

Psychology Department
Annual Progress Report, 2008 - 2009

This annual progress report covers the department's assessment efforts from Fall, 2008, through Spring, 2009. The student learning outcomes on which we based our assessment this year were from the new student learning outcomes that we identified in May, 2008. Although our data for Fall, 2008, were destroyed in the Tea fire, we were able to collect data during Spring, 2009, semester. In addition, we worked on streamlining our student learning outcomes at our May, 2009, meetings, per the Director of Assessment's suggestions. Two faculty members also attended a WASC psychology assessment workshop in May (before our department meetings) and that also informed our changes.

I. Mission Statement and Student Learning Outcomes

A. Mission Statement

The mission of the Westmont psychology department is to develop its students and faculty within a Christian liberal arts context so that they may transform themselves and their worlds for God's glory and the purposes of his Kingdom. To this end we provide high-quality undergraduate education to students in the academic field of scientific psychology and opportunities for high-quality scholarship and professional development for both faculty and students.

Our primary goals for both students and faculty are similar:

1. to become thoughtful individuals who can critically integrate the methods and content of the academic fields of psychology with other disciplines across the sciences, with other disciplines across the academy more broadly, and with the Christian faith; and
2. to positively influence our communities and world through basic and applied research, through careers in applied psychology, and through the application of the psychological knowledge and skills.

B. Student Learning Outcomes and Benchmarks Updated by the Department in May, 2009 (see department meeting minutes, shared drive, Hanalei/PsychDeptShare/PsychDept/Dept Meetings/DeptMtg5-19-09.doc and DeptMtg5-20-09.doc)

These SLOs were modified in the May, 2009, meetings of the department. In the previous SLOs, "faith" appeared in three of them. It was decided in our meetings that that was confusing and not helpful for assessment, so "faith" deleted from the Knowledge Base and Applications SLOs. We also streamlined the benchmarks for the SLOs. Rather than 4 to 6 benchmarks for each SLO, there are now 3 to 4 benchmarks.

1. **Knowledge Base.** Students will be able to articulate both (a) the structure of the academic discipline of psychology and (b) the key elements of content within a wide variety of areas within psychology, integrating them with each other. Students will also be familiar with career/vocation options in psychology and psychology-related fields.
2. **Scientific Research Methods and Skills.** Students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.
3. **Written and Oral Communication Abilities.** Students will be able to write and speak in genres appropriate to the academic discipline of psychology.
4. **Values and Character.** Students will value, appreciate, and welcome, through understanding and demonstrative action:
 - a. *scientific methods.* Students will see empirical, evidence-based methods as essential and as complementary to other methods of knowing.

- b. *ethics*. Students will be committed to high ethical standards, including professional, discipline-specific domains and their own personal lives.
 - c. *faith*. Students will be able to articulate the interactions between psychology and faith.
 - d. *openness to experience*. Students will understand the importance and desirability of a diversity of experiences, perspectives, and backgrounds (including ethnic, sociocultural, and gender diversity). They will embrace ambiguity, being comfortable without closure or black-and-white answers, and valuing questions as much as answers.
5. **Applications**. Students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include:
- a. *personal* (personal development, relationships, personal experience, etc.)
 - b. *community and societal/global concerns and issues*
 - c. *integration with other academic disciplines*

Table 1. Benchmarks for Psychology Department Student Learning Outcomes

Student Learning Outcome	Benchmarks			
	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
Knowledge Base	Unaware of structure, key elements, and career options	Can identify, with prompting structure, key elements, and career options	Can recognize and/or articulate structure, key elements, and career options	Can creatively, imaginatively, and articulately describe structure, key elements, and career options
Scientific Research Methods and Skills	Can neither recognize nor describe basic methods and skills	Recognizes and/or describes a minimal set of basic methods and skills; can apply learned skills under identical situations	Recognizes, describes, and implements a variety of methods and skills	Recognizes, creatively and imaginatively describes, and flexibly implements a wide variety of methods and skills
Written and Oral Communication	Can recognize only some standard APA genres; weak and/or stylistically inappropriate writing and speaking proficiency	Can recognize standard APA genres; minimally proficient writing in some genres; can speak in a minimally proficient way on discipline-related topics	Can recognize and write in standard APA genres; can speak appropriately and professionally on discipline-related topics	Writes proficiently in all standard APA genres; can speak confidently, professionally on discipline-related topics; adjusts presentations to audience
Values and Character	Is generally averse to or unaware of scientific methods, ethics, faith, diversity/variability, or ambiguity	Minimally tolerates and understands scientific methods, ethics, faith, diversity/variability, or ambiguity	Tolerates, appreciates, and understands scientific methods, ethics, faith, diversity/variability, or ambiguity	Embraces and values, through nuanced understanding and demonstrative action, scientific methods, ethics, faith, diversity/variability, or ambiguity
Applications	Generally fails to apply psychological principles, knowledge, skills appropriately	Minimally applies psychological principles, knowledge, skills in limited variety of situations	Applies psychological principles, knowledge, skills in a variety of situations	Creatively and imaginatively applies psychological principles, knowledge, skills in a wide variety of situations

