PROGRAM REVIEW
for the Department of Psychology

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Point Loma Nazarene University
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2011

2011 DEPARTMENT REVIEW

Department of Psychology

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Program Review Self- Study 2011

Department of Psychology

I. **Introduction and Overview of the Program**

The Department of Psychology is a part of the College of Social Sciences and Professional Studies and currently embodies seven full-time faculty members: 2 women and 5 men; 6 Caucasian and 1 person of color; and 9 adjunct members (over the last five years the number of adjuncts average = 7.6). Six of the seven full-time faculty members are trained either in counseling or clinical psychology, and one is trained in experimental psychology. In the Fall of 2011, one female accepted a promotion to higher administration; a national search will take place to replace her in the 2011-2012 school year.

The department offers one major with three concentrations and one minor:

Major in Psychology with Three Concentrations

- General Psychology

- Therapeutic and Community Psychology

- Character, Morality & Culture Psychology

Minor in Psychology: Pre-Therapeutic Psychology

The Psychology department is a significant and highly-utilized department on campus as it is the third largest major, the largest minor (tied with Spanish), has a large general education commitment, and has 12 service courses to other departments. These details will be described in later sections along with the department's mission and history.

II. **Previous Action Plan or Recommendations from Prior Review**

Appendix A includes the most recent program review which took place in 2004. Implications from the recommendation portion of the 2004 Program Review include the following:

- Space is an issue. Students need a common place to meet. Faculty need to have adequate office space.

- General Education and upper-division courses are too often taught by non full-time faculty members. Concentrate on staffing to mitigate this issue.

- Encourage student research.

APC Actions since last Program Review

There has been one major APC proposal put in place with curricular changes since the last program review. This consisted of creating a new concentration: Character, Morality, and Culture Psychology (CMC).

There are three new courses in our department since the last review. These are all due to the addition of the new concentration, CMC. The new courses are listed below:

- PSY 203 – Positive Psychology (3 units)

- PSY 330 – Moral Psychology and Cultural Values (4 units)

- PSY 440 – Psychology of Religion (4 units)

The following actions have been taken since the last Program Review with regard to space, general education courses, full-time faculty members, and student research.

a. "Space is an issue."

The space issue has been resolved. At the beginning of Fall 2008, the department acquired the entire Culbertson Hall building. This occurred because the Department of Sociology and Social Work moved to Rohr Hall. Occupying all of Culbertson Hall enabled one of the full-time professors, who had been located elsewhere on campus, as well as all adjuncts, who were located at various locations across campus, to be localized under one roof. Additionally, two rooms are now regularly used for conducting faculty and student research. We feel blessed to have acquired this space.

b. "General Education and upper-division courses are too often taught by non full-time faculty members. Concentrate on staffing to mitigate this issue."

Adjuncts currently teach a much lower percentage of General Education and upper-division courses. At the time of the last program review final meeting, which took place in 2005, adjuncts were heavily used as two full-time faculty members had left the university. There were 10 adjunct faculty members teaching in the department. Adjuncts taught 34 units of General Education courses and 50 units of upper-division courses. There were a total of 193 units for the academic year (adjuncts taught 17% in general education and 26% in upper-division).

During the 2010-2011 academic year, there were a total of nine adjuncts teaching. There were 20 units taught in General Education courses and 43 taught in upper-division courses. The total units this year included 202 units (adjuncts taught 10% in general education and 21% in upper-division). In this particular year, we had one faculty member on a reduced load due to maternity leave in the fall, one on a reduced load due to paternity leave in the spring, one faculty member on sabbatical (i.e., full leave) in the spring, and one faculty member at a 50% load due to an administrative position.

Finally, for the upcoming 2011-2012 academic year, we are planning on utilizing only six adjunct members. Fifteen units will be taught in General Education courses and 26 units will be taught in upper-division courses. There are 197 units scheduled for the next academic year (adjuncts will teach 8% in general education and 26% in upper-division). During this year, we are absent one faculty member due to an administrative position, and we will have one faculty member on sabbatical in the fall. As can be seen in the table below, we have worked on utilizing fewer adjuncts in both our general education and upper-division courses. This was possible mainly due to utilizing full-time faculty members from other departments to teach PSY 101. We also moved, temporarily, some upper-division courses normally taught in the fall to the spring so that the faculty member who is on sabbatical during the fall will be available to teach these courses in the spring. It should be noted that a search for a full-time faculty member will begin in the fall.

General Education and Upper-Division Units Taught by Adjuncts									
	2006			2010			2011		
	Fall	Spring	Total %	Fall	Spring	Total %	Fall	Spring	Total %
General Education	19	15	34% (34/193)	11	9	10% (20/202)	7	8	8% (15/197)
Upper Division	26	24	26% (50/193)	17	26	21% (43/202)	17	9	13% (26/197)

c. "Encourage student research."

Student research now flourishes. Faculty members from the Department of Psychology are deeply involved with student research, and research is one of the department's core endeavors. All psychology majors are required to take a year-long research sequence. In addition, advanced students participate with faculty in joint projects. These faculty-student research projects have been presented at regional psychology conferences, such as the Western Psychological Association and the Rocky Mountain Psychological Association, over the last 18 consecutive years beginning with 1994. Full references for these conferences with student presenters are listed in Appendix B and Appendix K.

All full-time faculty have been involved with student research. Six out of the seven full-time faculty members in the department have worked with students on research projects that were presented at regional psychology conferences since the last program review. The remaining faculty member has worked on two Honor's Projects with two separate students, and several faculty members have served on Honor's Projects committees over the years. Although these Honor's Projects have not been presented at a regional conference, the students certainly receive benefits from undergoing the research process, especially those who have presented their work at the Undergraduate Honor's Conference here at PLNU.

Given the above evidence, we feel that we have consistently encouraged student research and plan to continue these efforts.

II. Previous Action Plan or Recommendations from Prior Review	
Key Findings	**Initial Recommendations**
• Space was an issue; acquired entire Culbertson Hall building	• None
• General Education (GE)and Upper-Division (UD) courses too often taught by Adjuncts; moved from 34%/26% GE/UD to 8%/13% GE/UD	• A full time hire will gain further efficiencies.
• Encourage student research	• Continue student research

III. **Departmental Description and Evaluation of the Program**

A. **Mission and Goals of the Program**

1. **Alignment of the Program and the University's Missions and Goals**

In light of the university's mission statement, the Department of Psychology created a new mission statement that fully aligns us with the university.

The university mission statement is stated as follows: Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life. "Teach-Shape-Send" is a motto often used to summarize the mission.

The university vision statement is stated as follows: Point Loma Nazarene University will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church—known for excellence in academic preparation, wholeness in personal development, and faithfulness to mission.

The department has recently adopted the following as our mission statement: The PLNU Department of Psychology endeavors to create students who are psychologically knowledgeable, emotionally intelligent, and morally engaged. We desire to provide a perspective on psychology informed by the Christian faith and a vision of Christian living informed by psychology. Our graduates will be equipped for lives of character devoted to serving the common good of humanity and the Christian community.

2. **Alignment of the Institutional, Department and Program Learning Outcomes**

Appendix C shows the alignment of Institutional Learning Outcomes with the current Program Learning Outcomes.

3. **Reflection of Any Recent Changes in the Discipline**

Positive Psychology, as an area of research, is a burgeoning field and one that is of interest to the department. Because of this area's strong applicability to the institution's mission regarding character formation, our department chose to offer a new major concentration titled Character, Morality, and Culture Psychology that was approved by the Faculty in Spring 2009.

The department began offering the new concentration in Fall 2010. This concentration has three objectives, listed below.

  i. To provide students the opportunity for focused and systematic reflection on contemporary issues in moral and character psychology.

 ii. To stimulate student-faculty research in these topic areas, making Point Loma a more active and visible participant in the production of theoretical and empirical knowledge in the "new science of morality" (Hauser, 2006) and "character development" (Lapsley & Powers, 2005) which exemplifies Positive Psychology.

iii. To broaden student and faculty participation in the field of psychology-theology "integration", particularly Division 36 of the American Psychological Association, Psychology of Religion.

The department looks forward to the growth of this new concentration as students across campus become aware of its benefits.

III. A. Mission and Goals of the Program	
Key Findings	**Initial Recommendations**
• Department Mission Statement created	• Continually evaluate whether mission statement accurately reflects ideology of department members
• Program Learning Outcomes created	• Carefully review Program Learning **Outcomes** with regard to Institutional Learning Outcomes as well as with regard to Assessment Plan
• Character, Morality, and Culture Psychology Concentration created	• Since this concentration is new, research and implement ways to build the concentration

B. **Effectiveness of the Instructional Program**

1. **Student Learning Outcomes as Developed in the Program's Student Outcomes Assessment Plan (SOAP)**

   a. **What assessment activities have been conducted? Describe current assess plan.**

   Appendix D details the yearly results over the past five years. Below is a summary of those results:

   - Our first priority as an academic department is to ensure that our students are learning the essential content in the field of psychology. Our department has constructed a comprehensive multiple choice examination (composed of primarily GRE psychology subject questions) that covers the content to which all of our majors are exposed. Incoming freshmen who take the examination (before they take any PLNU psychology courses) score 29%. Students who take the comprehensive examination in our capstone course (recommended second semester of the junior year; also includes psychology majors that transferred) score on average (median) 59%.

   - Another priority of our psychology department is that at least 90% of our majors believe that the major improved their personal growth. Over the last five years, the median score of those majors in our capstone course who believed the psychology major improved their personal growth was 98.4%

   - Having our students gain admittance to graduate programs is also a top priority. During the past five years, 92% of those students who applied to graduate school during their senior year of studies at PLNU were accepted.

   - Once in graduate school, it is our hope that our alumni believe that we prepared them for graduate studies. According to our alumni survey, 100% of our alumni agreed or strongly agreed that the Psychology department at PLNU prepared them for graduate school.

   - Not only do we want our majors to experience growth while at PLNU, we also want them to take the tools they learned in our major with them to use to benefit the rest of their lives. Our alumni survey revealed that 95% agreed or strongly agreed that the Psychology Major at PLNU has been influential in their personal growth and development.

   Our assessment efforts have grown tremendously since the last program review, and we have met most of our assessment goals.

   b. **How has the evidence collected affected decisions?**

   One major change is that the department decided to augment the assessment plan to align better with Bloom's Taxonomy (see Appendix J). However, with regard to specific data, the original assessment plan will be considered. In examining the data from the existing assessment plan, the criteria for success for 'Identify basic tenets' (i.e., psychology knowledge test) was revisited. As can be seen in Appendix D, the initial criterion (between Fall 2007 and Spring 2009) was that 90% of students would score above 70% on the comprehensive exam. Our majors did not achieve this criterion (with an average of 26% scoring above 70% and an exam average of 61%). It is important to note that freshmen students taking General Psychology scored an average of 29% on this exam. Thus, there is evidence of learning in the

major. However, the department agreed that a 60% criterion would be more appropriate, given the difficulty of the exam. In examining the data for Fall 2009 through Spring 2011, we found that 33% of our majors scored above 60% on the comprehensive exam. Again, this did not meet our criterion. To provide a context to think about these scores, a comparison is made to the ETS Subject Test in Psychology. The range of scaled scores for this test is from 200 to 900. For graduate schools in psychology, a scaled score of around 440 is considered acceptable. When examining the Subject Tests Total Score Interpretive Data at http://www.ets.org/s/gre/pdf/gre_guide.pdf (p. 14), it can be seen that a scaled score of 440 represents the 6th percentile rank. Thus, it is difficult to have mastered all aspects of the field of psychology before entering graduate school, which is a place where one can specialize. Perhaps the expectation is too high for our majors to score well on the comprehensive exam. At the same time, we want to show better evidence that our students are learning. Taking a closer look at our current situation, one can see that we have an inherent problem in our testing participants. That is, we have both juniors and seniors taking this exam. One would certainly not expect a junior student who has not taken all of the psychology courses to excel on the comprehensive exam. This situation would be solved by creating a capstone course in the major, restricted to senior students. Finally, an item analysis of the exam will be conducted to determine the appropriateness of exam questions.

Regarding the personal growth data from the survey as well as graduate school acceptance, the target for criteria for success was met. The data for the last two learning outcomes is still being obtained from the recent alumni survey distributed in Summer 2011. Finally, more attention will be made to the results of the survey (indirect) in order to determine whether changes to the department are warranted.

2. **Curriculum**

    a. **Structure/ Coherence of Instructional Program**

    We described the new concentration based on changes in the field in Section III.A.3. Regarding other proposed changes, given the recently-adopted Curriculum Map for the three concentrations, a couple of changes will be suggested. The most substantive change is with the current PSY 420 (3) Moral Development course. As can be seen in all curriculum maps (see Appendices G – I), a senior capstone course is missing. Modifying this course will facilitate the inherent problem with our current assessment plan as described above in III.B.1.b. The thought is to modify PSY 420 into a 4-unit course, PSY 420 Senior Capstone: Psychology of the Flourishing Life. Further, in order to build the Character, Morality, and Culture Psychology Concentration (CMC), we would like to modify the current PSY 230 (3) Positive Psychology course into an upper-division course, PSY 315 (3) Positive Psychology, so that students may choose this as an upper-division elective. Finally, in order to potentially build the CMC, we would like to allow majors to take either PSY 321 (3) Abnormal Psychology or PSY 230 (3) Positive Psychology in both the General and the Therapeutic and Community Concentrations. Having these consistencies across concentrations will allow potential movement to another concentration, if desired. A more thorough discussion of the major is discussed in Section III.B.3.

b. **Cooperative Efforts with Other Academic Programs – Joint Degrees, Service Courses, General Education Courses**

Evaluate your effectiveness in cooperatively offering joint degree programs, service courses, and/or General Education courses.

There are two general education courses housed in the department: PSY 101 and PSY 103. Both of these courses are listed under the Developing Cognitive Abilities section in the PLNU catalog, under the subcategory of Personal Development.

PSY 101, Psychology of Personal Development, is required of all college freshmen with 23 or fewer units.

PSY 103, General Psychology, is required of all transfer students who enter with 24 or more units.

One concern is that General Psychology is not offered to first-year students as part of their general education options, as is standard at most other institutions.

The Psychology department offers 12 service courses to other departments (7 required and 5 optional). The courses are listed below, and the following table specifies which departments/schools the courses serve.

List of Service Courses

PSY 301 – Physiological and Neuropsychology

PSY 308 – Developmental Psychology – Birth through Adolescence

PSY 320 – Social Psychology

PSY 321 – Abnormal Psychology

PSY 325 – Clinical and Community Interventions

PSY 341 – Group Counseling

PSY 345 – Group Dynamics

PSY 350 – Clinical and Research Assessment

PSY 380 – Family Development & Family Therapies

PSY 390 – Research and Methods Design I

PSY 391 – Research and Methods Design II

PSY 409 – Psychology of Cognition and Learning

DEPARTMENT OF PSYCHOLOGY SERVICE COURSES

Business, School of	Required	Choice
Industrial/Organizational Psychology Major	350 341 or 345 390	301, 320,or 321 (1 of 3 courses)
Communication and Theatre, Department of	**Required**	**Choice**
Communication Major Public Address Concentration		320 or 345 (2 of 4 courses)
Education, School of	**Required**	**Choice**
Liberal Studies Major		308 (1 of 2 courses)
Liberal Studies Major Human Development Concentration		320 (1 of 2 courses) 380 (1 of 3 courses)
Family and Consumer Sciences, Department of	**Required**	**Choice**
Child & Adolescent Major	321	308 (of 12 units)
Family & Consumer Sciences Major		320 (of 20 units) 321 (of 20 units) 325 (of 20 units)
Kinesiology, Department of	**Required**	**Choice**
Exercise Science Major	321	308 (1 of 8 courses)
Nursing, School of	**Required**	**Choice**
Nursing Major	321	
Sociology and Social Work, Department of	**Required**	**Choice**
Sociology Major	321	
Criminal Justice Minor		321 (one of 5 courses)
Theology and Christian Ministry, School of	**Required**	**Choice**
Youth Ministry Minor	308	

c. **Research on Effectiveness of Teaching and Learning**

The department has been highly productive in scholarly work in the last five years (since the last Program Review). The department has participated/produced 38 conference presentations with students (see Appendix K). Additionally, faculty has been involved with other scholarly pursuits such as publications, book chapters, and speaking engagements, which are detailed in Appendix L.

III. B. 1. Student Learning Outcomes as Developed in Program's Student Outcomes Assessment Plan; and	
2. Curriculum	
Key Findings	**Initial Recommendations**
• Additional Program Learning Outcomes created	• Review all PLO's to ensure outcomes have appropriate measures using Bloom's taxonomy; strategic review of assessment results to determine potential program improvements
• Concentration Learning Outcomes created	• Create measures for Concentration LO's
• Course Learning Outcomes created	• Review all CLO's to ensure outcomes have appropriate measures using Bloom's taxonomy
• Curriculum Map created	• Create Senior Capstone Courses; Restructure PSY 203 (Positive Psychology) as an upper-division course
• Direct and Indirect methods used in Assessment Plan	• Examine indirect methods of assessment to determine whether appropriate, whether a direct measurement can replace, or whether an additional measurement is warranted
• General Psychology is not offered as a GE option for first year students	• Recommend that General Psychology be offered as a General Education option for first year students

1. **Reflection on Standard Data Set**

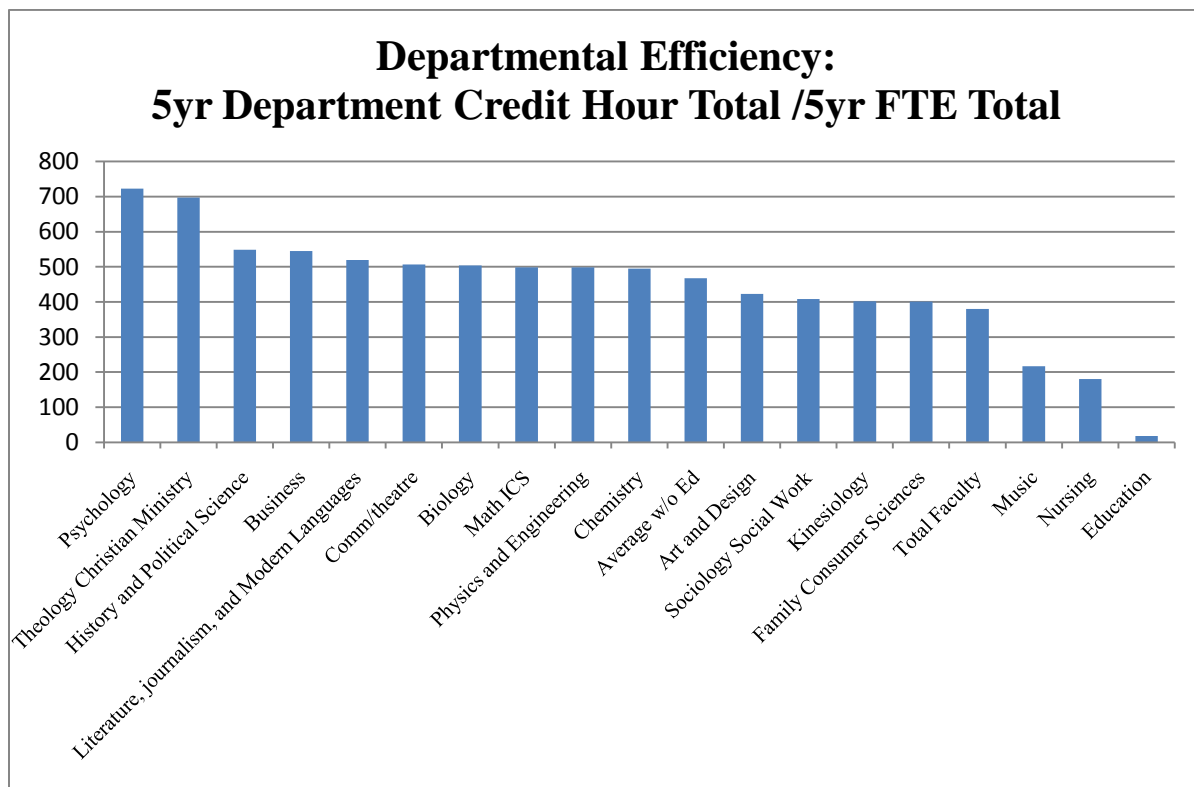   a. General Department Efficiency (all data taken from AY 2009-2010).

