Psychology Program Review 2018-2019

Program Review 2018-19

Psychology BA

Program Profile

History
Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

Dr. Hertzog was initially hired as an educational psychology faculty member for both William Woods and Westminister. Over time, Dr. Hertzog began working as a full-time faculty member for just William Woods in the education department. With an increase in popularity in the psychology major, a second faculty member was eventually added to the department. The psychology program underwent considerable curricular changes after Dr. Boyer was hired in 2011, and as a result, there was an increase in the number of majors and students who were accepted to graduate school, and these numbers have held steady. The psychology department continues to service other programs on campus, including general education, education, interpreting, social work, and biology.

Nationally, psychology is typically one of the top 10 majors for undergraduate students (Princton Review, 2019). However, due to the nature of the field, it is also a trend that students will declare psychology as incoming freshman and then change their majors after one or two semesters. Though this trend does exist on the William Woods campus, the department has been able to retain a good percetage of incoming student to the major and have also been able to use introductory courses to recruit students to the major and minor. As a result of this, the department has been able to maintain a steady number of students.

Program Mission
Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The goal of the psychology department is to develop a well round psychology student who can be successful in graduate school and is well prepared for attaining a position in the professional workforce. The mission of the program is supported by the five program objectives, which represent robust learning opportunities for our students (APA, 2013).

Historically, it has been expected that psychology majors would continue on to graduate school, however, there has been a recent shift in the field with more students heading straight into the workforce. Though we still encourage our students to apply to and attend graduate school, we have worked to change our curriculum so there is more of an emphasis on practical application of the material. We have also provided our students with numerous internships at locations around the state, including the state hospital, child development centers, summer camps for individuals with disabilities, local businesses and with law enforcement.

The program supports the WWU mission of developing values of ethics, self-liberation and life-long learning. One of the objectives of our program is for the students to apply ethical standards to psychological science as well as to build relationships within the community. They do this through participation in psychological research, internships and service activities. Another objective of our program is for students to develop skills in scientific inquiry and critical thinking, students master this through coursework in the program that requires them to critique research within the field. Students also master our professional development objective through internships, group projects and professional presentations.

Student Demographics

	Incoming Freshmen	Transfer	Total
2017-2018	5	1	24
2016-2017	7	3	33
2015-2016	12	1	34
2014-2015	5	2	33
2013-2014	6	2	41

Concentrations
Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

N/A

Concentrations Attachment
If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attache it here. Just note in the Text Box above that the document is uploaded.

Program Demographic Data
Upload the program page from the Institutional Research office program data for this program.
Psychology_Program_Demographics_2013_2018.pdf

Reflection on Program Enrollment Data
Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specificy the details of the plan.

Though the total number of students declared psychology majors has decreased, the percentage of total students who are declared as psychology majors has remained consistent over the past 5 years.

We have worked hard over the past five years to make modifications to the major in order to ensure that we are continuing to meet the needs of our current students and that they have the skills necessary to be successful in graduate school.

Though the main objective for the program remains preparing students for graduate study in the field, we have also adjusted our curriculum to address the needs of the 51% of psychology majors who do not go on to graduate school (APA, 2016). We added a required Careers in Psychology course for all majors, which covers the real-world application of psychological concepts, careers in the field that only require a Bachelor's degree and skills that students can use to maximize their undergraduate education.

Advising
Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

Both Dr. Hertzog and Dr. Boyer have full advising loads. As a member of the honors committee, Dr. Boyer advises all of the first-year honors students.

Both faculty members contact their students at the beginning of the advising period to schedule appointments. Dr. Hertzog has a sign hanging up outside of his office for students to sign up. Dr. Boyer uses a Google Doc that she emails to the students. Both faculty members make themselves available to all students, not just their advisees, throughout the year, not just during the advising period. Because many of the psychology majors are double majors, who have advisors in other departments, both faculty members make themselves available to meet with these students.

Both faculty members make sure to talk to their students about their performance in the classroom, their plan for graduation and any other concerns the students would like to discuss.

In order to ensure that all psychology majors are recieving accurate information, the faculty cover general advising information, including program requirements, course rotations and information about applying for graduate school during general advising meetings that are held each semester. Students are not required to attend these events, but attendance tends to be high.

Internship & Placement

	2017-2016	2016-2017	2015-2016	2014-2015	2013-2014
Internship Placement	2	4	3	3	2

Internship Placements
What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

In 5 years, we have had 13 different internships providing many different opportunities for our students. There has been an internship every semester except for two. The types of internships show the breadth of knowledge and abilities our students have. We as a department try and match the internships to the needs and future plans of our psychology students. Our students have received very positive evaluations and have done an outstanding job. Many have turned these internships into employment opportunities. Dr. Maddox at the Fulton State Hospital before he retired communicated that our students were more prepared than those from other local schools. Internships give the students a wonderful opportunity to get truly involved in areas of psychology they plan to pursue. The locations of these internships include Fulton State Hospital, Card V, Rosa Park Center, Jefferson City Correctional Center, Wonderland Camp for the physically handicapped, St. Mary's Health Center, The Cremer Drug and Rehabilitation Center and Cedar Creek Therapeutic Riding Center.

Graduated Students within the Program for the identified years

	2017-2016	**2016-2017**	**2015-2016**	**2014-2015**	**2013-2014**
Graduated Students	7	5	10	8	9

Graduate Placement Data

Employment in Field
What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

Because psychology is such a broad field, with application to many areas, "within the field" is difficult to define. We are defining "within the field" as any student who is in a job that requires the use of psychological theories on a regular basis. This includes, but is not limited to, working in people-oriented areas like human services, counseling, human resources, education, and working with individuals with disabilities.

	2017-2016	**2016-2017**	**2015-2016**	**2014-2015**	**2013-2014**
Employed within the Field	1		4	5	4
Employed outside the Field	1	2	2	2	3
Graduate School	5	3	4	1	1
Unknown	2				1

Program Curriculum

Curriculum: Rotation
Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

The course rotation is set up so that all courses that are used by other programs are offered on an annual basis. The senior seminar course is also offered every year because students should not enroll in this course until their last year, so it would not be in the best interest of the students to offer this course on a two-year rotation. All of our other courses are

offered on a two-year rotation. Having these courses on a two-year rotation allows enrollment to build and also ensures that any transfer students are accommodated.

Curriculum: Delivery Mode
Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly fuller than the other?

It does not appear that online enrollment impacts traditional enrollment. There is not a notable difference between online and traditional enrollment.

Curriculum: Revision
Explain any curricular revisions made since the Ist Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

There were several notable revisions to the program. In 2016 the program objectives were updated to reflect the APA's Guidelines for Undergraduate Psychology Programs 2.0 (APA, 2013). In addition, a Careers course was added to the program to help prepard the students with the skills necessary to be successful during their undergraduate education and beyond. The Child and Adolescent Development courses were combined into a single Child and Adolescent Development course in order to address requirements by DESE. A Lifespan Development course was added to meet the needs of students who are interested in a lifespan approach to development and to meet the requirement for students who are planning to pursue careers in the medical field. Cognitive Psychology will be converted into a four-credit course beginning in Fall 2019 (the next time the course is offered) in order to account for the complexity of the material in this course. This course will now be a laboratory course, which will provide students with more a hands-on, in-depth experience. An Advanced Research course that students can repeat for credit was also developed. This course enables students to conduct their own research and produce a scholarly manuscript of publishable quality. Students have been able to present their research from this course at conferences in the field.

These changes were made based on assessment data and feedback from current students and recent graduates. The faculty have worked hard to make sure that they are meeting the needs of the current students, including offering courses that are required for licensure (education) and graduate school admission (psychology, nursing and medicine). The faculty have also modified and added courses to address holes in the curriculum that were apparent on several assessment measures.

Curriculum: Shared Curriculum
List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

PSY 101- General Psychology I is part of the general education program and the Deaf Human Services program. This course is offered traditionally every fall and online every spring.

PSY 102- General Psychology II is part of the general education program and the Deaf Human Services program. This course is offered traditionally every spring and online every fall.

PSY 105- Honors General Psychology is part of the honors program. This course is offered every spring.

PSY 221- Educational Psychology is part of the general education program and the education program. This course is offered every semester.

PSY 226- Child and Adolescent Development is part of the education program, the general education program and it is also an elective for the interpreting program. This course is offered online every semester and traditionally every fall.

PSY 285- Psychology of Personality is part of the general education program. This course is offered in the fall of odd years.

PSY 312- Lifespan Development is required for students who are planning to pursue a career in the medical field. This course is offered in the spring of odd years.

PSY 313- Statistics for the Social Sciences is part of the Social Work program and the Deaf Human Services program. This course is offered online in the fall and summer and traditionally in the spring.

PSY 411- Abnormal Psychology- is part of the Deaf Human Services program. This course is offered traditionally in the spring of odd years and online in the fall and summer.

PSY 413- Advanced Research Project- is part of the Deaf Human Services program. This course is offered online and traditionally every semester.

Sharing these courses has increased the enrollment in all of these courses. The online courses for Deaf Human Services have also required the hiring of adjuncts. The in-seat rotations have not changed, but courses were added to the online rotation in order to accomodate the Deaf Human Services program.

Curriculum Enrollment
Attach the Curriculum enrollment for all program courses.
Psychology_Enrollment_Statistics.pdf

Program Checklist
Attach the Program checklist from the most recent Academic Catalog
Psychology_Checklist_2018.pdf
Psychology_Checklist_2013_2014.pdf

Course Description
Upload program course descriptions from the most current Academic Catalog.
Psychology_Course_Descriptions.pdf

Summary of Teaching Effectiveness
This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

Couse Evaluation Summary:
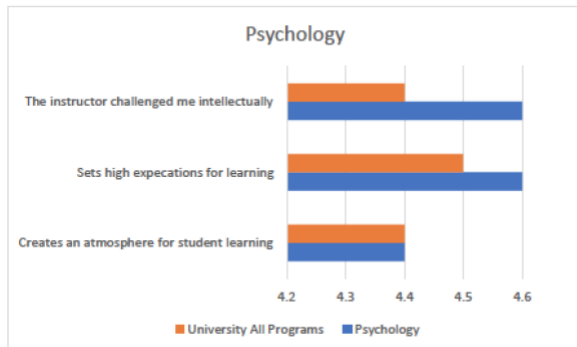
Sample:
PSY N=156   64% Response Rate

This data is representative of the PSY courses listed on the Program Checklist. Courses outside of the identified program that are art of the major are NOT included in this data.

Online course data is not included in this data as they use a different EOC tool. There is not an overlap on these questions between the OLC courses and the on-ground courses.

Faculty Response to Teaching Effectiveness
How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

Drs. Boyer and Hertzog work hard to ensure that they are both engaging and challenging their students in the classroom. They are both committed to academic rigor as they value the importance of preparing their students to be successful in graduate school. The summary of teaching effectiveness data indicates that they are being successful in these endeavors, especially challenging the students and setting high expectations.

In addition to reviewing end of course evaluations, the faculty also contact recent graduate about their preparedness, critically evaluate assessment data and also host a town hall meeting in order to receive feedback from the students. The information that has been gained from these avenues also indicates that the faculty have provided an intellectually stimulating environment for the students and that there is an appropriate amount of rigor in the classroom.

Though the faculty understands the importance of end of course evaluations, they rely most heavily on objective data, like assessment reports, when making decisions.

Faculty & Resources

Physical Facilities

Physical Space/Resources
Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

N/A

Upgrades to Physical Space/Resources
Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

N/A

Recommendations to Improve Resources
Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

N/A

Technology Resources
List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?
Students enrolled in PSY 313 and 413 utilize SPSS software. This software was recently (February 2019) made available

to all faculty and students on campus. The program would like the university to investigate adding Apple TVs to more classrooms. Several years ago, the faculty went through iPad training and though some techniques have been implemented, the faculty would be able to implement more if the technology was available in more classrooms on campus.
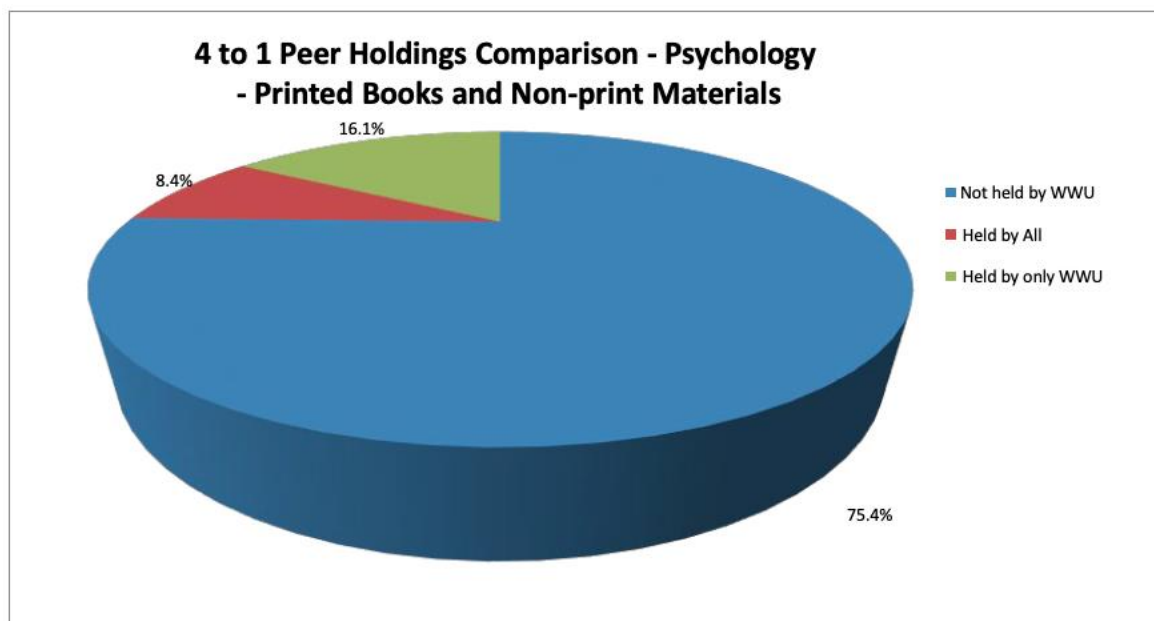
Library Resources:
Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

Psychology as a discipline taught at the undergraduate level requires both retrospective and up-to-date library materials. A continued effort is made to comprehensively acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through Woods OneSearch. The Library subscribes to a comprehensive database, Academic Search Complete, which is available to all students, both traditional and online. The Library also subscribes to several databases specifically devoted to the study of psychology: ProQuest Psychology Journals; PsycINFO; Child Development & Adolescent Studies.

The Library also maintains a research guide for psychology: http://libguides.williamwoods.edu/c.php?g=706495

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan. As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time

4 to 1 Peer Holdings Comparison - Psychology - Printed Books and Non-print Materials

- Not held by WWU: 75.4%
- Held by All: 8.4%
- Held by only WWU: 16.1%

Library Resources:
Faculty response to the adequacy of library resources provided to the program?

Students in almost all upper level psychology courses are required to write research papers using peer-reviewed research articles. It is the feeling of the faculty that the offerings of the library are sufficient for the needs of the faculty and students.

Library Report
Attach the complete library report that is provided from thedirecotr of the Library that details the available resources to students in the program of study.
Psychology_Library_Report_2018.pdf

Faculty and Staff Resources

Faculty
1-list all full-time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

1. Full time faculty

- Dr. Julian Hertzog, PhD, University of Florida, 42 years at WWU, 16 credits per semester.
- Dr. Caroline Boyer, PhD, George Mason University, 7 years at WWU, 8 credits per semester.

2. Adjuncts

- Doug Sanders, M.S., Southern Illinois University Carbondale, 1 year at WWU, Sports Psychology
- Julie Davenport, M.S., University of Missouri-Rolla, 1 year at WWU, MAT 114
- Elizabeth Wilson, PhD, University of Missouri, 11 years at WWU, SWK 313
- Arla Monroe, EdD, St. Louis University, 5 years at WWU, PSY 101, PSY 102, PSY 209, PSY 226
- Pamela Dawson, EdS, William Woods University, 6 years at WWU, PSY 101, PSY 209
- Elizabeth Head, M.A., Truman State University, 16 years at WWU, MAT 114
- Timothy Hanrahan, PhD, Walden University, 5 years at WWU, PSY 401 (CV not provided)
- Marshall Robb, CV not provided, information unknown, PSY 401
- Woojun Lee, PhD, Texas A&M, 1 year at WWU, PSY 401 (CV not provided)

Faculty Curriculum Vitae
Attach current Vitae for all full time Faculty
Julian_Hertzog.pdf
Caroline_Boyer_Ferhat.pdf

Adjunct Faculty Curriculum Vitae
Attach current Vitae for all adjunct faculty in the program.
Douglas_Sanders.pdf
Julie_Davenport.pdf
Elizabeth_Wilson.pdf
Dr._Arla_Monroe.pdf
Pamela_Dawson.pdf
Elizabeth_Head.pdf

How many staff are designated to support the program?

1

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?
Yes
No (selected)

Staff
Are issues with staffing impacting student learning?
Yes
No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time
Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include academic years Fall 2013 through Spring 2018

Term	Full-time	Adjuncts	Total	
Fall 2013	11	0	11	
Spring 2014	11	0	11	
Summer 2014	0	0	0	
Fall 2014	9	1	10	
Spring 2015	10	2	12	
Summer 2015	2	0	2	
Fall 2015	8	1	9	
Spring 2016	8	2	10	
Summer 2016	1	0	1	
Fall 2016	8	2	10	
Spring 2017	10	1	11	
Summer 2017	2	0	2	
Fall 2017	7	2	9	
Spring 2018	9	1	10	
Summer 2018	2	0	2	

Faculty Reflection on Teaching Load Distribution
Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

The faculty are comfortable with the use of adjuncts in the program. Adjuncts have been used sparingly and only for online courses. As much as possible, full-time faculty are utilized, but with Dr. Boyer's course release for administrative duties and the increase in online courses, this is not always possible. It is believed that the impact on the students and the curriculum is minimum. With one exception, the same adjunct was used for the same two courses. This adjunct worked with Dr. Boyer to provide feedback on the development of the course and also has consistently high end of course evaluations. As the online offerings continue to increase, this will need to continue to be monitored.

Recommendation on Personnel
What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

At this point, there does not seem to be a need for an additional full-time faculty member. However, this may change with continued growth of the Education and Deaf Human Services programs.

It is recommended that the program has fulltime support staff. Currently, the School of Social Sciences shares an administrative assistant with the School of Business and Technology. As a result of this, we do not have support staff available to attend school meetings, and faculty members are often completing tasks that would typically be completed by an administrative assistant.

Financial Analysis of the Program

Cost Per Major
This number is from the Academic Dean Report on Program Prioritization.
 6655.00

Financial Analysis by Program
Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

In relation to other majors on campus, the psychology program is a more expensive major. However, this inforamtion should be viewed in light of the fact that a significant number of the psychology courses that are offered each semester are in service to other programs on campus. In addition, Dr. Boyer has a 6-credit course release for administrative duties, which requires the hiring of adjuncts or overloads.

Instructional Expenses
Discussion of expenses related to instruction. i.e. Internship, clinical, practicums…

The majority of the expenditures for the program are printing costs for instructional activities in the classroom. It should also be noted that Dr. Hertzog also oversees the Freshman Advantage and Connections programs on campus and has been instructed to use his copy codes for all materials for those programs, so the expenses associated with the psychology program are inflated. Additional expenses also include material for in class activities, like materials used for research experiments conducted in PSY 313- Statistics for the Social Sciences.

Non-Instructional Expenses
Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

N/A

Assessment Planning

University Objectives
Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge?

Major Field Competence- The first objective of the psychology program is that the students will demonstrate a knowledge base in psychology. This objective is emphasized in all of the coursework in the program. The faculty strive to ensure that students are knowledgable in the major concepts, theoretical perspectives, historical trends and empirical findings in psychology.

Ethics- The third objective of the psychology program is that the students will display ethical and social responsibility in a diverse world. The students are expected to demonstrate ethically and socially responsible behaviors in their application of psychological knowledge.

Self-Liberation- The third and fifth objectives of the psychology program are tied to this learning outcome. The third objective of the psychology program is that the students will display ethical and social responsibility in a diverse world and the fifth objective of the psychology program is that the students will develop professional skills. In regards to the third objective, students will demonstrate an honest understanding and appreciation for an increasingly diverse world and will display an ability to act responsibly in this landscape. In regards to the fifth objective, students will demonstrate an ability to use effective self-reflective behaviors. Students will display an ability to continually reassess their behaviors and adapt accordingly. Psychology is by definition the study of the mind and behavior. As such, through their coursework, students develop an understanding of the complicated relationship between behavior and cognition for both themselves and others.

Lifelong Education- The second objective for the psychology program is that students will develop scientific inquiry and critical thinking skills. Students will demonstrate not just an ability to apply these skills to problems posed in the classroom, but to all areas of their lives. They will be able to critically analyze and use effective problem-solving skills. The fifth objective for the psychology program is that students will develop professional skills. These skills include application of knowledge, effective self-reflection, project management skills, teamwork skills and effective communication. These skills expand beyond the classroom to the real world.

Institutional Learning Outcomes:

Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.

Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Program Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
PSY 2016.1	Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
PSY 2016.2	Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
PSY 2016.3	Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
PSY 2016.4	Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
PSY 2016.5	Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

	MAT 114	PSY 101	PSY 102	PSY 226	PSY 312	PSY 310	SWK 313	PSY 313	PSY 324	PSY 411	PSY 450	Comp Exam	Senior Showcase	MFT
PSY 2016.1 Knowledge Base in Psychology		A I	A I	R	R	R			R	R	A M	A	A M	A M
PSY 2016.2 Scientific Inquiry and Critical Thinking	I	A I	I			R	R	A M	R	R	M	A	A M	A M
PSY 2016.3 Ethical and Social Responsibility in a Diverse World		I		A I	A I		R		R	M	A		A M	A M
PSY 2016.4 Communication				A I	A I	R	R	R	R		A M		A M	A M
PSY 2016.5 Professional Development						R		R		R	M		A M	

Assessment Data

Annual Assessment Report 2017-2018

Psychology_Annual_Assessment_2017_2018.pdf

Annual Assessment Report 2016-2017

Psychology_Annual_Assessment_2016_2017.pdf

Annual Assessment Report 2015-2016

Psychology_Annual_Assessment__2015_2016.pdf

Annual Assessment Report 2014-2015

Psychology_Annual_Assessment_2014_2015.pdf

Annual Assessment Report 2013-2014

Psychology_Annual_Assessment_2013_2014.pdf

Snapshot on Assessment (5-year)
Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

It is difficult to make conclusive statements about the assessment data due to the fact that the program objectives were changed in the middle of the data collection cycle and also that the assessment measures were changed. It should also be noted that these data have small sample sizes, which can result in the data being skewed.
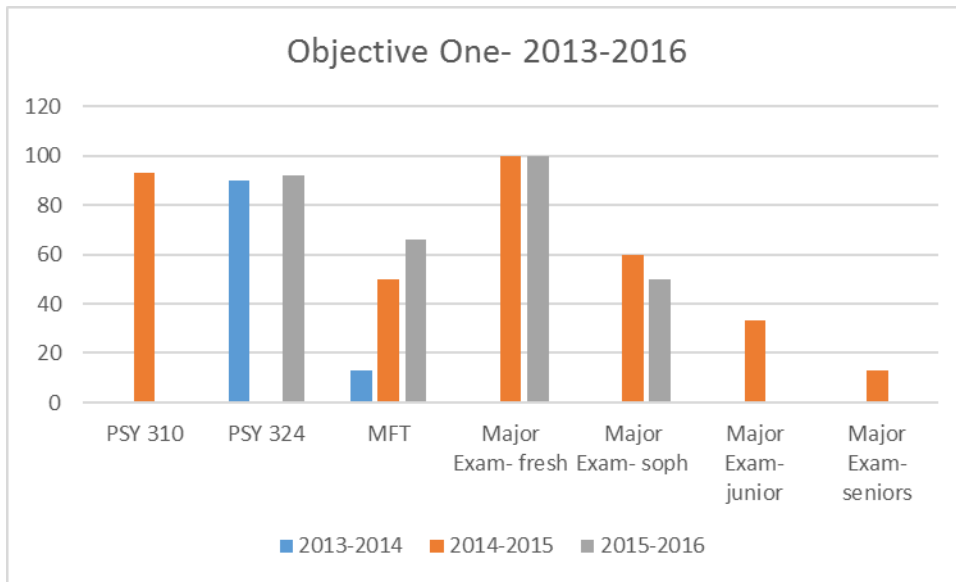
Overall, there appear to be two areas of note-- MFT score and Major Exam scores.

MFT scores rose from 2013-2016 but then fell dramatically from 2016-2018. It is the belief of the faculty that the decrease that was seen, especially in 2017-2018, is a result of a cohort effect. That year was an especially small cohort of students, several of whom were transfers and over half who were not able to successfully graduate at the end of the semester.

The Major Exam scores are interesting to note, especially when comparing the cohorts. The exam was created by the faculty as a general knowledge exam and was taken from the General Psychology textbook test bank. It is possible that the freshmen are performing better on this exam because they are currently enrolled in the General Psychology coursework and so that information is more readily available to them. The faculty have also discussed the possibility of the benchmarks for the upperclassman being unattainable. The faculty have also looked at particular areas on the exam where the students tend to struggle and have made curricular changes to address these areas (e.g. beginning in the fall of 2019, Cognitive Psychology will be a four-credit laboratory course).
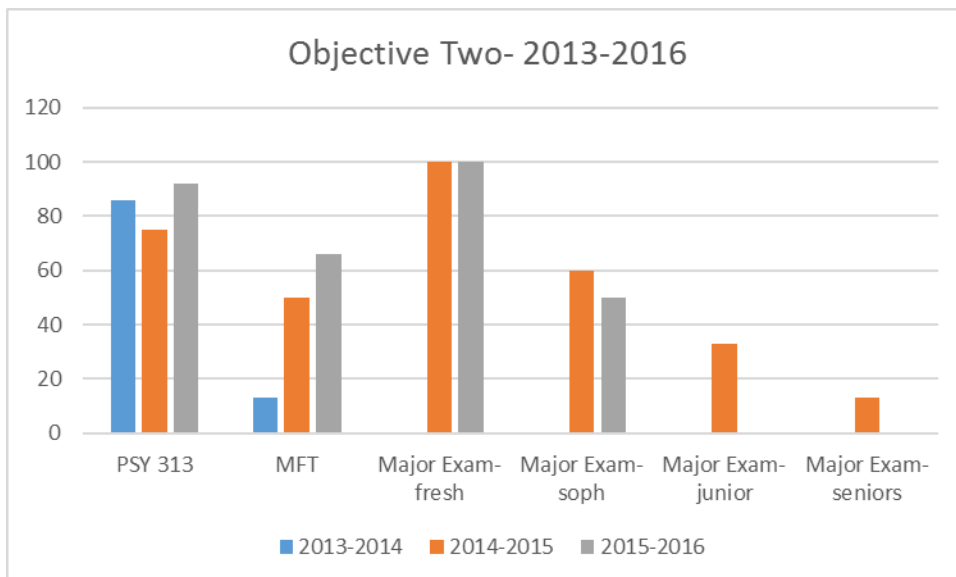
Snapshot on Assessment
If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

Objective One- 2013-2016

*Percentage above the proficient level in PSY 310 and PSY 324
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%

Objective Two- 2013-2016

*Percentage above the proficient level in PSY 313
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%

Objective Three- 2013-2016

*Percentage above the proficient level in PSY 101 and PSY 102
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%

Objective Four- 2013-2016

*Percentage above the proficient level in PSY 450
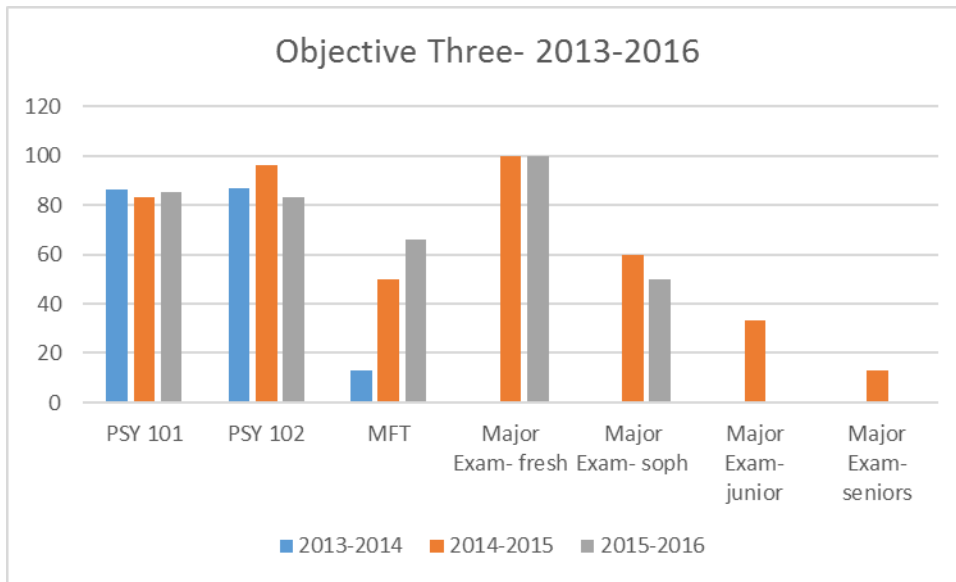**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%

Objective One- 2016-2018

A bar chart titled "Objective One- 2016-2018" with y-axis from 0 to 120. Categories: PSY 101, PSY 102, PSY 450, MFT, Major Exam- fresh, Major Exam- soph, Major Exam- junior, Major Exam- seniors, Senior Showcase. Legend: 2016-2017 (blue), 2017-2018 (orange).