TABLE 2. Benchmarks for *Knowledge Base Student Learning Outcome*

<i>Student Learning Outcome</i>	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Structure & Subdisciplines of Psychology</i>	Shows little awareness of subdisciplines or connections among those subdisciplines	Recognizes some major traditional subdisciplines of psychology and the connections among them	Can describe major traditional subdisciplines of psychology and the interrelations among them	Can creatively and thoughtfully describe a wide variety of traditional and emerging subdisciplines of psychology and the relationships among them
<i>Key Content Elements</i>	Recognizes few of the core concepts, theories, classic experiments, and historical milestones of psychology	Recognizes some core concepts, etc., in a small number of areas of psychology	Can describe major core concepts, etc., in several areas of psychology	Can articulate a wide variety of core concepts, etc., with depth and clarity
<i>Career/Vocational Options</i>	Is generally unaware of career or graduate school options for psychology majors	Recognizes primary career and graduate school options for psychology majors	Can describe a wide variety of career and graduate school options for psychology majors	Can describe a wide variety of career paths inside and outside of psychology appropriate for psychology majors

TABLE 3. Benchmarks for *Scientific Research Methods and Skills* Student Learning Outcome

<i>Student Learning Outcome</i>	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Statistics</i>	Cannot recognize, describe or interpret basic descriptive and inferential statistics	Recognizes, describes, and interprets basic descriptive statistics	Can apply learned skills under identical situations, but is still learning to apply appropriate inferential statistics	Recognizes, describes, understands, and interprets inferential and descriptive statistics; can implement basic statistical methods
<i>Research Designs</i>	Cannot develop basic research designs; cannot distinguish between different types of variables; unable to recognize confounding variables; cannot operationalize psychological constructs	Can develop and apply basic research designs under identical situations; can identify confounding variables and operational definitions with guidance	Can develop and apply basic research designs; can distinguish between different types of variables; able to recognize confounding variables; can operationalize psychological constructs	Develops innovative and elegant research designs; can develop complex designs and operational definitions when appropriate
<i>Research Questions and Hypotheses</i>	Unable to glean research questions from theory; unable to translate questions into hypotheses	Able to glean unoriginal research questions from theory; able to translate questions in to hypotheses within familiar situations with guidance	Able to integrate interesting and original research questions with theory; able to create hypotheses from these questions.	Integrates creative, thoughtful and original research questions with theory; can compose creative hypotheses from these questions

TABLE 4. Benchmarks for *Written and Oral Communication* Student Learning Outcome

<i>Student Learning Outcome</i>	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Writing within the Discipline</i>	Does not know the differences among different genres in the discipline; unable to write within the required genre	Has some understanding of how the genre differs from the others; paper can be written with direction but lacks clear organization	Understands how the genre differs from the others; is concise and focused in presentation; is organized appropriately; the proper information is in the proper sections	Understands how the genre differs from the others; paper is well-written and creative; uses summation, evaluation, synthesis, and analysis; is appropriate to the audience
<i>Speaking within the Discipline (e.g., poster, ppt)</i>	Presentation is missing critical information or unorganized; presenter is unprepared, and cannot answer questions coherently	Presentation is missing some information, rambling, and is too informal; presenter shows lack of preparation, and has difficulty answering questions	Professional presentation but is overly detailed or missing minor information; presentation is informative, and presenter answers questions adequately	Presentation is professional: content is well-organized, not overly detailed and displayed aesthetically; presentation is informative and coherent; presenter is prepared, poised and confident
<i>Basic APA Style/Formatt ing</i>	Does not recognize APA formatting; style does not conform to APA standards	Is aware of APA formatting and style but does not apply it consistently	Generally uses APA formatting and style; misses details	All papers are formatted appropriately even in the details; creatively and fluidly writes in APA style; values APA as a way of thinking, not just writing