    The Psychology department teaches 8.3% of the credit hours taught by the university (5760/669072) and has 4.2% of the faculty (8.2/193.3). The department accounts for 5.9% of the PLNU undergraduate students in 2010 (141/2387), and granted 6.4% of the undergraduate degrees in 2010 (35/551). It is clear that the Psychology department is highly efficient. Appendix M details departmental efficiency using credit hours over the last 5 years.

Summary Data	2006	2007	2008	2009	2010	Total
Psych Undergrad Credit hrs generated	5833	5659	5542	5597	5760	28391
PLNU Undergrad Credit hrs gen	68360	66986	67412	67233	69072	339751
Psychology Faculty FTE	7.4	7.8	8.1	7.8	8.2	39.3
PLNU Faculty FTE	165.1	180.2	172.5	193.3	193.9	805
Psychology Total Majors	154	138	137	146	141	716
PLNU Undergrad Total	2360	2383	2346	2409	2387	11885
Degrees Awarded	54	38	33	50	35	210

A good indicator of overall departmental efficiency is the ratio of total department credit hours generated divided by the departmental FTE. The graph below shows the overall efficiency for the past five years. What is striking is that not only does **Psychology produce the most credit hours per FTE than any other department**, Psychology (722) and Theology (697) produce markedly more credit hours per FTE than other departments when compared to the departmental average (467).

To put this in real dollar terms, on average, each faculty FTE from the Psychology department generates roughly $561,800 dollars in annual income to the university. (Each Psychology FTE

produces 722.4 credit hours. Each full-time student takes up to 34 units annually. 722.4/34 is equivalent to 21.2 full-time students. Annual tuition in 2010 was $26,500. 21.2 x $26,500 = $561,800 annual revenue generated per Psychology FTE.) The $561,800 dollars generated by each Psychology FTE is nearly $200,000 higher than the $364,000 generated by the average faculty FTE each year. Measuring departmental efficiency in real dollar terms, the Department of Psychology generates more money per FTE than all other PLNU departments.

Departmental Efficiency:
5yr Department Credit Hour Total /5yr FTE Total

III. B. 3. a. General Department Efficiency	
Key Findings	**Initial Recommendations**
• The Psychology department produces the most credit hours per FTE of any department at PLNU • Each Psychology department FTE generates the equivalent of $561,800 revenue each year • The Psychology department could add an 8th member and would still be one of the most productive departments at PLNU	• Increasing the size of the Psychology faculty may be warranted.

b. Faculty Structure/FTE/Student-Faculty Ratio.

A comparison of Psychology faculty FTE to the FTE of other departments suggests that the Psychology faculty FTE (8.2) is most similar in size to History /Political Science (7.8), Communication and Theatre (8.8), and Music (9.0).

The Psychology department student-faculty ratio was at its lowest point in five years in 2010 (20:1). However, this is still larger than the university average overall (15:1) and the largest at PLNU. This again speaks to the high efficiency and productivity of the Psychology department. What is striking is that this ratio is in spite of the fact that several courses have small enrollment caps (such as group counseling, group dynamics, and research methods I and II) to allow for effective group interaction and process. This means that the GE and upper-division psychology courses tend to be large and highly utilized.

Psychology Faculty Structure Data	2006	2007	2008	2009	2010
Full-time faculty	5	7	7	7	7
Part-time faculty	11	6	9	7	6
Faculty FTE	7.8	8.1	7.8	8.2	8.2
Student-Faculty Ratio	24:1	22:1	22:1	22:1	20:1

III. B. 3. b. Faculty Structure, FTE, Student-Faculty Ratio	
Key Findings	**Initial Recommendations**
• The Psychology department student/faculty ratio is currently at 20:1, larger than the university average of 15:1 • This large ratio is in spite of small enrollment caps in experiential and research courses	• Increasing the size of the Psychology faculty may be warranted

c. – f.

A disclaimer is added to the next four sections (c. – f.) regarding the standard data set provided. In examining the three concentrations, one can see that most students claim 'General' as their concentration. Department members initially thought this was in error because we advise the majority of our students with the 'Therapeutic and Community' concentration. In looking up this information ourselves, we learned that some students do not claim a concentration. Thus, they are defaulted to the 'General' concentration. Additionally, some students claim the 'General' concentration and allow themselves the flexibility, meaning they will complete the 'Therapeutic and Community' concentration if they can but, if not, they can fall back on the 'General' concentration. This is thought to be due to the large number of transfer students in our major. Flexibility for these types of students is key with regard to graduating in a timely manner.

c. Student Demand for Programs (enrollment trends)

According to the university's published enrollment trends, the Psychology major is the third largest major, with two professional schools holding the first and second slot (Business Administration major in the School of Business and Nursing major in the School of Nursing).

In reviewing the last five years, the Psychology major is, on average, 60% larger than the next largest major (see below table).

Psychology Enrollment Trends With Regard to Next Largest PLNU Major	2006	2007	2008	2009	2010
Psychology	151	128	130	130	134
Next Largest Majors					
Management/Organizational Communication		77 (66% smaller)	82 (59% smaller)	92 (41% smaller)	
Biology, B.A.	79 (91% smaller)				
Exercise Science					116 (16% smaller)

In addition to a large major, the Department of Psychology also has a large minor. According to the standard data set, the minor has grown by 34% over the last five years (from 35 to 47). Additionally, in checking the CX/CARS system ourselves, we learned we currently have 62 students declaring the Pre-Therapeutic and Community Psychology minor, which is tied as the largest minor at the university (tied with the Spanish minor.) The next smaller minor is the Business Administration Minor at 37 students (27% smaller).

While investigating the overall enrollment pattern using a five-year trend, one can see an initial dip followed by a consistent rate. Enrollment dipped between 2006 and 2008 by 18%. The reason for the initial dip is due to dropping the Industrial-Organizational Psychology major in the department as well as staffing fluctuations. The I/O Psychology major was a shared major between the Fermanian School of Business and our department. The major was dropped by our department due to not having sufficient staffing in the area to maintain the program. Additionally, two full-time faculty members had left, which resulted in a high number of adjuncts teaching both lower- and upper-division courses. We hired two full-time faculty members who began in the Fall 2007 semester. Since 2008, the rate has increased 32%.

When examining the disaggregated data, we see there has been an increase in the number of transfer students. After an initial 29% decrease in the number of transfer students (2006, n= 27 to 2007, n= 21), transfer student enrollment has increased each year with a total increase of 81% comparing 2007 (n= 21) to 2010 (n= 38). This is important to note as special attention should be given to our transfer students in order to ensure they are integrating into the department and progressing appropriately.

Regarding the ratio of female to male students, there are more female students in the Psychology major. For the university, the ratio is approximately 60% female to 40% male, whereas there is a 70% female to 30% male ratio in the department. (The 70:30 ratio is a national trend in the field of Psychology.) Since we have a high female representation in our

department, it is important to have female representation in our faculty. Additionally, it is important to pay special attention to our male students, ensuring their voices are heard.

III. B. 3. c. Student Demand for Programs	
Key Findings	**Initial Recommendations**
• Large number of transfer students	• Continue strong advising for entering transfer students; consider ways of working on ensuring smooth transition into body of students
• 70/30 ratio of female to male students	• More female representation on the FT faculty body; pay special attention to our male students, ensuring their voices are heard

d. Student Preparation and Demographics by major

Changes in academic profile of students coming into the major:

The standard data describes several measurable attributes of incoming Psychology students. It seems that incoming freshmen to the Psychology Department are representative of the overall incoming 2010 freshman class, and GPA's appear to be stable across time. The high school GPA ranges from 3.55 to 3.82, with an average of 3.67. The 2010 GPA of incoming Psychology students was 3.67. This is highly similar to the 3.697 GPA of all 2010 incoming freshmen. The composite SAT scores of incoming Psychology students also appear stable across time. They range from 1115 to 1137, with a mean of 1127. This essentially matches the 2010 incoming freshman SAT score of 1129. Again, it seems that incoming freshmen Psychology students are representative of the incoming class and appear stable across time.

A measurement of diversity within the student community is the proportion of non-white students within the cohort. The Psychology Department's person of color percentage is greater than the campus overall. The overall 2010 freshmen persons of color percentage is 21.7% compared to the incoming 2010 Psychology persons of color percentage of 29%. The mean non-white percentage from 2005 to 2010 is 24%, which would indicate that the trend in Psychology is increasing levels of ethnic diversity. Indeed, the percentage of non-white students has generally increased from 2005 to 2010 (16.7%, 23.8%, 25%, 20%, 43.8%, 29%). It is possible that the cohort of Psychology students are increasing in diversity while continuing to match the academic credentials of the overall incoming class.

III. B. 3. d. Student Preparation and Demographic by Major	
Key Findings	**Initial Recommendations**
• Student SAT scores stable and consistent with PLNU student overall	• None
• Diversity is higher in major than in university overall	• Continue emphasizing diversity themes within all courses

e. Student Success (First-Year Retention and Graduation Rates)

Retention rates have decreased over the last five years, from 79% down to the current rate of 56%. This does not mean that only 56% of Psychology students remain in the major, but that, of first-year students who enter the university declared as Psychology, 56% stay in the major

and graduate. It would be good to know whether the students leave the university or simply leave the major. Without knowing details, a guess to this dip is thought to be due to not having full-time faculty members teaching freshmen courses (i.e., PSY 101 and PSY 103). Beginning in Fall 2011, we have already increased full-time staffing for PSY 101. However, most are full-time professors from other departments/areas such as Kinesiology, Modern Languages, and Education. This may also influence the major choices of first-year students. Regarding PSY 103, we have recently been approved to hold a national search in Fall 2011, to replace a changing position in the department. The addition of a full-time member would enable our department to have all sections of PSY 103 to be taught by full-time members. We expect this will have a positive effect, bringing in more majors.

In reviewing the department, graduation rates are important to consider. According to the standard data set received, graduation is measured by those who graduated from the department within six years. Students who changed to another major and graduated from PLNU are not included.

With regard to graduation rates, the standard data set is organized around two areas: graduation rates and average time-to-degree. Each of these is also disaggregated by gender and ethnicity.

When examining graduation rates over the last five years, the highest graduation rate was reported for 2006-2007 at 69% and was reported to be 66% for the 2009-2010 academic year, only a 3% difference. When comparing to the university, the same graduation rate is reported in 2006-2007 (69% for both) and a slightly lower graduation rate is reported for the 2009-2010 academic year (66% for and 73% for PLNU).

Interesting results are seen when disaggregating by gender. When comparing graduation rates across cohort years, there is a higher percentage of women (76%) graduating than men (54%) in 2006-2007, but a higher percentage of men (71%) graduating than women (64%) in 2009-2010. Further, for the cohort years in between, the percentages are flipped each year with regard to who has the highest graduation rate. The university data reveals a pattern of female students having a higher graduation rate than male students. The data that stands out for the Department of Psychology is that 38% of male Psychology majors graduated in the 2007-2008 academic year compared to 75% of PLNU female students. Further, in the 2008-2009 academic year, only 25% of male Psychology students graduated compared to 71% of PLNU female students. There does not appear to be a pattern (the data seem random); however, these statistics should continue to be examined for a potential pattern.

It is difficult to examine the data when disaggregated by ethnicity due to the low number of students of color. Perhaps increasing faculty of color will increase the number of students of color in the major.

Regarding the second area, average time-to-degree, we see some good news. First, it is important to note that only those cohorts who have had at least six years to complete their degree are included. For those students who have graduated, students are finishing their degree in about four years. Overall, the pattern over the last five years is that students are completing their degrees in a shorter amount of time (3.6 years in 2010 compared to 4.3 years in 2006).

When the data is disaggregated by gender, this same pattern is seen for both men (4.3 years in 2006 and 3.7 years in 2010) and women (4.3 years in 2006 and 3.6 years in 2010). Again, as stated for graduation rates, it is difficult to examine the data when disaggregated by ethnicity due to the low number of students of color.

In conclusion, when taking into consideration the retention rates, it would be helpful for the department to know whether the student leaves the university or leaves the major. With regard to graduation rates, there does not appear to be a clear pattern. Graduation rates should continue to be examined for a potential pattern. Finally, regarding the average time-to-degree area, the numbers are fairly consistent over the last five years. Given the low numbers in the people-of-color category, it is difficult to draw conclusions. However, taking both areas into account (i.e., graduation rates and average time-to-degree), it seems important to carefully consider how we can support our people-of-color students; again, perhaps by increasing our faculty of color.

III. B. 3. e.	
Key Findings	**Initial Recommendations**
• Continue to examine graduation rates for male and female students and for students of color	• Consider increasing faculty of color.

f. Movement through Program (Time to Degree)

The five-year average time Psychology majors take progressing from freshman year to graduation is 4.0 years. In 2010, the average was 3.6 years. This data indicates that most Psychology majors graduate on time and within four years. What is even more striking about this data is that this includes students who started in other majors and then changed their major to Psychology across time.

Psychology Time-to-Degree Data	2006	2007	2008	2009	2010
Time-to-degree	4.3	4.0	4.1	4.0	3.6

III. F. 1. Movement through Programs	
Key Findings	**Initial Recommendations**
• The Psychology department is a true four-year degree and most students finish within four years of entering PLNU	• Continue the excellent advising and course guidance

1. **Recruitment, Retention, and Student Services**

Retention is addressed in the section above.

Regarding recruitment, PLNU sponsors several "Preview Days" throughout the academic year with one evening devoted to Honor's students. A brief overview of the department is provided to potential students. Additionally, one of our FT members, Dr. Kendra Oakes Mueller, via the Office of Admissions, spent time training Tour Guides specifically for the Department of Psychology during the Spring 2011 semester.

We have several services that pertain to our students. We hold a specific advising and department chapel where we cater to our students. Dr. John Wu has assisted in training Peer Educators. We build strong relationships with our Teaching Assistants which fosters their academic and personal development. Additionally, in five courses, mentoring takes place that fosters academic and personal development (PSY 270,341, 345, 470, and 499). We also have a National Honor Society, Psi Chi, which is student led but offers activities (both academic and fun) for our students, such as a career fair, graduate school forums, research presentations, and game nights/freshmen welcome. Additionally, we worked with the Office of Strengths and Vocation (OSV) to bring in 12 members from the community to discuss their careers and how their degree helped them in their journey. We set up a time for OSV representatives to come to our freshman course, PSY 101, to discuss their objectives.

III. B. 4. Recruitment, Retention, and Student Services	
Key Findings	**Initial Recommendations**
• Preview Days	
• Honor's Preview Night	
• Training Tour Guides	
• Specific Advising and Department Chapels two times per semester	
• Assistance with Peer Educators	• Continue offering current activities
• Strong relationships with Teacher Assistant's (Students)	
• Five courses which offer personal development attributes	
• National Honor Society in Psychology, Psi Chi	
• Commitment with Office of Strengths and Vocation (career discussion with students from community)	

2. **Community Interactions (Professional, Disciplinary, Industry/Regional)**

All Psychology majors have the option to take PSY 270 and/or PSY 470. These courses are practicum experiences in the field of Psychology. The table below shows the number of students participating in the practicum experience over the last five years.

Academic Year	PSY 270	PSY 470
2010-2011	6	9
2009-2010	5	12
2008-2009	1	18
2007-2008	4	14
2006-2007	5	17
Five-Year Average	**4.2**	**14**

Results from the 2006-2007 Alumni Survey are discussed here with regard to continued educational paths and employment. The 2011-2012 Alumni Survey was launched this summer and results are expected to be analyzed by the end of the Fall 2011 semester.

The 2006-2007 Alumni Survey contains data from graduating classes from 1990-2006. There was a 30% return rate (199 out of 660). Forty-nine percent of the participants reported applying to a

psychology-related graduate program, with 58% applying to Master's programs, 16% applying to doctoral programs, and 26% applying to both. Of those who applied, 96% were accepted: 70% in Master's, 14% in Psy.D, and 16% in Ph.D. programs, respectively. Regarding the highest degree earned, 81% were from Master's, 10% from Psy.D., and 10% from Ph.D. programs, respectively. Eighteen percent of alumni participants reported entering graduate study outside of the field of psychology, and 40% report that they plan to apply to graduate school in the future.

With regard to employment, the top five careers for PLNU graduates from 1990-2006 include the following: Teacher (10%), Therapist/Counselor (10%), Homemaker (7%), School Psychologist / Counselor (4%), and Probation/Correctional/Police Officer (4%). Listed in another way, in responding to the question, "In what areas are PLNU Psychology Majors working," the following data were obtained:

In What Areas are PLNU Psychology Majors Working?	
Mental Health	39%
Business	24%
Domestic	11%
Education	10%
Legal/Law Enforcement	7%
Medical	3%
Ministerial	3%
Art/Technology	3%
TOTAL	**100%**

III. B. 5. Community Interactions	
Key Findings	**Initial Recommendations**
• Internship opportunities	• Consider polling students for desired types of internship opportunities and if not currently offered, look for further relationships with the community
• Alumni Survey	• For data being collected on the current alumni survey, carefully review results and look for ways that we can improve the program based on alumni input

IV. **Lines of Inquiry**

The Department of Psychology is a large, active department that serves a high number of majors, minors, and non-majors. The departmental efficiency is highest among all departments at PLNU, the percentage of diverse students is higher than the university at large, and students tend to graduate within four years. Alumni evaluations indicate an extremely high satisfaction rate with the teaching and life impact that students receive, and graduates find employment in a wide variety of career fields. That said, here are some key areas of focus with regard to the lines of inquiry.

1. Assessment: The department's assessment plan needs continued monitoring to review whether the measures are appropriate. This would include an evaluation of the mission statement, program learning outcomes, curriculum map, and the newly-adopted, multi-level assessment plan.

