to psychological research and practice.	Objective 1: Students will be able to identify how ethical standards enhance or constrain research.	Measure 1: Students will complete a comprehensive content examination which includes questions on ethics in research and practice.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge of ethics expected of a psychology graduate.	Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.		
		Measure 2: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment).	The faculty who teach PSY 492 will develop a rubric for identifying a "high quality" literature review paper that includes an identification of how ethical standards enhance or constrain the research and a thoughtful discussion of other relevant ethical issues.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
	Objective 2: Students will be able to apply ethical standards to given examples and judge the quality of ethical research and practice.	Measure 1: Students will complete satisfactory initial baseline research project that incorporates knowledge of applying relevant ethical research standards PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric assessing the skills necessary for applying ethical standards and judging the quality of ethical research and practice in a project at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will demonstrate ability by completing a complex, high quality research project that addresses more sophisticated ethical issues in Advanced Research Methods in Psychology.	The faculty who teach PSY 400 will develop a rubric to define "high quality" research projects, that assess students' knowledge of the application of ethics and their ability to judge the quality of research required at this advanced level.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
Goal #4: To prepare students to make professional written and oral presentations of psychological concepts and findings.	Objective 1: Students will integrate content from multiple sources into a research presentation, while also acknowledging contradictory information.	Measure 1: Students will complete satisfactory initial baseline research project and present their findings in PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric measuring the skills required in organizing an introductory level project which integrates content from multiple sources while acknowledging contradictory information.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will demonstrate ability by completing a complex, high quality research project and orally presenting their findings in Advanced Research Methods in Psychology.	The faculty who teach PSY 400 will develop a rubric to define the skills necessary to produce a "high quality" advanced level presentation that integrates content from multiple sources while acknowledging contradictory information.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 2: Students will create coherent and integrated critiques of research based upon review of the relevant literature and present their findings to an audience.	Measure 1: Students will complete a high quality literature review paper in Capstone which presents a critique of research addressing a specific topic.	The faculty who teach PSY 492 will develop a rubric for conducting such critiques of relevant literature and identify the skills expected at this level to address a specific topic.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		

Student Learning Goals for Psychology Majors (page 3)						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
		Measure 2: Students will be prepared to present their research/scholarship from such courses as PSY 300, 399, 400, 492 and 499 at Student Scholarship Day and/or regional and national professional meetings.	Students will be encouraged to submit their research findings at these venues.	Instructors will report these data to the Assessment Committee beginning April 2007.		
	Objective 3: Students will be able to use APA format and professional expression consistently in their written work.	Measure 1: Students will use APA format in the papers submitted in the Capstone.	The faculty who teach PSY 492 will develop a rubric for assessing a "high quality" literature review paper in terms of its adherence to APA style.	Faculty will develop the rubrics for PSY 492 by April 07 for implementation in Fall 07 and every semester thereafter.		
		Measure 2: Students will pass an objective test assessing their knowledge of APA format and professional expression.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.	Faculty will choose/design a test by April 08 for implementation beginning Fall 08 and continuing every semester thereafter.		
Goal #5: To prepare students to make thoughtful use of their education in psychology in their careers, personal and public lives.	Objective 1: Students should consider themselves well prepared to make informed decisions about career paths available to them.	Measure 1: Self report survey administered during the Capstone course.	The department currently utilizes a self-report survey administered during the Capstone course.	This is conducted during the last third of each semester and forwarded to the department assessment committee.		
		Measure 2: Structured group exit interview with department chair during the Capstone course.	The department chair currently visits Capstone courses and conducts structured group exit interviews.	This takes place every semester. Chair will forward the data to the assessment committee.		
		Measure 3: Obtain data from Career Placement Services about how many and at what point in academic career students make contact.	Assessment committee will develop survey for Career Services.	Survey will be developed by April 2007 for implementation during the 2007-08 academic year.		
	Objective 2: Students who pursue graduate work will be well prepared for graduate programs.	Measure 1: Survey former students who have gone on to graduate programs.	Design survey for former students to determine how many have gone on to graduate school and ask them to rate their level of preparation by GVSU and the Psychology Department.	The survey will be ready by April 2008 for distribution in Fall 2008. It will be conducted every two years after that.		
		Measure 2: Obtain data returned by graduates to Career Services.	Download data as it is made available to the University by Career Services.	This will begin Fall 2007.		
	Objective 3: Students will be prepared to use their education in psychology in their careers.	Measure 1: Survey psychology majors who have graduated.	Design survey for former students to determine how many are employed, in what fields they have secured employment, and ask them to rate their level of preparation by GVSU.	This will begin Fall 2008 and continue every two years thereafter.		
		Measure 2: Obtain data returned by graduates to Career Services.	Download data as it is made available to the University by Career Services.	This will begin Fall 2007.		