*Percentage above the proficient level in PSY 101, PSY 102 and PSY 450
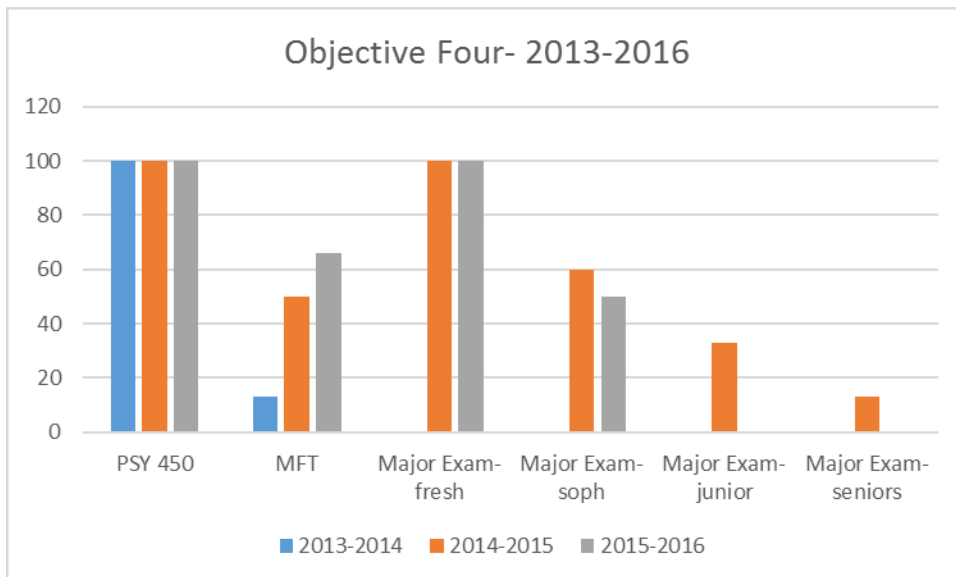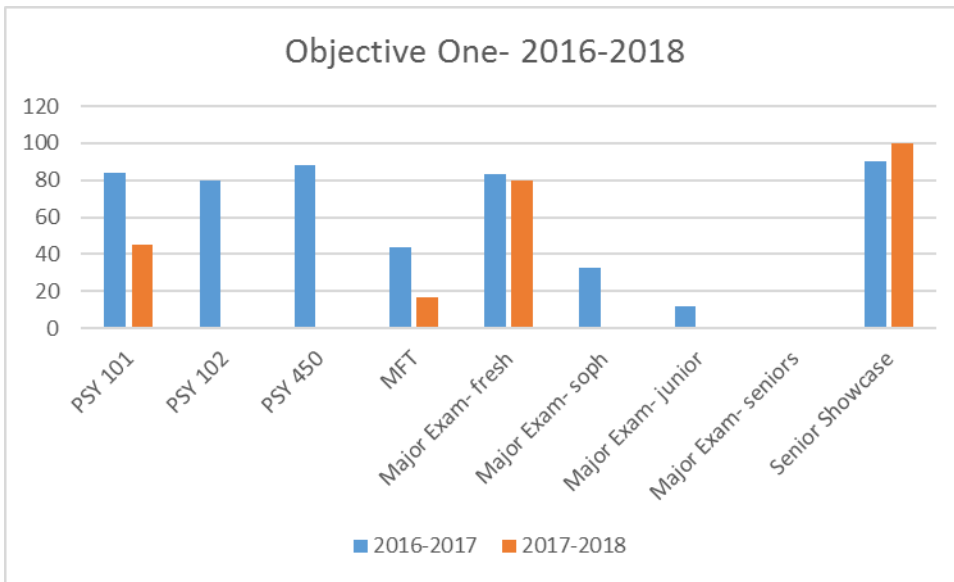**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%
****Percentage that were above proficient on the senior showcase presentation

Objective Two- 2016-2018

A bar chart titled "Objective Two- 2016-2018" with y-axis from 0 to 120. Categories: PSY 101, PSY 313, MFT, Major Exam- fresh, Major Exam- soph, Major Exam- junior, Major Exam- seniors, Senior Showcase. Legend: 2016-2017 (blue), 2017-2018 (orange).

*Percentage above the proficient level in PSY 101 and PSY 313
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%
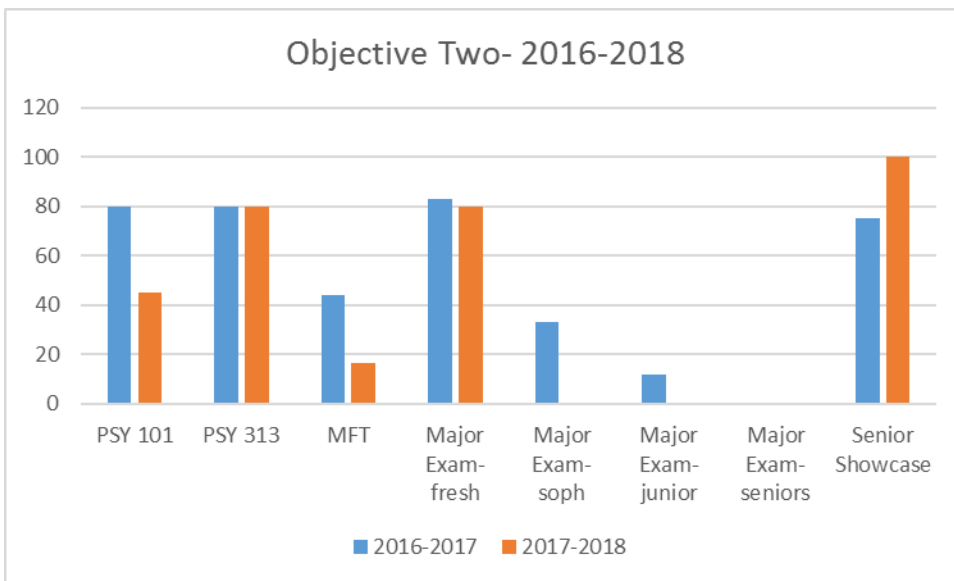****Percentage that were above proficient on the senior showcase presentation

Objective Three- 2016-2018

*Percentage above the proficient level in PSY 209, PSY 316 and PSY 226
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%
****Percentage that were above proficient on the senior showcase presentation

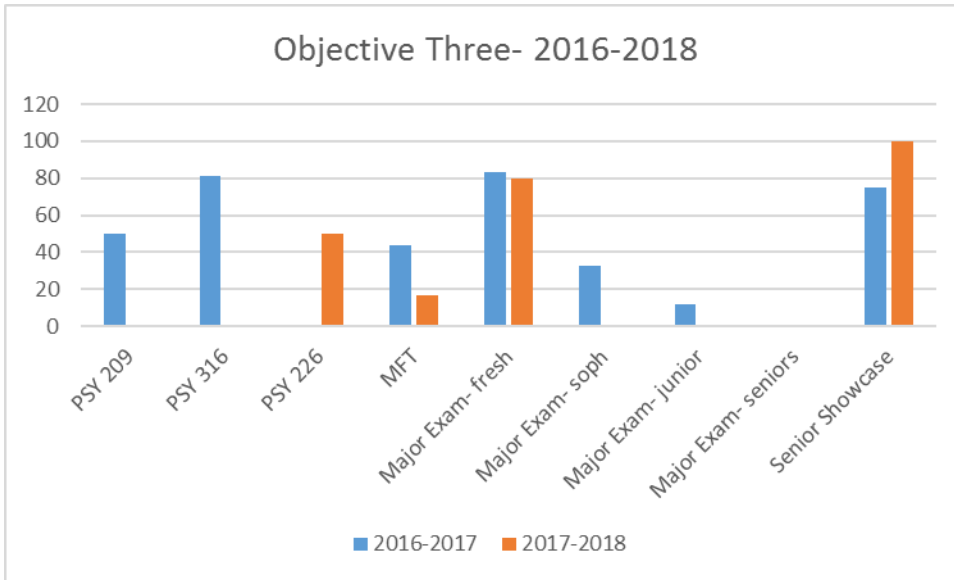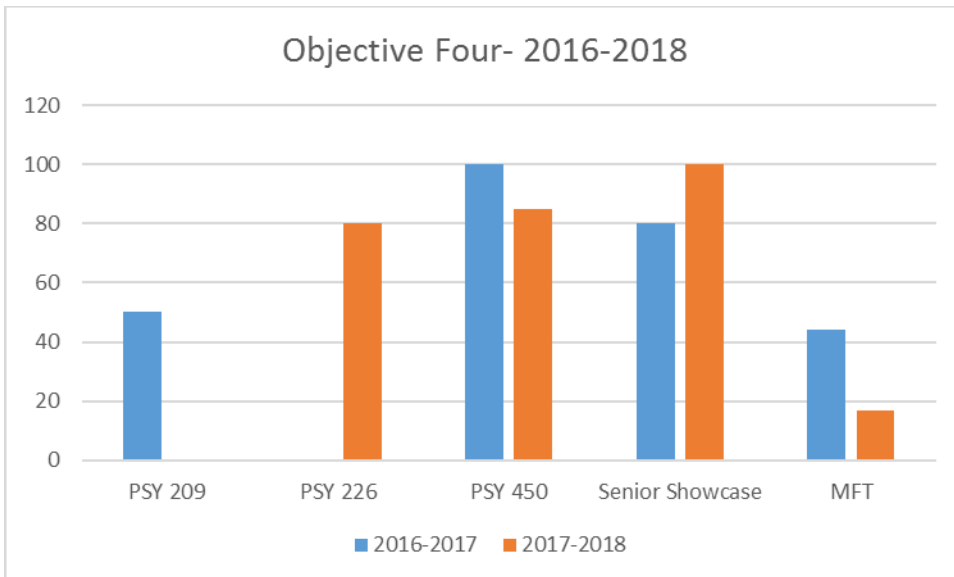**Objective Four- 2016-2018**

*Percentage above the proficient level in PSY 209, PSY 450 and PSY 226
**Percentage that met the top 50th percentile on the MFT
****Percentage that were above proficient on the senior showcase presentation

Objective Five- 2016-2018

****Percentage that were above proficient on the senior showcase presentation

Analysis on Assessment
What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

The assessment process is spread out over various courses and events. Students are assessed in when objectives are first introduced in their coursework, at the point when they are mastered, during Student Performance Days on the Major Exam, and at the end of the program on the MFT and their Senior Showcase presentations. In the courses, students are being assessed on written assignments and presentations. Both faculty members are actively involved in the assessment process.

As is evidenced by the assessment and curricular changes that were made during this five-year period, the faculty members are constantly monitoring the assessment data and making necessary changes. The faculty added a new Careers in Psychology course to address the Professional Development objective and also to orient the students to the major. The Cognitive Psychology course was expanded in order to address deficits on the MFT and Major Exam. The Major Exam was added in 2014-2015 as a way to assess the students across the program, not just at the end of the program. An Advanced Research course was added to address deficits on the MFT and also to ensure the students have the necessary skills for graduate level research. The benchmarks for the Major Exam are currently being revisited. The requirements for the Senior Showcase presentations have also been revised and a new rubric has been implemented. Finally, in the 2018-2019 academic year, a performance task was added for all students during Student Performance Days.

External Review

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. The history of the program appears to be both succinct and detailed enough to provide an overview of the current status of the program.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Rating 3 - Exemplary. The purpose/mission of the psychology program is clearly stated and the goals of the program directly reflect the mission of WWU.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Rating 2 - Adequate. The psychology program has identified and clearly stated their approach to maintaining and improving retention of psychology majors. They have adjusted their curriculum to meet the needs of the current students and have retained students in excess of the overall university retention rate for five of the last seven years.

1.4 Program has clearly defined strategies for retention and graduation rates of students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Rating 3 - Exemplary. The psychology program faculty have adjusted their curriculum to meet the needs of the current students and have retained students in excess of the overall university retention rate for five of the last seven years.

1.5 Program advising loads are appropriately delegated throughout the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Rating 1 - Needs Improvement. While it is understood that Dr. Boyer has administrative responsibilities and advises freshmen honor students, Dr. Hertzog is shouldering the bulk of the psychology student advising. He is currently carrying a load of 22 advisees. This is in excess of the institutional guideline of 16 advisees as a full advising load. The program provides general advising workshops which are reportedly well-attended, but it is difficult for any faculty member to adequately meet the advising needs of 22 students within their working day. Students report that they get excellent advising and guidance from the program faculty and it is assumed this is accomplished by faculty extending themselves to a greater extent than is likely sustainable. It is recommended that additional teaching faculty who could take on advisees be hired.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Rating 3 - Exemplary. Both of the program faculty make themselves available to all psychology students and that is laudable. In addition, they have a well-articulated process for student appointments during the advising period. They also provide general advising workshops and have a brief but comprehensive handout that contains information about the major course requirements, the course rotation, the recommended course sequence and a timeline and tips for applying to graduate programs. With limited faculty they have made explicit the sequence of courses and the timing of those courses required for graduating with a psychology major. While this is helpful for students who enter as freshmen, it is critically important for transfer students to successfully complete the program. Excellent job!!

1.7 Comprehensive accounting of graduates in internship placements.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. The information provided in the program review does not specify the number of graduates in internship placements (nor does this information appear to be prompted by the form), but instead provides information about the number of students, at any level, who completed internships in a given year. The psychology faculty sponsored 13 internships at seven different sites over the past five years. The range of internship sites is excellent and the quality of those sites is outstanding. WWU has the unique benefit of being located in close proximity to many programs and facilities that provide mental health services. The opportunity for internships at these locations should be advertised!

1.8 Provides detailed description of possible employment positions for graduated students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. The definition of employment "in the field" is fairly narrow. The examples of jobs "in the field" include many "helping" professions. A legitimate argument could be made that any job which requires interaction with humans or animals applies psychology principles and theories and so could be considered work "in the field".

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Good data for job placement and excellent rate of graduate school attendance! Very little missing data. I know that this information can be hard to get after students leave the university. Good job!

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. The course rotation is adequate for meeting the needs of underclassmen, but adequacy is likely limited for transfer students due to the two-year course rotation. Any transfer student who does not come in with appropriate course work for their position in the sequence will required tutorial/independent study/online course work in order to finish. It would be preferable to offer courses more frequently to allow both underclassmen and transfer students more flexibility in completing their psychology degree as well as course work for any additional majors/minors. Again, a third psychology faculty member would facilitate this.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

Rating 3 - Exemplary. Reflection on course enrollment (data provided) is excellent and appears appropriate for the program. Data regarding which courses fulfill gen ed requirements as well as the requirements of numerous other programs are also provided and illustrates the value of psychology coursework university-wide. Psychology courses generally fill when they are offered.

2.3 Course offerings appear appropriate for the needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. The course offerings are adequate, but with an additional faculty member the program could offer a wider variety of courses that may be of interest and value to students both within and outside the psychology major.

2.4 Issues involving curriculum are clearly explained.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. The reasoning for the course offerings and rotation are explained fully.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Excellent job! The program evaluation provides detailed information on student scores on assessment measures over time, as well as the changes to measures and to the curriculum based on both student performance and APA guidelines.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Excellent job! The faculty perform well on multiple measures of teaching effectiveness, including formal student evaluations as well as less formal feedback from "town hall meetings" and interviews with recent graduates. Their determination to assess their effectiveness and to address any deficiencies probably explains, in part, the highly effective nature of their teaching.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. Course descriptions provide enough information for students to learn what to expect in each course and the course numbering appears to be appropriate to the level of rigor.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. NA

3.2 Summarizes the physical space available to the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. NA

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. The program review notes that SPSS has recently become available to all faculty and students. This should facilitate independent student work in the research sequence. Also noted was the desire for more Apple TVs on campus to facilitate use of iPad training that was made available to faculty.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. The program review includes full information about library holdings as well as database access for conducting research. These resources appear to be adequate for the needs of the program.

3.5 Faculty qualifications and specific competencies are fully and accurately described.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Curricula vitae are on file for both full-time faculty and most adjunct teachers. Both full-time faculty have terminal degrees in the field.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. I believe the rationale for NOT requesting a third, full-time faculty member is based on university enrollment, the process for determining the cost of a major (does not include service courses) and budgetary concerns

rather than on developing the program. This program is a strong one which has maintained a strong proportion of majors (from 3-4% of the student body) despite lower university-wide enrollment. The rationale for the addition of support staff is fully explained and the relief from clerical tasks will provide the faculty with more time to meet student needs/

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. See 3.6, above.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 2 - Adequate. The development of a new formula, as suggested on the program review form, may help the psychology program to make a stronger case for the addition of a new faculty line for their program. The use of the budget is explained fully and it appears that some of the psychology budget use is for the benefit of other, university-wide, programs. It appears that the financial aspects of the program may reflect generosity in service to the university as well as frugality by the program faculty.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Excellent work on articulating outcomes and tying those to appropriate assessment measures.

4.2 Includes program learning outcomes and assessment, which are clearly explained.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Outstanding work on explaining program learning outcomes and associated measures. Excellent curriculum map, use of rubrics for student performance, etc. Just outstanding!

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Insightful reflection on the development of internal assessment tools, modification of assessment tools and on revision of standards is evident. I would suggest that, due to the small sample size of seniors each year and the variability between cohorts, the program adopt a strategy of using a rolling cohort of three or four years of graduates' MFT scores and revise their standards for acceptable program performance to be more realistic. It is unsurprising that the program has not met the standard of 100% of their students scoring above the 50th percentile on the MFT for the last several years. It is not realistic to expect that all students will score above the national average (unless you live in Lake Woebegone - HA!). In addition, due to staffing constraints the program faculty cannot offer coursework necessary for

performing well on all of the subtests; for example, courses in Sensation and Perception and Biological Psychology facilitate good performance on one subtest. In addition, transfer students' MFT scores will reflect instruction that they received at other institutions. I would suggest a strategy of setting a standard of (for example) the three-year rolling average of the composite MFT scores of all psychology majors to be within one standard deviation of the national mean. This should ameliorate the cohort effect as well as the effect of small samples and make the MFT data more useful as a program evaluation tool.

With regard to other assessment tools, there is ample evidence that the program faculty are actively evaluating student outcomes in relation to their program goals and are working to modify tools to better meet their assessment needs.

4.4 The student learning objectives are appropriate for the specific discipline.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Student learning outcomes are based on APA recommendations and are closely tied to the University Learning Outcomes.

4.5 Includes a longitudinal view of assessment for each program learning outcome.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. Strong evidence of a longitudinal view of assessment of both old and new program learning outcomes. This program is making excellent efforts to use evidence for decision-making.

4.6 Discussion on the assessment process over the 5-year span.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Rating 3 - Exemplary. It is evident that the program faculty have been actively working to improve both their program and their assessment of their program objectives. This has been, appropriately, an ongoing process for the past five years.

External Reviewer Summary Statements

● What do you see as strengths for the program's?

The strengths of this program are numerous. Students report that they love their faculty and believe that their faculty will always provide what they need and want in their education and for their personal and professional development. Evaluations of teaching effectiveness indicate that the faculty perform exceptionally well in the classroom. The use of many psychology courses in the general education curriculum as well as the curricula of other programs demonstrates the value of the program to the university. Psychology students at WWU have the opportunity to engage in internships with some very exciting agencies and programs and have faculty who will take the time to help them find those opportunities and sponsor them for credit. In addition, the faculty are aware of and responsive to both the external guidelines for psychology education (e.g. APA) as well as to the unique needs of their students and do an excellent job of balancing these.

● Does the program have components that distinguish it from other programs?

The opportunity for internships with some very exciting agencies distinguishes the WWU psychology program from other, similar-sized programs in the area.

● **What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

My concern is that the success of this program rests on Herculean efforts by the existing faculty. In addition to serving their majors, they serve many other programs and the general education curriculum. They advise too many students and teach too many classes to be sustainable without burn-out. You have excellent faculty who are working too hard. I think there is some risk that they will leave for a more appropriate load in another institution (for example, a 12/12 teaching load, 15 or so advisees and some committee work). I understand that lower-than-expected enrollment in a private university is alarming and that belts are tightened. I would suggest that you find ways to acknowledge the outstanding efforts of Drs. Hertzog and Boyer.

● **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

This program should definitely not be reduced or eliminated. If it were to be reduced or eliminated I believe there would be irreparable harm done to the general education of WWU students and to other programs. It is possible that better marketing of internship opportunities and better support of student research (perhaps scholarship money or money for student/faculty travel to regional conferences) could help the program (and the university) to grow - but additional faculty will likely be necessary for this to happen.

● **Any additional thoughts, comments, or recommendations pertaining to the program?**

This program is doing an outstanding job of preparing students for success in the world and of meeting the missions of the university and the program. I wish them continued success.

Conclusions and Recommendations

Program Response to the External Review Report

Response
Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

1.5 Program advising loads are appropriately delegated throughout the program. It is our belief that the reviewer did not fully understand our response to this question. It appears that she believes that Dr. Hertzog advises all of the psychology majors. Though Dr. Hertzog does advise the majority, Dr. Boyer has several on her roster and some of the double majors are assigned to advisors in their other area of study. Both faculty members are available to meet with all students and both frequently meet with students who are not on their rosters.

Program Identified Strengths
Discuss strengths of the program as they impact student learning.

We believe the faculty is the largest strength of the program. Though we have very different perspectives and approaches, we believe that we complement each other well and the students benefit from the diversity of perspectives and approaches. One example of this is that Dr. Hertzog manages the internships, while Dr. Boyer manages the research opportunities. The faculty meet regularly to discuss the program and adjust the curriculum as necessary. Program material is emphasized throughout the program and students are given the opportunity to demonstrate their skill sets throughout the program.

Program Identified Challenges
Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

In order to address low enrollment across the university, we have adjusted the course offerings and rotations as necessary. We also do our best to support admissions.

In order to address the changing student demographics, we have attended professional development (both internal and external) and adjusted coursework as necessary.

Action Plan
What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

We will adjust our benchmarks so that they are more realistic.

We will adjust our definition of "in the field."

We will continue to meet to discuss program issues and adjust as necessary.

We will continue to participate in professional development in order to stay up to date with pedagogical trends.

We will continue to work with admissions, including assisting with the Goldilocks Crime event.

Academic Council Review

Recommendation of Academic Council
After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:
Accept Report as submitted, no further action. (selected)
Accept Report with recommended changes
Revisions requested and resubmit the report
Program did not meet minimum standards and is placed on an improvement plan.

Program Strengths

Academic Council met on July 24th to discuss the Psychology Program Review. The council discussed the program in detail and determined both the strengths and challenges of the current program. Strengths that were identified by the council were:

- Responsive faculty to the assessment data and making changes to the curriculum to meet the needs of students.
- Collaboration of the program faculty with outside programs
- Flexible faculty
- The faculty are willing to work with both online and on ground modalities.
- The load of internships and research is shared between the faculty in a way that compliments the strengths of both
- Advising strengths of the faculty are noted as the distribution is equitable and meets the strengths of each faculty specifically
- The internships from the program show a connection to research, but also the greater community at large.

Program Weaknesses

Challenges to the program were noted due to enrollment. The number of declared majors while smaller, has maintained a consistent percentage of full-time enrollment over the past few years. This is concerning to the program as well as the university overall. An additional challenge is the staffing of the program. Even with the lower enrollment numbers, the program supports so many other facets of the university (General Education, Deaf Human Services, Social Work, Honors) that there is still an overlap in the duties for the faculty. Finding ways to increase enrollment and disburse workloads is at the top of everyone's list.

Conclusions and Recommendations

Recommendations

It is the recommendation of Academic Council that the program look at any current students that you think might be responsible enough to coordinate a Psychology Spotlight, that would highlight a student/recent grad monthly. This information could be shared through academics or the university PR channels. This might help with more publicity and enrollment? But also, it could help students to feel that they are represented in the campus community. Another recommendation is that the program continue their coordination of the program under the guidelines of APA and the APS. Each organization brings a different perspective to the program, but both are important for the students' future success. Academic council liked the action plan set up by the program faculty and recommends that the faculty move forward with their intent towards those items.

William Woods University		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Assessment Data									
Program: Psychology									
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Declared Majors (as of Oct. 15)	Incoming Freshman	3	9	5	6	5	12	7	5
	Transfers	6	3	1	2	2	1	3	1
	Total	36	38	34	41	33	34	33	24
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	703
Declared Minors		19	14	21	22	19	24	16	17
Graduated Majors		5	10	6	9	8	10	5	/
Graduated Minors		0	0	0	7	3	8	3	/
Retention Rate: IPEDS definition[1]									
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	67.90%	NA
Program		7/10	9/12	6/8	8/9	5/5	9/12	NA	NA
		70%	75%	75%	88.90%	100%	75%	40%	
Graduation Rate: IPEDS definition[2]		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	61.2
Program		1/3	3/7	2/4	2/2	2/5	5/10	6/10	50
Graduation Rate: Transfer Students[3]									
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%	73.2%
Program		1/1	1/2	2/2	0/0	2/4	1/1	3/6	/

[1] = % of full-time, first-time students that return to the institution in the subsequent fall semester

[2] = % of the full-time, first-time cohort that graduate within 6 years

[3] = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		Percentage of Enrollment by course over time	Enrollment of course over time
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring		
MAT 114	Elementary Stats	50/60	16/30	NA	38/60	37/60	NA	31/50	45/50	NA	45/50	43/25	70.1%	305/435
PSY 101	General Psychology I	24/25	7/25	NA	22/25	NA	NA	34/50	NA	NA	38/50	NA	71.4%	125/175
PSY 101 OLC	General Psychology I	NA	17/25	NA	NA	13/25	NA	NA	8/25	NA	NA	11/25	49%	49/100
PSY 102	General Psychology II	8/25	25/25	9/10	NA	23/25	NA	NA	22/25	NA	NA	21/25	80%	108/135
PSY 102 H	General Psychology II	8/25	NA	NA	14/25	NA	NA	3/25	15/25	NA	NA	27/50	44.6%	67/150
PSY 102 OLC	General Psychology II	4/20	NA	NA	NA	NA	NA	13/25	NA	NA	9/25	NA	41.4%	26/70
PSY 310	Social Psychology	2/2	13/25	NA	NA	NA	NA	NA	13/25	NA	NA	NA	28%	28/100
PSY 313	Stats for Social Sciences	NA	15/25	NA	NA	8/25	NA	NA	16/25	NA	NA	16/25	55%	55/100
PSY 324	Cognitive Psychology	NA	1/1	NA	13/25	NA	NA	1/1	NA	NA	19/25	NA	65.3%	34/52
PSY 411	Abnormal Psychology	NA	21/25	NA	NA	1/25	NA	NA	17/25	NA	NA	NA	52%	39/75
PSY 411 H	Abnormal Psychology	NA	2/25	NA	NA	NA	NA	NA	NA	NA	NA	NA	8%	2/25
PSY 450	Psychology Seminar	NA	6/20	NA	1/1	7/20	NA	NA	8/20	NA	NA	7/20	35.8%	29/81
SWK 313	Research Methods	34/40	NA	NA	15/25	NA	NA	17/25	NA	NA	17/25	NA	72.1%	83/115
PSY 209	Child Develop & Behavior	24/25	23/25	NA	17/25	12/25	NA	13/25	NA	NA	/	/	71.2%	89/125
PSY 209 OLC	Child Develop & Behavior	17/20	14/25	14/25	NA	22/25	18/25	16/25	19/25	14/25	/	/	68.7%	134/195
PSY 316	Adolescent Psychology	20/25	2/25	NA	20/25	NA	NA	16/25	2/2	NA	/	/	58.8%	60/102
	Enrollment by term	191/267	162/301	23/35	140/211	123/230	18/25	144/251	165/247	14/25	128/175	125/170		
	Percentage of Enrollment by term	71.5%	53.8%	65.70%	66.3%	53.4%	72%	56.1%	66.8%	56%	73.1%	73.5%		

B.A. PSYCHOLOGY – 36 credits

ID#:_____

Name:_____   Advisor:_____

Students are required to have 122 distinct credits for graduation

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor:_____ Foreign Language:_____
(Coursework in biology, composition, philosophy and sociology are good support areas for a psychology major.)