TABLE 5. Benchmarks for *Values and Character* Student Learning Outcome

<i>Student Learning Outcome</i>	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Scientific Methods</i>	Is generally averse to or unaware of scientific methods	Minimally tolerates and/or understands scientific methodology, including the value of empirical, evidence-based methods	Tolerates, appreciates, and understands the essential nature of scientific methods and the value of empirical, evidence-based methods	Embraces and values scientific and empirical, evidence-based methods through demonstrative action and nuanced understanding. This includes understanding and appreciating how these methods are complementary to other methods of knowing.
<i>Ethics</i>	Is generally averse to or unaware of professional ethics	Minimally tolerates and understands professional ethics, with a minimal commitment to ethical standards	Tolerates, appreciates, and understands professional ethics, with an adequate and appropriate commitment to ethical standards	Embraces and values professional ethics through nuanced understanding and demonstrative action. This includes a strong commitment to ethical standards in professional domains
<i>Faith</i>	Is generally averse to or does not value the interaction between psychology and faith	Recognizes a small number of traditional areas of interaction between psychology and faith	Can articulate many areas of interaction between psychology and faith	Thoughtfully and critically articulates a wide variety of interactions between psychology and faith
<i>Openness to Experience</i>	Is generally averse to or unaware of the value of ambiguity and/or differences in experiences, perspectives, and backgrounds	Minimally tolerates and understands, with minimal comfort, the importance and value of ambiguity and/or differences in experiences, perspectives and backgrounds	Tolerates, appreciates, and understands the importance and value of ambiguity and/or differences in experiences, perspectives and backgrounds	Embraces and values ambiguity and/or differences in experiences, perspectives and backgrounds through nuanced understanding and demonstrative action. This includes understanding the importance and desirability of those differences.

TABLE 6. Benchmarks for *Applications* Student Learning Outcome

<i>Student Learning Outcome</i>	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Personal</i>	Generally fails to examine personal development, experiences, and relationships in light of psychological knowledge	Has a minimal awareness of ways in which psychological principles applies to personal life, experiences, and relationships	Is aware of ways in which psychological principles apply to personal life in order to grow in self and in relationships with others	Is psychologically insightful and applies psychological knowledge and principles to personal development and growth
<i>Community and Society</i>	Is unaware of ways in which psychological knowledge and skills can be applied to help those in one's community and society	Has an awareness that psychological principles can be applied and used to effect change in one's community and society	Appreciates and begins to apply psychological principles to bring about change in one's community and society	Creatively, effectively, and appropriately uses psychological knowledge and skills to promote growth and positive change in one's community and society
<i>Integration of other Academic Disciplines</i>	Generally fails to make connections between psychology and other academic disciplines	Is beginning to make connections between psychology and other academic disciplines	Connects and integrates psychology with other academic disciplines and sees ways in which psychology informs other disciplines and vice versa	Creatively and effectively connects, recognizes, and applies psychological principles to other academic disciplines

C. Data Collection for Student Learning Outcomes

The following SLOs were assessed during Spring, 2009:

1. Knowledge Base: *Career and Vocational Options*

One faculty member invited the Office of Life Planning to come in for one two-hour class of PSY 196, Capstone Senior Practicum, to talk about career options in psychology. As part of this, the students had to complete the Myers-Briggs and the Strong-Interest Inventory. The data at this point are the 12 students' attendance and completion of these inventories.

This is a useful input whose effects we can evaluate in future years, when we have seniors complete the exit survey (to be developed) or when we assess alumni career choices in an alumni survey.

2. Written and Oral Communication Abilities: *Speaking within the Discipline*

- a. As the result of research in PSY 192, Individual Research in Psychology ($n = 6$), there were 8 student research poster presentations. Two were presented at the International Neuropsychology Society Annual Convention, one at the American Psychological Association's Annual Convention, one at the UCLA Research on Aging Convention, three at Westmont's Summer Research Celebration, and one at the Westmont Student Research Symposium in the Spring.
- b. In PSY 196, Capstone Senior Practicum ($n = 11$), the average grade of the students on their oral case and topical presentations was a 92.36 (range was from 87 to 95). This presentation had to be presented in Powerpoint, last approximately 50 minutes, and include both a case presentation of a client and a topical presentation of a clinical syndrome related to their practicum site, such as autism, schizoaffective disorder, etc.
- c. PSY 013 (Experimental Psychology) and PSY 198 (Capstone Senior Research) students' presentation skills were assessed at the Westmont Research Symposium, Spring, 2009, using 5 criteria based on the benchmarks in Table 4, above. For each criterion, the ratings ranged from 1 to 5, with the best score indicated in parentheses after the criterion. See the Appendix for the rubric used. The criteria and means are as follows for each course:

	PSY 013 ($n = 29$)	PSY 198 ($n = 2$)
Presentation of poster (5)	4.09	4.88
Informativeness (3)	3.18	3.50
Presenter preparedness (5)	4.00	5.00
Presenter's ability to answer questions (5)	3.86	5.00
Presenter's dress (5)	4.95	4.62

On 3 of the criteria, the PSY 198 students performed better than the PSY 013 students, which is to be expected and hoped for, if senior students are more experienced and familiar with presentation. The fact that PSY 198 students are slightly more detailed in their presentations (Informativeness), compared to PSY 013 is understandable given their level of expertise, but suggests that they may need some guidance to make the presentations more readable. In addition, the PSY 198 students may have taken a more casual approach to the symposium, as suggested by their slightly lower ratings in Presenter's Dress.