Student Learning Goals for Biopsychology Majors						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
Goal #1: To provide students with the knowledge and understanding of fundamental empirical findings and concepts from biopsychology	Objective 1: Students will be able to articulate the fundamental empirical findings and theoretical principles in the field of biopsychology.	Measure 1: Students will take a content test, such as an ETS area test, in psychology before graduation.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.	Faculty will choose/design a test by April 2008 for implementation beginning Fall 08 and continuing every semester thereafter and forward data to assessment committee.		
		Measure 2: Students will demonstrate ability by completing a complex, high quality research project exploring biopsychological principles in Advanced Research in Psychology.	The faculty who teach PSY 400 will develop a rubric to define "high quality" research projects that articulate the fundamental empirical findings and theoretical principles in the area of biopsychology.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 2: Establish teaching circles within the Psychology Department.	Measure 1: Meetings of faculty with common teaching interests.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a biopsychology graduate.	Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.		
		Measure 2: Perceived effectiveness of teaching circles.	The faculty who teach PSY 492 will develop a rubric for identifying a "high quality" biopsychological literature review paper that applies biopsychological theory to explain and predict behavior in an indicated applied setting. This will be shared with all faculty who teach biopsychology majors in a PSY 399 project.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 3: Students will demonstrate ability by completing a complex, high quality research project in Advanced Research in Psychology.	The faculty who teach PSY 400 will develop a rubric to define "high quality" biopsychological research projects that apply biopsychological theory to explain and predict behavior in an indicated applied setting.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 3: Students will evaluate quality and fit of theory application, compare and contrast relative contribution of different theories, and integrate theoretical perspectives.	Measure 1: Students will complete a high quality literature review which evaluates the contributions of biopsychological principles and empirical findings in Capstone or in an Independent Research Paper.	The faculty who teach PSY 492 will develop a rubric for identifying a "high quality" literature review paper that evaluates the quality and fit of theory application, compares and contrasts the relative contribution of different theories, and integrates theoretical perspectives. This will be shared with all faculty who teach PSY 399.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will demonstrate this ability by completing a complex, high quality research project in Advanced Research in Psychology.	The faculty who teach PSY 400 will develop a rubric to define "high quality" research projects that evaluate the quality and fit of theory application, compare and contrast the relative contribution of different theories, and integrate theoretical perspectives.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
Goal #2: To prepare students to utilize the scientific method in their problem-solving and critical thinking.	Objective 1: Students will demonstrate accomplishment of this goal by completing two or more high quality research projects that increase in complexity as the student progresses.	Measure 2: Record of abstracts of presentations by faculty at regional, national, and international meetings.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric stating the problem-solving and critical thinking skills required in the first project at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		

Student Learning Goals for Biopsychology Majors (page 2)

Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
	Objective 2: Enhance quality and visibility of research.	Measure 1: Prominently display posters of research presentations within the Psychology Department.	The faculty who teach PSY 400 will develop a rubric to define "high quality" research projects and identify the problem-solving and critical thinking skills required for the second project at the advanced level.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 2: Students will be able to use statistical reasoning as a basis for conducting and critiquing research.	Measure 2: Obtain data from Career Placement Services about how many and at what point students make contact.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric stating the basic statistical reasoning skills required to conduct and critique a project at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
	Objective 1: Make university and department policies readily available to Faculty.	Measure 3: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment).	The faculty who teach PSY 400 will develop a rubric to measure the advanced level of skills required for "high quality" research projects that use statistical reasoning as a basis for conducting and critiquing the research.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 3: Students will be able to identify the potential bias and confounds by recognizing personal, professional, and cultural influences.	Measure 1: Students will complete satisfactory initial baseline research project which identifies potential sources of bias in biopsychological research in PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric measuring the skills required to identify the bias, confounds, and influences in a project at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment).	The faculty who teach PSY 400 will develop a rubric to define whether students identified potential sources of bias, confounds, and influences in their advanced research projects.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
		Measure 3: Students will complete a high quality literature review in Capstone or in an Independent Research Paper which addresses possible sources of bias or confounds in the existing literature.	The faculty who teach PSY 492 will develop a rubric for identifying the skills necessary to detect bias, confounds, and influences in a "high quality" literature review paper.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 4: Students will take a content test, such as an ETS area test, in psychology before graduation which assesses their knowledge of bias and confounds in research.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge about bias and confounds expected of a psychology graduate.	Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.		
Goal #3: To prepare students to apply sound ethical standards to research and practice in the field of biopsychology.	Objective 1: Students will be able to identify how ethical standards enhance or constrain research in biopsychology.	Measure 1: Students will complete a comprehensive content examination which includes questions on ethics in research and practice.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge of ethical standards expected of a psychology graduate.	Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.		