2. The Character, Morality, and Culture concentration needs to be monitored to see if it grows in the next five years. In light of the new Character, Morality, and Culture concentration, the curricular

maps of all concentrations need to be honed. For example, modifying PSY 420 into a true capstone course will help solidify concepts in the concentrations as well as provide a stronger assessment program. Additionally, making PSY 230 (Positive Psychology) an upper-division course will allow students in the General concentration to take this as an elective course and may allow these students to migrate over to the Character, Morality, and Culture (CMC) concentration. Finally, allowing students to take either PSY 321 (Abnormal Psychology) or PSY 230 (Positive Psychology) will allow a choice for students as well as allow students to migrate over to the CMC concentration, if desired.

3. The workload of faculty and the high efficiency rating may indicate additional faculty are needed, especially persons of color and female professors to better match the student population.

2004 DEPARTMENT REVIEW

Department of Psychology

Brad Strawn, Ph.D., Chair

Contents   **Page**

I. **Department Environmental Scan Overview**

The Department of Psychology is a thriving department in many ways. It has a strong and stable faculty base, it impacts a substantial number of students (189 majors and 47 minors), it has few laboratory or clinical costs, and it receives high marks for student satisfaction. However, the sizeable student to faculty ratio means that each student receives less personal interaction and faculty run the risk of becoming worn out. A recommendation has recently been submitted to increase the size of the department and to consider the large teaching and advising loads when evaluating sabbatical and promotion requests.

Staffing

The Psychology Department is comprised of the following personnel: (6) full-time professors, (2) three-quarter time professors, numerous adjunct professors who teach one or two classes a semester, and one departmental assistant who serve both the Psychology and Sociology Departments. Our faculty members have excellent credentials, and the three full-time faculty members who teach clinical courses are licensed by the state of California. Four of our faculty members are tenured, and the remaining two will seek tenure soon. While our faculty are well-regarded, staffing remains sparse due to the growth of the department and high level of service to other departments on campus (such as Liberal Studies, School of Nursing, and School of Theology).

This year we proposed converting both of the three-quarter positions to full-time positions as the first step in addressing the faculty overload. Over the past three and a half years, the Psychology Department has experienced difficulties finding adequate coverage for all courses. The part-time to full-time faculty ratio is 0.6 (based on total number of units taught). We have found that 2 to 3 full-time faculty members are regularly teaching overloads. Including our share of the Industrial-Organizational majors, our department is the second or third largest major on campus (depending on how the numbers are calculated). We are the largest minor on campus (Pre-Therapeutic Psychology) and continue to be one of the most cost-effective majors with no required lab fees or expensive equipment. Below is a summary of department totals from 2001-2004 which supports our rationale for the above request (see data sheet - Page 3):

- – Over 37% of the total department units are taught by non-full-time faculty

- – Over 74% of the general education units are taught by non-full-time faculty

- – Over 50% of the units in our Pre-Therapeutic Psychology Minor are taught by adjunct faculty

- – 77 Courses have exceeded the assigned caps

- – 39 Courses have exceeded 40 students

As the new Department Chair, I have scrambled to find adequate adjuncts to teach all of our courses. *I am more and more compelled to use M.A. level clinicians with little or no teaching experience, especially in our PSY101 course.* One of our main concerns is that for several years we have not been able to staff more than one full-time faculty member in PSY101 per semester. This means that on average 7-8 sections of PSY101 are taught by non-full-time psychology faculty. We consider PSY101 a core component of the General Ed curriculum. Beginning next year, our goal as a department is to have each full-time faculty member teach one section of PSY101, at least once per year. As you can see from the data, pulling full-time faculty into PSY101 will create a new faculty shortage for upper-division courses.

Programs

- The Psychology Department has three concentrations of major: Therapeutic and Community Psychology, General Psychology, and Industrial Organizational Psychology (in conjunction with the Business Department).

- The department oversees the Freshman 101 Convocation experience. This includes organizing speakers in Convocation, coordinating faculty to lead 101, organizing freshman small groups, and training upper division students as leaders of 101 groups.

- The Psychology Department has several active research collaborations between faculty and students, and for the past eleven years major research conferences have chosen a PLNU Psychology undergraduate student to present his or her research at the conference.

- The Psychology Department has an active practicum experience with over 50 sites in San Diego.

- The integration of Psychology and Christianity is a strong departmental value. In addition to a Christian viewpoint within all courses, we offer two explicit integration courses that provide students the opportunity to deeply examine their faith and their training.

- The department offers an elective course in marriage skills for married and engaged students to help promote long-lasting strong marriages.

Equipment

- The Psychology Department does not require expensive, custom laboratory space.

- The department recently upgraded its copy machine, but it works poorly. It needs repair roughly once a week which greatly impacts the department's functioning. A new machine is recommended.

- The copier also serves as the department's fax machine and is not user-friendly. Incoming faxes often disrupt copy jobs and creates paper jams. A separate fax machine is recommended.

Students

- The Psychology Department has 189 students majoring in Psychology (as of October 2004). **This is the second largest major at PLNU based on person count, or the third largest major based on full-time equivalents** (sharing half the Industrial Organizational majors with the School of Business).

    – 35 students are Therapeutic and Community Psychology majors

    – 49 students are General Psychology majors

    – 21 students are Industrial Organizational majors

    – and the remaining 84 students are Psychology majors who have not yet declared their concentration.

- In addition, the Psychology Department has 47 students who are minoring in Pre-Therapeutic Psychology and take a 19-21 unit sequence. **This is the largest minor at PLNU.**

- In addition X number of Liberal Studies majors concentrate in Human Development which includes a Psychology course option in each of its four core competencies. (Sue Bentley is getting back to me about this number).

- In addition, several of our courses provide primary training to Nursing, Liberal Studies, and Philosophy and Theology majors, and we service a large numbers of these students.

- In addition **every first year student takes Psychology 101**.

Physical Space

- The Psychology Department is housed in the top floor of Culbertson Hall. There are six offices for Professors, three small student laboratories, and one conference room that is shared by Sociology (located on the bottom floor of Culbertson).

- The Psychology Department needs more room for adjunct and professor offices, as well as, more room to allow informal interaction with students.

- Additional space is needed for maintaining files and psychological tests.

- The ivy area in front of the building could be transformed to grass to allow student congregation. The parking spaces along the top edge of the Greek Amphitheater could be transformed into a sidewalk to allow for safer student travel and congregation while visiting these departments.

- The Psychology Department has no classroom space; therefore, courses are taught all across the campus in various rooms each semester.

Department Strengths

- A stable, exceptional faculty who are well-liked and highly effective.

- A strong student base and campus-wide impact.

- Little laboratory needs, costs to run the Psychology department are primarily staffing. Thus, the department creates large positive revenue for the university.

- The additional opportunities some students receive to conduct research with professors and gain practical experience in internships.

Department Weaknesses

- With such a large student to faculty ratio, courses are generally large, and each advisor has over 30 students to manage and advise. This is one of the largest ratios of any department at PLNU.

- With a small faculty and the department resources used with PSY101, it is possible for a psychology student to have little contact with full-time faculty. This is especially true as upper division students from other majors take psychology courses, making it difficult for lower division psychology students to get into classes.

- Psychology faculty members all generally teach large classes or overloads in order to service the many students. Over the long run, this will wear down faculty and diminish the personal contact that allows the "shaping and sending" parts of our vision.

II. **Action taken following last review:**

Since our last departmental review we have made several significant changes to our curriculum.

1. Changed PSY105 Methods and Measurement to PSY201 to reflect that it was a sophomore level course.

2. Changed PSY453 Psychological Testing to PSY350 Clinical and Research Assessment to encourage students to take the course earlier (Junior year) and to introduce students to how clinicians and researchers utilize test data for treatment planning and data collection.

3. Created the Therapeutic & Community Psychology track for students wishing to enter the mental health field upon graduation. This included the creation of several new courses (e.g., PSY410, 420, 350, 340, 380, and 370).

4. Created the General Psychology concentration for students interested in careers (with or without graduate training) in non-mental health fields.

5. Based on our evaluators' recommendations we made it a requirement that all majors take at least one developmental course (at the time that included PSY305, 306, 307; now it includes on 308 Child and Adolescent Development).

6. Per evaluator feedback, we created a list of electives for four or five concentration areas for the general psychology concentration.

7. Per evaluator feedback, we were able to secure a department budgetary line item for funds to be used toward student/faculty research (this includes funding supplies for the research as well as travel to conferences for students).

8. We have subsumed our Psychology Club under our Psi Chi chapter. Psi Chi now includes charges of both educational and recreational activities.

9. Per evaluator feedback, we have added sections of PSY401 (Experimental Design) in order to lower class size and more effectively emphasize our strong research and scholarship component of the major.

10. In the last year, we have made several changes to the curriculum including consolidating several three unit courses into four unit courses (306 Child Dev. + 307 Adolescent Dev. = 308 Child and Adolescent Dev.; 330 Personality + 307 Adult Dev. = 300 Personality and Adult Dev.; 370 Individual Theories of Psychotherapy + 340 Introduction to Counseling/Clinical Interventions = 325 Clinical and Community Interventions) and changed 201 Introduction to Methods and Measurement and 401 Experimental Design to 390 Experimental Design I and 391 Experimental Design II to be taken in consecutive semesters.

11. We have also voted in conjunction with the School of Business to drop the Industrial-Organizational Major in favor of creating minors in both departments for students interested in this field.

III. **Assessment Plan (See a-f for specific assignments under Dept Goals)**

Assessment efforts are implemented in a senior-level course, PSY400 (History and Contemporary Issues in Psychology). All students enrolled in PSY400 complete two surveys. The first one takes place on the second day of class, which is entitled *Graduate School and Career Planning* (see Appendix 1). The second survey, entitled *Department Assessment* (see Appendix 2), takes place during the fifth week at a brunch/luncheon (during class time).

Department Goals

1. Promote Personal Development

This is most overtly seen in PSY101 Psychology of Personal Development, but can be found in all of our courses in a variety of ways. Many of our courses require personal reflection either in writing or in

experiential group experiences. The survey data from our assessment (see below) offers further support that we are promoting personal development in our courses.

The following are results of a survey given to seniors during the fifth week of the fall semester of their senior year in PSY400 (per the above Assessment Plan item III):

Overall Growth Development

2004 Senior Assessment: 97.8% reported improvement

2003 Senior Assessment: 97.6% reported improvement

2002 Senior Assessment: 100% reported improvement

Overall Self-Awareness

2004 Senior Assessment: 95.7% reported improvement

2003 Senior Assessment: 95.2% reported improvement

2002 Senior Assessment: 95% reported improvement

Overall Rating of Abilities and Behavior Change

2004 Senior Assessment: 93.5% reported improvement

2003 Senior Assessment: 97.6% reported improvement

2002 Senior Assessment: 92.5% reported improvement

Overall Positive Life Change

2004 Senior Assessment: 93.5% reported improvement

2003 Senior Assessment: 95.2% reported improvement

2002 Senior Assessment: 92.5% reported improvement

2. Integrate Faith with Psychology

Two of our courses explicitly give students the opportunity to integrate their faith and psychology in systematic ways. **PSY420 Moral Development and Religious Experience** explores human development and its relation to religious and moral behavior. **Integration of Psychotherapy and Theology (PSY410)** focuses on personal psychology and religious experience and how it impacts the therapeutic encounter. Other courses also provide opportunities for students to reflect on how their understanding of human behavior interacts with their faith. The assessment data below presents further evidence that we are providing opportunities for students to integrate their faith with their psychology.

The following are results of a survey given to seniors during the fifth week of the fall semester of their senior year in PSY400 (per the above Assessment Plan item III):

Awareness of Value System

2004 Senior Assessment: 78.3% reported improvement

2003 Senior Assessment: 73.8% reported improvement

2002 Senior Assessment: 80.0% reported improvement

Awareness of Relationship with God

2004 Senior Assessment: 80.0% reported improvement

2003 Senior Assessment: 78.0% reported improvement

2002 Senior Assessment: 77.5% reported improvement

Relationship with God- Life Changes

2004 Senior Assessment: 77.3% reported improvement

2003 Senior Assessment: 81.0% reported improvement

2002 Senior Assessment: 76.9% reported improvement

3. Provide Opportunity to Conduct and Present Meaningful Psychological Research

The department devotes three required courses to the study of the research process. These courses include MTH203 (Statistics), PSY390 (Research Methods and Design I), and PSY391 (Research Methods and Design II). These courses are sequenced, such that students are required to take MTH203 and PSY390 in the same semester and to then take PSY391 the following, consecutive semester. In taking a year to complete an entire research project the course will model a practical side of research. That is, it is difficult to do good research in a single semester.

In PSY 390, the students work in groups to develop a significant study that adds to the literature. In PSY 391, the groups complete this research project. This structure offers more connectedness such that the students will more likely remember concepts covered in the first two courses while taking the second course and thus will be better able to apply the concepts to their study. Because the students work in groups during both method and design courses they will be able to propose and complete a more thorough research project. Some of these projects have been submitted to a psychological conference. These are listed in Appendix B.

These three required courses allows the interested student to be better equipped to take PSY499 (Research in Psychology). The interested student(s) work alongside a professor on a meaningful research project. It is expected that the student(s) will submit an application to a psychological conference in order to present their research. Many of these projects have been presented and are listed in Appendix B.

4. Provide Opportunity to Practice Psychology in Supervised Settings

The department currently offers two programs for Psychology majors who are seeking to gain practical experiences in the field of psychology. The first course PSY270 (Career Exploration) is designed for those who have some interest but limited course background and experience in psychology. These students are placed in local mental health or social service agencies to obtain direct experience under supervision. The second course PSY470 (Practicum in Psychology) is designed for upper-division psychology majors who have completed a significant number of upper division courses. These students will obtain training in specific psychological skills.

As of the 2004-2005 school year, there were approximately thirty-four practicum sites available to students, including San Diego County Counseling and mental health agencies. Students must first complete an application for practicum and are then interviewed by the Field Studies Coordinator. Once they receive department consent, they choose from the list of practicum sites. Students then meet with

their Field Supervisor and begin the field assignment after all assignments and objectives are reviewed. Detailed documentation is maintained by each student and supervisor, including a daily journal, mid-term and final evaluations.

The following is a summary of student enrollment for Practicum in Psychology:

2002-2003   18 students

2003-2004   22 students

2004-2005   23 students

5. Support a Vital Psychology/Psi Chi Club

The department supports an active Psi Chi. Psi Chi is a National Honor Society in Psychology and originally contained four officer positions, but now contains five due to the amount of work involved. The fifth position is that of Publicity and this has fostered awareness of the society in our department and on campus. Psi Chi has sponsored many different activities including activities that encompass all Psychology majors, not just the students accepted into the society. See Appendix 4 for a list of activities over the last two years.

6. Stimulate Thought Concerning the Application of Psychology in Non-Mental Health Settings

Students gain an understanding of the science of Psychology in other fields during the career section of Psy325. In addition to learning about the process of applying to graduate school, students investigate and make presentations on using the science of psychology in non-mental health settings such as ministry, law school, teaching, business school, parenting, etc. Each student also writes a paper exploring at least three career options inside and outside the field of mental health.

IV. **Future Goals and Directions**

We believe that we are accomplishing our 6 major goals stated above. One of the major departmental needs that we had when we began writing this report has been realized. The provost was able to consolidate money from the directed study program to fund the conversion of one of our 2/3 time positions into a full-time position. We subsequently hired Dr. Sarah deboard Marion who specializes in neuropsychology. Sarah joined the faculty this year (2005) and money was secured for her to start up a lab to conduct neuropsychological research. This lab will be in Evans hall. One of our other faculty members has moved to an office in Evans to allow Sarah to have her office in the main psychology office in Culbertson hall. We anticipate that Sarah will add to our already strong research program.

At this time we are not adding new goals. We believe that the department is doing a good job in our stated goals and we plan to continue to focus and improve in these 6 areas. We are already examining our assessment data and discussing how better to implement and understand it, as well as how to adjust our program accordingly. We anticipate that we will continue to focus on student research and presentation at regional and national conferences. As chair I have encouraged the faculty to find time to pursue their own line of scholarly inquiry. We anticipate the establishment of Sarah's lab during the course of the '05-'06 year.

V. **Recommendations for Change**

Two central issues that we continue to struggle with are facility: 1) limited physical space and 2) teaching loads. Insufficient office and storage space in our department continues to be a problem. We currently have one faculty member, an adjunct office and Psychology lab located in another building. It would be

optimal to have all faculty members and labs in a centralized location, or at least in the same building. We continue to run short on storage space for research files that are required to be kept on location. Second, we still have enough courses to justify another full-time faculty member. Our hope is that if this cannot come to fruition that the administration will continue to support two-third time positions that include insurance benefits.

GRADUATE SCHOOL AND CAREER PLANNING

Fall 2004

Name: _____

ID: _____

The Department of Psychology at PLNU is interested in knowing how your immediate graduate school and career plans develop over the next several years. We would like to stay in contact with you after you have finished your psychology major and earned your degree at PLNU. To this end, would you mind answering the following questions?

1. May we personally contact you over the next several years? Yes No

   If yes, please provide us an address where you may be contacted for the next several years (parent, sibling, friend)?

2. Planning for graduate school:

   a. Do you plan to apply for admission to graduate school for 2004-2005?

      Yes   No   Not Sure

   b. If no, is it your present plan to take a year off and apply for admission to graduate school in 2005-2006?

      Yes   No   Not Sure

   c. If you are planning to apply to graduate school at some point, please list the types of programs you are considering (e.g., MA General, MFCC, Ph.D., Developmental, Psy. D., Clinical, etc.).

3. Career Planning:

   Whether or not you are presently planning on graduate school, what would you like to be doing as your vocation in the next 5-10 years (e.g., ministry, law, law enforcement, education)?

SURVEY OF PERSONAL GROWTH & DEVELOPMENT

DURING COLLEGE

INSTRUCTIONS: Compared to how you were when you *started* college, please rate the degree to which you have changed or grown, using the following 5-point scale:

1	2	3	4	5
Significant Decline	**Some Decline**	**No Change**	**Some Improvement**	**Significant Improvement**

Category 1: Global Self-Assessments (To what extent would you rate *your overall improvement* in the following areas?)

	1	2	3	4	5
1. Self-confidence (in your ability to do things).	**1**	**2**	**3**	**4**	**5**
2. Self-esteem (value of yourself as a person).	**1**	**2**	**3**	**4**	**5**
3. Life satisfaction.	**1**	**2**	**3**	**4**	**5**
4. Hope and optimism about your future.	**1**	**2**	**3**	**4**	**5**
5. Overall personal growth and development during college.	**1**	**2**	**3**	**4**	**5**

Category2: Self-Awareness (To what extent are you *more aware* of the following, compared to when you started college?)

	1	2	3	4	5
1. Your personal strengths.	**1**	**2**	**3**	**4**	**5**
2. Personal weaknesses.	**1**	**2**	**3**	**4**	**5**
3. Feelings and emotions.	**1**	**2**	**3**	**4**	**5**
4. Personal needs (practical, physical, emotional).	**1**	**2**	**3**	**4**	**5**
5. Value system.	**1**	**2**	**3**	**4**	**5**
6. Positive and negative thought patterns.	**1**	**2**	**3**	**4**	**5**
7. How your past influenced how you are today.	**1**	**2**	**3**	**4**	**5**
8. Your personal and/or life goals.	**1**	**2**	**3**	**4**	**5**
9. Your relationship with God.	**1**	**2**	**3**	**4**	**5**
10. Overall self-awareness.	**1**	**2**	**3**	**4**	**5**

Category 3: Personal Abilities & Behavior Change (To what extent are you more able and/or willing to do the following?)