REQUIRED COURSES 24 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MAT114 Elementary Statistics	3			
PSY101 General Psychology I	3			
PSY102 General Psychology II	3			
PSY310 Social Psychology	3			
PSY313 Research Methods	3			
PSY324 Cognitive Psychology	3			
PSY411 Abnormal Psychology	3			
PSY450 Psychology Seminar	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Child/Adolescent PSY Elective:	**3**			
PSY209 Child Develop & Behavior	3			
PSY316 Adolescent Psychology	3			
PSY Electives:	**9**			
PSY___	3			
PSY___	3			
PSY___	3			

Students interested in attending graduate school in psychology are strongly recommended and urged to complete ENG302 Technical Writing.

Student:_____Date:_____

Advisor:_____Date:_____

Division Chair:_____Date:_____
Substitutions to the coursework above requires the signature of the division chair.

B.A. Psychology (PSY)	39 credits	2018 – 2019 Checklist
student name		**student ID**
advisor		

☐ **Students are required to have 122 distinct credits for graduation**
☐ **42 credits of said 122, must be from upper level courses** (*i.e.* 300/400-level)
☐ **All students must complete the 43 credits of General Education for graduation**

Bachelor of Arts degree programs require a minor and a year of a foreign language.
minor
foreign language

Coursework in Biology, Composition, Philosophy and Sociology are good support areas for a psychology major.

Students interested in attending graduate school in psychology are strongly recommended and urged to complete ENG 302 - Technical Writing.

Required Core Courses 27.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
MAT 114	Elementary Statistics – M	3.00			
PSY 101	General Psychology I – S	3.00			
PSY 102	General Psychology II - S	3.00			
PSY 310	Social Psychology	3.00			
PSY 313	Statistics for the Social Sciences	3.00			
PSY 324	Cognitive Psychology	3.00			
PSY 411	Abnormal Psychology	3.00			
PSY 450	Psychology Seminar	3.00			
SWK 313	Research Methods	3.00			

Psychology Electives 12.00 credits

Developmental Psychology Elective (3.00 credits)		Choose ONE	Semester Completed	Grade Earned	Substitutions
PSY 226	Child & Adolescent Psychology – S	3.00			
PSY 312	Lifespan Development	3.00			
Psychology Upper Level Electives* (9.00 credits)		**9.00**	**Semester Completed**	**Grade Earned**	**Substitutions**
PSY ____	_____	3.00			
PSY ____	_____	3.00			
PSY ____	_____	3.00			
Elective Notes* Psychology electives *must* be upper level courses (e.g. 300/400)					

*substitutions must be approved by the Division Chair4

<u>**Psychology B.A. – Course Descriptions**</u>

All Bachelor of Arts degree programs require a minor and a year of a foreign language.

Required Courses:

MAT 114 – Elementary Statistics

A pre-calculus introduction to statistics. Topics include: elementary probability, measures of central tendency and variation, normal distributions, sampling, confidence intervals, estimation, hypothesis testing, regression and correlation. Emphasis on the use of graphing calculators and the utility of mathematics as a problem-solving tool. Extensive discussion of applications in natural science, social science, and business. Has a prerequisite of MAT099 or equivalent.

PSY 101 – General Psychology I

An introduction to psychology as a scientific discipline surveying the biological basis of behavior, motivation, learning, sensation, perception, memory, thinking and language.

PSY 102 – General Psychology II

An introduction to psychology as a scientific discipline surveying interpersonal behavior, personality development, intelligence, psychopathology, assessment, treatment, and research methodology.

PSY 310 – Social Psychology

An analysis of the patterns that function in intergroup life. The course concentrates on individual behavior in social situations, attitudes, social learning, communications, and dynamics of intragroup relations. Has a prerequisite of PSY101 and PSY102.

PSY 313 – Statistics for the Social Sciences

This course focuses on descriptive and inferential statistics in the design, analysis and interpretation of data in psychological research. Students will learn to effectively present data. Practical application is emphasized. Has a prerequisite of PSY101 and Psy102.

PSY 324 – Cognitive Psychology

An overview of the research and theory in cognitive psychology, including memory, attention, problem solving, and reasoning.

PSY 411 – Abnormal Psychology

The study of the factors which lead an individual to pathological behavior, the types of abnormal behavior, and the current methods of therapy. Has a prerequisite of PSY101 and PSY102.

PSY 450 – Psychology Seminar

This is a capstone course integrating prior learning and exploring leading research and controversial issues in psychology. This course is based on individual student curricular needs and interests. Students employ skills of

analysis, synthesis, and evaluation on topics inherent to the psychology major. Has a prerequisite of PSY101 and PSY102.

SWK 313 – Research Methods

This course examines the application of basic concepts of research methodology to social work, including problem formulation, design of research, measurement, sampling, and data analysis. It includes the role of research in social work and the interpretation and critical analysis of research reports in social work. This course provides the foundation to equip students to be consumers of published research and to engage in building knowledge to enhance practice and service delivery through the use of scientific methods. Emphasis throughout the course is placed on preparing students to identify research findings that assist them in being more effective practitioners as well as producers and consumers of research.

Required Electives:

Psychology B.A. Majors must take 9 credits' worth (Approximately 3 classes) of the following classes in order to fulfill the Psychology B.A. Psychology Major General Electives requirement.

PSY 200 – Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

PSY 221 – Educational Psychology

The study of the psychological principles which support the foundation of educational theory and practice. The student will be able to understand and apply the psychological principles that form the basis of educational theory and practice.

PSY 226- Child and Adolescent Development

This course focuses on the biological, cognitive, social and physical development of children and adolescents.

PSY 285 – Psychology of Personality

A survey of the field of personality, emphasizing modern theoretical approaches, basic methods of investigation and current research findings.

PSY 300 – Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson.

PSY 312 – Lifespan Development

This course focuses on biological, cognitive, social and physical development across the lifespan. Has a prerequisite of PSY101 and PSY102.

PSY 326 – Psychology of Intimate Relationships

This course addresses how psychological theory can be applied to intimate relationships. How relationships are formed, maintained and dissolved will be considered. Attraction, conflict, love, equity, communication and stress will also be discussed. Has a prerequisite of PSY101 and PSY102.

PSY 390 – Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

PSY 400 – Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

PSY 406 – Psychology and the Law

An overview of the psychological study of the legal system. This course will present an overview of how psychological constructs affect jury selection, interview techniques, eyewitness testimonies, crime scene investigations and the evaluation and punishment of criminals. Has a prerequisite of PSY101 and PSY102.
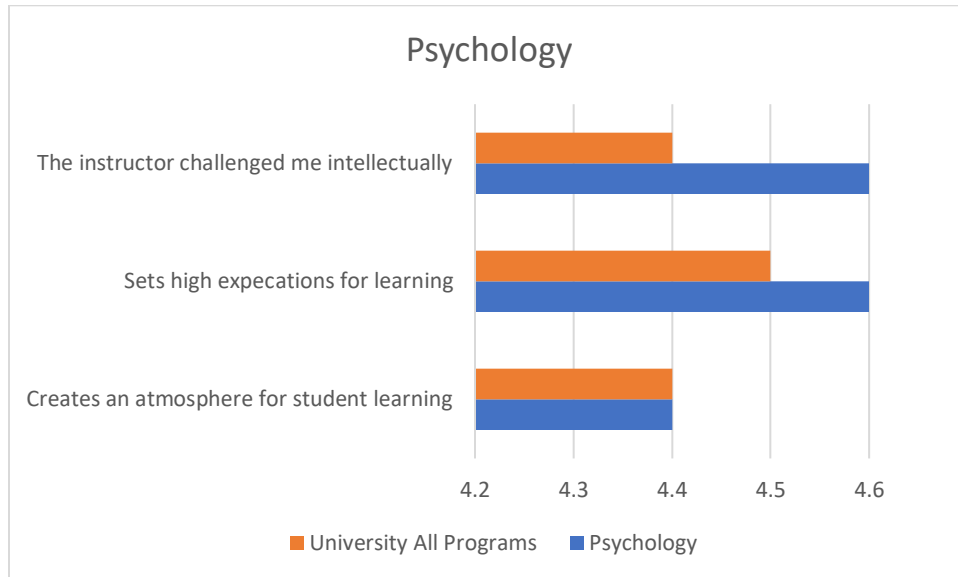
PSY 412 – Counseling

A comparison of various theories of counseling and psychotherapy with a focus on practical counseling techniques. Emphasis is placed on individual and group techniques which can be directly applied to educational and everyday settings. Has a prerequisite of PSY101 and PSY102.

PSY 451 – Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair.

PSYCHOLOGY: SUMMARY OF TEACHING EFFECTIVENESS

Couse Evaluation Summary:

Psychology

The instructor challenged me intellectually	
Sets high expecations for learning	
Creates an atmosphere for student learning	

4.2   4.3   4.4   4.5   4.6

■ University All Programs   ■ Psychology

Sample:
PSY N=156   64% Response Rate

This data is representative of the PSY courses listed on the Program Checklist. Courses outside of the identified program that are part of the major are NOT included in this data.

Online course data is not included in this data as they use a different EOC tool. There is not an overlap on these questions between the OLC courses and the on ground courses.

William Woods University - Dulany Library
COLLECTION ANALYSIS
October 2018

In Support of the Following Academic Program: **Psychology**

I. **MOBIUS Holdings** (Subject Search):

      Psychology – 114,165 catalog entries
      Adolescent psychology –   2,659 catalog entries
      Child psychology –   9,178 catalog entries
      Psychology, Pathological –   2,661 catalog entries
      Mental health – 16,193 catalog entries

II. **William Woods University Holdings**:

  Ebooks:

      Psychology – 2,174 catalog entries
      Adolescent psychology –   89 catalog entries
      Child psychology –   136 catalog entries
      Psychology, Pathological –   82 catalog entries
      Mental health – 847 catalog entries

Journals (entire journal is on the topic)

    Electronic Full-text
        Psychology – 872 catalog entries
        Psychiatry – 272 catalog entries
        Child and adolescent psychology – 29 catalog entries
        Applied psychology – 29 catalog entries
        Social psychology – 57 catalog entries
        Clinical psychology – 8 catalog entries
        Educational psychology – 40 catalog entries
        Mental health services – 62 catalog entries
        Sports psychology – 4 catalog entries

For a list of journal titles in psychology, click on the following link:
https://wwu.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edspub&bquery=psychology&type=44&site=eds-live

Databases

Child Development & Adolescent Studies
Child Development & Adolescent Studies, produced by NISC, is today's source for references to the current and historical literature related to growth and development of children through the age of 21. Book reviews and abstracts from hundreds of journals and a bibliography of thousands of technical reports, books, book chapters, theses and dissertations covering biomedical and social sciences worldwide are indexed. More than 342,000 records are included with over 10,000 new records added each year.

ProQuest Psychology Journals - full-text available
Full text information from over 630 top psychology and related publications from 1971-present.

PsycINFO
Contains more than two million citations and summaries of journal articles, book chapters, books, dissertations and technical reports, all in the field of psychology. Journal coverage 1887 to present, includes international material selected from more than 2,200 periodicals in over 27 languages. It also includes information about the psychological aspects of related disciplines such as medicine, psychiatry, sociology, education, business and law. Updated weekly.

PubMed
PubMed comprises more than 23 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites.

PubMed Central
PubMed Central® (PMC) is a free archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM)

Streaming Video:

Psychology – 448 catalog entries
Adolescent psychology – 74 catalog entries
Child psychology – 1 catalog entry
Psychology, Pathological – 67 catalog entries
Mental health – 372 catalog entries

Books (Printed) and Non-print Materials:

A.   By Publication Date

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	Other
Psychology Totals	1470	5	1	3	3	19	31	97	289	242	140	269	106	143	94	7	6	11	1	3
Individual Psychology Totals	986	0	1	1	2	6	19	60	184	157	107	187	76	98	69	6	3	8	1	1
Adolescent Psychology	18		0	0	0	0	0	0	3	3	2	4	3	3	0	0	0	0	0	0
Adult Psychology	5		0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0
Apperception. Attention. Listening	17		0	0	0	1	0	1	4	2	2	5	0	1	1	0	0	0	0	0
Applied Psychology, incl. Behavior Mod./Nonverbal	177		0	0	0	1	3	8	20	42	19	30	18	19	13	0	0	3	0	1
Association of Ideas	2		0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Child Psychology	151		0	0	0	0	2	8	33	29	16	26	12	17	8	0	0	0	0	0
Comparative Psychology	14		0	0	0	0	1	1	11	1	0	0	0	0	0	0	0	0	0	0
Consciousness, Cognition, Perception, Intuition	47		0	0	0	0	0	6	11	4	5	9	6	4	2	0	0	0	0	0
Creative Processes, Imagination, Invention	50		0	0	0	0	0	4	10	4	7	8	4	5	5	1	1	1	0	0
Developmental Psychology, General	22		0	0	0	0	0	1	0	6	1	3	3	5	3	0	0	0	0	0
Differential Psychology, Individuality, Self	30		0	0	0	0	0	2	5	5	5	6	3	2	1	0	1	0	0	0
Environmental Psychology. Posture. Imitation	9		0	0	0	0	0	0	1	3	1	1	1	0	1	0	0	1	0	0
Feeling & Emotion	138		0	0	0	0	3	5	10	17	22	35	12	18	12	2	0	2	0	0
Genetic Psychology. Environmental Psychology	16		1	0	0	0	0	3	7	2	0	1	2	0	0	0	0	0	0	0
Habit. Adjustment	9		0	0	0	0	0	1	3	1	1	0	0	2	1	0	0	0	0	0
Individual Psychology	11		0	0	1	0	2	1	1	2	1	2	0	1	0	0	0	0	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	Other
Infant Psychology	3		0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0
Intelligence, Mental Ability, Testing	44		0	0	0	0	0	2	11	4	4	13	2	4	4	0	0	0	0	0
Learning & Conditioning	13		0	0	0	0	0	1	3	2	0	6	0	0	1	0	0	0	0	0
Memory	12		0	0	0	0	0	1	3	2	2	1	1	0	1	1	0	0	0	0
Motivation	5		0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	0	0
Nature & Nurture	2		0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
Neuropsychopharmacology	2		0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Personality Assessment, Tests & Testing	11		0	0	0	0	0	0	3	4	0	3	0	0	1	0	0	0	0	0
Personality. Typology	54		0	0	0	2	3	4	17	9	3	10	1	2	1	0	1	0	0	0
Senses & Sensation	17		0	0	0	0	1	0	6	2	4	3	0	0	0	1	0	0	0	0
Sexual Behavior, Sex Roles, Sex Differences	19		0	0	0	0	1	0	2	2	2	3	3	3	3	0	0	0	0	0
Thought & Thinking, Psycholinguistics	76		0	1	1	2	3	10	17	9	6	12	1	9	5	0	0	0	0	0
Time, Space, Causality, etc.	6		0	0	0	0	0	0	2	1	1	1	0	1	0	0	0	0	0	0
Will, Choice, Control	6		0	0	0	0	0	0	0	0	0	0	1	1	2	0	0	0	0	0

Subject	Totals	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	Other
Major Theories & Systems Totals	76	1	0	3	7	10	19	10	4	10	4	3	5	0	0	0	0	0
Behaviorism, Neo-Behaviorism, Functionalism	8	0		0	1	3	2	1	0	1	0	0	0					
Gestalt Psychology	2	0		0	1	0	1	0	0	0	0	0	0					
Humanistic Psychology	2	0		0	0	0	1	1	0	0	0	0	0					
Major Theories &	8	0		0	0	1	1	1	0	0	2	1	2					

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	Other
Systems																				
Phenomenological Psychology, Existential Psy.	2	0		0	0	0	1	1	0	0	0	0	0							
Psychoanalytic Theory	54	1		3	5	6	13	6	4	9	2	2	2							

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	Other
Psychology Totals	225	2	0	1	1	5	4	20	47	25	16	41	16	32	10	0	2	1	0	2
Directories. Dictionaries. Terminology	8	0		0	0	0	0	0	0	1	1	4	1	1	0		0	0		0
General Works, Addresses, Essays, Lectures	29	1		0	1	1	0	2	9	7	0	2	0	4	2		0	0		0
History & Biography	36	0		0	0	1	2	3	7	4	4	8	2	4	1		0	0		0
Mind & Body	10	0		0	0	0	0	1	7	1	0	0	0	0	1		0	0		0
Philosophy & Methodology	19	0		0	0	0	0	4	5	2	4	2	0	1	0		0	0		1
Professional Issues - Communication	3	0		0	0	0	0	0	0	0	0	0	0	0	1		0	0		0
Professional Issues - Ethics	3	0		0	0	0	0	0	0	0	0	0	2	1	0		0	0		0
Professional Issues - Licensure/Certification	1	0		0	0	0	0	0	0	0	0	0	0	1	0		0	0		0
Psychological Tests & Testing	10	0		0	0	0	0	0	0	1	0	3	4	2	0		0	0		0
Psychology	66	1		1	0	2	2	4	9	3	6	16	7	12	1		0	1		1
Relation to Other Topics	7	0		0	0	1	0	1	2	2	0	1	0	0	0		0	0		0
Research	10	0		0	0	0	0	0	4	1	1	2	0	1	1		0	0		0
Societies, Congresses & Collections	6	0		0	0	0	0	4	2	0	0	0	0	0	0		0	0		0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	Other
Statistics, Mathematical Psy., Computer App.	8	0		0	0	0	0	1	2	1	0	1	0	2	0		1	0		0
Study & Teaching	9	0		0	0	0	0	0	0	2	0	2	0	3	1		1	0		0

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	Other
Special Aspects Totals	38	3	1	2	7	11	1	2	1	2	6	1	0	1	0	0
Class Psychology	1	0	0	0	1	0	0	0	0	0	0	0		0		
Physiognomy, Phrenology, Graphology, Palmistry	5	0	0	0	1	0	0	0	0	0	4	0		0		
Psychology of Special Subjects	19	0	0	0	3	8	1	1	1	2	2	0		1		
Psychology of Work	2	0	0	0	1	1	0	0	0	0	0	0		0		
Special Aspects	5	3	0	0	0	2	0	0	0	0	0	0		0		
Temperament & Character	6	0	1	2	1	0	0	1	0	0	1	1		0		

B.   By Format

Subject	Totals	Audiobooks	Books	Journals/Magazines	Videos
Psychology Totals	1470	2	1250	149	67
Individual Psychology Totals	986	2	860	66	56

Adolescent Psychology	18	0	18	0	0
Adult Psychology	5	0	4	1	0
Apperception. Attention. Listening	17	0	17	0	0
Applied Psychology, incl. Behavior Mod./Nonverbal	177	2	150	15	9
Association of Ideas	2	0	2	0	0
Child Psychology	151	0	130	4	16
Comparative Psychology	14	0	13	1	0
Consciousness, Cognition, Perception, Intuition	47	0	35	11	1
Creative Processes, Imagination, Invention	50	0	46	2	2
Developmental Psychology, General	22	0	17	4	1
Differential Psychology, Individuality, Self	30	0	26	2	2
Environmental Psychology. Posture. Imitation	9	0	7	2	0
Feeling & Emotion	138	0	124	5	9
Genetic Psychology. Environmental Psychology	16	0	15	1	0
Habit. Adjustment	9	0	9	0	0
Individual Psychology	11	0	11	0	0
Infant Psychology	3	0	2	1	0
Intelligence, Mental Ability, Testing	44	0	39	0	5
Learning & Conditioning	13	0	12	1	0
Memory	12	0	10	2	0
Motivation	5	0	4	0	1
Nature & Nurture	2	0	2	0	0
Neuropsychopharmacology	2	0	2	0	0
Personality Assessment,	11	0	8	3	0

Tests & Testing					
Personality. Typology	54	0	51	3	0
Senses & Sensation	17	0	15	2	0
Sexual Behavior, Sex Roles, Sex Differences	19	0	12	1	6
Thought & Thinking, Psycholinguistics	76	0	69	4	3
Time, Space, Causality, etc.	6	0	4	1	1
Will, Choice, Control	6	0	6	0	0

Subject	Totals	Books	Journals/Magazines	Videos
Major Theories & Systems Totals	76	65	10	1
Behaviorism, Neo-Behaviorism, Functionalism	8	7	1	0
Gestalt Psychology	2	2	0	0
Humanistic Psychology	2	2	0	0
Major Theories & Systems	8	8	0	0
Phenomenological Psychology, Existential Psy.	2	1	1	0
Psychoanalytic Theory	54	45	8	1

Subject	Totals	Books	Journals/Magazines	Videos
Psychology Totals	225	158	65	2
Directories. Dictionaries.	8	8	0	0

Terminology				
General Works, Addresses, Essays, Lectures	29	29	0	0
History & Biography	36	34	1	1
Mind & Body	10	10	0	0
Philosophy & Methodology	19	17	2	0
Professional Issues - Communication	3	3	0	0
Professional Issues - Ethics	3	3	0	0
Professional Issues - Licensure/Certification	1	1	0	0
Psychological Tests & Testing	10	9	1	0
Psychology	66	8	57	1
Relation to Other Topics	7	7	0	0
Research	10	9	1	0
Societies, Congresses & Collections	6	6	0	0
Statistics, Mathematical Psy., Computer App.	8	8	0	0
Study & Teaching	9	6	3	0

Subject	Totals	Books	Journals/Magazines	Videos
Special Aspects Totals	38	30	3	5
Class Psychology	1	1	0	0

Physiognomy, Phrenology, Graphology, Palmistry	5	1	0	4
Psychology of Special Subjects	19	16	2	1
Psychology of Work	2	2	0	0
Special Aspects	5	4	1	0
Temperament & Character	6	6	0	0

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University

**4 to 1 Peer Holdings Comparison - Psychology
- Printed Books and Non-print Materials**

16.1%

8.4%

- Not held by WWU
- Held by All
- Held by only WWU

75.4%
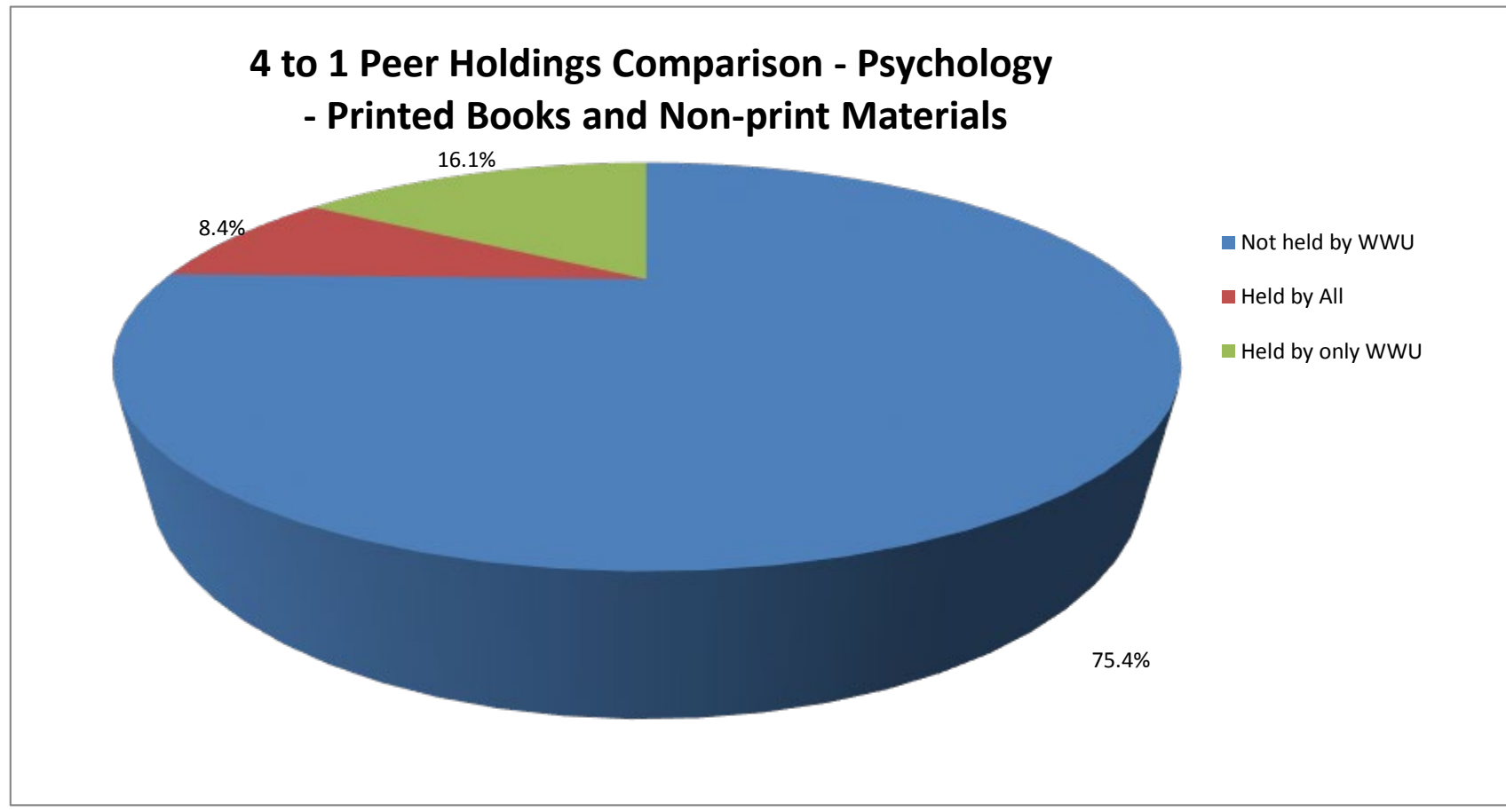
IV. Analysis

Psychology as a discipline taught at the undergraduate level requires both retrospective and up-to-date library materials. A continued effort is made to comprehensively acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete,* which is available to all students, both traditional and online. The Library also subscribes to several databases specifically devoted to the study of psychology: **ProQuest Psychology Journals**; **PsycINFO**; **Child Development & Adolescent Studies**.

The Library also maintains a research guide for psychology: http://libguides.williamwoods.edu/c.php?g=706495

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Vita

Julian Arthur Hertzog Ph.D.
1107 Ashton Circle West
Fulton, Mo. 65251

"I never teach my pupils, I only attempt to provide the conditions in which they can learn." Einstein

Education:

A.A. University of Florida, Gainesville, Florida, 1968.
B.A. Univeristy of Florida, Gainesville, Florida, 1970 [Major: psychology]
M.Ed. University of Florida, Gainesville, Florida 1972, [Educational Psychology]
Ph.D. University of Florida, Gainesville, Florida, 1975, Educational Psychology
Post Doctorate: University of Missouri, Columbia, Missouri [counseling]

Professional Experience:

TA, Adolescent psychology with Dr. Betty Siegel, 1971
Instructor, Psychology courses, Lake City Community College, 1973
Instructor, Adolescent psychology, University of Florida, 1974-75
Tenured faculty, William Woods University, 1982
Professor, Psychology Dept. William Woods University, 1976-present
Adjunct Professor, Psychology courses, Columbia College, 1996-present

Awards:

1974 Outstanding Service Award from the University of Florida Faculty Club
1989 Distinguished Professor Award, William Woods University
1996 Governor's Award for Excellence in Teaching, State of Missouri
2000 Governor's Award for excellence in Teaching, State of Missouri
2012 Distinguished Professor Award, William Woods University

Professional Activities:

1974 "Issues of New Voices on Childhood Education, Spring 1974
1983 "Practice Parenting" with Dr. Cathy Shea in 'The learner in the Process'
1993 "Practice Makes Perfect" School & Community Magazine
1984 "Training Pigs" Pig American
2005 "'What Do His Shoes say about Him? 'QuizFest' May/June
1996-2006 Editor for Journal of Invitational Theory and Practice
1996-Present edited Psychology Books for Mcgraw-Hill
1996-Present Panelist and Panel Director, Dept. of Education, Trio Programs

2006-Present Academic Advisory Board for Taking Sides: Clashing Views on Psychological Issues.

Caroline Boyer Ferhat

Department of Psychology	14827 Hancock Ct
George Mason University	Centreville, VA 20120
4400 University Drive, MS 3F5	(570)617-2517
Fairfax, VA 22030	

cboyer1@gmu.edu

Education

2011, May	Ph.D. in Applied Developmental Psychology	George Mason University
	Areas of Specialization:	Cognitive & Early Childhood Development
2003-2007	B.S., Cum Laude, in Psychology	Ursinus College

Teaching Experience

2010   Co-Instructor, *Developmental Psychology*   George Mason University
This was a lecture course that covered major developmental theories including those concerned with childhood, adolescence and old age. It met once a week for three hours for the entire semester.