Student Learning Goals for Biopsychology Majors (page 3)

Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
		Measure 2: Students will complete a high quality literature review in Capstone or in an Independent Research project which evaluates the ethical standards used in existing research in the field of biopsychology.	The faculty who teach PSY 492 will develop a rubric for assessing how students identify the ethical standards that enhance or constrain research in a "high quality" literature review paper.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
	Objective 2: Students will be able to apply ethical standards to given examples to judge the quality of ethical research and practice.	Measure 1: Students will complete satisfactory initial baseline research project which incorporates sound ethical standards in PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric to assess the application of ethical standards required in a project at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will demonstrate ability by completing a complex, high quality research project involving applying ethical standards as well as sophisticated statistical and research methods in Advanced Research Methods in Psychology.	The faculty who teach PSY 400 will develop a rubric to measure the level of skills required to apply ethical standards to given examples and judge the quality of ethical research and practice in a "high quality" research project.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
Goal #4: To prepare students to make professional written and oral presentations of biopsychological concepts and findings.	Objective 1: Students will integrate biopsychological content from multiple sources into a research presentation, while acknowledging contradictory information.	Measure 1: Students will complete satisfactory initial biopsychological baseline research project and present their findings in PSY 300 Research Methods.	The faculty who teach the introductory level research course, PSY 300, will develop a rubric stating the skills required in a project which integrates biopsychological content from multiple sources and acknowledges contradictory information, at the introductory level.	Faculty will develop the rubrics for PSY 300 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will demonstrate ability by completing a complex, high quality biopsychological research project in Advanced Research Methods in Psychology.	The faculty who teach PSY 400 will develop a rubric to define "high quality" biopsychological research projects that integrate biopsychological content from multiple sources into a research presentation and acknowledges contradictory information.	Faculty will develop the rubrics for PSY 400 by April 2007 and begin implementing them in Fall 2007, continuing the use every semester thereafter.		
	Objective 2: Students will create coherent and integrated critiques based upon research evidence and formally present their findings to an audience.	Measure 1: Students will complete a high quality literature review paper in Capstone or in an Independent Reading project.	The faculty who teach PSY 492 will develop a rubric for identifying a coherent and integrated, "high quality" biopsychological literature review paper based upon research evidence, to be presented to an audience.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will be prepared to present their research/scholarship at Student Scholarship Day and/or regional and national professional meetings.	Students will be encouraged to submit their research/scholarship findings at these venues.	Instructors will report these data to the Assessment Committee beginning April 2007.		
	Objective 3: Students will be able to use APA format and professional expression consistently in their written work.	Measure 1: Students will use APA format in the papers submitted in the Capstone.	The faculty who teach PSY 492 will develop a rubric for assessing the students' use of APA style which a "high quality" literature review paper requires.	Faculty will develop the rubrics for PSY 492 by April 2007 for implementation in Fall 2007 and every semester thereafter.		
		Measure 2: Students will pass an Objective test assessing their knowledge of APA format and professional expression.	Psychology faculty will decide whether to use a standardized test for psychology content or to design a general test for our majors covering the basic knowledge expected of a psychology graduate.	Faculty will choose/design a test by April 2008 for implementation beginning Fall 2008 and continuing every semester thereafter.		

Student Learning Goals for Biopsychology Majors (page 4)						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
Goal #5: To prepare students to make appropriate use of their education in biopsychology in their careers, personal and public lives.	Objective 1: Students should consider themselves well prepared to make informed decisions about career paths available to them.	Measure 1: Self report survey administered during the Capstone course.	The department currently utilizes a self-report survey administered during the Capstone course.	This is conducted during the last third of each semester and forwarded to the department assessment committee.		
		Measure 2: Structured group exit interview with department chair during the Capstone course.	The department chair currently visits Capstone courses and conducts structured group exit interviews.	This takes place every semester. Chair will forward the data to the assessment committee.		
		Measure 3: Obtain data from Career Placement Services about how many and at what point in academic career students make contact.	Assessment committee will develop survey for Career Services.	Survey will be developed by April 2007 for implementation during the 2007-08 academic year.		
	Objective 2: Students will be prepared for graduate programs.	Measure 1: Survey former students who have gone on to graduate programs.	Design survey for former students to determine how many have gone on to graduate school and ask them to rate their level of preparation by GVSU and the Psychology Department.	The survey will be ready by April 2008 for distribution in Fall 2008. It will be conducted every 2 years after that.		
		Measure 2: Obtain data returned by graduates to Career Services.	Download data as it is made available to the University by Career Services.	This will begin Fall 2007.		
	Objective 3: Students will be prepared to use their education in psychology in their careers.	Measure 1: Survey psychology majors who have graduated.	Design survey for former students to determine how many are employed, in what fields they have secured employment, and ask them to rate their level of preparation by GVSU.	This will begin Fall 2008 and continue every two years thereafter.		
		Measure 2: Obtain data returned by graduates to Career Services.	Download data as it is made available to the University by Career Services.	This will begin Fall 2007.		
	Objective 3: Students will be prepared to use their education in psychology in their careers.	Measure 1: Survey psychology majors who have graduated.	Design survey for former students to determine how many are employed, in what fields they have secured employment, and ask them to rate their level of preparation by GVSU.	This will begin Fall 2008 and continue every two years thereafter.		
		Measure 2: Obtain data returned by graduates to Career Services.	Download data as it is made available to the University by Career Services	This will begin Fall 2007.		