Evaluating the evidences collected this year, there was some learning occurring between the sophomore level PSY 013 and the senior level PSY 198. By the time they are seniors, our students seem have pretty well-developed oral presentation skills within the discipline. Their classroom presentations are evaluated at a high level ($M = 92.36$ in PSY 196). In addition, students are able to successfully submit and present their research at local, regional, and national conferences. Some aspects of their presentation skills could use further development, namely, Informativeness and Dress.

3. Written and Oral Communication Abilities: *Basic APA Style and Formatting*

- a. In PSY 001, General Psychology, three papers are assigned throughout the semester, whose purpose is to teach, and allow the students to practice, APA style and formatting. In two sections of PSY 001, one in the Fall and one in the Spring, the mean scores that were attained for each of the three papers were as follows:

	APA Summary	APA Review Paper 1	APA Review Paper 2
Fall 2008 ($n = 43$)	89.45	90.59	95.94 (post fire)
Spring 2009 ($n = 41$)	86.18	88.73	87.90
Across both courses	87.82	89.66	91.92

From these scores, it is clear that there is some development in the classes' performance on these assignments over the course of the semester, indicating increased knowledge and familiarity with APA style and formatting.

- b. In PSY 013, Experimental Psychology ($n = 29$), the growth in students' knowledge of APA style was also assessed. On the first and last days of class, students completed a 10-item, multiple choice quiz. This quiz was vetted by the department. The post-test was administered in the context of a larger final exam. The mean for the pre-test was 67.5% and the mean for the post-test was 87.4%. A paired samples t-test revealed that the means were significantly different, $t(28) = -7.204$, $p \leq .001$. So students' knowledge of APA style, as assessed by the pre- and post-tests, significantly increased over the course of the semester.

Taking the evidences of PSY 001 and PSY 013 together, students are learning many aspects of APA style and formatting in PSY 001, but it is also evident that they learn even more in the PSY 013 class, where they get additional teaching and opportunities to practice APA style and formatting.

4. Values and Character: *Openness to Experience*

In PSY 131, Abnormal Psychology, students responded to the question of whether the course had "expanded your ideas/conceptions regarding diversity" at the end of the semester. They were also asked to describe specifically how the course had accomplished this goal. The instructor then rated these latter responses using the benchmarks in Table 5, above (Underdeveloped, Developing, Effective, and Distinguished). Twenty-eight of the 29 students replied that the course had expanded their conceptions of diversity, and the mean rating of their descriptions was "effective," with a range from "developing" to "distinguished." None of the students' responses were rated "undeveloped."

These self-report data show that, in this sophomore-level course, students perceive themselves as generally becoming more aware of diversity issues and open to those issues.

5. Values and Character: *Integration of the Christian Faith*

In PSY 150 ($n = 6$), Seminar in Clinical Neuropsychology, students first read the book *Lying Awake* and were then asked to compose a paper that used the book to explore their thoughts about the relationship between faith and neuropsychology, including the challenges that neurology poses to one's faith and the conflict or similarities between spirituality and medicine in the way these areas understand and treat different neurological conditions. The average grade of the students on this paper, which reflected their ability to integrate neuropsychology with the Christian faith, was a 94.17 (range was 90 - 95).

The analyses required for this assignment in a sophomore-junior level course, show that students are very well able to think carefully about the interactions between faith and science, particularly in neuropsychology.

6. Applications: *Personal*

- a. Students in PSY 140, Theories of Personality ($n = 22$), completed two assignments. The first was a Counter-Personality Assignment that required that they complete an experience or activity that is contrary to the way they experience or see themselves, and then compose a paper describing their reactions and how the experience or activity was counter to their personality. Their average grade on this assignment was a 94.45 (range was 90 - 95).

The second assignment involved composing 6 letters that revealed different aspects of their personality as they relate to different theories of personality discussed in class. The average grade was 94.28 (range was 88 - 95).