2010   Instructor, *Preschoolers' Self-Awareness*   George Mason University
This course was an independent study that allowed undergraduate students to implement a research project in a preschool classroom. It met twice a week for three hours for the entire semester.

2009-present   Instructor, *Cognitive Interventions*   George Mason University
This course was an independent study that allowed undergraduate students to implement a research project in a first grade classroom. It met three times a week for three hours for the entire semester.

2008-2009   Instructor, *Adolescent Psychology*   George Mason University
This was a lecture course that covered the biological and cultural changes occurring during adolescence. This course met three times a week for one hour for the entire semester.

2007-2010   *Undergraduate Academic Advisor*   George Mason University
I met with undergraduate students individually to discuss course selections, graduate school, and career options. Each session lasted approximately 45 minutes.

2007-2008   Teaching Assistant, *Introductory Psychology*   George Mason University
This course was a supplement to Introduction to Psychology. It was a review course, that broke the students into smaller sections for discussion and supplemental activities. It met once a week for 50 minutes for the entire semester.

Teaching Training

2009	Teaching at Mason: Strategies for Success	Center for Teaching Excellence
2008	Teaching Practicum in Psychology	Psychology Department

Research Experience

2009-present	Research Manager	George Mason University	Drs. Robert Pasnak & Julie Kidd

Cognitive Development in First Grade Classrooms

2009	Research Assistant	George Mason University	Dr. Timothy Curby

Working Together for Head Start Children

2009	Assessor	Apple Tree Institute	Nathan Tatro

2007-2009	Research Assistant	George Mason University	Drs. Robert Pasnak & Julie Kidd

Increasing Learning by Promoting Abstract Thought

2005-2007	Research Assistant	Ursinus College	Dr. Kneia DaCosta

Adolescent Family Health

Awards

2010	The Elyse B. and Donald R. Lehman Graduate Student Research Award

Manuscripts Under Review and in Preparation

Boyer, C., Carlson, A., & Pasnak, R. (in revision). How big am I?

Curby, T.W., **Boyer, C.**, Edwards, T., Chavez, C. (in revision). Process quality of assistant teachers in Head Start classrooms: How do they compare to and work with lead teachers?

Kidd, J. K., Curby, T. C., **Boyer, C.**, Gadzichowski, M. K., Gallington D. A., Machado, J., & Pasnak, R. (in revision). Preschool literacy, numeracy and cognition as taught by toy ponies and dinosaurs.

Boyer, C. (in process). Do preschoolers know what they don't know?

Selected Conference Presentations

Pasnak, P., Gadzichowski, M.K., Kidd, J.K., **Boyer, C.E.**, & Carlson A. (2011, March). *Patterning Abilities in First Grade Children.* Paper presented at the annual meeting of the Eastern Psychological Association, Cambridge, MA.

Boyer, C., Sweeting, A., Pasnak, R., & Kidd, J. (2010, May). *How predictable are sequences of time, rotation, letters and numbers?* Poster presented at the annual convention of the Association for Psychological Science, Boston, MA

Kidd, J.K., Pasnak, R., Gadzichowski, M.K., Gallington, D., Machado, J., & **Boyer-Ferhat, C.** (May, 2010). *Enhancing Head Start children's cognitive abilities to increase their numeracy and literacy achievement.* Paper presented at the AERA Annual Meeting, Denver, CO.

Gadzichowski, M.K., Pasnak, R., Kidd, J.K., Gallington, D.A., **Boyer, C.**, & Machado, J. (April, 2010). *Analyzing sequences.* Poster presented at The Conference on Human Development, New York, New York.

Curriculum Vitae

Caroline Boyer Ferhat

Department of Psychology
George Mason University
4400 University Drive, MS 3F5
Fairfax, VA 22030

13709 Winding Oak Circle #202
Centreville, VA 20121
(570)617-2517

cboyer1@gmu.edu

Education

2011	Ph.D. in Applied Developmental Psychology	George Mason University

Areas of Specialization: Cognitive & Early Childhood Development

2003-2007	B.S., Cum Laude, in Psychology	Ursinus College

Awards

2010	The Elyse B. and Donald R. Lehman Graduate Student Research Award

Teaching Experience

2010   Co-Instructor, *Developmental Psychology*   George Mason University
This was a lecture course that covered major developmental theories including those concerned with childhood, adolescence and old age. It met once a week for 3 hours for the entire semester.

2010   Instructor, *Preschoolers' Self-Awareness*   George Mason University
This course was an independent study that allowed undergraduate students to implement a research project in a preschool classroom. It met once a week for 3 hours for the entire semester.

2009-present   Instructor, *Cognitive Interventions*   George Mason University
This course was an independent study that allowed undergraduate students to implement a research project in a first grade classroom. It met once a week for 3 hours for the entire semester.

2008-2009   Instructor, *Adolescent Psychology*   George Mason University
This was a lecture course that covered the biological and cultural changes occurring during adolescence. This course met three times a week for 1 hour for the entire semester.

2007-2010   *Undergraduate Academic Advisor*   George Mason University
I met with undergraduate students individually to discuss course selections, graduate school, and career options. Each session lasted approximately 45 minutes.

2007-2008   Teaching Assistant, *Introductory Psychology*   George Mason University
This course was a supplement to Introduction to Psychology. It was a review course, that broke the students into smaller sections for discussion and supplemental activities. It met once a week for 50 minutes for the entire semester.

Teaching Training

2009	Teaching at Mason: Strategies for Success	Center for Teaching Excellence
2008	Teaching Practicum in Psychology	Psychology Department

Research Experience

2009-present	Research Manager	George Mason University *Cognitive Development in First Grade Classrooms*	Drs. Robert Pasnak & Julie Kidd
2009	Research Assistant	George Mason University *Working Together for Head Start Children*	Dr. Timothy Curby
2009	Assessor	Apple Tree Institute	Nathan Tatro
2007-2009	Research Assistant	George Mason University *Increasing Learning by Promoting Abstract Thought*	Drs. Robert Pasnak & Julie Kidd
2005-2007	Research Assistant	Ursinus College *Adolescent Family Health*	Dr. Kneia DaCosta

Specialized Research Training

2009	Classroom Assessment Scoring System—Pre-K	George Mason University
2009	Test of Early Mathematics Abilities	Apple Tree Institute
2009	Test of Preschool Early Literacy	Apple Tree Institute
2009	Peabody Picture Vocabulary Test	Apple Tree Institute
2009	Expressive Vocabulary Test	Apple Tree Institute
2006	Focus Group Leading	Ursinus College

Manuscripts Under Review and in Preparation

Boyer, C., Carlson, A., & Pasnak, R. (in revision). Object and body size awareness in preschool-age children.

Curby, T.W., **Boyer, C.**, Edwards, T., Chavez, C. (in press). Process quality of assistant teachers in Head Start classrooms: How do they compare to and work with lead teachers?

Kidd, J. K., Curby, T. C., **Boyer, C.**, Gadzichowski, M. K., Gallington D. A., Machado, J., & Pasnak, R. (in revision). Preschool literacy, numeracy and cognition as taught by toy ponies and dinosaurs.

Boyer, C. (in process). Preschoolers' Awareness of Their Mathematical Abilities

DaCosta, K., Moss, N., **Boyer, C.**, Rosi, V., & Conner, K. (2007). Student response upon the Initiation of a Nascent Healthy School Policy: Preliminary observations from an urban public middle school (unpublished health policy brief).

Conference Presentations

Kidd, J., **Boyer, C.**, Gadzichowski, K.M., Gallington, D., Carlson, A., & Pasnak, R. (2011, June). *Understanding Patterns as a Determinant of Mathematics Achievement.* Paper presented at the Hawaii International Conference on the Social Sciences, Honolulu, HI.

Boyer-Ferhat C., Kidd, J, Gadzichowski, K., Gallington, D., & Pasnak, R. (2011, May). *Understanding Patterns as a Determinant of Mathematical Achievement.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Pasnak, P., Gadzichowski, M.K., Kidd, J.K., **Boyer, C.E.**, & Carlson A. (2011, March). *Patterning Abilities in First Grade Children.* Paper presented at the annual meeting of the Eastern Psychological Association, Cambridge, MA.

Boyer, C., Sweeting, A., Pasnak, R., & Kidd, J. (2010, May). *How predictable are sequences of time, rotation, letters and numbers?* Poster presented at the annual convention of the Association for Psychological Science, Boston, MA

Kidd, J.K., Pasnak, R., Gadzichowski, M.K., Gallington, D., Machado, J., & **Boyer-Ferhat, C.** (May, 2010). *Enhancing Head Start children's cognitive abilities to increase their numeracy and literacy achievement.* Paper presented at the AERA Annual Meeting, Denver, CO.

Gadzichowski, M.K., Pasnak, R., Kidd, J.K., Gallington, D.A., **Boyer, C.**, & Machado, J. (April, 2010). *Analyzing sequences.* Poster presented at The Conference on Human Development, New York, New York.

Kidd, J.K., Pasnak, R., Curby, T.W., **Ferhat, C.**, Gadzichowski, K.M., Gallington, D.A., & Machado, J. (2010, March). *Cognitive underpinnings of preschool literacy and numeracy.* Society for Research on Educational Effectiveness. Washington, D.C.

Boyer, C., Aiken, D., & Stewart, B., Pasnak, R. (2009, August). *Preschoolers' continued development of self and other awareness.* Poster presented at the annual convention of the American Psychological Association, Toronto, Canada.

Pasnak, R., Kidd, J.K., Gadzichowski, M.K., Gallington, D.A., Machado, J.A., **Ferhat, C.** (2009, May). *Teaching oddity and predicting numeracy.* Poster presented at the annual convention of the Association for Psychological Science, San Francisco, CA.

Boyer, C., Aiken, D., Stewart, B., & Pasnak, R. (2009, March). *How big am I: The continued development of body self-awareness in preschool children.* Paper presented at the annual meeting of the Eastern Psychological Association, Pittsburgh, PA.

DaCosta, K., **Boyer, C.**, Moss, N., Rosi, V. & Conner, K. (2007, August). *Preliminary results from the Adolescents in Healthy Contexts Study.* Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

Boyer, C., & DaCosta, K. (2007, April). *Adolescent weight and fitness characteristics in relation to parental characteristics.* Poster presented at the annual National Conference for Undergraduate Research, San Rafael, CA.

Memberships in Professional Organization

American Psychological Association	Student Affiliate
Division 7: Developmental Psychology	Student Representative
Eastern Psychological Association	Student Affiliate
Association for Psychological Science	Student Affiliate

Douglas S. Sanders
605 W. Rigdon St
Carbondale, IL 62901
dscottsands@yahoo.com   618-203-3893

Teaching Experience

Senior Lecturer at Southern Illinois University (SIU) Department of Kinesiology (January 2006 – Present)
Kinesiology 550 Legal Aspects of Sport & Physical Activity - Graduate course
        Survey course regarding the legal framework of different sport industries
Kinesiology 415 (Now 501) Foundations of Sport & Fitness Management - Graduate course
        Survey course introducing a variety of concepts related to sport and fitness management
Kinesiology 409 (Now 513) Sociological Aspects of Sport and Physical Activity - Graduate course
        Survey course covered wide variety of areas of sport and physical activity through a sociological perspective
Kinesiology 360 Introduction of Sport Administration - Major course
        Survey course covering the foundation and principles of sport administration
Kinesiology 355 Coaching Practicum - Minor course
        Oversight of students gaining hands on experience as a coach, included bi-weekly meetings
Kinesiology 345 Psychological and Social Aspects of Sport and Physical Activity - Major course
        Course covers psychological and sociological concepts that factor in physical education, physical activity and sport
        participation
Kinesiology 329 Interscholastic Athletics - Major course
        Course covers overview of components for coaching and administration in interscholastic athletics
Kinesiology 313 Motor Behavior - Major course
        Course covers the performance, learning & control of motor skills
Kinesiology 301 Foundation, Organization & Administration of Physical Education - Major course
        Course covers overview of physical education from a historical to modern day perspective
Kinesiology 210 Diversity in American Sport - Core Curriculum & Major course
        Course covers how sport is related to social class, race/ethnicity, gender, sexual orientation, and disability through a
        sociological perspective. Reading and writing intensive course.
Kinesiology 120 Individual Sports - Major course
        Skills, rules, games, grading, and strategies for teaching team sports in an elementary, middle, or high school setting
Kinesiology 116 Team Sports - Major course
        Skills, rules, games, grading, and strategies for teaching team sports in an elementary, middle, or high school setting
Kinesiology 105 Tennis - Activity course:
        Introduce basic skills, game situations, techniques, & scoring
Kinesiology 105 Bowling - Activity course:
        Introduce basic skills, techniques, & scoring
Kinesiology 104 Walking and Jogging - Activity course:
        Introduce basic physiological and psycho/social benefits of exercise
University 101 (Now UColl 101) New Student Seminar
        Course is to assist students in transition from high school to college; understand learning process; develop skills; strategies

Graduate Teaching Assistant SIU (August 2003-May 2005)
Instructor of Record: PE 210 Diversity in American Sport
Instructor of Record: PE 105 Bowling
Instructor of Record: PE 105 Tennis

Administrative Experience

Supervisor of SIU Department of Kinesiology Graduate Teaching Assistants (July 2015 – present)
        Responsible for hiring, training & evaluating TAs who are instructors of record for core curriculum, practicum & activity
        classes, along with exercise physiology lab leaders

Supervisor of Kinesiology 101 – Undergraduate Core Curriculum Course (July 2015 – present)
        Responsible for updating content, assignments, readings & rubrics along with collecting student learning data to align with
        University & state standards for core courses

Special Olympics Youth Activation Committee (YAC) member (June 2015 – present)
        Advisor for state of Illinois college/university student engagement for the Special Olympics
        Lead sessions at state Youth Activation Bootcamp & assist development of Youth Activation Summit conferences
        Facilitate & build relationships with students & faculty/staff across the state

Supervisor of SIU Department of Kinesiology Coaching Minor (August 2011 – Spring 2015)
        Worked with state activities association regarding certification process
        Led practicum course where students received field experience

Supervisor of SIU Department of Kinesiology Multicultural Core Curriculum Course (2007-2009)
        Responsible for updating content, assignments & rubrics along with collecting student learning data to align with University
        & state standards for core courses

SIU Registered Student Organization (RSO) Advisor
        Be The Match On Campus (2014-present)
        Sigma Chi (2014-present)
        Colleges Against Cancer (2010-2016)
        Wrestling Club (2012-2014)

Member of SIU Non-Tenure Track Bargaining Team (2014-present)
        Negotiate Union collective bargaining agreement with University Board

Service Experience

American Cancer Society Relay for Life (2004-present)
        Team Captain, 2007-11; 2014-present
        Cancer Action Network Chair 2015-present
        Team Development Chair 2010-2012
        Survivorship Committee Co-Chair, 2009
Special Olympics
        University representative who works with student RSO which has been designated as a Special Olympics College & reports
        student involvement to state Special Olympics office
        R-Word Campaigns
        Area Spring Games Key Volunteer
        Individual Sport Clinics
Presenter
        SIU Diversity Spotlight: What is Title IX? September, 2014
        SIU Diversity Spotlight: Are we inclusive in American sports? November, 2012
Developed & maintain Department LinkedIn Page for Alumni
SIU LGBT Safe Zone trained
SIU Department of Kinesiology Representative Meeting with Prospective Students
Great American Smoke-Out Event Co-Organizer (2011-14)
Volunteer at US Quad Rugby Association Sectional & Super Sectional Tournament 2011-12
Guest Lecturer:
        Diversity in Intercollegiate Athletic Administration, 2009
        Marketing/Fundraising Avenues in the New Media Age, 2008
Department of Kinesiology Representative at SIU Open Houses
Southern Illinois Physical Education and Health Conference (2007-2013)
SIU Residence Hall Cultural Event Presentation, 2008
American Cancer Society Survivor's Day 2007
SIU Homecoming Committee, 2006
NCAA Youth Education Through Sports (YES) Clinic, 2005
College Advisory Committee – SIU College of Education (2004-2005)

Education Experience

Graduate:
Southern Illinois University (SIU) Carbondale, Illinois
    Master of Science in Education
    Major: Physical Education; Specialization: Sports Studies
    Undeclared in Psychology (SIU); courses completed: Classic Studies in Psychology, Development, Vocational, Gender,
    Industrial/Organizational, Adult Social Development
Southern Illinois University Intercollegiate Athletic Department Intern (January 2004–May 2005)
    Organized résumé writing seminar in conjunction with campus Career Services center
    Met weekly with student-athletes to ensure academic progress.
    Gathered information for Student-Athlete Handbook & Recruiting Handbook
    Co-organized community service events for student-athletes
    Met with prospective student-athletes about academic services provided at SIU

Undergraduate:
University of Missouri Kansas City (UMKC) Bachelor of Arts in Psychology

Longview Community College; Lee's Summit, Missouri   Associate's Degree

Research Experience

Gray K. A., Blinde, E. M., Partridge, J. A., Leone, J. E., Sanders, D. S., Hicks, M. J. (February 11, 2005). *Female perceptions and attitudes towards athletic injuries in sport.* 3rd Annual National Conference on Girl's and Women's Health, Physical Activity, and Sport. Louisiana State University Shreveport, Shreveport, LA. Co-Presenter.

Julie R. Davenport

Office 307 S/L   (573) 792 – 4569
Mathematics & Science Department   julie.davenport@williamwoods.edu

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EXPERIENCE

Instructor of Mathematics
William Woods University   Fulton, MO   August 2017 – Present
- Teach college math courses (Elementary Statistics, Survey of Math)
- Hold Instructor Tutoring times for any math student at WWU

Middle School Math Teacher
Lewis & Clark Middle School   Jefferson City, MO   August 2011 – May 2017
- Taught 8th grade (Pre-Algebra/Math 8, High School Algebra I & Math/Science
  Integration)
- Served on several committees including Professional Development, School Reform, and
  Community Partnerships Committee.

High School Math Teacher
Richland High School   Richland, MO   August 2005 – May 2011
- Taught 9-12 math courses (Pre-Algebra, Algebra IB, Algebra I & II, Trigonometry,
  Physics, and ACT Prep as well as dual enrollment courses in College
  Algebra, Statistics, and Calculus for Central Methodist University)
- Sponsored Richland's Mu Alpha Theta Math Club

Middle/High School Math Teacher
Halfway High School   Halfway, MO   August 2004 – May 2005
- Was the only math teacher for grades 7th – 12th
- Taught math course (7th & 8th grade Math, Algebra I & II, Geometry, and Consumer
  Math)

Lecturer
Missouri University of Science & Technology (UMR) Rolla, MO   August 2002 – May 2004
- Taught college math courses (Algebra, Trigonometry, and Calculus I – III)

Adjunct Faculty
Park University   Fort Leonard Wood, MO   January 2001 – August 2003
- Taught college math courses (Algebra, Trigonometry, Statistics, Pre-Calculus, and
  Calculus I – III)

Adjunct Faculty
Central Texas College   Fort Leonard Wood, MO   January 2003 – October 2006
- Taught college math courses (Algebra and Statistics)

EDUCATION

Missouri S & T (University of Missouri - Rolla)   Rolla, MO 65409
M.S. in Mathematics with an emphasis in Statistics   8/2000 – 8/2002
GPA 3.7/4.0

- Graduate Teaching Assistant – Taught courses in Algebra through Calculus III.
- Held tutoring & office hours and was responsible for all grades in the classes I taught.

Lincoln University   Jefferson City, MO 65102
B.S. Ed. in Mathematics   8/1995 – 12/1999
GPA of 3.96/4.0

- Graduated Salutatorian.
- Earned Missouri Certification to teach $5^{th} - 12^{th}$ grade Mathematics.
- Held student employment as a Supplementary Instruction Leader in Algebra and Statistics, as an Aid in the English labs, and as a statistics tutor for a blind student.

AWARDS   Sellers-Sexton/Auto Financial "Project Teacher Award" (Spring 2011), Central Texas College Teacher of the Year – 2003, UMR Chancellor's Fellowship; Curator's Scholarship; Dean's List; 4.0 GPA – Academic Achievement Award; Leadership Award; Outstanding Academic Achievement by the Department of Mathematics; Holman-Teabeau-Blue Award; LU Foundation Scholarship

ELIZABETH FORD WILSON LCSW, MSW
3103 Dahlia Drive Columbia, Missouri 65202
(573) 447-4534
wilsoneliz@missouri.edu; jon.wilson@mchsi.com

PhD Candidate Social Work
University of Missouri – Columbia ABD August 2007
Anticipated Graduation date: August 2008

Master of Social Work May 1995
University of Missouri-Columbia
Clinical Mental Health

Bachelor of Educational Studies May 1992
University of Missouri-Columbia
Educational and Counseling Psychology Cum Laude

TEACHING EXPERIENCE

CLINICAL INSTRUCTOR, UNIVERSITY OF MISSOURI SCHOOL OF SOCIAL WORK
Faculty Member, August 2001 to Present.
Provide instruction for both graduate and undergraduate students enrolled in the social work program
Provide Administrative Assistance to the Field Office as directed
Provide Individual Field Supervision for both undergraduate and graduate students
Provide ongoing academic advisement for undergraduate students
Participate in the recruitment, selection and supervision of undergraduate Title IVE students
Actively recruit new students

Faculty Awards/ Accomplishments
Awarded Outstanding Faculty of the Year Award, School of Social Work Alumni Association, 2007
Awarded College of Human Environmental Sciences, Outstanding Faculty Service Award, 2006
MU Chancellor's Diversity Initiative, Difficult Dialogue Fellow 2006
Awarded Excellence in Education Award from the University of Missouri, Office of Student Affairs 2005
Awarded grant from Department of Justice Office of Victims of Crime for National Crime Victim Rights Week educational activities 2005
New Faculty Teaching Scholars 2001-2002

Courses Taught at University of Missouri - School of Social Work
- Introduction to Social Work and Social Welfare (BSW Program)
- Career Exploration in Social Work (BSW Program)
- Introduction to Community and Organizations (BSW Program)
- Introduction to Child Welfare (BSW Program)
- Senior Field Supervision (BSW Program)
- Professional Practice Seminar (BSW Program)
- Independent Study focusing on Victim Advocacy in Law enforcement (MSW program)
- Independent Study focusing on Community Crisis Response (MSW program)
- Independent Study: Missouri Victim Assistance Academy (MSW program)
- Child Welfare Policy (MSW program)
- Independent Study: Crime Victim Rights Week, campus awareness (MSW program)
- Human Behavior and Social Development (MSW program)
- Cultural Diversity Seminar: Gender Issues (MSW program)
- SW461 Graduate Block Placement (MSW program)
- Professional Field Seminar (MSW program)
- Advanced Abnormal Human Behavior (MSW program)
- Graduate Field Practicum (MSW program)

<u>University / College / School Committees</u>
BSW faculty committee 2001-present
BSW advisory committee 2001-present
Chair – Admission Committee, School of Social Work 2003-2005
Field Education committee 2006- present
Student recruitment committee 2005-present
Workload equity Committee 2007-present
Fall conference planning committee 2007-present
College of Human Environmental Sciences – Ad hoc committee to create family leave policy committee
University of Missouri, United Way Loaned Executive 2005, 2006

ADJUNCT INSTRUCTOR, UNIVERSITY OF MISSOURI SCHOOL OF SOCIAL WORK
University of Missouri-Columbia School of Social Work 1996-2000
Provided Field Instruction for both undergraduate and graduate students placed in the Boone County
Section Instructor for graduate students placed in field 2000
Course instructor for graduate Professional Practice Seminar Winter Semester 2000

PRACTICE EXPERIENCE

CRIME VICTIM SPECIALIST, BOONE COUNTY VICTIM RESPONSE TEAM
Boone County Office of the Prosecuting Attorney, Kevin M.J. Crane. January 1994 to June 2001
Position awarded through a grant from the Missouri Department of Public Safety, Victim's of Crime Act.
Developed and Implemented victim advocacy program for the Boone County Prosecutor's Office
Responsible for the victim advocacy program for all cases involving victims of domestic violence, sexual assault, child physical and sexual assault, and survivors of homicide victims
Provided crisis counseling and /or crisis call when necessary
Assisted prosecutors in interviewing and educating victims and witnesses
Orientate victims of violence to the legal system and court procedures
Provide victims with appropriate referrals to other social service agencies in Boone County
Act as a liaison and advocate for the victim during interactions with prosecutors, law enforcement, hospitals, health care providers, and other social service agencies
Co-Authored VOCA & STOP Violence against Women grants annually from 1994 to 2001 awarded by the Missouri Department of Public Safety, Victim of Crime Act for the continuation of funds for the Victim Response Team and the DOVE (Domestic Violence Enforcement Unit).

MENTAL HEALTH WORKER / YOUTH & ADULT SERVICES, CHARTER HOSPITAL
Charter Hospital of Columbia, Columbia, Missouri. November 1992 to November 1995

- Promoted to Social Worker PRN June 1995
- Provided supervision of hospitalized children ages three to seventeen
- Documented behaviors and observations of the patient in individual hospital charts
- Responsible for leading various treatment groups with patients
- Completed training in crisis intervention, verbal de-escalation and four-point restraint of patients

JUVENILE COURT PROGRAM AIDE / BOONE COUNTY JUVENILE JUSTICE CENTER
Boone County Juvenile Justice Center, Columbia, Missouri. August 1992 to December 1993

- Responsible for team supervision of up to twenty-five juvenile residents
- Responsible for accurately documenting behaviors and observations of each juvenile
- Monitored case progress via communication with caseworkers, evaluators, attorneys, families and juvenile officers
- Appointed Juvenile Court Officer March, 1993
- Assessed intake calls from law enforcement, DFS, and community, and facilitated communication with the Juvenile Office
- Monitored, documented, and reported violations of adults on house arrest program

PROGRAM ASSISTANT / RAINBOW HOUSE EMERGENCY SHELTER
Rainbow House Columbia, Missouri. May 1991 to November 1992

Responsible for supervision of displaced children (e.g. foster-care and respite-care)
Maintained accurate records and documentation of each child
Monitored case progress via communication with Missouri Division of Family Services
Provided training for volunteers

PROFESSIONAL PRESENTIONS

Presented Seminar: Working together for Victims of Crime, in conjunction with MU School of Law,
Missouri Office of Prosecution Seminar, 2005
Presented seminar: Working with Families of Victims of Homicide, in conjunction with MU School of
Law, Child welfare clinic at the MOVA annual conference 2003, 2005
POST Instructor: Developmental issues of children pertaining to forensic interviewing. 2001
POST Instructor: Presented five 2 hour training segments to Statewide Missouri Law Enforcement
Officers; Sponsored by the STOP Grant, Department of Public Safety 1998
Presented Victim Issues and Dynamics of Domestic Violence in training classes to law enforcement
officers in Boone County
Guest Lecturer: Presented Victim Rights Issues to Several College Courses

CERTIFICATES / LICENSES
- Licensed Clinical Social Worker, Division of Professional Registration, 2001-Present
- Graduate of 40 hour NOVA, National Organization for Victim Assistance, Community Crisis
  Response Training , 2003 Refresher course completed, 2004
- New Faculty Teaching Scholar, University of Missouri, 2001-2002
- Graduate of the National Victim Assistance Academy, Washburn University, Topeka Kansas
  Sponsored by the United States Office for Victims of Crime 2000

BOARDS/COMMITTEES/PROFESSIONAL ORGANIZATIONS

United Way, Loaned Executive for University of Missouri, 2005, 2006

United Way Allocation Panel Member, April-May 2005, 2006, 2007

Board Member, Voluntary Action Center, August 2004- Present

Advisory Board Member, First Chance for Children, RURAL excellence 2007 - present

Member of Steering Committee Missouri Victim Assistance Academy 2003-2004

Member of Curriculum Committee, Missouri Victim Assistance Academy 2004

Core Faculty Instructor, Missouri Victim Assistance Academy, July 2004

Missouri Department of Public Safety: Grant Reviewer for approx 30 VOCA and 30 SSVF grants 2003-
2005 (Victims of Crime Act and State Services for Victims of Crime)

Member of CMAG: Central Missouri Assistance Group: Community Crisis Response Team, 2003-2005

Member of NOVA, National Organization for Victim Assistance Community Crisis Response Team, 2003-
present

Member of the Board of Directors for the Shelter 1998 to 2005; President, 2001

Member of Phi Alpha Honor Society

Member of the New Faculty Teaching Scholars program 2001-2002

Vice President: King's Daughters Ann Ford Circle 1999-2002

Member of Board of Directors: The Front Door Boys and Girls Home 1998-2001

Member of Advisory Board: William Woods University School of Social Work 1997-2000

Member of Advisory Board: University of Missouri School of Social Work 2000-2001

Member of Advisory Board: Boone County Juvenile Justice Art Therapy Program 1999-2001

Member of Board of Directors: START TEAM (Sexual Trauma Assault Response Team) 1994-1999

Co-Chair of Boone County Response Group (Sexual Assault and Domestic Violence Group) 1996-1998

418 Linden Place Raymore MO 64083   816-507-5824 arla.monroe@yahoo.com

Dr. Arla Monroe

Objective

Utilize my expertise in combining technology and education to the fullest potential.