Student Learning Goals for Psychology/Special Education Majors						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
Goal #1: To provide students with the knowledge and understanding of fundamental empirical findings, theoretical concepts and current practice in the field of special education.	Objective 1: Students will be able to identify the fundamental empirical findings, theoretical principles, and current practice in the field of special education.	Measure 1: Students will pass the objective content state certification examinations in one or both of following undergraduate areas of endorsement (Emotional Impairment, Cognitive Impairment).	Request the results of the Michigan Test for Teacher Certification in these two areas from the College of Education			
		Measure 2: Students will successfully complete projects which assess this knowledge in the relevant classes in their major.	Psychology faculty will identify the relevant classes and appropriate projects in psychology and will develop rubrics defining "successful completion" of appropriate projects by April, 2008 for implementation in Fall, 2008.			
	Objective 2: Establish teaching circles within the Psychology Department.	Measure 1: Meetings of faculty with common teaching interests.	COE instructors will disseminate information to students about requirements and deadlines and to faculty about quality of plans.	This is current practice and will be continued.		
		Measure 2: Perceived effectiveness of teaching circles.	COE instructors will disseminate information to students about requirements and deadlines and to faculty about quality of plans.	This is current practice and will be continued.		
Goal #2 To prepare students to effectively work with individuals with special needs in the field of special education and, when appropriate, in other situations.	Objective 1: Students will demonstrate their initial ability to work with students with special needs.	Measure 1: Students will successfully complete their pre-teaching experience with at least a B- average in implementation of the beginning levels of Danielson Domains.	Both COE faculty and school supervising faculty will evaluate each student on a list of behaviors covering the content areas of the Danielson Domains assessment using a scale of 1-3.	This is current procedure and will be continued.		
		Measure 2: Students will submit an academic folio appropriate for the pre-teaching experience.	COE faculty will disseminate information to students about requirements and deadlines and to faculty about quality of plans.	This is current practice and will be continued.		
	Objective 2: Students will demonstrate competence in their ability to work with students with special needs.	Measure 1: Students will successfully complete both clinical field experiences with at least a B- average in implementing the higher levels of the Danielson Domain assessment.	Both COE faculty and school supervising faculty will evaluate each student on a list of behaviors covering the content areas of the Danielson Domain assessment using a scale of 1-3.	This is current practice and will be continued.		
		Measure 2: Record of abstracts of presentations by faculty at regional, national, and international meetings.	COE faculty will disseminate information to students about requirements and deadlines and to faculty about quality of plans.	This is current practice and will be continued.		

Student Learning Goals for Psychology/Special Education Majors (page 2)						
Goal	Objective	Measure	Procedure	Timetable	Responsible Person/Group	Action Items
Goal #3: To prepare students to make appropriate use of their education in psychology/special education in their careers, personal and public lives.	Objective 1: Students will be prepared to use their education in psychology/special education in their careers.	Measure 1: Obtain graduate employment data from Career Services.	Download data as it is made available to the University by Career Services.	Assessment committee will compile information as soon as it has been released by Career Services.		
		Measure 2: Obtain data from Career Placement Services about how many and at what point students make contact.	Request data from Career Services to report how many psychology/special education majors contact them each semester and at what point in their academic career they make contact.			
		Measure 3: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment).	Request the results of the Michigan Test for Teacher Certification in these two areas from the College of Education			
	Objective 1: Make university and department policies readily available to Faculty.	Measure 1: Survey former students who have gone on to graduate programs.	Design survey for former students to determine how many have gone on to graduate school and ask them to rate their level of preparation by GVSU.	Department faculty will design a survey to be disseminated to every graduate from the last 10 years who majored in psychology by April '08. The assessment committee will evaluate the data and establish a data base to track student progress, beginning Fall 2008. This survey will be sent every two years after that.		
	Objective 2: Students will be prepared for graduate programs.	Measure 2: Students will pass the objective content state certification examinations in the areas of endorsement (Emotional Impairment and Cognitive Impairment).	Request the results of the Michigan Test for Teacher Certification in these two areas from the College of Education.			