	1	2	3	4	5
1. Accept responsibility for your life/happiness.	**1**	**2**	**3**	**4**	**5**
2. Delay gratification/exercise self-discipline.	**1**	**2**	**3**	**4**	**5**
3. Find opportunities to play and relax.	**1**	**2**	**3**	**4**	**5**
4. Be honest w/self about mistakes or weaknesses.	**1**	**2**	**3**	**4**	**5**

5. Be flexible/willing to change when needed.	**1**	**2**	**3**	**4**	**5**
6. Express & use your personal gifts.	**1**	**2**	**3**	**4**	**5**
7. Be honest with others about their strengths.	**1**	**2**	**3**	**4**	**5**
8. Be honest with others when problems arise.	**1**	**2**	**3**	**4**	**5**
9. Acting differently when you need to change.	**1**	**2**	**3**	**4**	**5**
10. Overall rating of abilities & behavior change.	**1**	**2**	**3**	**4**	**5**

Category 4: Life Changes (To what extent do you see _improvement_ in specific areas of your life?)

1. Healthy, balanced lifestyle.	**1**	**2**	**3**	**4**	**5**
2. Physical health and well-being.	**1**	**2**	**3**	**4**	**5**
3. Emotional health and well-being.	**1**	**2**	**3**	**4**	**5**
4. Constructive thinking and intellectual growth.	**1**	**2**	**3**	**4**	**5**
5. Task effectiveness (school, work, etc.).	**1**	**2**	**3**	**4**	**5**
6. Relationships with friends.	**1**	**2**	**3**	**4**	**5**
7. Relationships with family members.	**1**	**2**	**3**	**4**	**5**
8. Dating relationships (if applicable).	**1**	**2**	**3**	**4**	**5**
9. Relationship with God.	**1**	**2**	**3**	**4**	**5**
10. Overall rating of specific, positive life change.	**1**	**2**	**3**	**4**	**5**

"Student Satisfaction Survey"
Psychology Department
Point Loma Nazarene University

Please rate your use of the following department services, and/or your participation in the following department-sponsored programs. Please also rate your thought about the overall value of these services and programs to the PLNU Psychology Major. Use the following 5-point scale for your ratings:

1	2	3	4	5
None	**Very Little**	**Some**	**Often/ High**	**Very Often/ Very High**

	How much have you used these services or participated in these programs?	**How valuable have these** services or programs been to you?
	(Provide rating only if your use or participation = 3 or more)	
1. Administrative Support (Help from Department Assistant)	1 2 3 4 5	1 2 3 4 5
2. Academic Advising (Course/schedule planning)	1 2 3 4 5	1 2 3 4 5
3. Personal Advising (e.g. help with stressful life situations)	1 2 3 4 5	1 2 3 4 5
4. Research Opportunities (e.g. 490, 499, papers, posters, etc.)	1 2 3 4 5	1 2 3 4 5
5. Fieldwork/Intern Opportunities (Practicum)	1 2 3 4 5	1 2 3 4 5
6. Clubs & Organizations (PsiChi, Psych Club)	1 2 3 4 5	1 2 3 4 5

7. **Psychology Faculty Ratings**	**Very Poor**	**Poor**	**Average**	**Good**	**Excellent**
Overall satisfaction with faculty	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Teaching Ability	1	2	3	4	5
Helpfulness to students	1	2	3	4	5
Accessibility/availability	1	2	3	4	5
Value as mentors or role models	1	2	3	4	5
Warmth/encouragement of students	1	2	3	4	5
8. Overall quality of department (Programs, services, & faculty)	1	2	3	4	5

9. Would you recommend the Psychology Major to other PLNU students?   Yes   No

10a. What could we do to improve our Psychology Department?

10b. What did you find most helpful/enjoyable about the Department?

PSI CHI ACTIVITIES FOR THE 2002-2003 AND 2003-2004 ACADEMIC YEARS

PSI CHI Meetings and Events for 2002 - 2003

9/7/02

Psi Chi Meeting

Present: Kevin Fawcett, Bethany Gaffney, Holly Irwin-Chase, Michael Leffel

Absent: Emilee Stone, Sarah Barnes, Matt Alexander

Agenda: Talked about Dept. Chapel and ideas for this academic year

9/10/02, 7:30 pm

Psi Chi Officer Meeting

Present: Kevin Fawcett, Bethany Gaffney

Absent: Emilee Stone, Sarah Barnes, Matt Alexander

Agenda: Finalizing details for Dept. Chapel, Talk more about ideas for this year

9/13/02: Friday

Psi Chi Sponsored Department Chapel

*Provided refreshments

*Organized music

*Led introductions of faculty, Psi Chi Officers

*Announcements of upcoming Psi Chi Events

      -party (all psychology majors welcome)

      -Lunch with Professors (all majors welcome)

*Played "Get to know faculty" Game with students

*Psi Chi Officers Present: Bethany Gaffney, Sarah Barnes, Matt Alexander, Emilee Stone

*Psi Chi Officers Absent: Kevin Fawcett

*Faculty Present: Dr. Leffel, Dr. Wu, Dr. Irwin-Chase

*Faculty Absent: Dr. Strawn, Dr. Schaeffer

*Students Present: 106

10/3/02: Thursday

Psi Chi Officer Meeting

*Present: Kevin F. Matt A., Emilee S., Bethany G., Sarah B.

*Discussed: Club Goals (professional, spiritual, concerns, how to help); Charter Renewal Request

10/8/02: Tuesday

Meeting with President

*Present: Kevin F., Holly Irwin-Chase (Faculty Advisor)

*Discussed last officer meeting; plans for next activity; concerns about delegated duties

10/14/02: Monday

Psi Chi Sponsored Social Activity: Party

*Provided meal

*Played "Psychologist" game

*Attendance: 3 Professors; 14 Psi Chi Members (including 5 officers); 9 other students

  TOTAL: 26 people

11/7/02: Thursday

Psi Chi Officer Meeting

*Present: Kevin F. Matt A., Emilee S., Bethany G.

*Absent: Sarah B.

*Discussed induction and ideas for future events

11/18/02: Monday

Psi Chi Special Speaker: Dr. Bruce Smith, Executive Pastor, Skyline ($75.00)

*Dr. Smith discussed executive profiling from a business perspective

*Attendance: 1 professor; 3 Psi Chi Officers; 3 other students

11/23/02: Saturday

Psi Chi Sponsored Event: Homecoming for Psychology

*Present: Kevin F., Sarah B., Emilee S., Bethany G.

*Absent: Matt A.

11/25/02: Monday

Psi Chi Officer Meeting

*Present: Kevin F., Bethany G., Sarah B., Emilee S., Matt A.

*Discussed the following:

  (1) What we have accomplished this semester:

    a. Party

    b. Positive attitude about Psi Chi

    c. Special speaker

    d. Working on organization

  e. Timely manner on applications

  f. Department Chapel

  g. Advising Chapel

  h. Homecoming

(2) What do we want to do?

  a. Special speaker: Mark Mazarella –lawyer, criminal psy (1/15 or 1/22)

  b. Special speaker: Dr. Metz –Health insurance field (Kevin's contact)

  c. Special speaker: Neuropsy (Bethany's contact)

  d. Community service: Bread of Life –downtown, every Tuesday evening

  e. Laser tag –Fun!

  f. CAPS –Anaheim

  g. Senior reflection –Department chapel

  h. Create a running list of who is in Psi Chi

  i. Elections: Feb/March (hold with another type of meeting)

  j. Hold weekly meetings in the spring (may cancel if nothing to discuss)

  k. Hold monthly meetings with Dr. Irwin-Chase –accountability

  l. Notice for events: Sarah needs at least one week's notice for a special event

  m. Announcing events: Alert, Overheads, Chapel ads, Point Weekly, Caf flyer

(3) Induction Ceremony: Monday, 12/2/02

  a. need pizza, sodas, ice, tubs, plates, napkins, candles, questionnaires

  b. use script for induction ceremony

12/2/02: Monday 6:00 pm

Psi Chi Fall Induction Ceremony

*Attendance: 3 professors, 4 Psi Chi Officers, 8 inductees, 2 students (N = 17)

*Absent: Sarah Barnes

*Formal induction ceremony held

*Pizza and sodas provided afterward

12/2/02: Monday 7:00 pm

Psi Chi Officer Meeting

*Present: Kevin F., Bethany G., Matt A., Emilee S., Dr. Irwin-Chase

*Absent: Sarah B.

*Discussed further ideas from last meeting

---

*Decided to meet weekly next semester: Mondays 5:15 in PSY 401-3 classroom

*Created a tentative calendar of events for next semester:

January

-Special Speaker: Mark Mazarella (1/15 or 1/22)

-Welcome back party AND elections (end of January)

-Running list of members with contact information due by elections

February

-Grad School/GRE Information Night

-Bread of Life Community Service

March

-Special Speaker (Bethany's contact) OR Dr. Strawn and Movie/Discussion

-Department Chapel: Senior Reflection

-Promote Dr. Strawn's society & conference (held in March)

-Laser tag

April

-Advising Chapel

-Sponsor Conference of Psychological Research (round table discussion format)

-Promote and advertise the following conferences

    WPA (May)

    RMPA (April??)

    PSY 401 (3 classes – poster session) (May)

    CAPS (June)

1/13/03: Monday 5:15 pm

Psi Chi Officer Meeting

*Present: Kevin F., Bethany G., Sarah B., Emilee S., Dr. Irwin-Chase

*Absent: Matt A.

*Discussed upcoming special speaker (Mark Mazarella): food, advertising, honorarium

    check for $100.00 = Emilee

    mug = Kevin

    card = Bethany

    advertising (Alert 1/17 & 1/22; flier to pass out; caf. flier; overhead for profs;

        chapel ad for 1/17 & 1/22) = Sarah

food (coffee, sodas, ice, water tub, water, napkins, plates, cookies) = all will help

We will all show up at 6 p.m. to help with set-up

*Discussed further, our calendar of events for this semester

Jan: 1/22: Mark M., special speaker

Feb: 2/4: outreach

2/12 or 2/13: Mike H., special speaker

2/26 (Wed): Dept. Chapel

Mar: 3/5: Voting in new members & movie

mid-March: Dr. Amen, special speaker

Apr: 4/4: Advising Chapel

laser tag

Movie & disc w/ Dr. Strawn

May: Induction Ceremony

1/22/03: 6:30 – 8:00 pm

Special Speaker: Mark C. Mazarella

Mazarella, Dunwoody & Caldarelli LLP

550 West C Street, Suite 700

San Diego, CA 92101-3532

T 619.238.4900

F 619.238.4959

Spoke about persuasion in the workforce.

Attendance:

3 professors (Holly Irwin-Chase, Patti Dikes, Dwayne Little)

30 students

*14 PSY students with 8 from Psi Chi

-Officers Present: Kevin, Bethany, Emilee, Sarah

*16 from SOC and Pre-Law Club

2/3/03: 4:30 – 5:30 pm

Psi Chi Officer Meeting

Present: Kevin F., Bethany G., Emilee S., Matt A., Sarah B.

Discussed…

1. Mike Hawthorne visit 2/13/03

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a. Advertisement

   b. Specific questions/topics to address

      i. Specialties in psy in which he has worked

      ii. Where the field of psy is currently

      iii. Training/schooling needed for a career in this area

   c. food items to be discussed at next mtg. (2/10/03)

   d. Dr. Irwin-Chase will call maintenance to order table for food

2. Department Chapel

   a. Need to get list of names of students to participate and then ask them to participate

   b. Emilee has volunteers already to cover the music

   c. Food to be discussed later

   d. Will be advertising upcoming events (party & voting on 3/5)

3. Applications for Psi Chi

   a. Will be going out by next Wednesday

   b. Wanting to have idea of who is accepted by voting day for next academic year

4. BBQ & Voting Day

   a. March 5 at Bethany's house

   b. Will be voting on new Psi Chi officers for next academic year

   c. Newly elected officers will shadow existing officers for rest of 2002-2003 academic year

5. Still to do…

   a. Movie and discussion (not until late March at the earliest)

   b. Community service (not until late March at the earliest)

   c. Special speaker: Dr. Amen (waiting to hear from)

   d. Induction ceremony (last week in April)

2/10/03: 4:30 – 5:30 pm

Psi Chi Officer Meeting

Present: Kevin F., Bethany G., Emilee S., Matt A.

Absent: Sarah B.

*Discussed details for upcoming guest speaker, Mike Hawthorne

      -Special speaker got advertised well!!

      -Refreshments in order

      -officers will show up early to set up

-will have card and PLNU coffee mug as gift for Dr. Hawthorne

*Discussed another special speaker, Dr. Amen (physio psy)

-move back speaking engagement so as not to interfere with BBQ & voting

-Bethany, the contact person, will find out new date

2/13/03: 8:00 – 9:00 pm

Special Speaker: Mike Hawthorne, Ph.D.

*Attendance:

34 people

Mike Hawthorne, Ph.D., special speaker

3 professors (Mike Leffel, Kim Schaeffer, Holly Irwin-Chase)

30 students

*Q/A forum: discussed his career path, difference between counseling and clinical psychology, where to get degrees (general), good vs. bad therapists, stresses, boundaries with client vs. personal life, some details from client sessions

3/5/03: 6:00 – 8:30 pm

Psi Chi Party and Voting in New Officers

*Attendance:

20 people

2 profs (Brad Strawn, Holly Irwin-Chase)

4 officers (Kevin, Emilee, Bethany, and Sarah)

*New officers voted in…

President: Emilee Stone

Vice President: Amber Wilkinson

Publicist: Michelle Thoutte

Secretary: Lisa Morehead

Treasurer: Amberley Glass

3/17/03: 5:00 – 6:00 pm

Psi Chi Officers Meeting

*Attendance: Kevin F., Emilee S., Matt A., Amber W., Michelle T., Lisa M., Amberley G

*Absent: Sarah B., Bethany G.

*Discussed the following:

need for new officer involvement now

our vision for this academic year & vision for next academic year

went over responsibilities for new officers

discussed organizational structure (i.e., running list of members)

4/24/03: 6:00 – 7:30 pm

Psi Chi Induction Ceremony

*Attendance: Kevin, Emilee, Bethany, Matt

*Absent: Sarah B.

*30 people in attendance total (4 officers, 2 faculty, 24 students – 12 of which were inducted)

4/29/03: 6:30 – 8:30 pm

Guest Speaker: Dr. Daniel Amen (Psychiatrist specializing in Brain Scans, SPECT)

*Attendance: Kevin, Matt, Emilee, Bethany

*Absent: Sarah B.

*75 people in attendance total (4 officers, 2 faculty, 69 students)

*Semester finale! Wonderful speaker; many stayed late to ask questions!

PSI CHI Meetings and Events for 2003 – 2004

The Officers

President: Emilee Stone

Vice President: Amber Wilkinson

Publicist: Michelle Thoutte

Secretary: Lisa Morehead

Treasurer: Amberley Glass

Faculty Advisor: Holly Irwin-Chase, Ph.D.

9/9/03: 5:30 – 6:30 pm

Psi Chi Meeting

Present: Emilee Stone, Amber W., Lisa M., Amberley G.

Absent: Michelle T.

Discussed: Dept. Chapel, Psi Chi Party, Guest speaker ideas, meeting dates/times for council

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9/10/03

Department Chapel

Present: All Psi Chi Officers (N = 5); All full-time psychology faculty (N = 5); One part-

time psychology faculty; 105 students

Program: Food provided by Psi Chi; Music led by Em S., Lindsey, and Albert R.;

Announcements led by Em S.; Presentation led by Dr. Michael Leffel

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9/11/03

Party

Present: All Psi Chi Officers (N = 5) and 17 students; 0 faculty

10/2/03

Officers Meeting

Present: Emilee, Amberley, Amber, Lisa, Michelle

Absent: 0

Discussed:

>*1st Psi Chi Party (& modifications for next one)

>*ASB forms

>*Guest speaker ideas (revisited)

>>-Dr. Amen (in spring)

>>-Lisa: contacts with PLNU alumni

>>-Emilee: aunt is psychologist

>*Lunch with Professors

>>-December; Profs available Thursdays 11 – 12

>*Club volunteer event: OB cleanup day (?); Amber will research dates

>*ICC Meeting Nov. 12: Amberley will attend in Emilee's place

10/23/03

Lunch with Professors, 11:00 am – 12:00 pm

Present: Emilee

Absent: Amber, Michelle, Lisa, Amberley

Professors present: Mike, Kim, Brad, Holly, John

Students in attendance: 9

10/23/03

Officers Meeting, evening

Present: Emilee, Lisa, Amberley

Absent: Amber, Michelle

Discussed: Lunch with professors (successful), advising chapel, ASB forms, Psi Chi application process, list of members, guest speakers

10/24/03

Advising Chapel

Present: Emilee, Lisa, Amberley

Psi Chi involved in the following ways:

    provided food for fellowship

    provided music for worship

    made announcements concerning Psi Chi applications and graduate school

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12/2/03

Officer's Meeting, 7 – 7:20 pm

Present: Emilee, Lisa, Amber, Amberley, Michelle

Discussed:

    Psi Chi Fall Induction Ceremony & Pizza Party: 12/9/03

        6:30 – 7:00: Inductees

        7:00 – 8:00: Pizza party for all psychology majors

        Colt Hall

        Michelle to do overheads as advertisement

    For spring semester

        Research guest speaker ideas

        Community service project (Amber will research); possibly a local

            community event

PSI CHI Meetings and Events for 2004

1/27/04

Officer's Meeting, 6:30 – 7:00 pm

Present: Emilee, Lisa, Amberley, Michelle

Absent: Amber

Discussed:

    Reserve Wednesdays at 6 PM for future Psi Chi meetings

    New Council Party

        *2/19, vote in new council, free pizza, games, need more JR reps & males

        *Ask faculty to encourage specific students they feel would make good

        council members, for next year, to attend the party

        *Vote in President

           *Other positions (secretary, publicity, treasurer) will be shared amongst 2

           Sophomore inductees and 2 Junior inductees

    Guest Speaker

           *Dr. Amen: March 1 at 5:30 pm

           *Dr. Jerre White: from Vanguard Univ., Cop/psychologist from LA,

           Emilee to call about scheduling

    Service Project: end of March, Beach clean-up?

2/19/04

Psi Chi Party and Voting New Officers

Present: Emilee, Michelle, Amber, Amberley, Lisa

Absent: None

9 students in attendance, aside from officers

1 faculty member in attendance

New President: Nicole Crocker

New Vice President: Kirstin Young

New Secretary: Lindsey Love

New Treasurer: Rachel Pongraz

New Publicist: Laura Testerman

2/25/04

Department Chapel: Senior Reflection

Present:

Absent:

114 students in attendance

5 faculty members in attendance

Erin Witmer, Brent McLoughlin, and Megan Klabunde spoke giving a reflection of their experiences while attending PLNU

3/1/04

Guest Speaker: Dr. Daniel Amen

Present: all officers / Absent: none

5 faculty members in attendance (3 from Psychology, 1 from Chemistry, 1 from Physics)

122 Total number in attendance

Dr. Amen spoke about SPECT imaging in a talk entitled "My Brain, My Self".