Experience

2009-Present   Raymore-Peculiar School District   Peculiar, MO

Director of Technology

* Direct the use, repair and integration of all District technology resources.
* Designed District-wide technology infrastructure to expand fiber optic network and include wireless
* Creation of Standard Operating Procedures for faculty, staff and student use of Technology Systems.
* Supervision of District technology personnel.
* Developed multiyear technology plans.
* Management of the technology budget of 1.9 million dollars.
* Serve on District Comprehensive School Improvement Plan Committee
* Serve on the District Digital Transformation committee.
* Develop project plans and procedures to implement technologies and perform upgrades, migrations, and additions to the district networking environment.
* Direct the project planning and assignment of work role and scheduling of staff to maintain on-time and on budget implementations.

2003-2009   Pleasant Hill School District   Pleasant Hill, MO

Technology Director

* Direct the use, repair and integration of all District technology resources.
* Develop and Facilitate technology training for faculty and staff.
* Designed District-wide technology infrastructure to expand fiber optic network and include wireless
* Creation of Standard Operating Procedures for faculty, staff and student use of Technology Systems.
* Supervision of District technology personnel.
* Supervision of District Web Site programming.
* Management of the technology budget.

* Implementation and management of Student Information System database.

* Serve on District Comprehensive School Improvement Plan Committee

* Serve on District Professional Development Committee

* Serve on District Instructional Coordinating Council

* Serve on District Curriculum Committee

2002-2003   Lone Jack School District   Lone Jack, MO

Technology Director

* Direct the use, repair and integration of all District technology resources.

* Developed and Facilitate technology training for faculty and staff.

* Supervision of District technology personnel.

* Management of the technology budget

* Implementation and management of Student Information System database.

* Management of Novell servers

* Served on District Comprehensive School Improvement Plan Committee

2000-2002   Moberly Area Community College   Moberly, MO

Computer Information Systems Faculty

* Developed new programming courses for degree program

* Courses taught Include: Microsoft to C++ programming, Novell Certified Network Administration and Database Programming with Oracle and Access.

1998-2000   Missouri Military Academy   Mexico, MO

Technology Coordinator

* Developed and maintained website.
* Desktop troubleshooting and repair.
* Developed and Facilitate training in technology to faculty and staff.

1989-1993   Presentation Catholic School   Lee's Summit, MO

Classroom Teacher

* Junior High Mathematics
* Junior High Science
* K-8 technology classes
*

Education

2008-2011   Saint Louis University   St. Louis, Missouri

Ed.D Educational Administration

2004-2006   William Woods University   Fulton, Missouri

Ed.S Educational Administration

1997-1999   University of Missouri   Columbia, Missouri

M.A. Education Information Science and Learning Technologies

1986-1989   University of Missouri   Kansas City, Missouri

B.A. Elementary Education

Teaching Certificates: Superintendent K-12 and Grades 1-8 elementary

Pamela L. Dawson

17555 Independence Rd
Lebanon, MO 65536
417-573-836-3024(Cell)
dawsons4him@aol.com

Education:

William Woods University-Jefferson City Cohort
Degree: Doctorate in Educational Leadership
Concentration: Special Education
Hours Completed: 6
Cumulative GPA: 4.0

Mizzou-Columbia, MO
Degree: Specialist in Ed. Mental Health   Graduation Date: 5/14/2010
Concentration: Mental Health Practices   Hours Completed: 30
Cumulative GPA: 4.0

Drury University-Springfield, MO
Degree: Master of Special Education   Graduation Date: 12/15/07
Concentration: Cross-Categorical   Hours Completed: 48-Incl. MSW
Cumulative GPA: 3.916 Kappa Delta Pi

Drury University-Springfield, MO
Degree: Bachelor of Psychology   Graduation Date: May 2004
        Bachelor of Criminal Justice   Graduation Date: May 2004
Cumulative GPA: 3.4047   Hours Completed: 125

Current Certifications:

- State of Missouri Teaching Certification-Cross/Categorical
- Pharmacy Technician-Current through 5-31-13
- Mandated Child Abuse Training-Received on 7-1-04
- Wilson Reading Program Instructor
- Kappa Delta Pi Member

Computer Literacy:

- Microsoft Windows, Apple Systems, Adobe, Roxio, Photo Suites
- Microsoft Word, Excel, Works, Money, Access
- PowerPoint, Spreadsheets, Databases
- Quick Books Pro, Quicken
- Internet proficient

State of Missouri Training Package:

- PCPI   12   Hours
- Suicide Prevention   4   Hours
- Safety & Security   4   Hours
- Youth Health & Medication   8   Hours
- Professional Boundaries   2   Hours
- Beliefs & Philosophies   4   Hours
- Basic Communication   8   Hours
- Group Dynamics   16   Hours
- Basic Counseling Skills   8   Hours

Employment Experience Related to Position Desired:

School of the Osage-Osage Beach
Special Education Process Coordinator-August 2010-Current
- Oversee 13 special education teachers & their paperwork
- Compliance
- Tutoring, Testing, Coordinate programming

School of the Osage-Osage Beach
Cross-Categorical Teacher-August 2008-2010
- Responsible for the education of 6th-8thgrade students with emotional disturbance, behavioral disorders, and learning disabilities.
- Develop and initiate Evaluations and IEP's.

Maplecrest Elementary School-Lebanon
Cross-Categorical Teacher-August 2005-August 2008
- Responsible for the education of 2nd-3rd grade students with emotional disturbance and behavioral disorders.
- Develop and initiate Evaluations and IEP's.

St. John's Hospital-Lebanon
Social Service Worker-March 2004-May 2005
- Responsible for providing assistance and guidance to individuals and their families experiencing medical and psychosocial crisis precipitated by their illness, medical procedures, or subsequent developments, including inpatient and outpatient hospitalization.
- Supportive Counseling
- Discharge Planning, Caseworker Services, Mission Integration
- Organizational Commitment
- Problem Solving
- Professional Liaison
- Mediator between patient and community
- Updating and maintaining Policy and Procedure Manuals

State of Missouri-Division of Youth Services

Youth Specialist-January 2003-January 2004

- Providing client supervision
- Implementing group and individual treatment plans and developing constructive relationships with clients, coworkers and other treatment team members
- Observing and reporting information concerning behavioral condition of clients and maintaining client records
- Performance of duties within divisional rules and regulations

State of Missouri-Division of Youth Services

DYS Tracker-March 1999-August 1999

- Keep in close contact with juvenile offenders
- Call or visit throughout the day and evening to make certain the youths are where they belong--in school, at home, or at a job
- Provide tutoring
- Participate in recreational activities
- Help in a job search
- Provide support, counseling and supervision to help divert less serious offenders from residential care
- Help ease the transition back into the community

Career Related Volunteer/Work Experience:

- Vice-President of district MSTA group
- Positive Behavior Support Committee Member
- PBS Presenter at Missouri Association of Elementary School Principals Convention
- At-risk Tutor/Teacher
- Daycare teacher/asst. director 1993-1999
- Nanny
- Supervisor-10 person Payroll, Supply Ordering, Client Relations, Acct. Rec/Payable
- MO-CASE Member

Additional Information:

- Any other additional information needed to be provided at your request.
- Please feel free to contact me at any time.

References:

Dr. Overlander-Retired Superintendent-Camdenton Schools
573-348-6506
573-434-4387
moskyhawk@gmail.com

LJ Weeks-Special Education Teacher-School of the Osage
573-552-8326
573-280-6001
weeksl@osage.k12.mo.us

Melissa Stradt-Police Department Clerk-City of Camdenton
573-529-2547
573-346-3600
5stradtbrats@gmail.com

Janet Kohler-Speech Language Pathologist-School of the Osage
573-378-3029
573-348-0004
kohlerj@osage.k12.mo.us

Pat Bisby-Special Education Teacher-School of the Osage
573-619-4097
573-348-0115
bisbyp@osage.k12.mo.us

Mary Jo Ferrell-Special Education Teacher-School of the Osage
573-216-3329
573-348-0115
ferrellm@osage.k12.mo.us

Nathan Dains-Special Education Teacher-School of the Osage
573-348-3430
573-348-0115
dainsn@osage.k12.mo.us

1147 OXBOW LANE • MOBERLY • MISSOURI • 65270
HOME PHONE 660-269-9449 • WORK PHONE 573-682-2617 • CELL PHONE 636-443-3433
E-MAIL • BHEAD@CENTRALIA.K12.MO.US

ELIZABETH A. HEAD

OBJECTIVE: *I am seeking an opportunity to teach Math, Computer or graduate level education classes.*

WORK EXPERIENCE

2004-Present	Centralia Public Schools
	• MS Math Instructor
2002-Present	William Woods University, Adjunct Professor
	• MED Program
2000-2004	Troy Middle School, Troy, MO
	• Middle School Math
	• Middle School Key Boarding and Applications
1999-2000	Moberly Area Community College, Moberly, MO
	• Developmental Math
	• Introduction to Algebra
1990-2000	Centralia Public Schools, Centralia, MO
	• 8th Grade Pre Algebra, Algebra, and Exploratory
	• 6th Grade Math, Reading and Exploratory
1989-1990	Wright City Public Schools, Wright City, MO
	• 8th Grade Pre Algebra, and Reading
1978-1989	Monroe City Public Schools, Monroe City, MO
	• K-12 Vocal Music
1976-1978	Brunswick Public Schools, Brunswick, MO
	• K-12 Vocal/Instrumental Music
1973-1976	Newtown-Harris Public Schools, Newtown, MO
	• K-12 Vocal/Instrumental Music

EDUCATION

2003	Completed Eighteen Graduate hours in Math
	University of Missouri – Columbia, Columbia, MO
1987-1989	MASTERS-EDUCATION ADMINISTRATION
	Truman State University, Kirksville, MO
1969-1973	BSE-VOCAL AND INSTRUMENTAL MUSIC
	Truman State University, Kirksville, MO
1969	LINN COUNTY HIGH SCHOOL, BROWNING, MO

OFFICES AND HONORS

1999-2000	PDC CHAIRMAN – Centralia Public Schools
1998-1999	PRESIDENT – District Math Dept., Centralia Public Schools
1997-1998	PRESIDENT – Faculty Advisory Committee, Centralia Public Schools
1988-1989	PRESIDENT – Northeast District Elementary Music Teaching Assoc.

HOBBIES AND INTERESTS

- Cooking
- Computers
- Gardening
- Knitting

REFERENCES

Mr. Richard Grimshaw	Mr. Tom Quinn	Mr. Phil Gooding
Principal	Director of Governance	Principal
Troy Middle School	DESE	Chester Boren Middle School
Troy, MO	Jefferson City, MO	Centralia, MO
636-528-7057	573-526-6949	573-682-2617
Harveyd@troy.k12.mo.us	tquinn2@mail.dese.state.mo.us	pgooding@centralia.k12.mo.us

	MAT 114	PSY 101	PSY 102	PSY 226	PSY 312	PSY 310	SWK 313	PSY 313	PSY 324	PSY 411	PSY 450	Comprehensive Exam	Senior Showcase	MFT
PSY 2016.1 Knowledge Base in Psychology		A I	A I	R	R	R			R	R	A M	A	A M	A M
PSY 2016.2 Scientific Inquiry and Critical Thinking	I	A I	I			R	R	A M	R	R	M	A	A M	A M
PSY 2016.3 Ethical and Social Responsibility in a Diverse World		I		A I	A I		R			R	M	A	A M	A M
PSY 2016.4 Communication				A I	A I	R	R	R	R		A M		A M	A M
PSY 2016.5 Professional Development						R		R		R	M		A M	

Psychology Annual Assessment 2017-2018

Annual Assessment 17-18

Psychology BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The psychology department aims to prepare students to be successful, either in graduate school or in the workplace. We provide students with the foundational knowledge needed for them to be successful in these endeavors. Through our coursework, internships and research experiences, students will learn to how to apply theory to real world situations, how to objectively analyze and interpret data, assess behavior, and communicate effectively.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2016-17

34

Student Minors 2016-17

24

Student Majors 2017-18

24

Student Minors 2017-18

17

Concentrations 2016-17
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.
N/A

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.
N/A

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members. We will also continue to develop a sense of community and pride amongst our majors through the Psychology Club, Psi Chi and departmental events. Each of the psychology faculty members have won the faculty award in the past ten years, which we feel will increase the amount of pride students have in the department, and is indicative of the fact that we use effective teaching methodology in the classroom. The faculty also continue to meet on a regular basis to discuss departmental issue and ensure that we continue to speak with one voice.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

N/A

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
PSY 2016.1	Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
PSY 2016.2	Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
PSY 2016.3	Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
PSY 2016.4	Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
PSY 2016.5	Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

- **Communication- Students will transmit information effectively in written or spoken form.**

The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.

- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**

The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.

- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**

The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**

The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.

- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**

Critical thinking and analytical reasoning is another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.

- **Diversity – Students will analyze the traditions and values of a variety of cultures.**

Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.

- **Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.**

Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.

- **Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.**

Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.

- **Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.**

Psychology is a social science that employs the principles of science to explain behavior.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Psychology Objective Matrix(Imported)

	MAT 114	PSY 101	PSY 102	PSY 226	PSY 312	PSY 310	SWK 313	PSY 313	PSY 324	PSY 411	PSY 450
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss		I, A	I, A	R	R	R			R	R	M, A

how psychological principles apply to behavioral problems.											
PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	I	I, A	I			R	R	M, A	R	R	M
PSY 2016.3 Ethical and Social Responsibility in a Diverse World-Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		I		A, I	A, I		R			R	M
PSY 2016.4 Communication-Students should demonstrate competence in writing and in oral and interpersonal communication skills.				A, I	A, I	R	R	R	R		M, A
PSY 2016.5 Professional Development-Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.						R		R		R	M

	Student Performance Review	Senior Showcase	Comprehensive Exam
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	A	M, A	A, M
PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	A	A, M	A, M
PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.	A	A, M	A, M
PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.		A, M	A, M
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.		A, M	

Assessment Findings

Assessment Findings for the Assessment Measure level for Psychology Objective Matrix(Imported)

PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Assessment Measures

PSY 101				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Final Exam	Has the criterion 60% at the Proficient level been met yet? Not met	45% of students were at the proficient level or above.	PSY_101_Grades.xlsx	- Refine Assessment Tool: We need to look at the assignment used to assess this objective.

PSY 102				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Final Exam	Has the criterion 60% at the Proficient level been met yet? Met		PSY_102_Grades.xlsx	

PSY 450				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at the Proficient level been met yet? Met		Senior_Seminar_Grades.xlsx	

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion 80% of freshman get 36% 80% of sophomores get 64% 80% of juniors get 75% 80% of seniors get 85% been met yet? Not met	80% of freshman got above 36% 0% of sophomores got above 64% 0% of juniors got above 75% 0% of seniors for above 85%	2017_2018_Psych_test_Scores.xlsx	- Revise Program Benchmark: Given that this is a cumulative test, it is likely that our benchmarks are too high. However, we also need to look at curricular changes based on subtest scores.

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Met		Senior_Showcase_Rubrics.pdf	

Comprehensive Exam				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 50% above the	16.7% of students were above the	2017_2018_MFT.xlsx	- Curriculum Revision: We need

	50th percentile been met yet? Not met	50th percentile.		to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.

Assessment Measures

PSY 101				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 60% at the proficient level been met yet? Met		PSY_101_Grades.xlsx	

PSY 313				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion 80% at the proficient level been met yet? Not met	60% were at or above the proficient level for using scientific reasoning 80% were at or above the proficient level for incorporating sociocultural factors 66% were at or above the proficient level for interpreting, designing and conducting research	PSY_313__Goal_2.pdf	- Curriculum Revision: The course needs to go through a curriculum revision in order to help students use scientific reasoning.

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

| Direct - Quiz/Exam | Has the criterion 80% of freshman get 36% 80% of sophomores get 64% 80% of juniors get 75% 80% of seniors get 85% been met yet? Not met | 80% of freshman got above 36% 0% of sophomores got above 64% 0% of juniors got above 75% 0% of seniors for above 85% | 2017_2018_Psych_test_Scores.xlsx | - Revise Program Benchmark: Given that this is a cumulative test, it is likely that our benchmarks are too high. However, we also need to look at curricular changes based on subtest scores. |

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Met		Senior_Showcase_Rubrics.pdf	

Comprehensive Exam				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 50% above the 50th percentile been met yet? Not met	16.7% of students were above the 50th percentile.	2017_2018_MFT.xlsx	- Curriculum Revision: We need to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

Assessment Measures

PSY 226				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct -	Has the	50% were at the	PSY_226__Goal_3.pdf	- Revise Assignment for

Research Paper	criterion 60% at the proficient level. been met yet? Not met	proficient level for applying ethical standards. 35% were at the proficient level for building and enhancing interpersonal relationships			Assessment: This assignment needs to be rewritten to emphasize this component. It was included, but it wasn't a large part of the assignment.

PSY 312				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion 60% at the proficient level. been met yet?			

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion 80% of freshman get 36% 80% of sophomores get 64% 80% of juniors get 75% 80% of seniors get 85% been met yet? Not met	80% of freshman got above 36% 0% of sophomores got above 64% 0% of juniors got above 75% 0% of seniors for above 85%	2017_2018_Psych_test_Scores.xlsx	- Revise Program Benchmark: Given that this is a cumulative test, it is likely that our benchmarks are too high. However, we also need to look at curricular changes based on subtest scores.

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Met		Senior_Showcase_Rubrics.pdf	

Comprehensive Exam				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 50% above the 50th percentile been met yet? Not met	16.7% of students were above the 50th percentile.	2017_2018_MFT.xlsx	- Curriculum Revision: We need to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.

Assessment Measures

PSY 226				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion 60% at the proficient level. been met yet? Not met	62% were below the proficient level for effective writing. 80% were at or above the proficient level for effective presentation skills. 80% were at or above the proficient level for interacting effectively with others.	PSY_226__Goal_4.pdf	- Curriculum Revision: Writing needs to be emphasized in this course.

PSY 312				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion 60% at the proficient level. been met yet?			

PSY 450				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion 100% at the proficient level been met yet? Not met	85% were at the proficient level or above. The only student who was below did not complete the assignment.	Senior_Seminar_Grades.xlsx	

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above		Senior_Showcase_Rubrics.pdf	

	been met yet? Met			

Comprehensive Exam				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 50% above the 50th percentile been met yet? Not met	16.7% of students were above the 50th percentile.	2017_2018_MFT.xlsx	- Curriculum Revision: We need to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Assessment Measures

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Met		Senior_Showcase_Rubrics.pdf	

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

This year we did not meet our benchmarks in almost all areas. As a result of this, we sat down to look at our curriculum and discussed whether we are adaquetely preparing our current students. We have decided to make curricular changes to the program, including requiring a Careers in Psychology course and an Advanced Research course. We also made Cognitive Psychology a four credit laboratory course, in order to offer students more opportunity for hands on learning in the class. Finally, we are planning to be more conscious of the program objectives and emphasizing them in our classes in addition to making more connections between the content in classes.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Legend	A
Course/Event	PSY 101
Assessment Measure	Direct - Final Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Refine Assessment Tool	We need to look at the assignment used to assess this objective.

Standard/Outcome	PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Legend	A
Course/Event	PSY 226
Assessment Measure	Direct - Research Paper
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Assignment for Assessment	This assignment needs to be rewritten to emphasize this component. It was included, but it wasn't a large part of the assignment.

Standard/Outcome	PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
Legend	A
Course/Event	PSY 226

Assessment Measure	Direct - Research Paper
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	Writing needs to be emphasized in this course.

Standard/Outcome	PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
Legend	A
Course/Event	PSY 313
Assessment Measure	Direct - Research Paper
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	The course needs to go through a curriculum revision in order to help students use scientific reasoning.

Standard/Outcome	PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Quiz/Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	Given that this is a cumulative test, it is likely that our benchmarks are too high. However, we also need to look at

	curricular changes based on subtest scores.

Standard/Outcome	PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Quiz/Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	Given that this is a cumulative test, it is likely that our benchmarks are too high. However, we also need to look at curricular changes based on subtest scores.

Standard/Outcome	PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Quiz/Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	Given that this is a cumulative test, it is likely that our benchmarks are too high. However, we also need to look at curricular changes based on subtest scores.

Standard/Outcome	PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical

	trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Legend	A
Course/Event	Comprehensive Exam
Assessment Measure	Direct - External Testing
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	We need to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

Standard/Outcome	PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
Legend	A
Course/Event	Comprehensive Exam
Assessment Measure	Direct - External Testing
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	We need to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

Standard/Outcome	PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Legend	A
Course/Event	Comprehensive Exam
Assessment Measure	Direct - External Testing
Assessment Findings	Not met
Improvement	

Narrative		
	Improvement Type	**Summary**
	Curriculum Revision	We need to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

Standard/Outcome	PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
Legend	A
Course/Event	Comprehensive Exam
Assessment Measure	Direct - External Testing
Assessment Findings	Not met
Improvement Narrative	

	Improvement Type	**Summary**
	Curriculum Revision	We need to look at the sub-test scores and make sure that we are reinforcing those areas across the curriculum.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

During Major Performance Days, we had all students take our assessment exam. The results of this assessment indicated that the majority of our students are not meeting our benchmarks. We need to look at the benchmarks as well as specific subsections to determine where curricular changes need to occur. We also held a town hall meeting where students were able to provide feedback about the program. Through this we learned that many of the students were not aware of the program requirements or course rotation. In order to address this, we plan to have a majors information session before the advising period each semester.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
Psychology_2018_Schedule.docx

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

During Senior Showcase, all seniors presented one of their studies from the Senior Seminar course. The results of the process and our inability to measure all of the students on all of the rubric criteria caused us to discuss our program requirements and we decided to add an advanced research class to our curriculum and the final project in that course will be used during senior showcase.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
Senior_Showcase_Rubrics.pdf

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Psychology Club's Positive Attitude Awareness LEAD event
Psychology Club's Inside Out LEAD event

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Two of our December graduates started graduate school in the fall and both reported that they were well prepared for their programs. Our third December graduate is employed in the field. One of our students was selected for a prestigous internship for this coming summer.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Annual Assessment Rubric

11.000 pts 73.33%

Clear	**3.000 Assessment Reflects Best Practices**	**2.000 Assessment Meets the Expectations of the University**	**1.000 Assessment Needs Development**	**0.000 Assessment is Inadequate**	**N/A**
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:					
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:	The assessment is laid out across several courses of the program and also at different intervals student knowledge. The baseline scores in the introductory courses help to determine value added through the coursework within the program. The expectations are also varied based on experience in the program.				
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:	Not sure what happened with PSY 316 course? the assessment findings were not filled out or completed, but all other data was provided. It is encouraging that the program looked at the data to determine any changes to the program in the future.				
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:	It might take a while to see a difference in scores based upon the curricular changes, but this is a long term project and so impacts will be seen in the future.				

Psychology
Annual Assessment 2016-2017

Annual Assessment

Psychology BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The psychology department aims to prepare students to be successful, either in graduate school or in the workplace. We provide students with the foundational knowledge needed for them to be successful in these endeavors. Through our coursework, internships and research experiences, students will learn to how to apply theory to real world situations, how to objectively analyze and interpret data, assess behavior, and communicate effectively.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2015-2016

 34

Student Minors 2015-2016

 24

Student Majors 2016-2017

 33

Student Minors 2016-2017

 16

Concentrations 2015-2016
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2016-2017
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members. We will also continue to develop a sense of community and pride amongst our majors through the Psychology Club, Psi Chi and departmental events. Each of the psychology faculty members have won the faculty award in the past ten years, which we feel will increase the amount of pride students have in the department, and is indicative of the fact that we use effective teaching methodology in the classroom. The faculty also continue to meet on a regular basis to discuss departmental issue and ensure that we continue to speak with one voice.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

N/A

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
PSY 2016.1	Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
PSY 2016.2	Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
PSY 2016.3	Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
PSY 2016.4	Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
PSY 2016.5	Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

- Communication- Students will transmit information effectively in written or spoken form.

The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.

- Mathematics, - Students will solve problems through an analysis of quantitative relationships.

The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.

- Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.

The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.

The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.

- Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.

Critical thinking and analytical reasoning is another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.

• Diversity – Students will analyze the traditions and values of a variety of cultures.

Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.

• Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.

Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.

• Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.

Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.

• Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.

Psychology is a social science that employs the principles of science to explain behavior.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
I - Introduced
R - Reinforced
M - Master

Psychology Objective Matrix

	MAT 114	PSY 101	PSY 102	PSY 209	PSY 316	PSY 310	SWK 313	PSY 313	PSY 324	PSY 411	PSY 450
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.		I, A	I, A	R	R	R			R	R	M, A

PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	I	I, A	I			R	R	M, A	R	R	M
PSY 2016.3 Ethical and Social Responsibility in a Diverse World-Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		I		I, A	I, A		R			R	M
PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.				I, A		R	R	R	R		M, A
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.						R		R		R	M

	Student Performance Review	Senior Showcase	Comprehensive Exam
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	A	M, A	A, M
PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	A	A, M	A, M
PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.	A	A, M	A, M
PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.		A, M	A, M
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.		A, M	

Assessment Findings

Assessment Findings for the Assessment Measure level for Psychology Objective Matrix

PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

Assessment Measures

PSY 101				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 60% at the Proficient level been met yet? Met	84% at the proficient level or above		

PSY 102				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 60% at the Proficient level been met yet? Met	80% at the proficient level or above		

PSY 450				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion 100% at the Proficient level been met yet? Not met	88% at the proficient level or above		- Enrollment Requirements: We had a very weak transfer student who was ill prepared for our classes, so we need to do a better job of screening and scaffolding in the future.

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion 80% of freshman get 36% 80% of sophomores get 64% 80% of juniors get 75% 80%	83% of freshman were above 36% 33% of sophomores were above 64% 12% of juniors were above	Assessment.xlsx	- Revise Program Benchmark: After further reflection, we realized that our benchmarks were

	of seniors get 85% been met yet? Not met	75% 0% of seniors were above 85%		much higher than the MFT

Senior Showcase

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Not met	90% at the proficient level or above		- Curriculum Revision: We need to be clearer about the criteria for students

Comprehensive Exam

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 50% above the 50th percentile been met yet? Not met	44% above the 50th percentile	2017_MFT_Percentiles.xlsx	- Curriculum Revision: We are going to revise the developmental coursework

PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.

Assessment Measures

PSY101

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 60% at the proficient level been met yet? Met	80% at the proficient level or above		

PSY 313

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 80% at the proficient level been met yet? Met	80% of the students were at the proficient level	1008_001.pdf	

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion 80% of freshman get 36% 80% of sophomores get 64% 80% of juniors get 75% 80% of seniors get 85% been met yet? Not met	83% of freshman were above 36% 33% of sophomores were above 64% 12% of juniors were above 75% 0% of seniors were above 85%	Assessment.xlsx	- Revise Program Benchmark: After reflection we realized are benchmarks were much higher than the MFT

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Not met	75% at the proficient level or above		- Curriculum Revision: We need to be more explicit about the requirements

Comprehensive Exam				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 50% above the 50th percentile been met yet? Not met	44% above the 50th percentile	2017_MFT_Percentiles.xlsx	

PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Assessment Measures

PSY 209				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 60% at the Proficient level	50% of the students were at the proficient		- Curriculum Revision: This course is being restructured and as a part of that, there will be a

	been met yet? Not met	level or above		stronger emphasis places on diversity.

PSY 316				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 60% at the Proficient level been met yet? Met	81% at the proficient level or above		

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion 80% of freshman get 36% 80% of sophomores get 64% 80% of juniors get 75% 80% of seniors get 85% been met yet? Not met	83% of freshman were above 36% 33% of sophomores were above 64% 12% of juniors were above 75% 0% of seniors were above 85%	Assessment.xlsx	- Revise Program Benchmark: After reflection we realized that our benchmarks were higher than the MFT

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Not met	50% at proficient		- Curriculum Revision: We need to be more explicit about the requirements

Comprehensive Exam				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion 50% above the 50th percentile been met yet? Not met	44% at the 50th percentile	2017_MFT_Percentiles.xlsx	- Curriculum Revision: We are reworking the developmental coursework

PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.