- b. In PSY 141, Fundamentals of Clinical and Counseling Psychology ($n = 22$), students had to write a paper exploring their journey toward the field of psychology, including what led them to study clinical psychology, the relationships and experiences that affected their journey and papers, and their strengths and weaknesses as potential therapists. The average grade on this assignment was 94.55 (range was 90 - 95).

Students have learned by the time that they take these two junior/senior level courses how to apply what they have learned in their psychology courses to themselves and are able to articulate how they perceive and evaluate themselves.

D. Data Collection for the College's Learning Outcomes: Senior Interviews

The College learning standards overlap with the department's student learning outcomes, but the senior interview information is presented here, all together, so it is easier to see the patterns in the data from this source.

Five senior psychology majors were interviewed. Below are listed the mean final self-ratings and the mean differences between their first and final self-ratings.

<u>College Learning Standard</u>	<u>Final Self-Ratings</u>
Christian Orientation	8.2
Critical-Interdisciplinary Thinking	7.4
Diversity	8.6
Active Societal and Intellectual Engagement	8.4
Written & Oral Communication	7.6
Research & Technology	8.0
	<u>Differences</u>
Christian Orientation	3.8
Critical-Interdisciplinary Thinking	3.6
Diversity	4.2
Active Societal and Intellectual Engagement	4.0
Written & Oral Communication	3.2
Research & Technology	4.4

On three of the four highest rated standards, Diversity, Active Societal and Intellectual Engagement, and Research & Technology, students also rated these as the standards on which they changed the most. On two of the standards, it looks like they might appreciate or need additional development: Critical-Interdisciplinary Thinking and Written & Oral Communication, since they didn't think they grew as much in those areas and those final ratings are a little lower than the final ratings on other standards. Finally, Christian Orientation was a standard in which they thought they grew a lot and on which they rated themselves quite low when they began Westmont.

For many of the students, the Urban Program and Practicum were very influential in their growth. In addition, other courses in psychology and courses in biology, chemistry, English, religious studies, sociology, and anthropology were influential.

Data Storage: All electronic data are stored on myfiles.westmont.edu/psychology/programreview. All paper data are stored in the psychology department and can be accessed by request from the secretary.

IV. Data for Program Review

Profile of Full-Time Faculty

Faculty Member	Date hired	Gender	Ethnicity	Rank	Tenure status	Teaching Load		# advisees	Other dept'l responsibilities
						Lower division	Upper division		
Christena Cleveland	Aug-08	F	African American	Asst. Professor	Not tenured	1	1	0	Departmental Chapel
Tom Fikes	Aug-98	M	Caucasian	Professor	Tenured	1	3	17	Co-chair Preview Days Departmental Chapel
Andrea Gurney	Aug-05	F	Caucasian	Asst. Professor	Not tenured	0	4	29	Departmental Chapel
Steve Rogers	Aug-06	M	Caucasian	Asst. Professor	Not tenured	2	4	27	Psi Chi Induction Phi Kappa Phi Induction Departmental Chapel
Brenda Smith	Aug-89	F	Caucasian	Professor	Tenured	1	4	30	Attend WASC Workshop for Psychology Co-chair Program Review Psi Chi Faculty Advisor Psi Chi Inductions Diversity Specialist Departmental Chapel Attend WASC Workshop for Psychology

Profile of Part-Time Faculty

Faculty Member	Date Hired	Gender	Ethnicity	Number of hours		Total hours for the dept	Proportion of Total Departmental Hours
				Lower Division	Upper Division		
Michelle Hardley	Sep-02	F	Caucasian	12	0	12	0.100

Faculty Sandwich Information for Christena Cleveland. Year: 2008 - 2009

Date of hire: August 2008
 Ethnicity: African American
 Rank: Asst. Professor
 Tenure status: Not tenured
 Teaching Load: One-third time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 122 PSY 192	20 2	0	Department Chapel
Spring	PSY 013 PSY 192	31 4	0	
Average load	2 courses			
Mayterm	PSY 001			
Independent S.	PSY 192 (F & S)	6		

Research Update (include for instance publications, papers, research in progress):

I spent much of last year collecting follow-up data that would enable journal article submission during the summer. I was able to submit four articles (two as first author) and collect significant data for several other papers that are currently "in prep." I spent this past summer writing and plan to devote next summer to writing and dissemination. I have been collaborating with researchers at the University of Kent in the U.K., London South Bank University in the U.K., and UCLA and plan to continue these collaborations. My colleague at London South Bank University, Dr. Daniel Frings, and I are currently writing a grant application that will fund an investigation of team motivation in the context of the London 2012 Olympic games.