4/1/04

Lunch with Professors

Present: Emilee Stone

Absent: Michelle, Amber, Amberley, Lisa

14 students total

4 F-T faculty present, 1 P-T faculty present

19 in total attendance

4/2/04

Advising Chapel

Present: Emilee, Amberley

Absent: Lisa, Michelle, Amber

94 students in attendance

5 faculty members in attendance

1 adjunct faculty member in attendance

4/13/04

Guest Speakers: Dr. Jerre White and Julie (Jerre's Guest)

Present: Emilee, Amber

Absent: Amberley, Michelle, Lisa

8 students in attendance

1 faculty member in attendance

5/6/04

Induction Ceremony, 5 – 5:30 pm

Present: Emilee, Amberley

Absent: Lisa, Amber, Michelle

15 students in attendance

4 faculty members in attendance

Pizza Party, 5:30 – 6 pm

Present: Emilee, Amberley

Absent: Lisa, Amber, Michelle

35 students in attendance

4 faculty members in attendance

Appendix B

Department of Psychology Program Review 2004
STUDENT-FACULTY RESEARCH PRESENTED AT REGIONAL CONFERENCES
(1998 – 2004)

2003 – 2004 Academic Year

Aranda, B., Klabunde, M., Kirdendall, B., & Schaeffer, K. W. (2004, May). *The influence of positive psychology groups on optimism and self-concept.* Poster session presented at the 13th Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.

Gaffney, B., MacGinnis, L, Waters, S., & Irwin-Chase, H. (May, 2003). *Relationship between parental attachment and emotional autonomy.* Poster presented at the 83rd Annual Western Psychological Association Convention. Vancouver, BC.

Nordella, J., Schaeffer, K. W., Blair, C., O'Donnell, T., & Purdin, J. (2004, April). *Optimism training: Its effect on self-concept and optimism levels.* Poster session presented at the 84th Annual Convention of the Western Psychological Association, Phoenix, AZ.

2002 – 2003 Academic Year

Abe, B., Alexander, M., Curtis, Z., Hege, A., Davis, D., Davis, D., & Irwin-Chase, H. (2002, April). *Physical attractiveness and self-efficacy.* Poster presented at the Thirty-first Annual Western Psychology Conference for Undergraduate Research. Santa Clara, CA.

Cain, A., Ferguson, S., Ishmael, M., Schmid, J., Wagner, B., & Irwin-Chase, H. (2002, May). *Changes in perceived anxiety levels in a comparative study of ages.* Poster presented at the First PSY 401 Psychology Faire. San Diego, CA.

Gaffney, B., Knoeferl, K., Landa, L., MacGinnis, L. Waters, S., & Irwin-Chase, H. (2002, April). *Emotional autonomy and parental attachment.* Poster presented at the Thirty-first Annual Western Psychology Conference for Undergraduate Research. Santa Clara, CA.

Geer, B., Green, E., Mucelli, N., Tillman, C., Tuttle, R., Wardell, P., & Irwin-Chase, H. (2002, April). *Personality and motivation: A correlational study.* Poster presented at the Thirty-first Annual Western Psychology Conference for Undergraduate Research. Santa Clara, CA.

Reyes, K., Stark, S., Statler, K., & Schaeffer, K. W. (2002, April). *Involvement of commuters versus residents on a primarily residential campus.* Poster session presented at the 82nd Annual Convention of the Western Psychological Association, Irvine, CA.

Slovak, J., Berry, B., Kwiatkowski, L., Guthrie, M., & Schaeffer, K. (2002, April). *Reliability and validity of a retention instrument.* Poster session presented at the 31st Annual Western Psychology Conference for Undergraduate Research, Santa Clara, CA.

2001 – 2002 Academic Year

Ayers, S., Bartlett, C., Pierce, J., & Strawn, B. D. (2001, April). *Self Perception and Image of Christ.* Poster presentation at Rocky Mountain Psychological Association, Reno, Nevada.

Ayers, S., Bartlett, C., Pierce, J., & Strawn, B. D. (2001, March). *Self Perception and Image of Christ*. Paper presentation at the 3rd annual conference of The Society for the Study of Psychology and Wesleyan Theology, Pasadena, CA.

Clayton, K., Oram, L., Palstring, H., Rorabaugh, K., & Irwin-Chase, H. (2001, April). *Effect of parenting styles on facilitating/debilitating test anxiety in undergraduate freshmen*. Poster presented at the Seventy-first Annual Rocky Mountain Psychological Association Convention. Reno, NV.

Kion, K. & Schaeffer, K. (2001, April). *Retention of university freshmen: Undecided versus notintending to return students.* Poster session presented at the 71st Annual Convention of the Rocky Mountain Psychological Association, Reno, NV.

Saranita, J., Mottram, A., Rorabaugh, K., Irwin-Chase, H., Cheng, S., & Lass, D. (2001, April). *Learning styles: Differences in majors and effects on academic achievement.* Poster presented at the Seventy-first Annual Rocky Mountain Psychological Association Convention. Reno, NV.

2000 – 2001 Academic Year

Ayers, S., Genovese, M., Williams-Medina, A., Schaeffer, K. W. (April 2000). *Predicting Retention: A Look at the Undecided Student.* Poster session presented at the annual meeting of the Western Psychological Association, Portland, Oregon.

Cheng, S.*, Lass, D.*, Jones, M.*, Irwin-Chase, H., & Burns, B. (2000, April). *Meta-attention and attentional performance in second- and fifth-graders*. Poster presented at the 80th Annual Western Psychological Association Convention. Portland, OR.

Oakes, K., Sagawa, J. , & Strawn, B. D. (2000, April). *Personality and the imaging of Christ*. Poster Presentation at the Western Psychological Association Conference, Portland, Oregon.Schaeffer, K.W., Hyde, R.A., Kroencke, T., McCormick, B., & Nottebaum, L. (2000).

Religiously-motivated sexual orientation change. *Journal of Psychology and Christianity, 19,* 61-70

1999 – 2000 Academic Year

Baas, D., Ricks, R., Jones, M., Irwin-Chase, H., & Burns (1999, April). *Meta-attention in second and fifth graders: A dual-task analysis*. Poster presented at the 79th Annual Western Psychological Association Convention. Irvine, CA.

Erickson, T., Cheng, S., Kleinman, D., & Strawn, B. D., (1999, April). *Text analysis of college freshmen's written disclosure*. Poster presentation; Twenty-Eighth Western Psychology Conference for Undergraduate Research, Santa Clara, California.

Fraser, Stephanie, Schaeffer, K. W., (April 1999, April). *Freshmen Retention Based on Students' Intent to Return.* Poster session presented at the annual meeting of the Western Psychological Association, Irvine, CA.

Schaeffer, K.S., Nottebaum, L., Smith, P., Dech, K., & Krawczyk, J. (1999). Religiously-motivated sexual orientation change: A follow-up study. *Journal of Psychology and Theology, 27,* 329-337.

1998 – 1999 Academic Year

Brown, Polly K., Lim, K. E., & Schaeffer, K. W. (1998, April). *A retention study based on students' intent to return.* Presented at the annual convention of the Western Psychological and Rocky Mountain Psychological Association, Albuquerque, NM.

Erickson, T., Fish, S., Baas, D., Moore, R., Ricks, R., Sheridan, R., & Strawn, B. D. (1998, April). *Facilitating health and college transition using the disclosure paradigm.* Poster presentation; Western and Rocky Mountain Psychological Associations, Albuquerque, New Mexico.

Sloan, A. K., Holly, K. A., & Schaeffer, K. W. (1998, April). *Comparison of self-concept from divorced and intact families.* Presented at the annual convention of the Western Psychological and Rocky Mountain Psychological Association, Albuquerque, NM.

To, S., Ovando, S,. & Schaeffer, K. W. (1998, April). *The anagram task: A tool for measuring persistence.* Presented at the annual convention of the Western Psychological and Rocky Mountain Psychological Association, Albuquerque, NM.

Department of Psychology
ALIGNMENT OF INSTITUTIONAL LEARNING OUTCOMES TO CURRENT PROGRAM LEARNING OUTCOMES

Department of Psychology		
	Institutional Learning Outcomes	**Program Learning Outcomes**
TEACH	**LEARN** **1. Informed by our Christian Faith, Members of the PLNU community will:** a. display openness to new knowledge and perspectives b. think critically, analytically, and creatively c. communicate effectively	• Students will master psychological principles essential for success in graduate school.
SHAPE	**GROW** **2. In a Christian Faith Community, Members will:** a. demonstrate God-inspired development and understanding of others b. live gracefully within complex environmental and social contexts	• Compared to when they started college, senior psychology majors will report improvement in their personal growth and development.
SEND	**SERVE** **3. In a Context of Christian Faith, Members of the PLNU community will:** a. engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility b. serve both locally and globally	• Psychology graduates will be successful in gaining admittance to appropriate graduate school programs. • Psychology graduates will report that PLNU prepared them for graduate school (for those attending graduate school at least one semester.) • Psychology graduates will report that the Psychology major was influential in their personal growth and development.

National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Time Period Data Collected	Findings from Data Collection	Resulting Program Changes
American Psychological Association (APA)	1997-1998 2005-2006	**1. TEACH- Knowledge of general psychology: Students will master psychological principles essential for success in graduate school.**	Website	Department Constructed Comprehensive Examination	90% of students score above 70%	Bi-annually (beginning 2007)	2007 Fall: 24% scored above 70% (Avg: 61% $\pm$ 9.9) 2008 Spring: 31% scored above 70% (Avg: 63% $\pm$ 8.2) 2008 Fall: xx% scored above 70% 2009 Spring: 24% scored above 70% (Avg: 58% $\pm$ 8.8) 2009 Fall: xx% scored above 60% 2010 Spring: 32% score above 60% (58% +- 6.08) 2010 Fall:50% scored above 60% (Avg: 60% +- 9.62) 2011 Spring: 16% scored above 60% (Avg: 39% +- 5.24) (Mean$\pm$SD=xx$\pm$x%)	The department determined that a cut-off score of 60% would be more appropriate than 70% given the difficulty of the exam. Since freshmen psychology majors average a score of 29($\pm$6)% on the test. The department believes that significant learning has occurred in the psychology major.
		2. SHAPE- Personal Growth: Compared to when they started college, senior psychology majors will report improvement in their personal growth and development.		Survey of Personal Growth and Development during college	90% of students will exceed target score of 4.0 on personal development survey	2002-2006	Exceeded target score: 2002-03 100.0% 2003-04 97.6% 2004-05 97.8% 2005-06 98.4% 2006-07 100% 2007-08 100% 2008-09 100% 2009-2010: 86% 2010-2011: 97%	Categories where score was less than 4 include: delaying gratification, relaxing, expressing personal gifts, healthy balanced lifestyle, physical health and well-being. These will be examined over the next academic year.
		3. SEND: Psychology graduates will be successful in gaining admittance to appropriate graduate school programs.		Rate of graduate school admission	75% of students who have an overall GPA of 3.3 or higher and who have applied to graduate school will be accepted into post-baccalaureate programs.	Yearly (beginning Spring 2007)	2007 Spring: 92% acceptance rate 2008 Spring: 90% acceptance rate 2009 Spring: 92% acceptance rate 2010 Spring: 89% acceptance rate 2011 Spring: 100% acceptance rate	The new tracking system needs further refinements to ensure pinpoint accuracy. Further, the department should consider tracking Masters and Doctoral programs separately.
		4. SEND: Psychology graduates will report that PLNU prepared them for graduate school (for those attending graduate school at least one semester).		Alumni Survey	90% of students who attended graduate school will agree that PLNU prepared them for their experience.	Every 5 years (Beginning Fall 2006)	Exceeded target score: 2006 100%; Department is sending out an alumni survey this summer, 2011.	During the summer of 2006, PLNU purchased a web-based survey program that will allow us to do an online survey of recent alumni.
		5. SEND: Psychology graduates will report that the Psychology major was influential in their personal growth and development.		Alumni Survey	90% of alumni will exceed target score of 4.0 on personal development items of Alumni Survey	Every 5 years (Beginning Fall 2006)	Exceeded target score: 2006 95%; Department sending out new alumni survey this summer, 2011.	During the summer of 2006, PLNU purchased a web-based survey program that will allow us to do an online survey of recent alumni.

ALIGNMENT OF PROGRAM LEARNING OUTCOMES TO CONCENTRATION LEARNING OUTCOMES

Department of Psychology				
Program Learning Outcomes		**Concentration Learning Outcomes**		
		General	**Therapeutic & Community**	**Character, Morality, and Culture**
TEACH (Learn)	• Identify basic tenets of psychology.	– Know key content in the field of psychology including personality, child & adolescent development, cognitive & learning theory. – Know basic principles of data collection, data analysis, and proper use of APA style. (PSY 390, PSY 391)	– In addition to the content listed in the General Psychology Concentration, know key content in the field of psychology with regard to mental health including family theories, clinical interventions, abnormal behavior, and moral development. – Know basic principles of data collection, data analysis, and proper use of APA style.	– In addition to the content listed in the General Psychology Concentration, know key content in the field of psychology with regard to how morality develops and is studied. – Know basic principles of data collection, data analysis, and proper use of APA style.
	• Critique psychological theory in light of Christian theology.		– Understand basic ideas of how psychology and theology can be integrated.	– Understand basic ideas of how psychology and theology can be integrated.
SHAPE (Grow)	• Display an increase in self-knowledge for the purpose of serving others.		– Increase in self-knowledge as student learns basic tenets in the TCP area.	– Increase in self-knowledge as student learns basic tenets in the CMC area.
SEND (Serve)	• Demonstrate care for others. • Describe key components necessary for competitive graduate school applications.	– Exercise care for others. – Understand careers in psychology.	– Exercise care for others. – Understand careers in psychology.	– Exercise care for others. – Understand careers in psychology.

Department of Psychology
STUDENT LEARNING OUTCOMES
June 27, 2011

PSY 101

Students will be able to…

- Describe self development to date using psychological tools

- Identify critical thinking and abstract thinking as tools for college success

- Discover social and cultural blocks to successful college and life experience

- Detect tools to resolve social and cultural blocks to successful college and life experience

- Detect alternative ways of thinking

- Develop curiosity about yourself as a stimulus to learning to learn

- Identify Psychology as a resource for learning and solving academic, personal, spiritual, and cultural problems

PSY 103

Students will be able to…

- Recall at least a 70% of the information on textbook bank questions from the general psychology textbook used in class

- Identify four theories of psychology

- Students will recognize empirical research

- Write a book report detailing how the principles from the textbook will help you in their personal life, community service, and vocation

- Operationally design a project that will enable you to experience growth in an area of your choosing

PSY 230

Students will be able to…

- Design a project that will enable them to experience positive growth related to the positive psychology literature.

- Construct at least five suggestions on how an "imaginary" student who has an overall pessimistic outlook on life and learn how to lead a better life

- Identify flow activities in personal, community service, and student realms

- Plan a "beautiful day" within a school (work) day, and appreciate the many positives in a schedule that has many constraints

- Identify at least 3 personal strengths without an attitude of pride

PSY 270

Students will be able to…

- Understand, at an initial level, what a psychologist does in his/her field
- Judge career options in the field of psychology
- Critique career direction within the field of psychology

PSY 300

Students will be able to…

- Summarize classic theories of the field of personality
- Describe specific areas of adult development and aging
- Compare quantitative and qualitative ways that people change to the area of personality
- Create your own theory of personality development
- Use your own theory of personality to understand your family history, sibling order, parent's personalities, social/cultural influences, school experiences, life impact events, and individual strengths and weaknesses

PSY 301

Students will be able to…

- Recognize, identify and explain fundamental principles and theories related to field of biological psychology
- Identify implications of the course material for understanding oneself and others from a functional perspective
- Locate and summarize professional journal articles related to the field of biological psychology
- Demonstrate skill in oral presentation of a bio psych topic
- Write a paper in the field of biological psychology

PSY 308

Students will be able to…

- Describe physical, cognitive, language, social, and moral development from the span of birth to adolescence
- Students will be able to list impacts of children's cultural diversity, and recent brain research
- Students will apply an understanding of development in an applied field experience
- Students will apply developmental findings to practical areas such as effective parenting and teaching
- These objectives will be achieved through your diligent study of the assigned readings, lectures given, videos shown, and key written assignments

PSY 320

Students will be able to…

- Identify 3 major theories of social interaction
- Summarize at least two methods of social interaction
- Compare the development of personal behavior to the development of group behavior
- Describe key aspects of attitudes, communication, pro-social behavior, and anti-social behavior

PSY 321

Students will be able to…

- Identify five key themes regarding abnormal psychology 70% on textbook bank questions from the abnormal psychology textbook

- Evaluate case studies and identify diagnosis (from DSM Axes I and II)

- Implement one (or more) of the following 3 elements:

  1) Creative empathy project. The project can be a speech, classroom demonstration, video, etc. The project will demonstrate why empathy is such an important component of mental health treatment (not to mention human interaction).

  2) Fairness projects. Students will choose a written media (book, research report, etc.) and film (documentary, movie, etc.) and report how mentally challenged individuals were treated unfairly by others (and how the situation might have been ameliorated).

  3) Write a research paper about some aspect of DSM diagnosis. Included in the paper is the importance of the topic to the student and how the paper can help the student benefit society.

PSY 325

Students will be able to…

- Recognize, identify, and explain the terminology and techniques from multiple therapeutic orientations

- Interpret the thoughts, feelings, and behaviors of hypothetical "clients" by using the theoretical frameworks of multiple orientations

- Critically compare and integrate the techniques and interpretations from multiple therapeutic modalities to design a treatment plan for a hypothetical client

- From a Christian perspective, begin to critique the paradigm of individual psychology, and will be able to discriminate between its more- and less-helpful assumptions

PSY 330

Students will be able to…

- Recognize the historical and contemporary psychological theories of moral development and moral motivation.

- Use moral psychological theories to better enhance character development in real-life situations (e.g., parenting, education, preaching, discipleship, etc.).

- Classify the differences in values across cultures, as well as factors that may contribute to such differences, and the implications that such differences have for a life of Christian discipleship.

- Critique articles and studies published in psychological journals, specifically in the area of moral psychology.

- Integrate multiple theories and findings into a single unified understanding of human character and morality.

PSY 341

Students will be able to…

- Define in detail the concept of a "community of Love (based on Wesleyan theology)."

- Identify stages of small group development

- Demonstrate effective communication skills in supervision group
- Success rate, students will be able to pass an on-line quiz consisting of textbook test bank questions regarding small group counseling.
- Discuss effective leadership in handling common small group dilemmas.
- Plan interactive exercises with their group of first year students

PSY 345

Students will be able to…

- Describe your personal experience with regard to small group dynamics
- Summarize at least one aspect of self as well as how you relate to others
- Produce an environment of confidentiality where people feel free to share
- Identify ways to personally grow

PSY 350

Students will be able to…

- Describe instruments that may be used in the following domains: behavioral checklists, objective measure, intelligence measures, individual, and relational measures.
- Summarize the scientific basis of test development, including reliability and validity.
- Identify, at the basic level, an inventory to be used for diagnosis.
- Design a basic-level treatment plan for a client.