Assessment Measures

PSY 209

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 60% at the proficient level been met yet? Not met	50% of the students were at the proficient level or above		- Curriculum Revision: This course is being restructured and a stronger emphasis will be placed on how to effectively communicate within the field of psychology

PSY 450

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 100% at the proficient level been met yet? Met	100% at the proficient level or above		

Senior Showcase

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Not met	80% at the proficient level		- Curriculum Revision: We need to make the requirements more explicit

Comprehensive Exam

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 50% above the 50th percentile been met yet? Not met	44% at the 50th percentile	2017_MFT_Percentiles.xlsx	- Curriculum Revision: We are revising the developmental coursework

PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Assessment Measures

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 100% at Proficient or above been met yet? Not met	80% at proficient or above		- Curriculum Revision: We need to be more explicit about the requirements

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

This year to keep up with changes from the APA, we updated our program objectives and created rubrics that match each objective. This was our first year using these, so there were some growing pains involved, but we have plans to continue with them moving forward and plan to make the students morre aware of the objectives and the rubric requirements. One of the issues we consistently run into is a lot of our major assessment measures are not tied to classes, so they don't have teeth and as a result there isn't always as much motivation on the part of the student. This year in particular, we ran into an issue with a student who transfered in for her senior year and had completed most of her psychology courses elsewhere and was not well prepared for the rigor in our courses. We are currently working to update our developmental courses as a result of DESE requirements, but we are also using this time to reflect on how to better meet the program objectives in those courses, especially becasue this is an area where students don't do as well on the MFT, though one of the issues with that is the students are typically taking their developmental course at the beginning of the college career.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Legend	A
Course/Event	PSY 209
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	This course is being restructured and as a part of that, there will be a stronger emphasis places on diversity.

Standard/Outcome	PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
Legend	A
Course/Event	PSY 209
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	This course is being restructured and a stronger emphasis will be placed on how to effectively communicate within the field of psychology

Standard/Outcome	PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Legend	A
Course/Event	PSY 450
Assessment Measure	Direct - Research Paper

Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Enrollment Requirements	We had a very weak transfer student who was ill prepared for our classes, so we need to do a better job of screening and scaffolding in the future.

Standard/Outcome	PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Quiz/Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	After further reflection, we realized that our benchmarks were much higher than the MFT

Standard/Outcome	PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Quiz/Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	After reflection we realized are benchmarks were much higher than the MFT

Standard/Outcome	PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Legend	A

Course/Event	Student Performance Review
Assessment Measure	Direct - Quiz/Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	After reflection we realized that our benchmarks were higher than the MFT

Standard/Outcome	PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Legend	A
Course/Event	Senior Showcase
Assessment Measure	Direct - Presentation
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	We need to be clearer about the criteria for students

Standard/Outcome	PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
Legend	A
Course/Event	Senior Showcase
Assessment Measure	Direct - Presentation
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	We need to be more explicit about the requirements

Standard/Outcome	PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Legend	A
Course/Event	Senior Showcase

Assessment Measure	Direct - Presentation
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	We need to be more explicit about the requirements

Standard/Outcome	PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
Legend	A
Course/Event	Senior Showcase
Assessment Measure	Direct - Presentation
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	We need to make the requirements more explicit

Standard/Outcome	PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.
Legend	A
Course/Event	Senior Showcase
Assessment Measure	Direct - Presentation
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	We need to be more explicit about the requirements

Standard/Outcome	PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
Legend	A
Course/Event	Comprehensive Exam
Assessment Measure	Direct - External Testing

Assessment Findings	Not met		
Improvement Narrative			
	Improvement Type	**Summary**	
	Curriculum Revision	We are going to revise the developmental coursework	

Standard/Outcome	PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
Legend	A
Course/Event	Comprehensive Exam
Assessment Measure	Direct - External Testing
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	**Summary**
Curriculum Revision	We are reworking the developmental coursework

Standard/Outcome	PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
Legend	A
Course/Event	Comprehensive Exam
Assessment Measure	Direct - External Testing
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	**Summary**
Curriculum Revision	We are revising the developmental coursework

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

On the first Assessment Day, students completed the Psychology Assessment Measure and attended an event held by Career Services. On the second Assessment Day, students reviewed their Psychology Assessment

Measure results with faculty, attended a departmental lunch and a town hall meeting. The town hall meeting and lunch allow our department to bond and it is a chance for student to give us feedback about our program and address any concerns. We have chosen to not give the MFT during this allotted time because we feel the students do best when they are able to complete a full semester of senior seminar before taking the exam. Underclassman also observed senior seminar presentations and were given the opportunity to evaluate them.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
Psychology_Performance_Day.docx

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

All senior psychology students are required to give a 15 minute presentation on a topic of their choice that demonstrates that they have mastered the program and general education objectives. The program gains an ability to see a culminating project from the students that allows us to evaluate the students and what they have gained during their four years in the program. Faculty members use a rubric to assess the students and the same rubric is used every year, which allows for consistency with the data. These presentations allow us to determine whether there are specific skills or theories that need to be addressed in the curriculum. This is also a time that allows the faculty to evaluate communication skills

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
Evaluating_Rubrics.docx

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

The faculty hosted numerous LEAD event throughout the semester. Many of the events were presented with the Psychology Club and Psi Chi. There were approximately 10 LEAD events held this year.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Stephanie Clawson and Daryl Parungao presented their Mentor-mentee research findings at an undergradate conference at Monmouth College

Caitlyn Schmelzer, Stephanie Clawson and Liz Kroll received glowing evaluations from their internship supervisors.

Daryl Parungao and Megan Manning were all inducted into Psi Chi, the Psychology International Honor Society.

Halie Brooks, Molly Naxera, Jessica Gilbert, Victoria Day and Elizabeth Kroll were all accepted into graduate schools.

Annual Assessment Report

Psychology

Dr. Caroline Boyer & Dr. Julian Hertzog

Annual Assessment Report

Program Profile

	2014-2015	2015-2016
Majors (total, majors 1,2,3)	33	34
Minors	19	24
Concentrations (Add Rows if needed)		
Full Time Faculty	2	2
Part Time Faculty	2	2

Program Delivery (HLC 3A3)

Traditional on-campus ____x_____

Online Program _____

Evening Cohort _____

Analysis:

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members. We will also continue to develop a sense of community and pride amongst our majors through the Psychology Club, Psi Chi and departmental events. The psychology faculty members have also won the faculty award in two of the past five years, which we feel will increase the amount of pride students have in the department, and is indicative of the fact that we use effective teaching methodology in the classroom. The faculty also continue to meet on a regular basis to discuss departmental issue and ensure that we continue to speak with one voice.

Outside Accreditation:

There isn't accreditation available for undergraduate psychology programs. However, it should be noted that we follow the APA guidelines for undergraduate study in psychology.

Program Action Items

Action Item 1:	Create a new assessment measure to be given to all majors during major performance days.
Action steps:	1. Develop measure 2. Administer and score the measure 3. Evaluate the validity of the measure
Timeline	The measure needs to be developed before major performance days. The measure needs to be administered on major performance days. The measure needs to be evaluated before the final assessment report in May.
Faculty Responsible	Dr. Caroline Boyer & Dr. Julian Hertzog
Completion Date	5/15/2016

Action Item 2:	In response to low MFT scores in the area of cognitive psychology, the cognitive psychology content will be reevaluated.
Action steps:	Adjust the material and presentation methods in the cognitive psychology course
Timeline	This will be a continual process throughout the fall semester and will include a reformulation of the syllabus and course structure. However, given that the majority of the students in the course are juniors, we will likely not see an increase in MFT scores for another academic year.
Faculty Responsible	Dr. Caroline Boyer
Completion Date	12/15/15

Action Item 3:	In response to mediocre MFT scores in the area of research and student comments at our annual town hall meeting, a repeatable one credit research course will be created that will allow students the

	opportunity to participate in research outside the of the Mentor-Mentee program.
Action steps:	Create the course, create a syllabus, fill out the necessary paperwork and create assessment measures for the course.
Timeline	Paperwork needs to be filled out in the fall semester along with a course syllabus
Faculty Responsible	Dr. Caroline Boyer
Completion Date	2/1/2016

Action Item 4:	Develop a plan for addressing the 42 upper credit hour requirement
Action steps:	Look at the major and minor requirements, looks at current students and recent graduates to get a gauge on whether we are already meeting this requirement
Timeline	We will meet monthly in order to develop a plan to address this.
Faculty Responsible	Dr. Caroline Boyer & Dr. Julian Hertzog
Completion Date	2/1/2016

Program Objectives:

Objective 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Objective 2. Demonstrate understanding and application of basic research methodologies, including design and data analysis.

Objective 3. Demonstrate the ability to use critical thinking skills, skeptical inquiry and the scientific approach to solve problems related to behavior and mental processes.

Objective 4. Demonstrate ability to apply psychological principles to personal, social, and organization issues.

Program Objectives Matrix

	Objective 1	Objective 2	Objective 3	Objective 4
MAT114		I		
PSY101	I	I	I-A	I
PSY102	I		I-A	I
PSY 209 or PSY 316	R			R
PSY310	R-A			R
PSY313		M- A	M	
PSY324	R- A		R	
PSY411			M	M
PSY450	M	M	M	M-A
External Assessment (Major Field Test)	A	A	A	
External Assessment (Psychology Assessment Measure)	A	A	A	

I=Introduced   R= Reinforced   M=Mastered   A=Assessed

Assessment of Program Objectives

Objective 1	Demonstrate familiarity with the major concepts, theoretical perspectives, empirical finding, and historical trends in psychology.
Methods	The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. A research paper in PSY 324- Cognitive Psychology will be used. (Fall of odd years)

	A research paper in PSY 310- Social Psychology will be used (Spring of odd years) Psychology Assessment Measure- a test developed by the psychology faculty that covers entire the psychology curriculum

Benchmark	• On the Major Field test we expect 50% of our students to be above the 50th percentile.
	• On the Cognitive paper we expect 80% of our students to score above the 80th percentile on the rubric.
	• On the Social paper we expect 80% of our students to score above the 80th percentile on the rubric.
	• On the Psychology Assessment Measure we expect:
	   o 80% of the freshman to get 36%
	   o 80% of the sophomores to get 64%
	   o 80% of the juniors to get 75%
	   o 80% of the seniors to get 85%

Data Collected (course specific)	• Students enrolled in PSY 324- Cognitive Psychology were expected to write a research paper on a topic of their choice in the area of cognitive psychology. Students were expected to research the topic, as well synthesize and assess their findings in relation to the course material. The paper was to be 5-8 pages long and required a minimum of three peer-reviewed references. The rubric for this assignment is included at the end of this document. In Fall 2015 13 students were enrolled in the course.
Data Collected (Assessment Day, external tests, Senior Achievement)	• On Assessment Day all students took the Psychology Assessment Measure • All seniors took the Major Field Test during the last week of classes

Results	• 66% of students scored above a 50% on the Major Field test
	• 92% of students in PSY 324 scored over 80% on the Research Paper
	• On the Psychology Assessment Measure
	   • 0% of seniors got a 85% or above
	   • 0% of juniors got a 75% or above
	   • 50% of sophomores got a 64% or above
	   • 100% of freshman got a 36% or above

Budget needs related to the objective?	We need funds to pay for the Major Field Test

Objective 2	Demonstrate understanding and application of basic research methodologies, including design and data analysis.
Methods	• The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. • A research paper in PSY 313- Statistics for Social Sciences will be used. • Psychology Assessment Measure- a test developed by the psychology faculty that covers entire the psychology curriculum

Benchmark	• On the Major Field test we expect 50% of our students to be above the 50th percentile.
	• PSY 313 paper we expect 80% of our students to score above the 80th percentile on the rubric.
	• On the Psychology Assessment Measure we expect:
	  • 80% of the freshman to get 36%
	  • 80% of the sophomores to get 64%
	  • 80% of the juniors to get 75%
	  • 80% of the seniors to get 85%

Data Collected (course specific)	• Students enrolled in PSY 313- Statistics for the Social Sciences were expected to write an empirical research paper on a topic of their choice. Students were expected to research the topic, collect data, analyze their findings and synthesize the material. The rubric for this assignment is included at the end of this document. In Spring 2016 8 students were enrolled in the course.
Data Collected (Assessment Day, external tests, Senior Achievement)	• On Assessment Day all students took the Psychology Assessment Measure • All seniors took the Major Field Test during the last week of classes

Results	• 66% of students scored above a 50% on the Major Field test
	• 75% of students in PSY 313 scored over 80% on the Research Paper
	• On the Psychology Assessment Measure
	  • 0% of seniors got a 85% or above
	  • 0% of juniors got a 75% or above
	  • 50% of sophomores got a 64% or above
	  • 100% of freshman got a 36% or above

Budget needs related to the objective?	We need funds to pay for the Major Field Test

Objective 3	Demonstrate the ability to use critical thinking skills, skeptical inquiry and the scientific approach to solve problems related to behavior and mental processes.
Methods	• The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. • A critical thinking assignment in PSY 101 and PSY 102 will be used • Psychology Assessment Measure- a test developed by the psychology faculty that covers entire the psychology curriculum

Benchmark	• On the Major Field test we expect 50% of our students to be above the 50th percentile.
	• On the PSY 101 critical thinking assignment we expect 80% of our students to score above the 80th percentile on the rubric.
	• On the PSY 102 critical thinking assignment we expect 80% of our students to score above the 80th percentile on the rubric.
	• On the Psychology Assessment Measure we expect:
	   • 80% of the freshman to get 36%
	   • 80% of the sophomores to get 64%
	   • 80% of the juniors to get 75%
	   • 80% of the seniors to get 85%

Data Collected (course specific)	• Students enrolled in PSY 101- General Psychology I were expected with write a 1 page paper on the assigned prompt. The rubric for this assignment is included at the end of this document. In Fall 2015 20 students were enrolled in the course. • Students enrolled in PSY 102- General Psychology II were expected with write a 1 page paper on the assigned prompt. The rubric for this assignment is included at the end of this document. In Fall 2015 30 students were enrolled in the course. In Spring 2016 23 students were enrolled in the course.
Data Collected (Assessment Day, external tests, Senior Achievement)	• On Assessment Day all students took the Psychology Assessment Measure • All seniors took the Major Field Test during the last week of classes

Results	• 85% of students enrolled in PSY 101 scored over an 80% on the Critical Thinking assignment
	• 83% of students enrolled in PSY 102 scored over an 80% on the Critical Thinking Assignment
	• 66% of students scored above a 50% on the Major Field test
	• On the Psychology Assessment Measure
	   • 0% of seniors got a 85% or above
	   • 0% of juniors got a 75% or above
	   • 50% of sophomores got a 64% or above

	• 100% of freshman got a 36% or above
Budget needs related to the objective?	We need funds to pay for the Major Field Test

Objective 4	Demonstrate ability to apply psychological principles to personal, social, and organization issues.
Methods	• The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. • A research paper in PSY 450- Psychological Seminar will be used.
Benchmark	• On the Major Field test we expect 50% of our students to be above the 50th percentile. • PSY 450 paper we expect 100% of our students to score above the 80th percentile on the rubric.
Data Collected (course specific)	• In PSY 450- Psychology Seminar students were required to write a paper. This paper is a critical analysis and critique of the studies and issues the student selected, the student's central theme and their applications to everyday life. This paper compares and contrasts all the studies and issues the student read focusing on their own central psychological theme. The rubric for this assignment is included at the end of this document. In Spring 2016 7 students were enrolled in this course.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results	• 100% of students enrolled in PSY 450 scored over 80% on the research paper in PSY 450
Budget needs related to the objective?	N/A

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Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

Looking at the assessment results from the past year, our largest concern is with the Psychology Assessment Measure that we developed at the beginning of the year. After implementing this measure it was discovered that it was likely too long to receive valid results and there were also questions that were incorrect. We also have concern about the students' level of motivation when taking the test. Overall, we are satisfied with our assessment as we assess our students in a variety of ways (e.g. research papers, homework assignments, tests). We also were able to obtain more informal assessment from students through our yearly town hall meeting, which indicated that students are satisfied with the program and feel that they are being well prepared for graduate school.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Drs. Boyer and Hertzog met on 5/11/2016 to discuss the results of the assessment process. We felt that the Major Field Test and assignments within the classes were good indicators of our students' performance and we plan to continue to use those items. We discussed the Psychology Major Assessment that was implemented this year and decided that this measure was not as accurate of an indicator as we would have liked and we plan to reevaluate this measure for the coming year.

Program Changes Based on Assessment:

Based on last year's MFT results, we reevaluated the coursework for the Cognitive Psychology course, and we did seem improvement in these scores on the MFT. We did implement a Psychology Major Assessment, however, as mentioned above, this will need to be tweaked for the coming. Dr. Boyer did offer a one credit, repeatable, Research Methods course, to help with low MFT scores, however, no students enrolled. We continue to see low scores in this area on the MFT, but Dr. Boyer and Dr. Wilson are planning to meet in the summer of 2016 to discuss curriculum changes to the SWK 313, PSY 313 course sequence.

General Education Assessment:

- **Communication- Students will transmit information effectively in written or spoken form.** The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.
- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**

The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.

- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**
  The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**
  The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.

- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**
  Critical thinking and analytical reasoning is another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.

- **Diversity – Students will analyze the traditions and values of a variety of cultures.**
  Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.

- **Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.**
  Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.

- **Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.**
  Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.

- **Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.**
  Psychology is a social science that employs the principles of science to explain behavior.

Program Activities:

Student Performance Day Activities (Assessment Day):

On the first Assessment Day, students completed the Psychology Assessment Measure and attended an event held by Career Services. On the second Assessment Day, students reviewed their Psychology Assessment Measure results with faculty, attended a departmental lunch and a town hall meeting. As noted above, we were disappointed with the results from the Psychology Assessment Measure and

plan to reevaluate it for the coming year. The town hall meeting and lunch allow our department to bond and it is a chance for student to give us feedback about our program and address any concerns. We have chosen to not give the MFT during this allotted time because we feel the students do best when they are able to complete a full semester of senior seminar before taking the exam.

Senior Achievement Day Presentations:

All senior psychology students are required to give a 15-30 minute presentation on a topic of their choice that demonstrates that they have mastered the program and general education objectives. The program gains an ability to see a culminating project from the students that allows us to evaluate the students and what they have gained during their four years in the program. Faculty members use a rubric to assess the students and the same rubric is used every year, which allows for consistency with the data. These presentations allow us to determine whether there are specific skills or theories that need to be addressed in the curriculum.

Service Learning Activities:

There isn't a service learning component to this program.

Program Sponsored LEAD Events:

The faculty hosted numerous LEAD event throughout the semester. Many of the events were presented with the Psychology Club and Psi Chi, including an Autism Film Series. There were approximately 20 LEAD events held this year.

Student Accomplishments:

Halie Brooks and Shelby Hammel presented the findings of their respective mentor-mentee projects at the Missouri Undergraduate Psychology Conference. Halie received first place in her division.

Sadie Herrick, Celine Izquierdo, Rachel Wasylenko, Cole Richardson and Taylor Guindon all received glowing evaluations from their internship supervisors.

Kayla Hampton, Elizabeth Kroll, Jessica Gilbert and Stephanie Clawson were all inducted into Psi Chi, the Psychology International Honor Society.

Sadie Herrick was accepted into three graduate schools.

Faculty Accomplishments:

Dr. Caroline Boyer served as a judge at the Missouri Undergraduate Psychology Conference.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Lauren McMichael '07 is currently a clinical psychologist at the VA hospital at Fort Hood. She recently reached out to Dr. Julian Hertzog to thank him for being so influential in her career.

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Anna Williams, Erica Nemec, Amelia Wallace, Rachel Meyer, and Rebecca LaBelle, from last year's graduating class, are all currently enrolled in graduate school. All who applied to graduate school were accepted.

Annual Assessment Evaluation				
Assessment Component	**Assessment Reflects Best Practices**	**Assessment Meets the Expectations of the University**	**Assessment Needs Development**	**Assessment is Inadequate**
Learning Objectives	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	• Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable
Assessment Measures	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	• Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.
Assessment Results	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.
Faculty Analysis and Conclusions	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.
Actions to Improve Learning and Assessment	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement.	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan

	• Description of changes is detailed and and linked to assessment results.	• Changes are realistic, with a good probability of improving learning or assessment.	• Adjustments to the assessment are proposed but not clearly connected to data	

Program: Psychology

Additional Comments:

The rotation of data on the upper level courses is explained and clear to follow. The program might want to consider modifying the benchmark on the Major Field Test as the program surpassed the benchmark by more than 15 points. It is interesting that the students did not do well on the assessment measure that was developed by the faculty and it could be due to student motivation. It is not clear in the data but did you have juniors and seniors take the in house psy assessment measure? I know there was no one that met the benchmark, but did they take it? how far from the benchmark were they? What is our N for the different groups? (fresh, soph, jr, sr)

For the PSY1011 and 102 assignments, are you all using the social science rubric, or a rubric specific to the program objectives?

Annual Assessment Report

Psychology

Drs. Caroline Boyer and Julian Hertzog

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	41	33
Minors	22	19
Concentrations (Add Rows if needed)		
Full Time Faculty		
Part Time Faculty		

Program Delivery (HLC 3A3)

Traditional on-campus _____x_____

Online Program _____

Evening Cohort _____

Analysis:

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members. We will also continue to develop a sense of community and pride amongst our majors through the Psychology Club, Psi Chi and departmental events. The psychology faculty members have also won the faculty award in two of the past four years, which we feel will increase the amount of pride students have in the department, and is indicative of the fact that we use effective teaching methodology in the classroom. The faculty also continue to meet on a regular basis to discuss departmental issue and ensure that we continue to speak with one voice.

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Outside Accreditation:

We do not have an outside accrediting body; however we do follow the American Psychological Association's guidelines for undergraduate psychology programs.

Program Action Items

Action Item 1:	Alignment of course descriptions, objectives and content.
Action steps:	Evaluate course objectives and descriptions for all psychology courses.
Timeline	Completed by 12/31/2014
Faculty Responsible	Dr. Caroline Boyer & Dr. Julian Hertzog
Evaluation	Consensus of the department and consistency with course syllabi.
Completion	This was successfully completed by 12/31/2014 and will be reassessed every two years.

Action Item 2:	Psychology Assessment Measure
Action steps:	Create a valid testing measure for the psychology major that can be used during Major Performance Days.
Timeline	Completed by Major Performance Days
Faculty Responsible	Dr. Caroline Boyer & Dr. Julian Hertzog
Evaluation	Comparisons of scores to class rank and courses taken. Comparison of scores to the Major Field Test.
Completion	An assessment measure was created and used during Major Performance Days, however, after further evaluation we decided to create a measure that will better suit our needs, which will be used for Major Performance Days in 2016.

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Program Objectives:

Objective 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical finding, and historical trends in psychology.
Objective 2. Demonstrate understanding and application of basic research methodologies, including design and data analysis.
Objective 3. Demonstrate the ability to use critical thinking skills, skeptical inquiry and the scientific approach to solve problems related to behavior and mental processes.
Objective 4. Demonstrate ability to apply psychological principles to personal, social, and organization issues.

Program Objectives Matrix

	Objective 1	Objective 2	Objective 3	Objective 4
MAT114		I		
PSY101	I	I	I-A	I
PSY102	I		I-A	I
PSY 209 or PSY 316	R			R
PSY310	R-A			R
SWK 313		M	M	
PSY313		M- A	M	
PSY324	R- A		R	
PSY411			M	M
PSY450	M	M	M	M-A

Assessment of Program Objectives

Objective 1	Demonstrate familiarity with the major concepts, theoretical perspectives, empirical finding, and historical trends in psychology.
Methods	• The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. • Psychology Assessment Measure- a test developed by the psychology faculty that covers entire the psychology curriculum • A research paper in PSY 324- Cognitive Psychology will be used. (Fall of odd years)

	• A research paper in PSY 310- Social Psychology will be used (Spring of odd years)

Benchmark	• On the Major Field test we expect 50% of our students to be above the 50th percentile.
	• On the Psychology Assessment Measure we expect:
	   • 80% of the freshman to get 36%
	   • 80% of the sophomores to get 64%
	   • 80% of the juniors to get 75%
	   • 80% of the seniors to get 85%
	• On the Cognitive paper we expect 80% of our students to score above the 80th percentile on the rubric.
	• On the Social paper we expect 80% of our students to score above the 80th percentile on the rubric.

Data Collected (course specific)	Students enrolled in PSY 310- Social Psychology were expected to write a research paper on a topic of their choice in the area of psychology. Students were expected to research the topic, as well synthesize and assess their findings in relation to the course material. The paper was to be 5 pages long and required a minimum of three peer-reviewed references. The rubric for this assignment is included at the end of this document. In Spring 2015 13 students were enrolled in the course.
Data Collected (Assessment Day, external tests, Senior Achievement)	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other psychology majors nationally as well as locally. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2015 8 students completed this assessment. On Major Performance Days all students in the psychology program were required to take the Psychology Assessment Measure. This measured students' general psychology knowledge and is related to the Major Field Test in Psychology and we anticipate that it will correlate with MFT scores.
Results/Outcomes	Results from the MFT are still pending. On the Psychology Assessment Measure: 100% of freshman had above 36%, 60% of sophomores had above 64%, 33% of juniors had above 75%, and 13% of seniors had above 85%. This is above our benchmark for freshman, but below for all other grade levels.

	93% of students enrolled in PSY 310 received an 80% or above on the research paper, which is above our benchmark.
Proposed changes to the assessment process	After review of the Psychology Assessment measure, the faculty determined that it was necessary to revise the measure so that it is more representative of the MFT. The research paper was clearly aligned with the objective and served as a good indicator of whether students were able to demonstrate familiarity with psychological theory, empirical findings and historical trends, specifically in the area of social psychology. The faculty is satisfied with the use of the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.
Budget needs related to the objective?	We will need to continue to purchase the MFT.

Objective 2	Demonstrate understanding and application of basic research methodologies, including design and data analysis.
Methods	• The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. • Psychology Assessment Measure- a test developed by the psychology faculty that covers entire the psychology curriculum • A research paper in PSY 313- Statistics for Social Sciences will be used.

Benchmark	• On the Major Field test we expect 50% of our students to be above the 50th percentile.
	• On the Psychology Assessment Measure we expect:
	   • 80% of the freshman to get 36%
	   • 80% of the sophomores to get 64%
	   • 80% of the juniors to get 75%
	   • 80% of the seniors to get 85%
	• PSY 313 paper we expect 80% of our students to score above the 80th percentile on the rubric.

Data Collected (course specific)	Students enrolled in PSY 313- Statistics for the Social Sciences were expected to write a research paper on a topic of their choice in the area of

	psychology. Students were expected to research the topic, as well synthesize and assess their findings in relation to the course material. The paper was to be 5 pages long and required a minimum of three peer-reviewed references. The rubric for this assignment is included at the end of this document. In Spring 2015 12 students were enrolled in the course.
Data Collected (Assessment Day, external tests, Senior Achievement)	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other psychology majors nationally as well as locally. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2015 8 students completed this assessment. On Major Performance Days all students in the psychology program were required to take the Psychology Assessment Measure. This measured students' general psychology knowledge and is related to the Major Field Test in Psychology and we anticipate that it will correlate with MFT scores.
Results/Outcomes	Results from the MFT are still pending. On the Psychology Assessment Measure: 100% of freshman had above 36%, 60% of sophomores had above 64%, 33% of juniors had above 75%, and 13% of seniors had above 85%. This is above our benchmark for freshman, but below for all other grade levels. 92% of students enrolled in PSY 313 received an 80% or above on the research paper, which is above our benchmark.
Proposed changes to the assessment process	After review of the Psychology Assessment measure, the faculty determined that it was necessary to revise the measure so that it is more representative of the MFT. The research paper was clearly aligned with the objective and served as a good indicator of whether students were able to demonstrate an understanding of basic research methodology, include design and analysis. The faculty is satisfied with the use of the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.

Budget needs related to the objective?	We will need to continue to purchase the MFT.