Last, I have written over half of a book on group processes within the church. In this book, I utilize social psychological theory to help readers understand why divisions exist within the church and how we can overcome the divisions to become one. I have been in contact with Intervarsity Press for several months and am currently in the

process of acquiring a book contract. (My proposal and writing sample has successfully passed through several steps and needs the approval of one final committee. The editor with whom I have been working is optimistic.)

Faculty Sandwich Information for Andrea Gurney. **Year: 2008 - 2009**

Date of hire: August 2005

Ethnicity: Caucasian

Rank: Asst. Professor

Tenure status: Not tenured [Completed successful **mid**-tenure review 2008]

Teaching Load: Two-thirds-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 115 PSY 196	26 4	21	Department Chapel
Spring	PSY 115 PSY 131 PSY 194	22 34 1	22	
Average load	2.5 courses			
Mayterm	N/A			
Independent S.	PSY 194	1		

Research Update (include for instance publications, papers, research in progress):

Gurney, A. G., & Rogers, S.A. (August, 2008). *Object Relations and Spirituality: Revisiting a Clinical Dialogue*. Paper presentation at the American Psychological Association Annual Conference, Boston, MA.

Milner, C., & Gurney, A. G. (November 2008). *Pathway to Resilience: Utilizing a developmentally appropriate skills-based sports program with children in a post-disaster environment*. Poster presentation at the International Council of Sport Science and Physical Education.

Reviewer for *International Journal of Psychology of Religion*

Gurney, A. G. (in print). Discipline entry: Counseling psychology. *Encyclopedia of Science and Religion*.

Faculty Sandwich Information for Steve Rogers. Year: 2008 - 2009

Date of hire: August 2006
 Ethnicity: Caucasian
 Rank: Asst. Professor
 Tenure status: Not tenured.
 Teaching Load: Full-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 001 PSY 141 PSY 150 PSY 192	42 22 6 1	21	Psi Chi Induction Preview Days Department Chapel
Spring	PSY 001 PSY 140 PSY 192 PSY 196	41 22 4 11	32	Preview Days Phi Kappa Phi Induction Attend WASC Conference for Psychology
Average load	4 courses			
Mayterm	N/A			
Independent S.	PSY 192 (F & S)	1, 4		

Research Update (include for instance publications, papers, research in progress):

Publications in Press for 2008-2009 Academic Year

Parsons, T. D., York, P., **Rogers, S. A.**, Rizzo, S. (in press). Virtual reality in pediatric rehabilitation: A critical review. *Developmental Neurorehabilitation*.

Rogers, S. A., & Lowe, D. A. (in press). Neuropsychology. In N. P. Azari & A. Runehov (Eds.), *Encyclopedia of Sciences and Religions*. Germany: Springer.

Journal and Chapter Publications for 2008-2009 Academic Year

- Apostolova, L.G., Thompson, P.M., **Rogers, S.A.**, Dinov ID, Zoumalan C, Steiner CA, et al.(2009). Surface feature-guided mapping of cerebral metabolic changes in cognitively normal and mildly impaired elderly. *Molecular Imaging and Biology*, Advance online publication. doi:10.1007/s11307-009-0247-7.
- Kravitz, J., Kim, J., Faust-Socher, A., **Rogers, S.A.**, & Miller, K. J. Mild cognitive impairment: Current trends for early detection and treatment. In F. Columbus (Ed.), *Alzheimer Disease in the Middle-Aged*. Hauppauge, NY: Nova Science Publishers.
- Paloutzian, R. F., **Rogers, S. A.**, Swenson, E. L., & Lowe, D. A. (2008). Miracle attributions, meaning making, and neuropsychology. In J. H. Ellens, (Ed.), *Miracles: God, Science, and Psychology in the Paranormal (Vol. 2)*. Westport, CT: Greenwood Publishing.
- Rogers, S. A.** (2008). Miracles in the frontal lobes: A neuropsychological approach to the way we make miracle attributions. In J. H. Ellens, (Ed.), *Miracles: God, Science, and Psychology in the Paranormal (Vol. 3)*. Westport, CT: Greenwood Publishing.
- Rogers, S. A.**, & *Risber, E. L.* (2009). *Can we recover religion for those with schizophrenia?* In J. H. Ellens, (Ed.), *The Healing Power of Spirituality: How Religion Helps Humans Thrive (Vol. 3)*. Westport, CT: Greenwood Publishing.