PSY 360

Students will be able to…

- Describe key themes of human sexuality and the interaction of physiological, psychological and sociocultural psychology and sex gender and behavior
- Demonstrate skill in oral presentation of and write a paper on a topic related to sexuality from an accurate and broad information base
- Infer how course material relates to (a) understanding the context of a wholesome human life, and (b) their personal values and commitments

PSY 380

Students will be able to…

- Describe seven family theories and their core concepts and techniques.
- Critique the impact of marriage, divorce, and cohabitation.
- Describe families from a theological perspective.
- Summarize marriage education in the areas of mate selection, premarital preparation, and divorce prevention.
- Compare concepts of family therapy to your own family.
- Predict possible impacts to your future family based on your family analysis.
- These objectives will be achieved through your diligent study of the assigned readings, lectures given, videos shown, group presentations, and key written assignments.

PSY 390

Students will be able to…

- Use online tools to locate and gather both electronic and hard-copies of journal articles.

- Appropriately identify, interpret, and critically evaluate relevant published articles of others who have conducted research.

- Integrate information from articles that you have read, so as to accurately compare the theories, findings, and "lingering questions" in the current literature on a given psychological topic.

- Explain the concepts of research ethics, validity, and reliability, and implement these concepts into the process of developing an appropriate research question and testable hypotheses.

- Identify, judge, and use empirical measures of psychological constructs.

- Use APA format (by memorizing common formatting requirements, by practicing your application, and by identifying and editing your own formatting errors).

- Construct an experimental research design

PSY 391

Students will be able to…

- Carry out the implementation of an experimental research design, including troubleshooting problems that arise during your experiment.

- Identify several statistical analyses, including an understanding of the basic nature of statistical analyses, and the conditions under which each type of analysis is used.

- Calculate interpret, and write-up the results from a variety of statistical analyses, including: regression, chi-square, t-tests, and multiple types of ANOVAs.

- You will continue to develop a proficiency in writing-up your study in a scholarly manner by receiving in-depth feedback regarding your writing, and by identifying and editing your own formatting errors.

- You will gain experience and proficiency in conducting oral presentations of your work, and in providing helpful critical feedback to other students regarding their presentations.

PSY 400

Students will be able to…

- Recall content from major areas of psychology

- Identify elements needed for the application process for graduate school in psychology or a related field

- Create an application for graduate school in psychology or a related field

- Select at least two institutions for potential graduate school application

- Appraise selected ideas in contemporary psychological theory

PSY 409

Students will be able to…

- Describe basic features of learning and behavior

- Compare one's life with respect to learning theory and cognitive theory

- Describe how the scientific method works within the contest of cognitive psychology

- Explain theories in cognitive psychology including sensory registration, pattern recognition, attention, memory, language acquisition, expertise, problem solving, and decision making
- Apply leaning theory and cognitive theory to real-world events

PSY 410

Students will be able to…

- Write a paper integrating theological insight and psychological approaches within the therapeutic self
- Organize and construct an oral presentation which integrates theology insights and psychological approaches within the therapeutic self
- Identify key themes regarding the historical relationship between religion and psychology and different models of the therapeutic relationship
- Identify specific issues that arise in conducing therapy with religious persons
- Identify and explain implications of course material as it relates to their personal values and beliefs

PSY 420

Students will be able to…

- Identify four aspects of how moral development and Christian spirituality are related
- Compare moral development to Christian spirituality
- Summarize three key aspects of the nature of moral character
- Critique the Wesleyan theological tradition with regard to moral character

PSY 440

Students will be able to…

- Identify the dynamics of religious experience
- Summarize key aspects of religious conversation and spirit devotion
- Compare the nature of altruism with the nature of love
- Critique the impact of spiritual practices on character development, psychological wellbeing and health
- Identify topics related to the integration of psychology and Christian theology
- Develop a project synthesizing the psychology of religion, specifically focusing on one to two aspects of spiritual development

PSY 470

Students will be able to…

- Understand what a psychologist does in his/her field.
- Critique career direction within the field of psychology.
- Implement specific psychological skills in the field of psychology.
- Monitor specific psychological skills in the field of psychology.

PSY 490

Students will be able to…

- Demonstrate an increase in knowledge in a specialized area of Psychology

PSY 499

Students will be able to…

- Write a research paper in APA format

- Examine and appraise psychological literature

- Develop original psychological hypothesis in order to test

- Employ a research design, including data collection, for the purpose of testing the hypothesis

- Examine the hypothesis based on the data obtained with statistical methods

- Evaluate the hypothesis based on statistical findings

- Create a proposal and submit proposal to a regional psychological conference for which to potentially share findings from the project

Appendix G

Department of Psychology
GENERAL CURRICULUM MAP

	Identify key content in the field of psychology	Explain and implement basic principles of data collection, data analysis	Understand and apply proper use of APA style	Display an increase in self-knowledge as student learns basic tenets	Demonstrate care for others	Understand careers in psychology
101	I			I	I	
103	I			I	I	I
MTH 203		I				
390	D	D	I,D			D
300	D					D
308	D			D	D	
391	D	M	M			
409	D					
350	D					
400	M					M
Electives						
325						D
341				D	D	
345				D	D	
230 315? Required?				D	D	
270				D	D	D
330				D	D	
420				D	D	
410				D	D	
440				D	D	
470				D	D	D
321				D		
360				D		
380				D		
499		M	M			
CAPSTONE, potentially 420				M	M	

Department of Psychology
THERAPEUTIC AND COMMUNITY PSYCHOLOGY CURRICULUM MAP

	Identify key content in the field of psychology	Explain and implement basic principles of data collection, data analysis	Understand and apply proper use of APA style	Describe basic ideas of how psychology and theology can be integrated	Display an increase in self-knowledge as student learns basic tenets	Demonstrate care for others	Understand careers in psychology
101	I			I	I	I	
103	I				I	I	I
MTH 203	D	I					
390	D	D	I,D				
300	D						
308	D				D	D	
321	D				D		
325	D						D
301	D						
391	D	M	M				
350	D						
380	D			D	D		
409	D						
400	M				D	D	M
410				M	D		
420				M	D		
341					D	D	
345					D	D	
270					D	D	D
470					D	D	D
CAPSTONE, potentially 420				**M**	**M**	**M**	

Appendix I

Department of Psychology
CHARACTER, MORALITY AND CULTURE CURRICULUM MAP

	Identify key content in the field of psychology	Explain and implement basic principles of data collection, data analysis	Understand and apply proper use of APA style	Describe basic ideas of how psychology and theology can be integrated	Display an increase in self-knowledge as student learns basic tenets	Demonstrate care for others	Understand careers in psychology
101	I			I	I	I	
103	I				I	I	I
MTH 203		I					
390	D	D	I,D				
~~230~~ 315? Required?	D				D	D	
300	D						
308	D				D	D	
391	D	M	M				
330	D			D	D		
420	D			D	D		
409	D						
350	D						
400	M						M
410	D			D	D	D	
440	D			D	D	D	
CAPSTONE, potentially 420				**M**	**M**	**M**	

Appendix J

Department of Psychology
MULTI-LEVEL ASSESSMENT PLAN

Department Learning Outcomes	Year 1	Year 2
1. LEARN a. Identify basic tenets of psychology.	**Fall 2011** Each October, PSY 400 students respond to department-constructed comprehensive examination.	**Spring 2012** Each March, PSY 400 students respond to department-constructed comprehensive examination.
b. Critique psychological theory in light of Christian theology.	**Spring 2012** <mark>Need Assessment</mark>	
2. GROW a. Display an increase in self-knowledge for the purpose of serving others.	**Fall 2011** Each October, PSY 400 students respond to Survey of Personal Growth and Development	**Spring 2012** Each March, PSY 400 students respond to Survey of Personal Growth and Development
b. Demonstrate care for others.		**Fall 2013** <mark>Need Assessment</mark>
3. SERVE a. Describe key components necessary for competitive graduate school applications.	**Spring 2012** <mark>Need Assessment</mark>	
b. Psychology graduates will be successful in gaining admittance to appropriate graduate school programs.	**Spring 2012** Each May, graduates are polled regarding application and acceptance to graduate school.	**Spring 2013** Each May, graduates are polled regarding application and acceptance to graduate school.
c. Psychology graduates will report that PLNU prepared them for graduate school (for those attending graduate school at least one semester.)	**Summer 2011** Online Alumni Survey conducted every 5 years (beginning Summer, 2006)	
d. Psychology graduates will report that the Psychology major was influential in their personal growth and development.	**Summer 2011** Online Alumni Survey conducted every 5 years (beginning Summer, 2006)	

Appendix K

Department of Psychology
STUDENT-FACULTY RESEARCH PRESENTED AT REGIONAL CONFERENCES
SINCE LAST PROGRAM REVIEW
(2004 – 2011)

2010– 2011 Academic Year

Becker, K., Garcia, N., James, L., Keys, C., Lagace, J., Neis, P., Wilson, K., & Irwin-Chase, H. (2011, April). *Effect of Cultural Sensitivity and Awareness in Study Abroad Students*. Poster presented at the 91st Annual Convention of the Western Psychological Association. Los Angeles, CA.

Keys, C., Neis, P., Hall, T., & Irwin-Chase, H. (2011, April). *Effect of Cultural Sensitivity in an Immersed Abroad Experience.* Poster presented at the 91st Annual Convention of the Western Psychological Association. Los Angeles, CA.

Petti, L. E., Ozuna, G. B., Wehrle, C. P., and Wu, J. T. (2011, April). *Marital Help Seeking Preferences in Asian, Latino, and White Couples.* Poster presented at the 91st Annual Convention of the Western Psychological Association. Los Angeles, CA.

Tychsen, Z., Cambridge, F., & Schaeffer, K.W. (April, 2011). *Psychological Well-Being in Female and Male Freshmen.* Poster presented at the 91st Annual Convention of the Western Psychological Association. Los Angeles, CA.

2009– 2010 Academic Year

Baron, E., Hansen, K., Irish, J., Kipp, L., Ellis, R., & Irwin-Chase, H. (April, 2010). *Creating A Survey of Cultural Sensitivity And Awareness.* Poster presented at the 80th Annual Convention of the Rocky Mountain Psychological Association. Denver, CO.

Bomba, J. L., Saldine, E. J., Schaffner, N. L., Hoshiko, H. A., & Wu, J. T. (2010, April).*Comparing Premarital and Current Marriage Behaviors Among Asian, Latino, and White Couples.* Poster session presented at the Rocky Mountain Psychological Association 2010 Annual Conference, Denver, CO.

Hansen, K., Hall, T., & Irwin-Chase, H. (April, 2010). *Effect of Cultural Sensitivity on Students Immersed in a Three-Week Abroad Program.* Poster presented at the 80th Annual Convention of the Rocky Mountain Psychological Association. Denver, CO.

Hoshiko, H. A., Schaffner, N. L., Saldine, E. J., Bomba, J. L., & Wu, J. T. (2010, April). *Marriage Communication in Same Race and Interracial Asian, Latino, and White Couples.* Poster session presented at the Rocky Mountain Psychological Association 2010 Annual Conference, Denver, CO.

Johnsen, J., Peterson, C., Cambridge, F., & Schaeffer, K.W. (April, 2010). *Do Students Become More Forgiving While Attending a Christian College*? Poster presented at the 80th Annual Convention of the Rocky Mountain Psychological Association. Denver, CO.

Leffel, G. M., & Gebhart, N. (2010). *"Putting on virtue": Catalyzing a new science of Christian virtue formation, Part 3: A new model and measure of caring.* Symposium paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Azusa Pacific University, March 2010.

Leffel, G. M., Erikson, T., & Shook, B. (2010). *"Putting on virtue": Catalyzing a new science of Christian virtue formation, Part 5: Wired to be inspired.* Symposium paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Azusa Pacific University, March 2010.

Leffel, G. M., & Karras, J. (2010). *"Putting on virtue": Catalyzing a new science of Christian virtue formation, Part 2: Contagious compassion: How could you "catch" it?* Symposium paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Azusa Pacific University, March 2010.

Oakes Mueller, R.A., Cardiel, D., Sparks, C., & Games, J. (2010, April). *Gratitude and its Specialized Role in Relational Generativity.* Poster presented at the 90th Annual Convention of the Western Psychological Association, Cancun, Mexico.

Penner, J., Backiel, S., Baucum, L., & Schaeffer, K.W. (April, 2010). *Personal Growth in College Freshmen and Seniors.* Poster presented at the 80th Annual Convention of the Rocky Mountain Psychological Association. Denver, CO.

Richardson, K., Tychsen, Z., Blauer, C., & Schaeffer, K.W. (April, 2010). *The Intrapersonal Emotions of Shame and Guilt.* Poster presented at the 80th Annual Convention of the Rocky Mountain Psychological Association. Denver, CO.

Rouse, R., Rice, B., & Oakes Mueller, R.A. (2010, April). *Attachment Style and Risky Sexual Behaviors: Mediating Role of Self-Esteem.* Poster presented at the 90th Annual Convention of the Western Psychological Association, Cancun, Mexico.

2008– 2009 Academic Year

Nada, A. R., Bomba, J. L., Corrado, S. L., Cramer, K. L., & Wu, J. T. (2009, April). *Marital Satisfaction in Relation to Premarital, Current, and Web Behaviors.* Poster session presented at the Western Psychological Association Annual Convention, Portland, OR.

Cramer, K. L., Corrado, S. L., Bomba, J. L., Nada, A. R., & Wu, J. T. (2009, April). *Asian**, Latino, and White Interracial and Same Race Marriage Assessment .* Poster session presented at the Western Psychological Association Annual Convention, Portland, OR.

Bedford, S., & Schaeffer, K. W. (2009, April). *Effects of prayer and mantra repetition on stress level.* Poster session presented at the 89th Annual Convention of the Western Psychological Association, Portland, OR.

Criswell, K. R., Hall, B., Peterman, E., Irwin-Chase, H. (2009, April). *Effect of Global Perspectives on Study Abroad.* Poster session presented at the 89th Annual Convention of the Western Psychological Association, Portland, OR.

Tankersley, L. K., Oakes Mueller, R. A., & Leffel, G. M. (2009, April). *The Gratitude-Generativity Link in Young Adults.* Poster session presented at the 89th Annual Convention of the Western Psychological Association, Portland, OR.

2007– 2008 Academic Year

Radke, K. E, Tardie, L. E., Corrado, S. L, & Wu, J. T. (2008, April). *A deeper understanding of attachment quality and psychological distress.* Poster session presented at the 88th Annual Western Psychological Association Annual Convention, Irvine, CA.

Corrado, S. L, Tardie, L. E., Radke, K. E, & Wu, J. T. (2008, April). *Marital satisfaction in Asian American couples: a pilot study.* Poster session presented at the 88th Annual Western Psychological Association Annual Convention, Irvine, CA.

McConnel, B., Jenkins, D.L., & Pate, C. (2008, April). *Children's Literature as a Stress Reduction Technique in College Students.* Poster session presented at the 88th Annual Western Psychological Association Annual Convention, Irvine, CA.

2006– 2007 Academic Year

Clark, K., Wostrel, K., Irwin-Chase, H., & Robertson, G. (2007, April). *Effects of Study Abroad on the Identity Formation Process.* Poster session presented at the 77th Annual Rocky Mountain Psychological Association Annual Convention, Denver, CO.

Leffel, G. M., & Fritz, M. (2007). *Moral emotions of caring character: A conceptual model and empirical review for programmatic research.* Symposium paper presentation at the Rocky Mountain Psychological Association, April, 2007.

Leffel , G. M., & Stephens, M. (2007). *The relationship of positive and moral emotions (empathy and gratitude) to generative concern and action: A preliminary construct validity study of the MACA model.* Symposium paper presentation at the Rocky Mountain Psychological Association, April 2007.

McConnell, B., Pate, C., & Jenkins, D. (2007, April). *Finding Time for Fairy Tales: How Reading Children's Literature Contributes to Stress Reduction in College Students.* Poster session presented at the 77th Annual Rocky Mountain Psychological Association Annual Convention, Denver, CO.

Miles, C., Tablak, A., Pearce, C., Parra, V., & Wu, J. (2007, April). *The connection between attachment quality and psychological distress.* Poster session presented at the 77th Annual Rocky Mountain Psychological Association Annual Convention, Denver, CO.

2005– 2006 Academic Year

Flores, S., Barnes, C., Bunker, D., Enriquez, R., Moltzner, K., Tovar, R., & Schaeffer, K. W. (2006, April). *Positive Psychology education: Its effects on self-concept, optimism, and happiness.* Poster session presented at the 86th Annual Convention of the Western Psychological Association, Palm Springs, CA.

Luginbuhl, P. J., Schaeffer, K. W., Weg, M. T., Powers, S. M., Jarvinen, M. J., & Smee, R. W. (2006, April). *The influence of personality and self-esteem on happiness.* Poster session presented at the 86th Annual Convention of the Western Psychological Association, Palm Springs, CA.

Stephens, M., & Leffel, G. M. (2006, April). *Grateful Giving: Do positive emotions trigger upward spirals of generativity?* Poster session presented at the 86th Annual Western Psychological Association Convention, Palm Springs, CA.

Tatum, M., Hardy, N., Testerman, L., Irwin-Chase, H., Johnson, J., & Wu, J. T. (2006, April). *Effect of learning style interventions on course satisfaction*. Poster session presented at the 86th Annual Western Psychological Association Convention, Palm Springs, CA.

Testerman, L., Hardy, N., Tatum, M., Irwin-Chase, H., Johnson, J., & Wu, J. T. (2006, April). *Reliability and Validity of the VARK: A learning style assessment*. Poster session presented at the 86th Annual Western Psychological Association Convention, Palm Springs, CA.

2004– 2005 Academic Year

Cooper, N., Crocker, N., Erselius, K., Lerma, A., Irwin-Chase, H., Wu, J. T., & Johnson, J. (2005, April). *Development of a Brief Course Satisfaction Measure*. Poster session presented at the 75th Annual Convention of the Rocky Mountain Psychological Association, Phoenix, AZ.

Huff, T. L. P., Young, K. G., Kennedy, E. M., & Schaeffer, K. W. (2005, April). *The relationship between positive psychology education and the five factors of personality.* Poster session presented at the 75th Annual Convention of the Rocky Mountain Psychological Association, Phoenix, AZ.

Maish, J. L., Zameni, S. L., & Irwin-Chase, H. (2005, April). *Student Adjustment and Studying Abroad.* Poster session presented at the 75th Annual Convention of the Rocky Mountain Psychological Association, Phoenix, AZ.

Department of Psychology
FACULTY SCHOLARLY PURSUITS SINCE LAST PROGRAM REVIEW

2011

Leffel, G. M. (2011). Beyond meaning: Spiritual transformation in the paradigm of moral intuitionism, Introduction: Catalyzing a new science of spiritual. In R. L. Piedmont (Ed.), *Research in the social scientific study of religion*, Vol. 22.