Objective3	Demonstrate the ability to use critical thinking skills, skeptical inquiry and the scientific approach to solve problems related to behavior and mental processes.
Methods	- The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. - A critical thinking assignment in PSY 101 and PSY 102 will be used - Psychology Assessment Measure- a test developed by the psychology faculty that covers entire the psychology curriculum Psychology Assessment Measure- a test developed by the psychology faculty that covers entire the psychology curriculum
Benchmark	- On the Major Field test we expect 50% of our students to be above the 50th percentile. - On the Psychology Assessment Measure we expect: 80% of the freshman to get 36% 80% of the sophomores to get 64% 80% of the juniors to get 75% 80% of the seniors to get 85% - On the PSY 101 critical thinking assignment we expect 80% of our students to score above the 80th percentile on the rubric. - On the PSY 102 critical thinking assignment we expect 80% of our students to score above the 80th percentile on the rubric.
Data Collected (course specific)	Students enrolled in PSY 101- General Psychology I and PSY 102- General Psychology II were expected to complete a critical thinking assignment. Students were required to write one page critically addressing the prompts. The prompt for PSY 101 is "Is alcoholism a disease?" The prompt for PSY 102 is "Consider hindsight bias and its effect on Freud's personality theory. You will either support or critique the effects of hindsight bias on Freud's personality theory. You need to read the Critical Thinking Application section on hindsight bias found on pages 512 and 513 of your text in order to support or critique." In Fall

	2014 there were 23 students enrolled in PSY 101. In Spring 2015 there were 23 students enrolled in PSY 102.
Data Collected (Assessment Day, external tests, Senior Achievement)	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other psychology majors nationally as well as locally. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2015 8 students completed this assessment. On Major Performance Days all students in the psychology program were required to take the Psychology Assessment Measure. This measured students' general psychology knowledge and is related to the Major Field Test in Psychology and we anticipate that it will correlate with MFT scores.
Results/Outcomes	Results from the MFT are still pending. On the Psychology Assessment Measure: 100% of freshman had above 36%, 60% of sophomores had above 64%, 33% of juniors had above 75%, and 13% of seniors had above 85%. This is above our benchmark for freshman, but below for all other grade levels. 83% of students enrolled in PSY 101 received an 80% over above on the assignment. 96% of students enrolled in PSY 103 received an 80% over above on the assignment.
Proposed changes to the assessment process	After review of the Psychology Assessment measure, the faculty determined that it was necessary to revise the measure so that it is more representative of the MFT. The faculty is satisfied with the use of the PSY 101 and 102 critical thinking assignments as measures for this objective as they serve as a good indicator of whether students are able to think critically about a topic as well as apply skeptical inquiry and the scientific approach. The faculty is satisfied with the use of the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.

Budget needs related to the objective?	We will need to continue to purchase the MFT.

Objective 4	Demonstrate ability to apply psychological principles to personal, social, and organization issues.
Methods	- The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. - On the Psychology Assessment Measure we expect: 80% of the freshman to get 36% 80% of the sophomores to get 64% 80% of the juniors to get 75% 80% of the seniors to get 85% - A research paper in PSY 450- Psychological Seminar will be used.
Benchmark	- On the Major Field test we expect 50% of our students to be above the 50th percentile. - PSY 450 paper we expect 100% of our students to score above the 80th percentile on the rubric.
Data Collected (course specific)	In PSY 450- Psychology Seminar students were required to write a paper. This paper is a critical analysis and critique of the studies and issues the student selected, the student's central theme and their applications to everyday life. This paper compares and contrasts all the studies and issues the student read focusing on their own central psychological theme. The rubric for this assignment is included at the end of this document. In Spring 2015 6 students were enrolled in this course.
Data Collected (Assessment Day, external tests, Senior Achievement)	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other psychology majors nationally as well as locally. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2015 8 students completed this assessment. On Major Performance Days all students in the psychology program were required to take the Psychology Assessment Measure. This measured students' general psychology

	knowledge and is related to the Major Field Test in Psychology and we anticipate that it will correlate with MFT scores.
Results/Outcomes	Results from the MFT are still pending. On the Psychology Assessment Measure: 100% of freshman had above 36%, 60% of sophomores had above 64%, 33% of juniors had above 75%, and 13% of seniors had above 85%. This is above our benchmark for freshman, but below for all other grade levels. 100% of students enrolled in PSY 450 received an 80% over above on the assignment.
Proposed changes to the assessment process	After review of the Psychology Assessment measure, the faculty determined that it was necessary to revise the measure so that it is more representative of the MFT. The faculty is satisfied with the PSY 450 research paper as a measure of this objective because it is a good indicator of whether students are able to apply psychological principles The faculty is satisfied with the use of the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.
Budget needs related to the objective?	We will need to continue to purchase the MFT.

Analysis of Assessment:

At this point in time it is difficult to speak to the MFT results as we are still waiting on the results to come in. In terms of the Major Assessment Major, we realized that the measure was not representative enough of the psychology curriculum and so we worked this semester on creating a new assessment tool that will be better aligned with the MFT. Overall, we are satisfied with our assessment as we assess our students in a variety of ways (e.g. research papers, homework assignments, tests). We also were able to obtain more informal assessment from students through our yearly town hall meeting, which indicated that students are satisfied with the program and feel that they are being well prepared for graduate school.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Both faculty members are satisfied with the assessment process, especially the fact that we use a variety of measures to assess student performance. This past year we changed the process by requiring a test for all students on Major Performance Days, which was discussed and created by the faculty during the

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December 2014 assessment workshop. Though we are still continuing to work on the assessment process, we have found that the process is becoming smoother.

Program Changes Based on Assessment:

Based on previous assessments, reevaluation of course/program objectives and feedback from town hall meetings, course descriptions for several courses were modified. We have also worked on making Major Performance Days more valuable for students as well as using that time more effectively for collecting assessment data.

General Education Assessment:

- **Communication- Students will transmit information effectively in written or spoken form.**
  The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.
- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**
  The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.
- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**
  The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.
- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**
  The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.
- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**
  Critical thinking and analytical reasoning is another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.
- **Diversity – Students will analyze the traditions and values of a variety of cultures.**
  Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.
- **Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.**

Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.

- **Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.**
  Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.
- **Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.**
  Psychology is a social science that employs the principles of science to explain behavior.

Program Activities:
Student Performance Day Activities (Assessment Day):
Students were required to attend all of the black events and two of the blue events:

Tuesday- 10am GRE Prep
    -12pm Advice & A Slice
    -1pm Psychology Assessment Measure
    -3pm Are YOU The Total Package
Wednesday- 10am Dress for Success
    -11am Psychology Assessment Measure Review
    -12pm Major's Lunch
    -2pm Town Hall

We were generally satisfied with activities that occurred on Major Performance Days, though we will be revising the Psychology Assessment Measure. We felt that the GRE prep session and career readiness activities were great "real world" preparations for the students. The town hall meeting and lunch allow our department to bond and it is a chance for student to give us feedback about our program and address any concerns. We have chosen to not give the MFT during this allotted time because we feel the students do best when they are able to complete a full semester of senior seminar before taking the exam.

Senior Achievement Day Presentations:
All senior psychology students are required to give a 15-30 minute presentation on a topic of their choice that demonstrates that they have mastered the program and general education objectives. The program gains an ability to see a culminating project from the students that allows us to evaluate the students and what they have gained during their four years in the program. Faculty members use a rubric to assess the students and the same rubric is used every year, which allows for consistency with

the data. These presentations allow us to determine whether there are specific skills or theories that need to be addressed in the curriculum.

Service Learning Activities:
There isn't a service learning component to this program.

Program Sponsored LEAD Events:
The faculty hosted numerous LEAD event throughout the semester. Many of the events were presented with the Psychology Club and Psi Chi, including an Autism Film Series. There were approximately 20 LEAD events held this year.

Student Accomplishments:
Erica Vogt and Anna Williams presented their research from PSY 313 at the Missouri Undergraduate Psychology Conference.

Halie Brooks, Amelia Wallace, Cassie Kennedy, Brittainy German and Brittany Lenhart, all completed internships.

Halie Brooks worked on a mentor-mentee project with Dr. Boyer looking at the relationship between anxiety and adjustment to student life.

Faculty Accomplishments:
Dr. Caroline Boyer was the December 2015 commencement speaker.

Dr. Julian Hertzog is on the editorial board of Taking Sides and edited a chapter for a general psychology textbook for McGraw Hill.

Dr. Caroline Boyer received the National Society of Leadership and Success Excellence in Teaching Award.

Alumni (Recent Graduates) Accomplishments (past year graduating class):
I'm so happy to hear that all is well at the Woods. As far as things on my end go, I'm busy finishing up my last two weeks at Missouri State for the year. It seems as though there is never a dull moment in graduate school. I have absolutely loved my time thus far at MSU and look forward to my final year come August. I have had the pleasure to work with wonderful professors (once again) and a phenomenal cohort of students. I feel as though my classes with you and the research we did together is what really helped me prepare for graduate school. We do a LOT of presentations and APA style research proposals in just about every class. Your classes set me up for success in these areas. One thing I noticed was that coming from a university without an I/O psych class definitely made for a lot of extra outside of class work and research. I think the main area of difference between my undergrad and graduate experience was the amount of emphasis on literature and research. We have about 3-5 articles and journals per class per week to read which was something that not many of us first year students had experienced before. Also, SPSS is our best friend. Statistics is part of every single class and being fluent in statistics language is a must. I wish I knew that when in my undergraduate classes. –Jenny Morris '13

It's so great to hear from you! I've moved around a little since graduation. I moved to Kansas City in August to work at United Way of Greater Kansas City which was only a temporary position, but I really loved that position and needed to find something for when it was over. So, I moved on to working as a Marketing and Business Development Coordinator at Spencer Fane Britt & Browne Law Firm. It was the opposite of what I wanted to do and where I wanted to be. I decided to move back to Saint Louis and accept a position at Pi Beta Phi Fraternity for Women. I am so much happier being back in Saint Louis and being at Pi Phi! I work in Housing now which isn't my first love, but it's a step in an organization that I love! I really enjoyed classes with you and Julian! Thinking of any feedback I have on the program... I learned a lot from getting to do the mentor-mentee project with you and Jenny and from presenting it at that conference in Chicago! I truly think the more opportunities you have to implement what you've learned, the easier it is to remember it. As much as I struggled in Research Methods, I learned so much from that experiment we got to conduct! –Alicia Delaney '14

I am currently wrapping up my first year of law school at Mizzou. This has completely occupied my attention since August, but I recently accepted a job at a law firm in downtown Columbia. I think the psych program at William Woods is great. One thing that you and Julian do as professors that has been very helpful for me is that you teach in more of an application based manner rather than just providing information. It's pretty obvious that being able to apply the new things that you learn is very important, but it became a reality when I started a new job and I had to figure out how to actually do the things I have learned (and do them in a way that is acceptable to my employer!) I know this isn't much for feedback but I really don't have much to say because I loved my experience as a student in all of my psych classes! I wish you and Julian the best in improving the program, and I appreciate you both for being such wonderful professors! –Debra Boyd '13

Elizabeth Cato (2012) graduated with a Master's degree in counseling psychology from St. Edwards University.

PSY 310- Paper Rubric (175 points)

	Exemplar	Proficient	Developing	Unacceptable
Introduction	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement. **35-31.5**	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement. **30-28**	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement**. 27-24.5**	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement. **24-0**

Organization	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. **28-25**	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. **24-22**	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions. **21-19.5**	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent. **19-0**
Support	Strong peer reviewed research based support for thesis. **35-31.5**	Sources well selected to support thesis with some research in support of thesis. **30-28**	Sources generally acceptable but not peer-reviewed research (evidence) based. **27-24.5**	Few sources supporting thesis. Sources insignificant or unsubstantiated. **24-0**
Conclusion	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic. **35-31.5**	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic. **30-28**	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic. **27-24.5**	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic. **24-0**
Grammar & Mechanics	The paper is free of grammatical errors and spelling & punctuation. **20-18**	Grammatical errors or spelling & punctuation are rare and do not detract from the paper. **17-16**	Very few grammatical, spelling or punctuation errors interfere with reading the paper. **15-14**	Grammatical errors or spelling & punctuation substantially detract from the paper. **13-0**
APA Style & Communication	No errors in APA style. Scholarly style. Writing is flowing and easy to follow. **22-19**	Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward of unclear passages. **18-17.5**	Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages. **17-15.5**	Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. **15-0**

PSY 313- Psychology Experiment

Students will be expected to conduct a psychology experiment and write an 8-10 page paper documenting the results. Students *can* work in groups of three on this assignment.

Introduction (3-4 pages)

-Review of the literature on the topic of interest.

-Should include at least 4 references from peer-reviewed journals.

-May reference the textbook, but this will not be included in the 4 journal references.

-Journal articles must be from the last 7 years

-Clearly state the question you are asking.

-Clearly state your hypothesis.

Methods (1-2 pages)

-Who were the participants?

-What instruments did you use, if any (e.g. survey, standardized test)?

-How did you measure your variables?

-What did you do?

-What statistical procedures were used?

Results (2 pages)

-Describe the findings of the statistical procedures.

Discussion/Conclusion (2-3 pages)

-How do your findings relate to what you found in the literature review?

-What are the implications/applications of your findings?

Appendix (optional)

-Include all instruments

References

- Include an APA reference for all sources you cited
- Only cite what you reference and reference what you cite

Reflection (1 page)

-Each member of the group needs to submit this section individually

   -Students who worked alone do not need to include this section

-How did you feel the experiment went?

   -What went well, and what did not go well?

-What was your contribution to the project?

-What were your group members' contributions?

-Did your group work well together?

Presentation

-Each group must present a visual display of the major findings of their experiment.

-Presentations should not merely give listings of research findings, but rather synthesize these findings into meaningful "take home messages."

-Each group should be prepared to briefly summarize their findings to the group.

Deadlines

-January 16th-21st- Meetings with instructor

-January 26th - Introduction and Methods

-March 16th – Proposed Statistical Analyses

-April 10th – Results Section

-April 20th – Conclusion Section

-April 29th – Final Paper

-May 8th- Presentations

PSY 313- Grading Rubric

Total Possible Points

• • •

Introduction

    -Correct length

    -Clearly synthesizes previous research

    -States research question

    -States hypotheses

    -Writing Style

        - Clear organization of ideas in paper

        - Sentence structure

        - Grammar, spelling, etc.

        - Overall flow of paper

    -APA Formatting

        - Student gave proper citations

        -APA formatting was used appropriately

Methods

    -Correct length

    -Clearly describes methods used

    -Writing Style

        - Clear organization of ideas in paper

        - Sentence structure

        - Grammar, spelling, etc.

        - Overall flow of paper

    -APA Formatting

        - Student gave proper citations

        -APA formatting was used appropriately

Intro and Methods Draft   10

Results   50

    -Correct length

• • •

-Clearly describes findings

-*Writing Style*

    - Clear organization of ideas in paper

    - Sentence structure

    - Grammar, spelling, etc.

    - Overall flow of paper

-*APA Formatting*

    - Student gave proper citations

    -APA formatting was used appropriately

Discussion/Conclusion   50

-Correct length

-Makes connection to lit review

-Describes implications/applications

-*Writing Style*

    - Clear organization of ideas in paper

    - Sentence structure

    - Grammar, spelling, etc.

    - Overall flow of paper

-*APA Formatting*

    - Student gave proper citations

    -APA formatting was used appropriately

Personal Reflection   12

-Correct length

-Describes personal contribution

    -Contributed significantly to project

-Describes peer contribution

-Describes group dynamic

• • •

-Reflection on project

Final Paper 75

Presentation 43

-Synthesis of material

-Clear understand of material

-Clear display of material

-Professional

Total Possible Points 240

PSY 101 & 102 Critical Thinking Rubric

Evaluate

Criterion	Performance Rating				
	Accomplished	**Proficient**	**Developing**	**Unacceptable**	**Score**
Personal Response to topic **NA** ☐	○ 5 Shows extensive evidence of a personal response to topic	○ 4 Conveys some evidence of a personal response to topic	○ 3 ○ 2 Very little evidence of a personal response to topic	○ 1 ○ 0 No evidence	
Inferences **NA** ☐	⦿ 5 Consistently makes inferences based upon text or handout.	○ 4 Sometimes makes inferences based upon text or handout.	○ 3 ○ 2 Makes few inferences based upon text or handout.	○ 1 ○ 0 No evidence	
Insight and Relevance to Classroom Practice **NA** ☐	○ 5 Consistently demonstrates insight and relevance to psychological thought.	○ 4 Sometimes demonstrates insight and relevance to psychological thought.	○ 3 ○ 2 Demonstrates very little insight and relevance to psychological thought.	○ 1 ○ 0 No evidence	

Assessment Rubric Annual Assessment Report					
Assessment Component	**Assessment Reflects Best Practices**	**Assessment Meets the Expectations of the University**	**Assessment Needs Development**	**Assessment is Inadequate**	**Comments:**
Learning Outcomes	☐ Program learning outcomes are aligned to national standards	☐ Measurable program learning outcomes. ☐ Learning outcomes are clearly articulated.	☐ Program learning outcomes have been identified and are somewhat measurable	☐ Program learning outcomes are not clear or measurable	☐
Assessment Measures	☐ Multiple measures are used to assess student-learning outcomes. ☐ Rubrics or guides used are provided. ☐ All measurements are clearly described.	☐ Specific measures are clearly identified ☐ Measures relate to program learning outcomes. ☐ Measures can provide useful information about student learning.	☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear. ☐ No assessment measures are established.	☐

Assessment Results	☑ All learning outcomes are assessed annually; or a rotation schedule is provided. ☐ Data are collected and analyzed to evaluate prior actions to improve student learning. ☑ Standards for performance and gaps in student learning are clearly identified.	☐ A majority of learning outcomes assessed annually. ☑ Data collected and aggregated are linked to specific learning outcome(s). ☐ Standards for student performance and gaps in student learning are recognized.	☐ Data collected and aggregated for at least one learning outcome (objectives). ☐ Data collection is incomplete ☐ Standards for student performance and gaps in student learning are not identified.	☐ Learning outcomes are not routinely assessed. ☐ Routine data is not collected. ☐ N/A Program is too new to have collected assessment data.	
Assessment Component	**Assessment Reflects Best Practices**	**Assessment meets the expectations of the University**	**Assessment needs Development**	**Assessment is Inadequate**	**Comments:**
Faculty Analysis and Conclusions	☑ All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.	☐ Program faculty receive annual assessment results and meet to discuss assessment results. ☑ Specific conclusions about student learning are made based on the available	☐ Some program faculty receive annual assessment results ☐ Faculty input about results is sought	☐ Faculty input is not sought. ☐ Conclusions about student learning are not identified. ☐ N/A Program recently started or	☐

	☐ Includes input from adjunct faculty. ☐ Includes input from outside consultant.	assessment results.		too few graduates to suggest any changes.	
Actions to Improve Learning and Assessment	☐ A comprehensive understanding of the program's assessment plan and suggestions for improvement. ☐ Clearly stated adjustments in curriculum as a result of assessment data. ☐ Actions are innovative in approach in attempt to improve student learning.	☐ Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. ☐ Description of action includes a timetable for implementation and identifies who is responsible for action ☐ Actions are realistic, with a good probability of improving learning or assessment.	☐ Adjustments to the assessment plan are proposed but not clearly connected to data ☐ Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	☐ No actions are taken to improve student learning. ☐ Actions discussed are not connected to data results or analysis. ☐ N/A Program recently started or too few graduates to suggest any changes.	☐

Additional Comments:

Thank you for aligning your assessment matrix with the data reported in the report. The work you are doing is appreciated. The issues with assessments were addressed and the program seems to be managing successfully the assessment process. Thanks for an easy report to read.

Annual Assessment Report

Psychology

Dr. Julian Hertzog and Dr. Caroline Boyer Ferhat

Program Mission: The mission of the psychology department is to develop a well-rounded psychology student who can get accepted into graduate school

Annual Assessment Report

Program Profile

	2012-2013	2013-2014
Majors	36	41
Minors	16	22
Concentrations (Add Rows if needed)	NA	NA
Full Time Faculty	2 (one faculty member who is fulltime in another area teaches a 3 credit elective for us each semester)	2 (one faculty member who is fulltime in another area teaches a 3 credit elective for us each semester)
Part Time Faculty	0	0

Program Delivery (HLC 3A3)

Traditional on-campus ____x_____
Online Program _____
Evening Cohort _____

Analysis:

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. We will also continue to develop a sense of community and pride amongst our majors through the Psychology Club, Psi Chi and departmental events. The psychology faculty members have also won the faculty award in two of the past three years, which we feel will increase the amount of pride students have in the department, and is indicative of the fact that we use effective teaching methodology in the classroom. In the past three years we have almost doubled our number of majors, so we feel that these practices will continue to be effective as we move forward.

Outside Accreditation:

We do not have an outside accrediting body; however we do follow the American Psychological Association's guidelines for undergraduate psychology programs.

Program Objectives:

Objective 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical finding, and historical trends in psychology.
Objective 2. Demonstrate understanding and application of basic research methodologies, including design and data analysis.
Objective 3. Demonstrate the ability to use critical thinking skills, skeptical inquiry and the scientific approach to solve problems related to behavior and mental processes.
Objective 4. Demonstrate ability to apply psychological principles to personal, social, and organization issues.

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4
MAT114		I		
PSY101	I	I	I-A	I
PSY102	I		I-A	I
PSY 209 or PSY 316	R			R
PSY310	R			R
PSY313		M- A	M	
PSY324	R- A		R	
PSY411			M	M
PSY450	M	M	M	M-A

I=Introduced   R= Reinforced   M=Mastered   A=Assessed

Assessment of Program Objectives

Objective 1	Demonstrate familiarity with the major concepts, theoretical perspectives, empirical finding, and historical trends in psychology.
Methods	• The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. • A research paper in PSY 324- Cognitive Psychology will be used. • Students' senior presentations will also be used.
Benchmark	• On the Major Field test we expect 50% of our students to be above the 50th percentile. • Cognitive paper we expect 80% of our students to score above the 80th percentile on the rubric. • senior presentations we expect the students to score in the 80th percentile.
Data Collected (course specific)	Students enrolled in PSY 324- Cognitive Psychology were expected to write a research paper on a topic of their choice in the area of psychology. Students were expected to research the topic, as well synthesize and assess their findings in relation to the course material. The paper was to be 5 pages long and required a minimum of three peer-reviewed references. The rubric for this assignment is included at the end of this document. In Fall 2013 20 students were enrolled in the course.
Data Collected (Assessment Day, external tests, Senior Achievement)	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other psychology majors nationally as well as locally. It is used by Columbia College, University of Missouri, Lincoln University as well as other schools in Missouri. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2014 9 students completed this assessment.
Results/Outcomes	Ninety percent of students were above the 80th percentile on the PSY 324 research paper, which is falls significantly above our benchmark for this assessment. Only one student scored above the 50th percentile on the MFT, which falls below our benchmark for this assessment.
Proposed changes to the assessment	The faculty is satisfied with the assessment process for this objective. The research paper was clearly aligned with the objective and served as a good indicator of whether students were able to demonstrate familiarity

process	with psychological theory, empirical findings and historical trends, specifically in the area of cognitive psychology. The faculty is satisfied with the use of the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.
Budget needs related to the objective?	We will continue to need funds to purchase the MFT.

Objective 2	Demonstrate understanding and application of basic research methodologies, including design and data analysis.
Methods	The final research project for PSY 313- Research Methods will be used to assess this objective. The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge.
Benchmark	On the Major Field test we expect 50% of our students to be above the 50th percentile. It is expected that 80% of students will score above the 80th percentile on the rubric for the Research Methods final project.
Data Collected (course specific)	Students enrolled in PSY 313- Research Methods were expected to conduct a research project on a psychological area of their choice, write a paper summarizing the findings as well as present the findings in the form of a poster. Students were expected to research the topic, collect and analyze the data and interpret the findings. The paper was to be 10 pages long and required a minimum of three peer-reviewed references. The requirements for this assignment are included at the end of this document. In Spring 2014 14 students were enrolled in the course.
Data Collected (Assessment Day,	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other

external tests, Senior Achievement)	psychology majors nationally as well as locally. It is used by Columbia College, University of Missouri, Lincoln University as well as other schools in Missouri. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2014 9 students completed this assessment.
Results/Outcomes	Eighty-six percent of students scored above the 80th percentile on the PSY 313 research paper, which falls above the benchmark for this assessment. Only one student scored above the 50th percentile on the MFT, which falls below our benchmark for this assessment.
Proposed changes to the assessment process	The faculty is satisfied with the assessment process for this objective. The research paper was clearly aligned with the objective and served as a good indicator of whether students were able to demonstrate an understanding of basic research methodology, include design and analysis. The faculty is satisfied with the use of the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.
Budget needs related to the objective?	We will continue to need funds to purchase the MFT.

Objective 3	Demonstrate the ability to use critical thinking skills, skeptical inquiry and the scientific approach to solve problems related to behavior and mental processes.
Methods	The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. In PSY 101and PSY 102 a critical thinking assignment will be collected.
Benchmark	On the Major Field test we expect 50% of our students to be above the 50th percentile. We expect that 80% of students will score above 80% on the critical thinking rubric.

Data Collected (course specific)	Students enrolled in PSY 101- General Psychology I and PSY 102- General Psychology II were expected to complete a critical thinking assignment. Students were required to write one page critically addressing the prompts. The prompt for PSY 101 is "Is alcoholism a disease?" The prompt for PSY 102 is "Consider hindsight bias and its effect on Freud's personality theory. You with either support or critique the effects of hindsight bias on Freud's personality theory. You need to read the Critical Thinking Application section on hindsight bias found on pages 512 and 513 of your text in order to support or critique." In Fall 2013 there were 22 students enrolled in PSY 101. In Spring 2014 there were 23 students enrolled in PSY 102.
Data Collected (Assessment Day, external tests, Senior Achievement)	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other psychology majors nationally as well as locally. It is used by Columbia College, University of Missouri, Lincoln University as well as other schools in Missouri. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2014 9 students completed this assessment.
Results/Outcomes	Eighty-six percent of students in PSY 101 and 87% of the students in PSY 102 were above the 80th percentile on this assignment, which falls above the benchmark. Only one student scored above the 50th percentile on the MFT, which falls below our benchmark for this assessment.
Proposed changes to the assessment process	The faculty is satisfied with the use of the PSY 101 and 102 critical thinking assignments as measures for this objective as they serve as a good indicator of whether students are able to think critically about a topic as well as apply skeptical inquiry and the scientific approach. The faculty is satisfied with the use of the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.
Budget needs related to the objective?	We will continue to need funds to purchase the MFT.

Objective 4	Demonstrate ability to apply psychological principles to personal, social, and organization issues.
Methods	The ETS Major Field Test will be used as an assessment; this test is a national test that assesses general psychological knowledge. The final paper in PSY 450 will be used.
Benchmark	On the Major Field test we expect 50% of our students to be above the 50th percentile. On the final paper in PSY 450 we expect 100% of students to be above the 80th percentile on the rubric.
Data Collected (course specific)	In PSY 450- Psychology Seminar students were required to write a paper. This paper is a critical analysis and critique of the studies and issues the student selected, the student's central theme and their applications to everyday life. This paper compares and contrasts all the studies and issues the student read focusing on their own central psychological theme. The rubric for this assignment is included at the end of this document. In Spring 2014 10 students were enrolled in this course.
Data Collected (Assessment Day, external tests, Senior Achievement)	All graduating seniors were required to take the Major Field Test in Psychology. This measure allows us to compare our students to other psychology majors nationally as well as locally. It is used by Columbia College, University of Missouri, Lincoln University as well as other schools in Missouri. The MFT is based on the APA guidelines for undergraduate psychology programs and given that our program is aligned to these guidelines, it is believed that this is a good measure of our program objectives. In Spring 2014 9 students completed this assessment.
Results/Outcomes	One hundred percent of students met the benchmark of scoring above the 80th percentile on this paper. Only one student scored above the 50th percentile on the MFT, which falls below our benchmark for this assessment.
Proposed changes to the assessment process	The faculty is satisfied with the PSY 450 research paper as a measure of this objective because it is a good indicator of whether students are able to apply psychological principles. The faculty is satisfied with the use of

	the MFT as a measure for this objective, this test is clearly aligned with our program goals and it allows us to compare our students to other student nationwide.
Budget needs related to the objective?	We will continue to need funds to purchase the MFT.

Analysis of Assessment:

One of the concerns that was noticed in the data above is the MFT scores. The faculty has met several times to discuss these concerns and have decided to wait to see if this is an actual trend as opposed to an isolated instance. We have also discussed several curricular changes (e.g. the addition of a statistical course) that we anticipate will help in the future. Overall, we found that the data collected was very informative and spoke to our specific objects.

Program Changes Based on Assessment:

On last year's annual assessment it was suggested that the psychology department continue to seek feedback from students, academic council and outside reviewers to make systematic changes to the department. Because we went through the five year review this year we were able to gain feedback from all of these sources and we were pleased with the information that we received. In response to this feedback we made changes in the curriculum, including offering a course in statistical analysis. We also made changes to the Major Performance Day programming in response to student and administrative feedback.

General Education Assessment:

- **Communication- Students will transmit information effectively in written or spoken form.**
  The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.
- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**
  The GE requirement of math serves as a foundation for our research methods classes specifically understanding statistics.
- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**

The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**
  The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.
- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**
  Critical thinking and analytical reasoning is another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.
- **Diversity – Students will analyze the traditions and values of a variety of cultures.**
  Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.
- **Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.**
  Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.
- **Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.**
  Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.
- **Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.**
  Psychology is a social science that employs the principles of science to explain behavior.