Professional Presentations for 2008-2009 Academic Year

2009

- Duren, M. R., **Rogers, S. A.**, & Lowe, D. A. (2009). *The effect of marital status on verbal memory in older adults*. Poster presented at the 2009 UCLA Conference on Aging, Los Angeles, CA.
- Grant, R. J., **Rogers, S. A.**, & Lowe, D. A. (2009). *Rey-O organization strategy and cognitive impairment among older adults*. Poster presented at the 37th Annual International Neuropsychological Society Convention, Atlanta, GA.
- Lowe, D. A., & **Rogers, S. A.** (2009). *AMNART's utility as a premorbid estimate among Older adults*. Poster presented at the 37th Annual International Neuropsychological Society Convention, Atlanta, GA
- Lowe, D. A., & **Rogers, S. A.** (2009). *The changing face of depression among an aging Population*. Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.
- Lowe, D. A., & **Rogers, S. A.** (2009). *The changing face of depression among an aging Population*. Poster presented at the 2009 American Academy of Clinical Neuropsychology Annual Conference, San Diego, CA.
- Lowe, D. A., & **Rogers, S. A.** (2009). *Do the features of depression change with advancing age?* Poster presented at the 37th Annual International Neuropsychological Society Convention, Atlanta, GA

Lowe, D. A., & **Rogers, S. A.** (2009). *Hemispheric asymmetry, intelligence, and cognitive impairment in older adults*. Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Risher, E. L., **Rogers, S. A.**, & Lowe, D. A. *The impact of gender and cognitive impairment on visuospatial performance*. Poster presented at the 37th Annual International Neuropsychological Society Convention, Atlanta, GA

Rogers, S. A., Grant, R. J., & Lowe, D. A. (2009). *Organizational strategy and cognitive impairment among older adults*. Poster presented at the 37th Annual International Neuropsychological Society Convention, Atlanta, GA.

Rogers, S. A., & Lowe, D. A. (2009). *Can organizational strategy predict cognitive impairment in older adults?* Poster presented at the 2009 American Academy of Clinical Neuropsychology Annual Conference, San Diego, CA.

2008

Balderas, C., & **Rogers, S. A.** (2008). *Hemispheric asymmetry for differentiating cognitive functioning among older adults*. Poster presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.

Bednark, J. G., & **Rogers, S. A.** (2008). *The relationship between subgroups of geriatric depression and executive functions*. Poster presented at the 36th Annual Meeting of the International Neuropsychological Society, Waikoloa, HI.

Daugherty, A., & **Rogers, S. A.** (2008). *The relationship between educational field and cognitive decline with aging*. Poster presented at the 36th Annual International Neuropsychological Society, Waikoloa, HI.

Kraybill, A. E., Rogers, S. A., & Lowe, D. A. (2008). *Subtypes of depression and cognitive functioning among older adults*. Poster presented at the 36th Annual International Neuropsychological Society, Waikoloa, HI.

Lowe, D. A., **Rogers, S. A.**, Kraybill, A. E. (2008). *Depression and interference in verbal and visual memory of older adults*. Poster presented at the 36th Annual International Neuropsychological Society, Waikoloa, HI.

Lowe, D. A., **Rogers, S. A.**, & Paloutzian, R. F. (2008). *The neuropsychology of miracles*. Paper presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.

Risher, E., & **Rogers, S. A.** (2008). *The influence of depression on accuracy of subjective memory complaints*. Poster presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.

Rogers, S. A., & Gurney, A. (2008). *Object relations and spirituality: Revisiting a clinical dialogue*. Paper presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.

Faculty Sandwich Information for Tom Fikes. Year: 2008 - 2009

Date of hire: August 1998

Ethnicity: Caucasian

Rank: Professor

Tenure status: Tenured

Teaching Load: Full-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 001 PSY 125	42 6	18	Department co-chair (F & S) Preview Days Department Chapel
Spring	PSY 111 PSY 124 PSY 192	21 2 1	22	
Average load	2.5 courses			
Mayterm	N/A			
Independent S.	PSY 192 (S)	1		

Research Update (include for instance publications, papers, research in progress):

Soulish bodies: Christian and neuroscientific conceptions of the person. Book manuscript under revision; under contract with Baker Academic.

Faculty Sandwich Information for Brenda Smith. **Year: 2008 - 2009**

Date of hire: August 1989

Ethnicity: Caucasian

Rank: Professor

Tenure status: Tenured

Teaching Load: Full-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 001 PSY 121 PSY 197	26 12 3	22	Department co-chair (F & S) Program Review (F & S) Department Chapel Psi Chi Faculty Advisor (F & S) Psi Chi Induction (2) Diversity Specialist (F & S) Preview Days
Spring	PSY 120 PSY 198	9 2	22	
Average load	2.5 courses			
Mayterm	N/A			
Independent S.	N/A			

Research Update (include for instance publication, papers, research in progress):

Readings in moral development from the Kohlberg/Rest perspective
Sabbatical proposal for research in moral development

V. Time-Line for Completion of the 6-Year Report

The primary task to be accomplished in the next 4 years is to continue assessing our modified student learning outcomes. The next page outlines the work to be done for each outcome; the years in which we plan to assess those outcomes, the courses in and the means by which those outcomes will be assessed; and who is responsible for developing the assessment instrument.