Leffel, G. M. (2011). Beyond meaning: Spiritual transformation in the paradigm of moral intuitionism, Part 1: Beyond meaning-system analyses. In R. L. Piedmont (Ed.), *Research in the social scientific study of religion*, Vol. 22.

Leffel, G. M. (2011). Beyond meaning: Spiritual transformation in the paradigm of moral intuitionism, Part 2. A moral intuitionist approach to spiritual transformation. In R. L. Piedmont (Ed.), *Research in the social scientific study of religion*, Vol. 22.

2010

Leffel, G. M. (2010). "Putting on virtue": Catalyzing a new science of Christian virtue formation. Symposium paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Azusa Pacific University, March 2010.

Leffel, G. M. (2010). "Putting on virtue": Spiritual transformation in the paradigm of moral intuitionism and mimetic virtue. Symposium presentation at the Loyola 8th Mid-Year Conference of Division 36 Psychology of Religion, Loyola College, MA, March 2010.

Leffel, G. M. "Putting on Virtue": A motivation-based virtue ethics of caring for practical theology. In M. K. Armistead, B. D. Strawn, & R. W. Wright (Eds.), *Wesleyan theology and social science: the dance of practical divinity and discovery* (pp. 143-158). Newcastle, UK: Cambridge Scholars Publishing.

Leffel, G. M. (2010 -) *University of Chicago, Science of Virtues Project, The Good Physician*Member of the advisory board and serve as research design/assessment consultant for the *Project on the Good Physician* (Science of Virtues Project, John Templeton Foundation Award).This project aims to develop the first national, longitudinal study of the moral and professional formation of American physicians over the course of their medical training (http://scienceof virtues.org/Arete/ResearchGransts.aspx). Primary responsibilities include selection and development of instruments used in the project.

Oakes Mueller, K (2010). *Feminist Pedagogy*. Panel Presentation for PLNU's Nurturing Prophetic Imagination Conference. San Diego, CA.

Oakes Mueller, R.A. & Sando, L. (2010, March). *Using exemplar methodologies to explore positive youth development: Opportunities and challenges.* Paper presented at the bi-annual meeting of the Society for Research in Adolescence, Philadelphia, PA.

Wu, J. T. (2010). Trained Peer Counselors on Healthy Relationships.

2009

Leffel, G. M. (2009). Generativity and virtues of the quiet ego: A new direction for the psychology of spiritual transformation. Symposium presentation at the Loyola 7th Mid-Year Conference of Division 36 Psychology of Religion, Loyola College, MA, March 2009.

Oakes Mueller, K. (2009). *Reproductive Loss and Grief*. Panel Presentation for female medical practitioners from India, Pakistan, and Afghanistan. International Leadership Visitor Program. San Diego, CA.

Mueller, K.O., Marion, S.D., Paul, L.K. & Brown, W.S. (2009). Bimanual Motor Coordination in Agenesis of the Corpus Callosum. *Behavioral Neuroscience*, 125, 1000-1011.

Wu, J.T. Spring 2009 Teachers Noticing Teachers On Tape: Current Professors of Excellence. One hour professionally produced video interview regarding teaching philosophy and techniques.

2008

Leffel, G. M. (2008). Becoming a good character: The shift in moral psychology (and, why it matters for spiritual transformation). Symposium presentation at the Loyola 6th Mid-Year Conference of Division 36 Psychology of Religion, Loyola College, MA, February 2008.

Leffel, G. M., (2008). Becoming a good character: The shift in moral psychology (and, why it matters for spiritual transformation. Symposium paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Duke University, March, 2008.

Leffel, G. M., (2008). Embodying the capacity to care: A Wesleyan "social intuitionist model" of spiritual transformation. Symposium paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Duke University, March, 2008.

Leffel, G. M. (2008a). Who cares? Generativity and the moral emotions, Part 1: Advancing the "psychology of ultimate concerns." *Journal of Psychology and Theology, 36,* 161-181.

Leffel, G. M. (2008b). Who cares? Generativity and the moral emotions. Part 2: A "social intuitionist model" of moral motivation. *Journal of Psychology and Theology, 36,* 182-201.

Leffel, G. M., Fritz, M. E., & Stephens, M. R. (2008). Who cares? Generativity and the moral emotions, Part 3: A social intuitionist "ecology of virtue." *Journal of Psychology and Theology, 36,* 202-221.

Wollin, E. L., & Mueller, K.O. (2007). *Treatment of Body Image Concerns: A Holistic Approach Incorporating Spirituality in Group Therapy*. Workshop presented at the Summit Eating Disorders and Body Image Symposium in Sacramento, CA.

Wu, J. (2008). Subject Matter Expert, Item Review Workshop. Board of Psychology, Sacramento, CA. Reviewed and edited questions for the California Psychology Supplemental Examination for California Psychology Licensure Exam.

2007

Leffel, G. M. (2007a). Emotion and transformation in the relational spirituality paradigm, Part 1: Prospects and prescriptions for reconstructive dialogue. *Journal of Psychology and Theology, 35,* 263-280.

Leffel, G. M. (2007b). Emotion and transformation in the relational spirituality paradigm, Part 2: Implicit morality and "minimal prosociality." *Journal of Psychology and Theology, 35,* 281-297.

Leffel, G. M. (2007c). Emotion and transformation in the relational spirituality paradigm, Part 3: A moral motive analysis. *Journal of Psychology and Theology, 35,* 298-316.

Leffel, G. M., (2007). Relational generativity: Discovering and expanding Erikson's "investment" model of caring. Symposium paper presentation at the Rocky Mountain Psychological Association, April, 2007.

Wu, J. (2007). "My Therapist Sez" Premarital Panel Discussion, Skyline Church, La, Mesa. Panel speaker regarding premarital issues and topics. Also broadcast on KPRZ Living Water Radio Show.

2006

Leffel, G. M. (2006 -) *Institute for Research in Psychology and Spirituality* (IRPS), Rosemead School of Psychology, Biola University. Invited participant at yearly research symposium for research on psychology and Christian spirituality.

Leffel, G. M. (2006). Emerging love and the capable character: Murphy's MacIntyrean project for Wesleyan theology. Paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Kansas City, March, 2006.

Leffel, G. M. (2006). Renewed minds and transformed hearts: Models of moral development in Christian spirituality. Paper presentation at the Society for the Study of Psychology and Wesleyan Theology, Kansas City, March, 2006.

Leffel, G. M. (2006). Relational generativity: A proposed new domain of generative adult development. Archived at PsycEXTRA, www.apa.org/psycextra.

Mueller, K.O., Marion, S.D., Paul, L.K., & Brown, W.S. (2006). *Bimanual Motor Coordination in Individuals with Partial and Complete Callosal Agenesis*. Poster symposium presented at International Neuropsychological Society Annual Meeting, Boston, MA.

Wu, J. T. (Ed.), Amstead, L. K., Croy, D. A., Leffel, G. M., Martin, K. E., & Taylor, D. B. (2006). Setting your sail: vocational life stories from Wesleyan faculty. Monographs of Point Loma Nazarene University, 5.

Wu, J. (2006). Teachers Noticing Teachers Model Professor. This program enhances teaching by allowing faculty to observe and learn from model professors within the semester.

2005

Leffel, G. M. (2005 -) Provide peer reviews for articles submitted to *Journal of Psychology and Theology* (JPT) and *Journal of Psychology and Christianity* (JPC).

Mueller, K.O., Marion, S.D., Paul, L.K., & Brown, W.S. (2005). *Bimanual Coordination in Individuals with Agenesis of the Corpus Callosum*. Poster symposium presented at International Neuropsychological Society Annual Meeting, St. Louis, Missouri.

Mueller, K.O., Marion, S.D., Paul, L.K., & Brown, W.S. (2006). *Bimanual Coordination in Individuals with Complete and Partial Agenesis of the Corpus Callosum*. Program and Abstracts from the 34th Annual International Neuropsychological Conference.

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Wollin, E. L., Mueller, K.O., & Knight-Baughman, R. (2005). *Group treatment of body image concerns: A holistic approach*. Workshop presented at the Organization of Counseling Center Directors in Higher Education Annual Fall Conference, Shell Beach, CA.

2004

Leffel, G. M. (2004). Prevenient Grace and the re-enchantment of nature: Toward a Wesleyan theology of psychotherapy and spiritual formation. *Journal of Psychology and Christianity*, *23*, 130-139.

Mueller, K.O., Margalit, J.A., & Miller, K.J. (2004). *Frontotemporal Dementia: Right vs. Left Asymmetry*. Poster symposium presented at University of California, Los Angeles Aging Conference, Los Angeles, CA.

Mueller, K.O., Margalit, J.A., & Miller, K.J. (2004). *Frontotemporal Dementia: Right vs. Left Asymmetry*. Proceedings and Abstracts for the 9th Annual UCLA Research Conference on Aging, 33.

1990's-2001

Strawn, B. D., & Leffel, G. M. (2001). John Wesley's "Orthokardia" and Harry Guntrip's "Heart of the Personal": Convergent aims and complementary practices in psychotherapy and spiritual formation. *Journal of Psychology and Christianity*, *20*, 351-359.

Leffel. G. M. (1997 -) *Society for Study of Psychology and Wesleyan Theology* (SSPWT) Charter, organizing, and on-going member. SSPWT is an organization that sponsors annual conferences and promotes presentations and writing devoted to the integration of Wesleyan spirituality and contemporary theory and research in psychology.

Leffel, G. M. (1995 - 2010) *Wesleyan Center for 21st Century Studies*, Point Loma Nazarene University Charter, organizing, and on-going committee member. I have been awarded grants as Center Scholar and Fellow multiple times.

Appendix M

Department of Psychology
DEPARTMENTAL EFFICIENCY

	5 yr CH/FTE Credit Hours by Avg FTE	5 Yr Credit Hours	5 Yr FTE Avg	05-06	06-07	07-08	08-09	09-10
Total Faculty	380	343943.00	905.00	165.1	180.2	172.5	193.3	193.9
Psychology	722	28391.00	39.30	7.4	7.8	8.1	7.8	8.2
Theology Christian Ministry	697	38127.00	54.70	10.5	11.5	10.8	11.3	10.6
History and Political Science	549	21123.00	38.50	7.6	8.0	7.8	7.3	7.8
Business	545	32002.00	58.70	10.6	13.2	9.5	11.8	13.6
Literature, Journalism, and Modern Languages	519	53911.00	103.80	20.7	19.9	20.9	22.1	20.2
Biology	503	22302.00	44.30	7.9	8.9	8.4	9.6	9.5
Comm/Theatre	506	22380.00	44.20	7.7	9.5	8.9	9.3	8.8
Math ICS	498	20534.00	41.20	9.0	8.5	8.2	8.3	7.2
Chemistry	494	12164.00	24.60	4.8	4.6	4.8	5.1	5.3
Physics and Engineering	498	8168.00	16.40	2.9	4.0	3.2	3.3	3.0
Avg w/o Ed	467	39998.00						
Art and Design	423	13654.00	32.30	6.3	6.1	5.0	7.4	7.5
Sociology Social Work	408	9952.00	24.40	5.3	5.1	4.8	4.9	4.3
Kinesiology	402	14499.00	36.10	6.8	7.4	6.9	7.7	7.3
Family Consumer Sciences	401	11138.00	27.80	5.5	5.6	5.6	5.6	5.5
Music	217	12490.00	57.60	12.5	11.0	11.6	13.5	9.0
Nursing	180	15188.00	84.50	14.5	22.2	14.8	16.4	16.6
Education	18	3221.00	176.60	25.1	26.9	33.2	41.9	49.5

To: Maggie Bailey and Holly Irwin-Chase

From: Jay W. Pope, Patricia Leslie, and Rebecca A. Havens

Dear Maggie and Holly,

Thank you for the opportunity you have given us to serve as an external review committee for the Point Loma Nazarene University's Psychology Department Program Review. This letter represents a summary of our committee's findings after having performed a formal evaluation of the Psychology Department. Our evaluation was based on a thorough review of relevant documents (e.g.. previous program review, statistical data), a site visit (including visiting with departmental faculty, a tour of departmental facilities, and observation of a class in session), a review of the evidence room (containing detailed information about student and faculty publications, activities, etc., interviews with students and faculty, and several meetings of our committee in which we reviewed our findings, discussed procedural issues, and posed questions that were later answered by departmental faculty.

This summary is divided into three sections. The first section contains our general findings and is the longest section, owing to the many topics our committee discussed. The second section contains our committee's commendations to the Psychology Department, as a way of recognizing their strengths and achievements, and to encourage continued performance in these areas. The third section contains our recommendations, given what our committee has identified as potential areas of needed improvement and opportunities to strengthen service delivery.

The external review committee wants to extend its appreciation to all of those involved in making the review process a fluid, welcoming, and informative experience. Their preparedness allowed us to make maximal use of our time together, even as the time of our visit came at a particularly busy time during the academic year. The evaluation that follows would not have been possible without the many preparations that were made ahead of our visit by those whose leadership was evident at every step of the review.

Thank you again for providing an opportunity to learn more about the psychology department at PLNU.

Section I. Findings of the Committee

Departmental Goals and Objectives
The department has articulated a mission and programmatic objectives that are commensurate with the University mission. The mission and objectives are well documented in the Departmental review.

Student Learning Objectives
The department has identified student learning objectives for each major / concentration in the program. It appears that the department has worked to update documentation from the previous institutional assessment format (Nichols) to align with recently initiated formats.

Service to University and Broader Community
Several courses offered by the department serve students in other programs. Notably, the department has held substantial responsibility for PSY101 a core component of the general education experience for all first-year freshmen.

Curricular Quality

Rigor
Several program evaluation measures have only internal comparators making it more difficult to objectively assess the program's rigor. In one instance which offers external comparison, when students did not meet the projected goal, the program relaxed the expected student outcome. Members of the review team speculate that the initial goal was set substantially above the typical bachelor program standard; however, there is insufficient evidence to validate the speculation.

Students and faculty are regularly accepted to present at professional conferences and are productive in external academic and professional pursuits such as publications or direct practice. Their participation in activities associated with the Western Psychological Association, perhaps the most respected regional organization in psychology--particularly for student publications, is particularly robust. Students have participated in research as a part of their program of study for at least 18 years.

Appropriateness of Curriculum
The curriculum includes numerous opportunities for student-faculty-community engagement. Preparation for participation in research and advanced professional education are evident in numerous research related activities and practicum experiences. Students we interviewed appeared to be very interested in a diverse number of research activities and when working externally, felt well-prepared compared to students at other institutions.

Currency of Syllabi and Content Coverage
Syllabi for courses are generally clearly presented, thorough, detailed, and current. Syllabi for multiples sections of the same course are relatively consistent in critical areas. Content in some syllabi appear dated, however, alumni report that the consistency in

certain readings across several years contributed to a sense of community and positively influenced communication among a variety of students at various stages of degree completion. Students also noted that they might not have been exposed to these relatively historic readings if they were not course assignments and that the inclusion of less contemporary works benefited them by providing a broader historic, social context.

The curriculum is varied and includes creative and interesting courses that blend theology or religion and psychology. This integrative approach is consistent with how other Christian institutions of higher learning address issues pertaining to psychology and spirituality/theology/faith. The curriculum offers courses designed to engage the student at their anticipated stage of personal development.

Liberal arts programs often include a course in general psychology as part of a core curriculum. While PSY101 is mandatory for all first year freshmen, the course focuses on personal development rather than providing a general foundation in the study of psychology. PSY103, the general psychology course is not required as part of the liberal arts foundational curriculum, and has limited availability to students outside the psychology major. (Please see further discussion under recommendations.)

The curriculum clearly emphasizes psychology as a scientific endeavor and has numerous course offerings that reflect psychology's commitment to experimental methodologies.

Assessment Plan and Documentation

The department has clearly invested in assessment activities. The assessment plan documents the alignment, standards, and measures to determine program performance.

The departmental incorporated tables in the review to highlight findings. This format lends itself to easy identification of potential action and could be used as a model for other department reports. In some instances, however, the tables do not contain findings / evidence and would benefit from minor revisions.

Alignment with Student Learning Outcomes
The assessment plan and report data contained a clear, common structure and terminology linking university, department, and major outcomes and objectives. The data for evaluation of performance and program revision contained similar concepts, however, used alternate language for goals and measures. Consistency throughout all phases of the assessment protocol would strengthen the alignment.

Data Sources
The review materials were extensive, well-organized, and professionally presented. Evidentiary data and reports were very well organized and accessible. The evidence room contained well organized binders including departmental reports, meeting minutes, prior reviews, and files supporting the outcomes claimed in the review. The source data relies largely on internal products and could be enhanced with external comparators.

Use for Continuous Improvement of Program
As noted above, the program appears to be in the process of transferring prior assessment documents to conform with recently instituted formats. <mark>The data in the program adjustment column included in the "Nichols" periodic report that is included in the review packet could be enhanced to capture the adjustments that have occurred or are planned.</mark> New courses and program adjustments were described elsewhere in the review material. In general, it appears that the department conscientiously attempts to improve the program in response to the needs of students and the university at large.

Resources

Faculty Qualifications and Expertise
The full time faculty appear well qualified and productive. Importantly, students and alumni repeatedly commented on the significant impact that particular faculty had in helping to shape them as students and young professionals. It is clear that relationships and personal investment of the faculty and staff go well beyond being motivated by "the job" or even the discipline. The work of the faculty seems to prepare students for life.

 The commitment and concern experienced by students reflects the apparently positive relationships among the department personnel and resonates in the positive growth of the psychology majors.

It is noted that adjunct faculty and students augment the full time faculty. Alumni noted that connection to faculty was an essential component of their positive experience at PLNU. Given the level of exposure that all freshmen are mandated to have with the psychology department, consideration should be given to this factor. Use of alumni and students in Psy101, however, does positively impact the reported efficiency of the department.

<mark>If as suggested, PSY103 is considered as a requirement for general education, resources would need to be adjusted since registration for the current PSY103 offerings has been restricted to meet the priority demands of programs that require general psychology as part of their major. Current faculty resources are insufficient to meet the expanded demand anticipated if the course required for general education.</mark>

Facilities & Equipment
Facility concerns were included in the prior program review findings. The psychology department as housed in Culbertson Hall is an attractive, centrally located, and inviting space located on the campus. The hall appears to be located in close proximity to where psychology classes are held. The facility is ADA accessible via the elevator and restroom facilities in Colt Hall which shares an entry patio/walkway. There is no running water to the facility.

Facility usage is well planned and affords faculty and students opportunity for regular, smaller scale interactions. With the exception of two small 'lab' spaces, there is no specific classroom space exclusive to the department.

This singular location for all psychology faculty has centralized the faculty under one roof, both physically and in terms of increasing a sense of community. There is some space for students to gather in the lobby area but there does not appear to be a larger common area for students and faculty to congregate. Students, however, appear to be regular visitors to Culbertson for activities beyond visiting with faculty members. Students and faculty seem comfortable and 'at home' in sharing the space with each other.