Program Activities:
Student Performance Day Activities (Assessment Day):
Tuesday-

1.) You may choose to attend one of the following, though you are <u>strongly</u> encouraged to attend both GRE sessions if graduate school is in your future.
   a. 9am- GRE Math Prep Session (location TBA)
   b. 10am- GRE Verbal Prep Session (location TBA)
   c. 10am- Inventory Assessment (AB 306)
2.) 10:55am- CLA- <u>seniors only</u> (meet outside of AB 307 to walk to BUR 205)
3.) 2pm- Senior Research Presentations (BUR 100)

Wednesday-

1.) 10am- MFT Prep Session- juniors and seniors- (AB 306)
2.) 10am- 4 Year Plans- freshman and sophomores (AB 310)
3.) 12pm- Lunch (Jalisco's)
4.) 2pm- Town Hall Meeting (BUR 100)

The Psychology program does not need two days for assessment. However, we were able to make the most of the time that we had with our students. We found that the test preparation sessions (GRE and MFT) were very beneficial for the students. Also working with the underclassman on 4 year plans allowed us to make sure that all of our students are aware of our 4 year rotation and are on track to graduate. The town hall meeting and lunch allow our department to bond and it is a chance for student to give us feedback about our program and address any concerns. We have chosen to not give the MFT during this allotted time because we feel the students do best when they are able to complete a full semester of senior seminar before taking the exam.

Senior Achievement Day Presentations:
All senior psychology students are required to give a 15-30 minute presentation on a topic of their choice that demonstrates that they have mastered the program and general education objectives. The program gains an ability to see a culminating project from the students that allows us to evaluate the students and what they have gained during their four years in the program. Faculty members use a rubric to assess the students and the same rubric is used every year, which allows for consistency with the data. These presentations allow us to determine whether there are specific skills or theories that need to be addressed in the curriculum.

Service Learning Activities:
There isn't a service learning component to this program.

Program Sponsored LEAD Events:
The faculty, especially Caroline, have hosted numerous LEAD event throughout the semester. Many of the events were presented with the Psychology Club and Psi Chi, including an Autism Film Series. There were approximately 20 LEAD events held this year.

Student Accomplishments:
Dr. Caroline Boyer and Sara McCahon completed a mentor-mentee project looking at attachment styles and homophobia. Cassie Kennedy, Hannah Lindburg, Julia Needhammer, Jenny Morris, Sam Harris, Elsa Stiles and Debra Boyd all completed internships. Alicia Delaney was awarded the Faculty Award. Jenny Morris was awarded the Cockrell Award. Six members of President's Twenty are psychology majors.

Faculty Accomplishments:
Kidd, J.K., Pasnak, R., Gadzichowski, M.K., Gallington, D., McKnight, P., **Boyer, C.E.** & Carlson, A. (in press). Instructing first grade children on patterning improves reading and mathematics.

Kidd, J. K. , Boyer, C. E., Gadzichowski, K. M., Gallington, D. A. & Pasnak, R. P. (in

press). Benefits of interventions focused on oddity and seriation, literacy, or numeracy.

Kidd, J.K., Carlson, A.G., Gadzichowski, K.M., **Boyer, C.E.,** Gallington, D.A. & Pasnak, P. (2013). Effects of patterning instruction on the academic achievement of 1st grade children. *Journal of Research in Childhood Education, 27,* 224-238.

Kidd, J. K., Curby, T. W., **Boyer, C. E.,** Gadzichowski, K. M., Gallington, D. A, Machado, J. A., & Pasnak, R. (2012). Benefits of an intervention focused on oddity and seriation. *Early Education and Development, 23,* 900-918. doi:10.1080/10409289.2011.621877

Delaney, A., Morris, J. & **Boyer, C.** (2013, May). The Relationship Between Personality Type and the Expression of Body Language. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Morris, J., Needhammer, J. & **Boyer, C.** (2013, May). Effects of Socioeconomic Status on Perceived Male Attractiveness. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wehmeyer, S. **& Boyer, C.** (2013, April). The Relationship between Perceived Maternal Acceptance and Achievement in Preschoolers. Poster presented at the annual meeting of the Southwestern Psychological Association, Fort Worth, TX.

Dr. Caroline Boyer won the 2014 Distinguished Professor Award.
Dr. Julian Hertzog is on the editorial board of Taking Sides and edited a chapter for a general psychology textbook for McGraw Hill.
Dr. Julian Hertzog has classified as a Master Teacher at Columbia College.
The psychology department is the only department on campus where every faculty member has won the Distinguished Professor Award.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Ten of our recent graduates are currently enrolled in or have plans to begin graduate school, which ties directly back to our program mission. In the past three years, all of the students who applied to graduate school have been accepted. Some of the schools are students were accepted to include: University of Missouri, University of Texas, University of Kentucky, University of Northern Arizona, and Missouri State University. It should be noted that several of our students chose not to apply to or attend graduate school on their own accord, but they are working in areas related to the field.

PSY 324- Cognitive Psychology Research Paper Rubric

	Exemplar	Proficient	Developing	Unacceptable
Content	Topic selected demonstrates high relevance to subject matter. Review	Topic selected demonstrates adequate relevance to subject matter.	Topic selected demonstrates limited relevance to subject matter.	Topic selected demonstrates incomplete relevance to subject matter. Review demonstrates

	demonstrates high degree of comprehension and reflection. Review demonstrates high degree of comprehension regarding outside content. **75-67.5**	Review demonstrates adequate comprehension and reflection. Review demonstrates adequate comprehension regarding outside content. **67-60**	Review demonstrates limited comprehension and reflection. Review demonstrates limited comprehension regarding outside content. **59-52.5**	incomplete comprehension and reflection. Review demonstrates incomplete comprehension regarding outside content. **52-0**
APA Style	Follows APA formatting with no errors. **25-22.5**	Follows APA formatting with very few errors. **22-20**	Follows APA formatting with numerous errors. **19-17.5**	Does not follow APA formatting. **17-0**
Length	Paper is 4-5 pages in length. **10-9**	Paper is 2-3 pages in length. **8**	Paper is 1-2 pages in length. **7**	Paper is 0-1 pages in length. **6-0**
Grammar/ Mechanics	No grammar, spelling or punctuation errors. **15-13.5**	Very few grammar, spelling or punctuation errors. **13-12**	Several grammar, spelling or punctuation errors. **11-10.5**	Numerous grammar, spelling or punctuation errors. **10-0**

PSY 313- Psychology Experiment

Students will be expected to conduct a psychology experiment and write an 8-10 page paper documenting the results. Students *can* work in groups of two on this assignment.

Introduction (3-4 pages)

-Review of the literature on the topic of interest.

    -Should include at least 4 references from peer-reviewed journals.

    -May reference the textbook, but this will not be included in the 4 journal references.

    -Journal articles must be from the last 7 years

-Clearly state the question you are asking.

-Clearly state your hypothesis.

‧ ‧ ‧

Methods (1-2 pages)

-Who were the participants?

-What instruments did you use, if any (e.g. survey, standardized test)?

-How did you measure your variables?

-What did you do?

-What statistical procedures were used?

Results (1-2 pages)

-Describe the findings of the statistical procedures.

Discussion/Conclusion (1-2 pages)

-How do your findings relate to what you found in the literature review?

-What are the implications/applications of your findings?

Appendix (optional)

-Include all instruments

References

- Include an APA reference for all sources you cited
- Only cite what you reference and reference what you cite

Reflection (1 page)

-Each member of the group needs to submit this section individually

-Students who worked alone do not need to include this section

-How did you feel the experiment went?

-What went well, and what did not go well?

-What was your contribution to the project?

-What were your group members' contributions?

-Did your group work well together?

Presentation

● ● ●

-Each group must present a visual display of the major findings of their experiment.

-Presentations should not merely give listings of research findings, but rather synthesize these findings into meaningful "take home messages."

-Each group should be prepared to briefly summarize their findings to the group.

Grading Rubric

Total Possible Points

Notification of topic choice   12

     -Informed instructor of group members and topic on time

Introduction   36

     -Correct length

     -Clearly synthesizes previous research

     -States research question

     -States hypotheses

     -Writing Style

          - Clear organization of ideas in paper

          - Sentence structure

          - Grammar, spelling, etc.

          - Overall flow of paper

     -APA Formatting

          - Student gave proper citations

          -APA formatting was used appropriately

Methods   36

     -Correct length

     -Clearly describes methods used

     -Writing Style

          - Clear organization of ideas in paper

- Sentence structure

- Grammar, spelling, etc.

- Overall flow of paper

-APA Formatting

- Student gave proper citations

-APA formatting was used appropriately

Results 36

-Correct length

-Clearly describes findings

-Writing Style

- Clear organization of ideas in paper

- Sentence structure

- Grammar, spelling, etc.

- Overall flow of paper

-APA Formatting

- Student gave proper citations

-APA formatting was used appropriately

Discussion/Conclusion 36

-Correct length

-Makes connection to lit review

-Describes implications/applications

-Writing Style

- Clear organization of ideas in paper

- Sentence structure

- Grammar, spelling, etc.

- Overall flow of paper

• • •

-APA Formatting

      - Student gave proper citations

      -APA formatting was used appropriately

Personal Reflection   12

      -Correct length

      -Describes personal contribution

            -Contributed significantly to project

      -Describes peer contribution

      -Describes group dynamic

      -Reflection on project

Final Paper   *36*

Presentation   *36*

      -Synthesis of material

      -Clear understand of material

      -Clear display of material

      -Professional

Total Possible Points   240

• • •

Assessment Rubric Annual Assessment Report					
Assessment Component	**Assessment Reflects Best Practices**	**Assessment Meets the Expectations of the University**	**Assessment Needs Development**	**Assessment is Inadequate**	**Comments:**
Learning Outcomes	☐ Posted measurable program learning outcomes (objectives) ☐ All outcomes are developed and include a mix of assessment measures.	☐ Measurable program learning outcomes. ☐ Learning outcomes are clearly articulated.	☐ Program learning outcomes have been identified and are somewhat measurable	☐ Program learning outcomes are not clear or measurable	
Assessment Measures	☐ Multiple measures are used to assess a student-learning outcomes. ☐ Rubrics or guides used are provided. ☐ All measurements are clearly described.	☐ Specific measures are clearly identified ☐ Measures relate to program learning outcomes. ☐ Measures can provide useful information about student learning.	☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear. ☐ No assessment measures are established.	

Assessment Results	☐ All learning outcomes are assessed annually; or a rotation schedule is provided. ☐ Data are collected and analyzed to evaluate prior actions to improve student learning. ☐ Standards for performance and gaps in student learning are clearly identified.	☐ A majority of learning outcomes assessed annually. ☐ Data collected and aggregated are linked to specific learning outcome(s). ☐ Data are aggregated in a meaningful way that the average reader can understand. ☐ Standards for student performance and gaps in student learning are recognized.	☐ Data collected and aggregated for at least one learning outcome (objectives). ☐ Data collection is incomplete ☐ Standards for student performance and gaps in student learning are not identified.	☐ Learning outcomes are not routinely assessed. ☐ Routine data is not collected. ☐ N/A Program is too new to have collected assessment data.	Students met all objectives that were course based limiting this discussion.
Assessment Component	**Assessment Reflects Best Practices**	**Assessment meets the expectations of the University**	**Assessment needs Development**	**Assessment is Inadequate**	**Comments:**
Faculty Analysis and Conclusions	☐ All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning	☐ Program faculty receive annual assessment results and meet to discuss assessment results. ☐ Specific conclusions about student learning are made based on the available	☐ Some program faculty receive annual assessment results ☐ Faculty input about results is sought	☐ Faculty input is not sought. ☐ Conclusions about student learning are not identified. ☐ N/A Program recently	

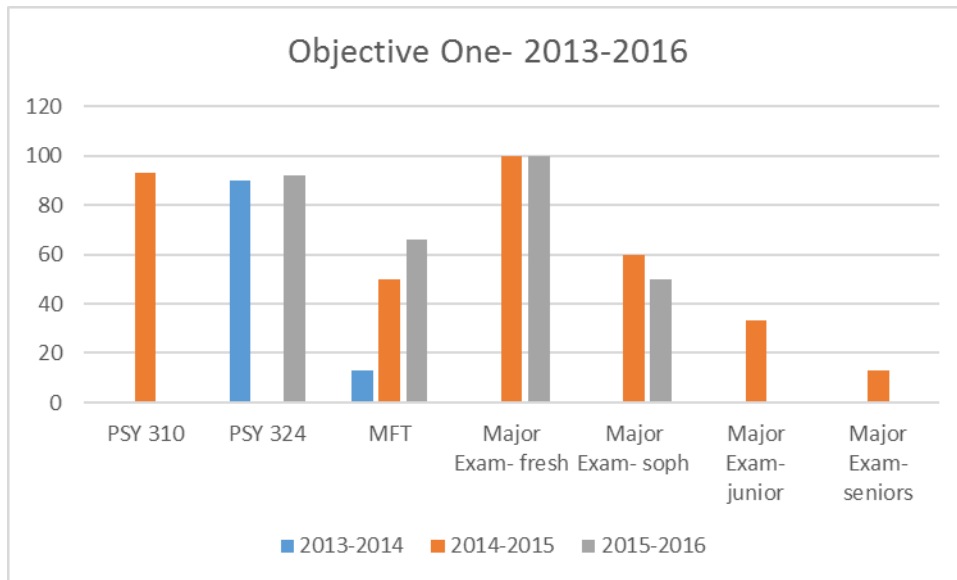|					
	outcome. □ Includes input from adjunct faculty. □ Includes input from outside consultant.	assessment results.		started or too few graduates to suggest any changes.	
Actions to Improve Learning and Assessment	□ A comprehensive understanding of the program's assessment plan and suggestions for improvement. □ Clearly stated adjustments in curriculum as a result of assessment data.	□ Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. □ Description of action includes a timetable for implementation and identifies who is responsible for action □ Actions are realistic, with a good probability of improving learning or assessment.	□ At least one action to improve learning or improve assessment is identified. □ Adjustments to the assessment plan are proposed but not clearly connected to data □ Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	□ No actions are taken to improve student learning. □ Actions discussed are not connected to data results or analysis. □ N/A Program recently started or too few graduates to suggest any changes.	No discussion of immediate changes as the program wishes to collect additional data.

Additional Comments:

Dr. Sturgis and I are working on a way to follow the persistence trends of students. That information should assist you all in following the flow of students in the major.

For Objective 1, one of the listed benchmarks is the student senior presentation, but I only see data on the MFT and the research paper? The report was well written and easy to follow, thank you. The supplemental information was beneficial to understanding the assessment.
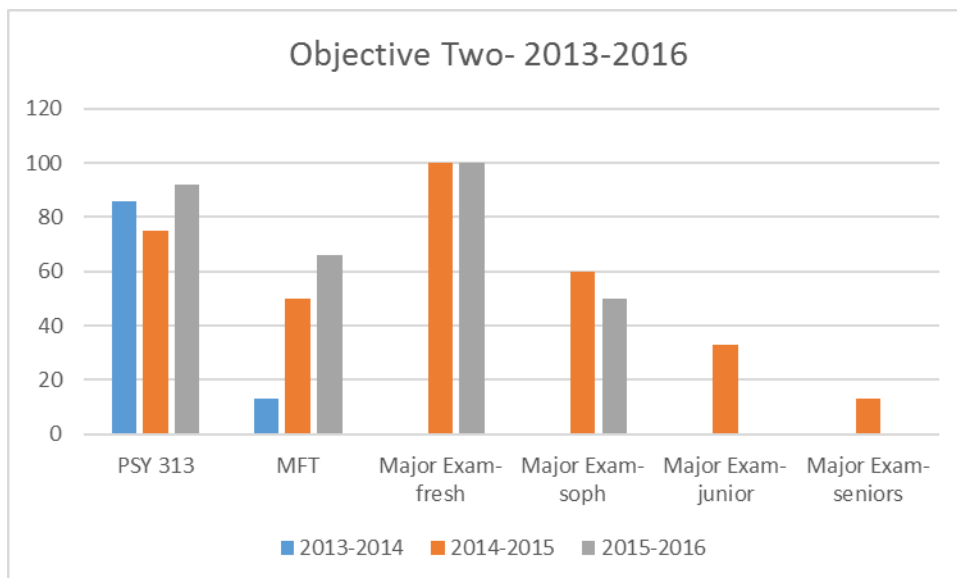
The program might want to start to look at longitudinal data on the MFT and see if there are any trends that can be determined. I know that more data is needed, but that might be an action for the next academic year?

Objective One- 2013-2016

*Percentage above the proficient level in PSY 310 and PSY 324
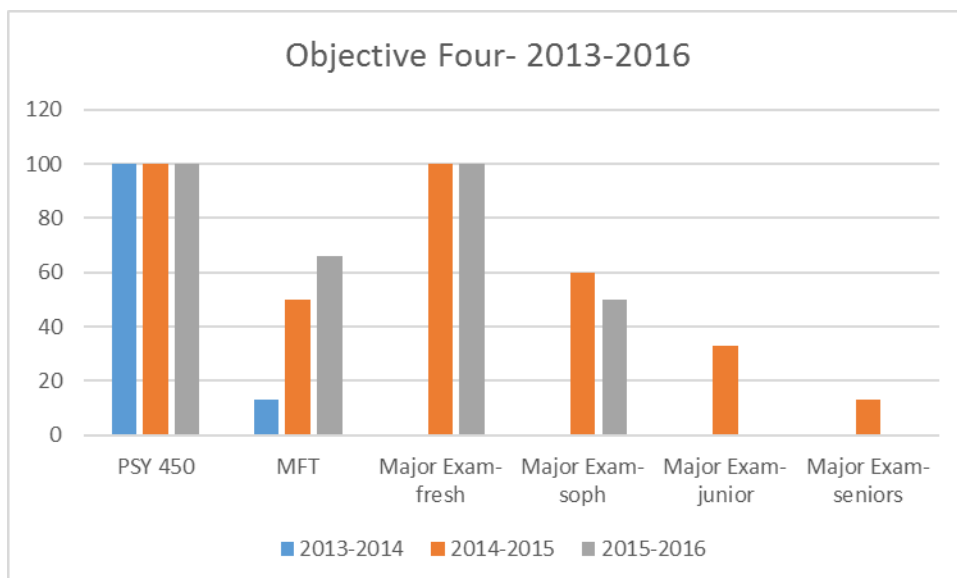**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%

Objective Two- 2013-2016

*Percentage above the proficient level in PSY 313
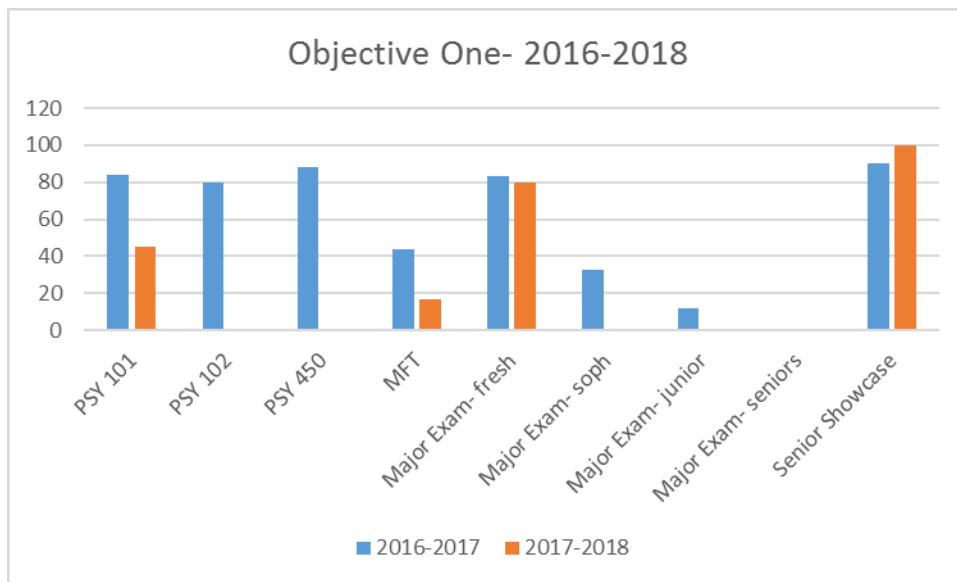**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%

Objective Three- 2013-2016

*Percentage above the proficient level in PSY 101 and PSY 102
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%

Objective Four- 2013-2016

*Percentage above the proficient level in PSY 450
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%
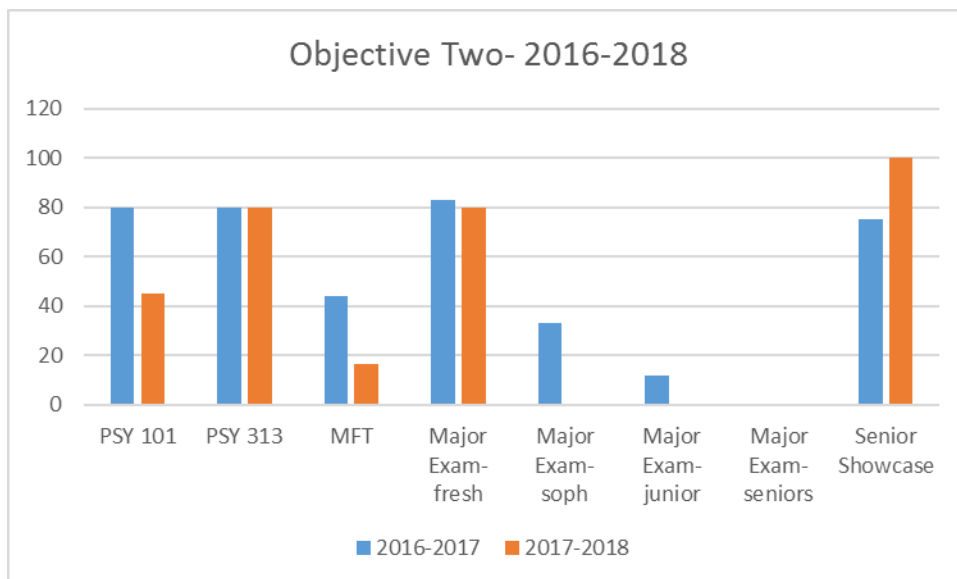
Objective One- 2016-2018

	PSY 101	PSY 102	PSY 450	MFT	Major Exam- fresh	Major Exam- soph	Major Exam- junior	Major Exam- seniors	Senior Showcase

Legend: ■ 2016-2017 ■ 2017-2018

*Percentage above the proficient level in PSY 101, PSY 102 and PSY 450
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%
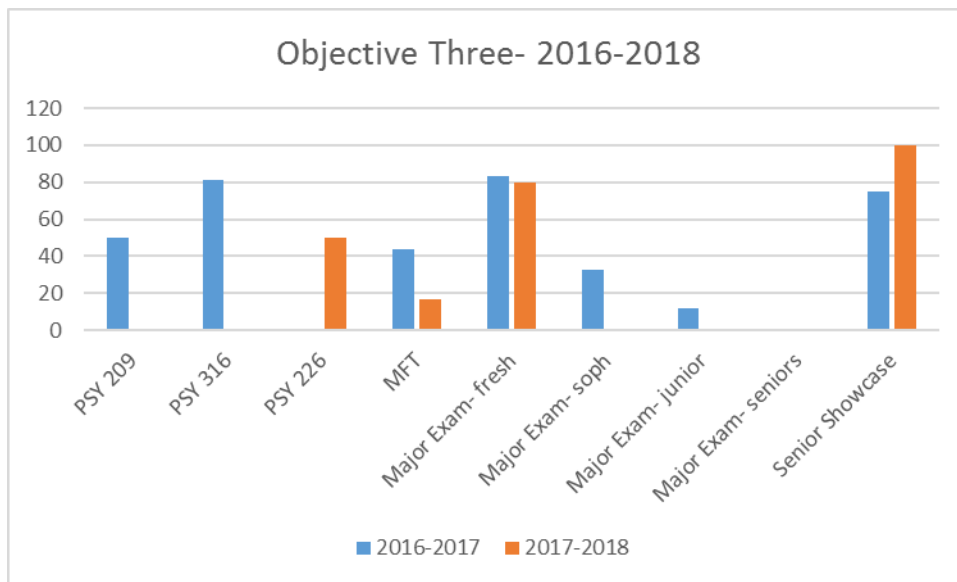****Percentage that were above proficient on the senior showcase presentation

Objective Two- 2016-2018

	PSY 101	PSY 313	MFT	Major Exam-fresh	Major Exam-soph	Major Exam-junior	Major Exam-seniors	Senior Showcase

Legend: ■ 2016-2017 ■ 2017-2018

*Percentage above the proficient level in PSY 101 and PSY 313
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%
****Percentage that were above proficient on the senior showcase presentation

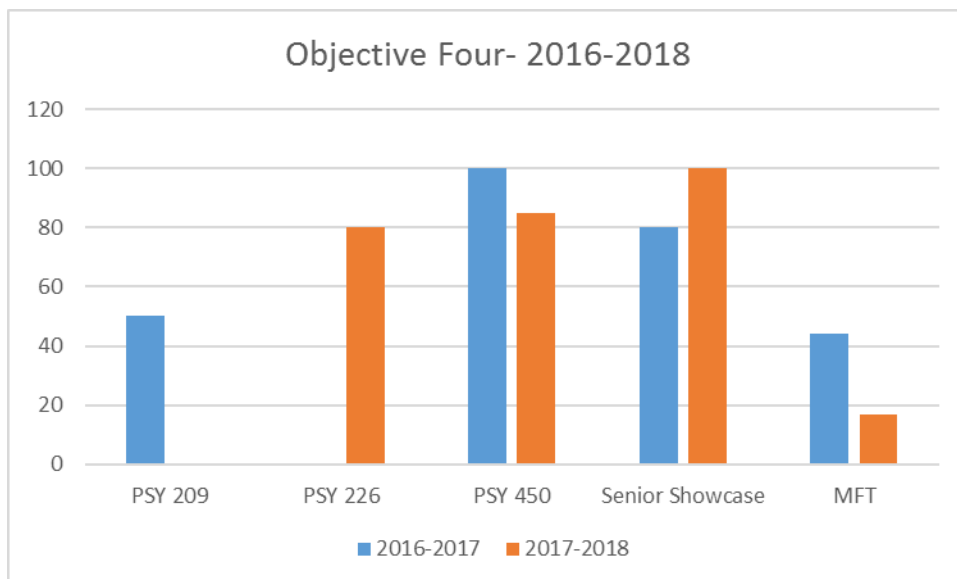**Objective Three- 2016-2018**

*Percentage above the proficient level in PSY 209, PSY 316 and PSY 226
**Percentage that met the top 50th percentile on the MFT
***Percentage that met the benchmark for the Major Exam- Freshman above 36%, Sophomores above 64%, Juniors above 75%, Seniors above 85%
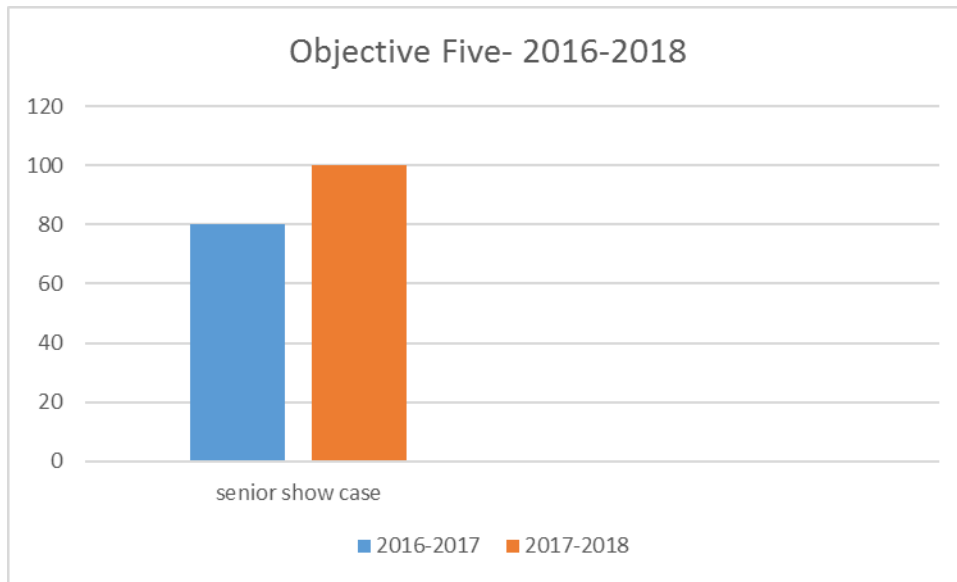****Percentage that were above proficient on the senior showcase presentation

Objective Four- 2016-2018

*Percentage above the proficient level in PSY 209, PSY 450 and PSY 226
**Percentage that met the top 50th percentile on the MFT
****Percentage that were above proficient on the senior showcase presentation

Objective Five- 2016-2018

****Percentage that were above proficient on the senior showcase presentation