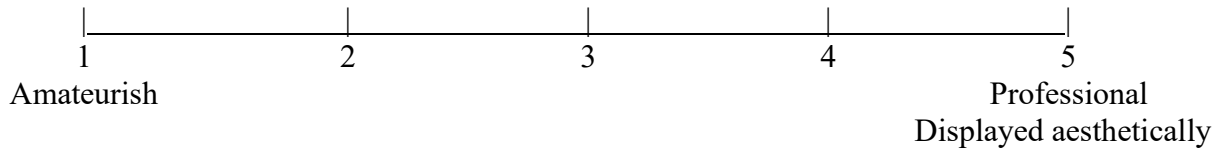
Outline for Completion of the 6-Year Report

Student Learning Outcome	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Courses	Method of Assessment	
Knowledge Base Key Content Elements Integration of Subdisciplines Career/Vocational Options	(X)	X	X	X	Report Due	Pre PSY 1 & Post PSY 111 (All PSY 1s) will be used to assess all knowledge base SLOs	Something like Psych GRE (up to 30 questions)	Andrea and Steve
Research Methods and Skills Statistics Research Designs Research Qs and Hypotheses	X	X	X	X		All seniors PSY 001, 013, all seniors	Online Q for research participation in PSY 1 Pop quiz (013) & Online survey (all srs)	Brenda Christena and Brenda
Written and Oral Communication Writing within the Discipline Speaking within the Discipline Basic APA Style/Format	X	X	X	X		PSY 111 PSY 013, 120, 192, 196, 198 PSY 001 PSY013, all srs. (knowledge)	Rubric dev by all (dept. eval.) Oral present. rubric Paper score--practice Quiz Online survey	Department in Fall Modify (A & S) Done Done
Values and Character Scientific Method Ethics Faith Openness to Experience	X	X	X	X		All Seniors PSY 196, PSY 198 PSY 123 PSY 131	Online survey Add to existg rubrc Need rubric Assignment Assessment	A & S Brenda
Applications Personal Community and Society Integration with other Academic Disciplines	X X (lost)	X X	X X	X X		PSY 140, 196 PSY 122 PSY 111 or all seniors	Assignments Assignment Assignment/test or Online survey	

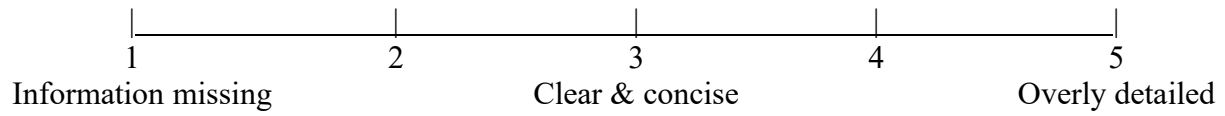
Appendix

Rubric for Poster Presentations

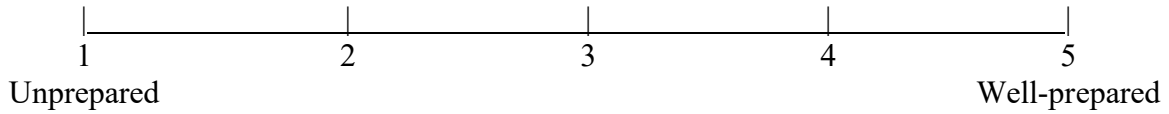
Presentation of Poster



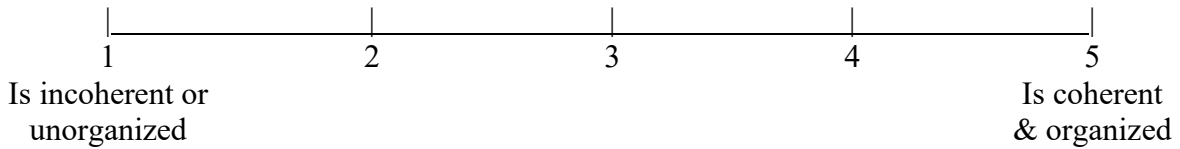
Informativeness



Presenter Preparedness



Presenter's Ability to Answer Questions



Presenter's Dress