Section II. Commendations to the Psychology Department

The departmental review schedule was comprehensive and well planned. Faculty, students and staff were very gracious, engaging, open and honest. The review external committee had a very positive experience interacting with all parties involved in the review process. Faculty appear to get along with each other well and appear to be cohesive, as a high degree of warmth and collegiality was observed.

The psychology program models and advocates for a positive, strengths-based approach to content areas in psychology, as opposed to focusing too extensively on abnormality, psychopathology, and/or deficits in human behavior. The psychology faculty are an efficient group, teaching many courses on the PLNU campus, both for psychology majors and the greater student body.

The psychology faculty are prolific in their research projects with students. The fruits of their labors are measured in part by numerous presentations at regional conferences. This deliberate approach to encouraging student research prepares majors for further study in the field and takes advantage of furthering relationships between faculty and students. Student research is heavily emphasized.

The psychology program has an extensive history of investing the personal, spiritual, and psychological development of students; this holistic approach to student development is historically ahead of its time and reflects a commitment to Christian higher education. The committe found this to be a clear strength of the program. Faculty avail themselves to their students for relationship building and modeling to students how to live as a Christian in the scientific arena. They prioritize working with students closely on student research projects and encourage them to contribute to the field of psychology. Faculty speak highly of students and students speak highly of faculty.

The psychology program serves as a "prophetic voice" within Christian psychology; its faculty assert psychology as a true liberal art, in that it helps students live better lives and increases their awareness of morality embedded both in culture and the Christian faith.

Classroom teaching was observed to be first rate. Our observations revealed professors relating easily with students, providing rich content in psychology, and relating it to students' lives. An emphasis on morality and better living was noted.

The program's history reflects a deep commitment to the assessment process long before assessment became an institutional priority. The program appears proud of fact that they have built up their assessment efforts, that they are efficient.

The physical space of Culbertson is inviting, clean, very attractive, adequately and creatively staffed, and beautifully maintained. The evidence room was very well organized. Special commendation for maintaining an organized practicum site area, organized by student, placement site, and year for the last several years.

Section III. Recommendations and Opportunities for Improvement

Curriculum
    A. Consider cross listing the Personal Growth and Development course with theology, given that General Psychology is currently not a required GE course.

    B. A resolution of the Psych 101 course questions with respect to general education is recommended. An opportunity for improvement exists to revisit and make clear how General Psychology fits into the General Education curriculum. With pending changes in Psychology Convocation, it seems like a good time to re-think whether a priority for General Education should be a class about life issues, or an introduction to the general field of psychology.

    C. Students expressed a desire to have earlier exposure to available opportunities for service, internships, practicum, etc., so as to make them increasingly aware of psychology in more applied and experiential contexts.

Program Assessment, Goals, and Objectives
    D. One opportunity for improvement is for enhanced alignment of assessment with departmental mission and vision statements in order to take specific control of quality control and improvement processes. It is recommended that course objectives align better with program objectives, and that this alignment become more clearly communicated (e.g., in course syllabi). Relatedly, an opportunity for improvement exists to provide a broader rationale, including external comparators, for why the curriculum is organized the way it is, and the basis for changes in concentrations. Having a broad overview of programmatic philosophy, how PLNU fits into the big picture of psychology education, how it compares to other universities, and how/why curricular changes are made, could be helpful.

Commented [KDF1]: Not sure I understand this comment. Are they saying that the theology content in this course is significant enough to count as a theology course? Is the Theology dept in any way connected to the theological content of the course?

Commented [KDF2]: It can't be both as this would increase resource needs. If we got rid of PSY101, it is currently part of the FYE. Would we replace it with something else or with PSY103?

What would happen to FYE if we made the requirement either PS101 or 103?

E. It is recommended that all faculty members be able to specifically articulate how their job behaviors relate to programmatic and university goals. Externalizing benchmarks for success is also recommended.

F. It is recommended that a clearer rationale be provided for how success is defined on the comprehensive exam in Psych 400 and that an item level analysis of the comprehensive exam in Psych 400 be implemented to ensure testing items allow for appropriate variance in student responses.

G. It is recommended that efficiency data be presented in a way that gives account to a multiplicity of perspectives (i.e., with adjuncts) and using agreed upon metrics.

H. Future program reviews should include comparative data from similarly located and/or structured schools, such as Azusa Pacific, Trevecca Nazarene, University of San Diego, or San Diego State. An opportunity for improvement exists to provide national or selected institutional comparisons with other (external) programs, in order to provide evidence of the rigor of the Point Loma Department of Psychology's academic programs. It is difficult to know how rigorous a program is, or what its quality is, without some comparisons to other schools.

Resources

I. On page 15 of the program review, it would help to cite evidence as to why the hiring of faculty of color could increase the number of students of color. There were other instances in which claims and attributions did not have evidence or citations to support them.

J. The psychology department seems to be heavily represented by clinically trained faculty. In as much as is possible they are encouraged to broaden their recruitment to include faculty from a more diverse background within psychology.

K. In general, the department appears to effectively use the currently available resources to achieve program goals and objectives.

Recommendations to the University Regarding the Review Process

It is recommended that future external program review committees be provided greater clarity regarding their specific roles and expected products.

For consistency in evaluative criteria, the University may want to initiate a standardized template for reporting findings from each departmental review process.

Thanks once again for the opportunity to familiarize ourselves with the Psychology Department at PLNU. It was a pleasure working with each of you.

Sincerely,

Jay W. Pope, Fresno Pacific University
Rebecca A. Havens, Point Loma Nazarene University
Patricia Leslie, Point Loma Nazarene University

Program Review Committee

<u>Findings and Recommendations Report</u>

Department of Psychology

April 25, 2012

PR Committee Recommendation: Approval (without conditions).

<u>(1). Executive Summary</u>

The Department of Psychology has successfully completed its AY2011-2012 program review including the self-study (8/31/2011), external review (12/6/2012), and response. The two items remaining in this process are Appendix J: Program Review Evaluation and the MOU subsequent to this report.

<u>(2) General Observations</u>

a. The PR Committee commends the department for a thorough, intentional, and comprehensive review process. We especially, appreciate the high level of cooperation and collaboration given the challenge of meeting review criteria still being created and clarified during this period.

b. The programmatic goals, structure, and processes of the department are extremely well articulated, as evidenced in the department self-study.

<u>(3) Recognition for Special Accomplishments</u>

a. The faculty are to be commended for the extensive and long-term involvement in encouraging student research and its success in papers being accepted for conference presentations.

b. We also note the success the department has had in encouraging and facilitating movement into graduate school for many of your students.

(4). Recommendations for Improvement

a. We do not recommend an additional faculty line be granted at this time. However, as retirements or/replacements become necessary, the department should strive for greater diversity in terms of both demographics (sex, race/ethnicity) as well as academic specialization (experimental psychology).

b. This committee takes no position on the matter of adding PSY103 to the general education program. However, we note that all curricular proposals must be submitted to APC and that this particular issue would need to be vetted by the general education committee as well for their recommendation. In any event, serious attention will need to be paid to resource implications (space, technology, library, etc.) and the impact on the department (teaching load, course offerings) and the effort to create a more carefully focused shared educational experience.

c. Finally, the external reviewers suggest a closer alignment between department and university outcomes. In light of the challenging chronology of completing a self-study while the criteria, expectations, and format were in the process of being created, we believe this was inevitable and will easily be adjusted through the continuous assessment process.

(5). Prioritization: No recommendations.

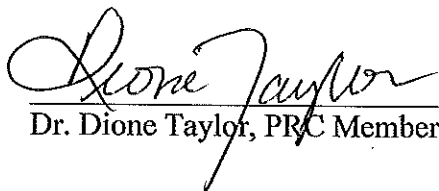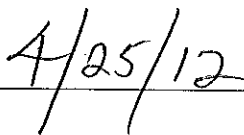## (6). Further Analysis: No recommendations.

Respectfully submitted:

_____   4/25/2012
Dr. G.L. Forward, PRC Mentor   Date

_____   4/25/12
Dr. Dione Taylor, PRC Member   Date

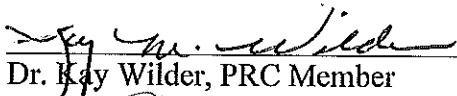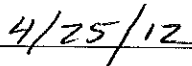_____   4/25/12
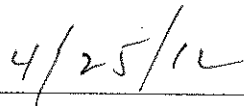Dr. Kay Wilder, PRC Member   Date

_____   4/25/12
Dr. Phil Bowles, PRC Member   Date

Program Review Memorandum of Understanding
Psychology Department
October, 2012

1. Executive summary of the changes required for program improvement

Mission Statement:

> The PLNU Department of Psychology endeavors to create students who are psychologically knowledgeable, emotionally intelligent, and morally engaged. We desire to provide a perspective on psychology informed by the Christian faith and a vision of Christian living informed by psychology. Our graduates will be equipped for lives of character devoted to serving the common good of humanity and the Christian community.

The process of going through Program Review gave the department the occasion to sharpen and focus our mission statement (listed above). Our ongoing commitment is to continue our core mission of building students who are Psychologically Knowledgeable, Emotionally Intelligent, and Morally Engaged. We appreciate the external program review committee who noted:

> "The psychology program serves as a 'prophetic voice' within Christian psychology; its faculty assert psychology as a true liberal art, in that it helps students live better lives and increases their awareness of morality embedded both in culture and the Christian faith."

In light of this, our specific objectives in the next five to seven years include bolstering the new Character, Morality, and Culture concentration so that incoming majors might consider it from the outset, and that all students regardless of concentration are exposed to its core themes and courses. Another specific objective is to increase our support for students who do not seek graduate training after graduation. Our mission of equipping students "for lives of character devoted to serving the common good of humanity and the Christian community" goes far beyond just the counseling office. We hope to support our psychology majors who want to change the world through business, education, law, ministry, or community development.

2. Commendations for those involved in the program review process

The Program Review Committee commends the Psychology Department for their re-alignment of departmental learning outcomes with the university mission and looks forward to seeing how their program will enhance and build upon PLNU's efforts make mission fulfillment a central outcome of our students' experience.

The Program Review Committee commends the Psychology Department for their quality emphasis on scholarship both for faculty and for students. It is clear that scholarly pursuits have been embedded in the departmental culture and we especially commend the department for their involvement and mentoring of their students in this capacity.

While the external review team report identified several areas for commendation, the Program Review Committee especially wanted to highlight as especially significant, one of those in this document and add our commendation to that of the external review team. In the words of the external team report,

> The psychology program has an extensive history of investing the personal, spiritual, and psychological development of students; this holistic approach to student development is historically ahead of its time and reflects a commitment to Christian higher education. The committee found this to be a clear strength of the program. Faculty avail themselves to their students for relationship building and modeling to students how to live as a Christian in the scientific arena.

3. An action plan is made up of specific steps to improve the program along learning outcomes or elements of the program (e.g., faculty, curriculum, resources, etc.). The following recommendations emerged from the Psychology Program Review.

    a. Learning Outcomes: Changes in DLOs, CLOs, multi-level assessment plan and rubrics.
        i. Now that Program Review is over, evaluation of DLOs are taking place. For example, a change to the DLO "Display an increase in growth and development for the purpose of serving others" has been revised to "Display an increase in personal growth and development for the purpose of serving others." The DLO "Describe key components necessary for competitive graduate school applications" has been revised to "Understand careers in psychology" to better address the needs of students who do not plan to attend graduate school.
        Time frame for completion: Summer, 2013
        ii. The external review committee encouraged that DLOs be reflected in each course's syllabi to highlight how the DLO was being addressed. This was originally done, but since the DLO's have been modified all syllabi will need to be revised as well.
        Time frame for completion: Summer, 2013
        iii. The committee encouraged an item analysis of the current comprehensive exam. The department will put together a sub-committee to oversee the item analysis process as well as relevant modifications.
        Time frame for completion: Summer, 2014
        iv. Review of the current Multi-Level Assessment Plan is taking place. For example, previously a single pre-post assessment comparing freshmen and seniors on the departmental comprehensive exam was previously conducted in 2008. The department is moving to an annual pre-post methodology. Initially, this will consist of our freshmen and seniors (cross-sectional data) and in three years this will allow us to conduct pre-post testing against individual student scores (longitudinal data). The department considers this a key and higher level of assessment to ensure student learning.
        Time frame for completion: Summer, 2014
        v. Evaluation of the Multi-Level Assessment Plan is also taking place where signature assignments, along with respective rubrics, are being created to enhance the process.
        Time frame for creation and evaluation: Summer, 2014
        vi. The Department Assistant's job description has been modified to include assistance in coordinating assessment activities since these duties have significantly grown.

Time frame for completion: COMPLETE
  b. Curriculum and pedagogy: Changes in majors, minors, courses, etc.
      i. The committee encouraged more focus on students who plan to immediately enter the workforce in lieu of pursuing graduate school. A modification to the DLO's has been done in response to this concern. Additionally, a sub-committee will be created to evaluate how to better meet the needs of these students.
      Time frame for evaluation and completion: May, 2015
      ii. The review of our curriculum associated with program review led to an APC submission to create a psychology major capstone that will apply to all concentrations. The submission was approved by APC in Spring 2012 and is being taught in Fall 2012 as Psychology 420, *Pursuing Goodness: The Science of Moral Change*.
      Time frame for completion: COMPLETE
      iii. The revision of our course requirements led to several changes including making PSY 321 Abnormal Psychology required of all majors, while making PSY350 Clinical and Research Assessment required only of our TCP Concentration. These changes better conforms to the practice of our competitors and requirements of graduate schools.
      Time frame for completion: COMPLETE
      iv. We responded to the GE Committee's request to alter the structure of Psychology 101. The Psychology Department and GE Committee jointly proposed, and APC approved, that Psychology 101 Convocation would become a one unit FYE 100 Core Values Convocation led by the GE committee. Psychology 101 would continue to direct a three unit course composed of sections and small groups that would keep the focus on personal development and transition to college that currently exists.
      Time frame for completion: COMPLETE
      v. We also made some small changes to our minor requirements to provide more course options for other majors.
      Time frame for completion: COMPLETE
  c. Interdisciplinary collaboration with other departments and or schools
      i. In Fall 2012, the School of Business asked for our agreement that they would cancel the Industrial Organizational Psychology major, and the Psychology Department concurred. This proposal will go before APC in 2013.
      Time frame for completion: Anticipated, Fall 2013
      ii. With twelve service courses to other departments, the Psychology Department is highly collaborative and will continue those relationships.
      Time frame for completion: Ongoing
  d. Faculty: Identification of faculty needs or changes
      i. The PR report encourages the filling of the open seventh Psychology faculty position. In fall 2012 the Cabinet approved this position and a search is ongoing. The external review committee encouraged hiring someone with a primary focus on research instead of clinical psychology to balance the professional interests of the faculty.
      Time frame for completion: Ongoing
  e. Students: changes in student support services
      i. The PR notes the feedback by students that they have been deeply impacted by the faculty of the Psychology Department. We seek to continue that impact in the addition of our capstone, continued involvement with our student honor's society (PSI CHI), and the addition of our new departmental assistant (see below).

Time frame for completion: Ongoing

f. Resources: Proposal for different or new resources

    i.   In the Spring of 2012 the Psychology Department and Sociology Department requested splitting our jointly appointed Departmental Assistant. The Psychology Department was granted a full time departmental assistant in May 2012 and that hire has continued to improve our delivery of services to students and assessment activities. Having a full time person has already demonstrated an increase in student traffic and activity now that someone is always available to assist them.

        Time frame for completion: COMPLETE

    ii.   Aside from filling our open position, no further faculty staffing is requested at this point.

        Time frame for completion: N/A

4. Provost Statement

    a. Responding to the University mission

The Psychology department reviewed and revised its mission statement in light of the PLNU Mission and Vision in order to demonstrate a strong alignment between the two. The new mission statement is as follows:

> The PLNU Department of Psychology endeavors to create students who are psychologically knowledgeable, emotionally intelligent, and morally engaged. We desire to provide a perspective on psychology informed by the Christian faith and a vision of Christian living informed by psychology. Our graduates will be equipped for lives of character devoted to serving the common good of humanity and the Christian community.

    b. Program viability and sustainability

The Psychology Department is the 5th largest department and their major is on the rise again (153 students in 2011) after a five-year downward trend from a high of 194 students in 2002 to a low of 128 students in 2007. Given this rebounding trend along with the fact that the department carries a large GE and service load for other departments, the program is on solid footing and is likely to stay strong in its enrollment numbers. The Delaware data comparison for Psychology shows that their cost per student credit hour number is between the 63rd and 75th percentile of our Carnegie classification, which is within the range that we would expect and lower than the value for schools in the comparison group similar to ours.

    c. Cost cutting requirements

The Psychology department is currently made up of 7 FT faculty who teach roughly 70% of their courses. This falls within the range of FT/PT faculty that seems financially responsible and strategically flexible in order to absorb any particular cyclical enrollment variations without affecting FT faculty jobs.

    d. Efficiencies in course offerings needed

The Psychology department is currently reviewing their historical course offering patterns and will identify what, if any, changes might be warranted based on that analysis.

    e. Discussion about resource allocation

There are no current recommendations for resource allocation in the Psychology Department. If any recommendations occur out of the PLNU Self-Study Prioritization process, we will discuss them in that context rather than in this Program Review.

g. Expected program improvements
The Psychology department has done a great job preparing students for graduate school and this has been a point of emphasis in their department for some time. This program review identified that many of the departmental majors do not go on to pursue graduate studies. The Psychology Department has committed to intentionally serving these students and their post graduation aspirations in addition to those going on to graduate school. The administration commends the department for recognizing the importance of this and looks forward to seeing the evidence in support of this move that will come from their assessment efforts.

As noted in the external review, the departmental assessment plan contained largely internal instruments and measures. The recommendation was that this could be improved through the identification and use of some key external instruments or measures. The administration agrees with this recommendation and looks forward to seeing how this is addressed in subsequent annual reports.

5. Resourcing and Institutional support plan
    a. Any budget implications
        There are no extra budget implications.
    b. Capital improvements including facility, equipment and furniture
        There are no extra facilities needed currently. We request ongoing funds for replacing worn furniture as needed. We request new carpet in Culbertson upstairs to replace the currently worn carpet and match the new carpet downstairs.
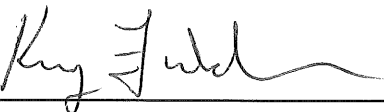   c. Additional faculty and staff resources
        There are no additional faculty or staff resources requested beyond current staffing.
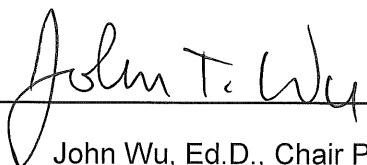
6. Signature page

The Provost and the Psychology Department mutually agree to pursue these recommendations for the Psychology Department. The Provost will provide material and administrative support for the actions taken as the result of the recommendations provided that the Psychology Department makes satisfactory annual progress on the initiatives. The Psychology Department will carry out these actions and submit and annual report of progress.

Signed:

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Kerry Fulcher, Ph.D., Provost

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John Wu, Ed.D., Chair Psychology