

# Psychology Program Five Year Review; 2012-2013

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## Introduction

### The Internal Context

The Psychology Program is part of the Social Sciences Division at Seaver College, located on the Malibu campus of Pepperdine University. This program grants a Bachelor of Arts degree in psychology. Although the program is also highly related to the Industrial/Organizational Psychology minor and the Social Work minor, the curricular discussion in this review will only address the major.

Although Pepperdine University has had a psychology program since its early years on the Los Angeles campus, it included both a bachelor's degree and a master's degree at that time. When the Malibu campus opened in 1972, the bachelor's program moved to the new campus and became part of the newly-created Seaver College, while the master's program stayed at the Los Angeles campus (later becoming part of the Graduate School of Education and Psychology; GSEP). At that time, the program had three full-time faculty members: Ola Barnett, James Greer, and Wyatt Jones. The faculty offered 19 courses, and a student had to complete at least seven courses to earn a degree; this included three core courses (i.e., Foundations of Psychology, Introduction to Research, and History and Systems of Psychology), one Psychology elective, and one course from each of three different content areas.

During the past 40 years, the program has grown and matured. Currently, there are eight full-time tenured or tenure-track faculty members who have their primary/majority appointment in the Psychology program, and two faculty members who have their primary appointments in a different program but who consistently teach classes for the Psychology program. These faculty members will be discussed in greater detail [below](#).

The curriculum has gone through two large-scale revisions in the past 40 years. The most recent large-scale revision was in 1995, when the faculty adopted guidelines set forth by the American

Psychological Association for Best Practices in Undergraduate Psychology Education; these changes were made in an effort to increase the emphasis on critical thinking and research methodology, and to ensure that every graduating student had been introduced to each of four major core areas of psychology (i.e., individual differences, social/group processes, learning/cognitive principles, and biological principles). The overall substance, structure, and philosophy of the major has not changed in the past 17 years, despite small changes; for example, five courses have been eliminated, five courses have been added, several courses have been renumbered, and (in response to a wide-scale change to the General Education program in 2001) one course (i.e., *Research Methods in Psychology*; PSYC 310) was designated as the required Presentation Skills (PS), Research Methodology (RM), and Writing Intensive (WI) course for the major. The current degree requirements are presented in [Appendix A](#). For the remainder of this report, classes will be referred to by course number, as listed in this appendix.

The final major change to the Psychology program was the development of the Honors Research Program in Psychology, which was instituted in 2009. To participate in this program, students apply during the fall of their junior year. Typically, six or seven students (representing about 10% to 15% of the class) are selected on the basis of their academic success (as indicated by both Psychology GPA and cumulative GPA), career goals, and successful completion of *Foundations of Psychology*, *Introduction to Statistics*, and *Research Methods in Psychology*. The honors program includes three required courses including a two semester *Research in Psychology* in addition to *Intermediate Statistics and Computer Applications*. During the spring of their junior year, students enroll in *Intermediate Statistics* and 3 units of *Research in Psychology* and spend the semester working with the professor of *Research in Psychology*, and a faculty mentor with similar research interests, to review relevant research literature, design an empirical research study, and create and submit a

research proposal to Seaver College's Institutional Review Board. During the fall of their senior year, honors students enroll in 3 units of *Research in Psychology*, to conduct the proposed study, analyze the data, prepare and deliver an oral presentation, prepare a final written report, and submit the final project to either an undergraduate or professional conference. Students who successfully complete both semesters have the designation "Honors in Psychology" on their transcripts and diplomas. Finally, students submit their research for presentation at regional or national professional conferences, and they are urged to submit their final manuscripts for publication in peer-reviewed journals.

### **The External Context**

In developing the curriculum and overall program, the Psychology faculty placed a high priority on recognizing that there are two distinct groups of students within the major: those planning to seek graduate or professional degrees, and those seeking employment in a psychology-relevant field after graduation. Although the necessary knowledge-base of these two groups of students is similar, there are other ways in which the needs of these two groups differ. For example, those seeking admission to graduate school (especially those planning to earn a Ph.D.) are benefitted by engaging in research, especially an independent research project of the type that would result in a presentation at a professional conference; this research experience is invaluable in the highly competitive process of applying to a research-oriented graduate program. On the other hand, those seeking a psychology-related profession at the undergraduate level and those seeking admission to graduate programs in applied psychology are benefitted by internship experiences that allow them to form professional networks and apply their educational experiences to practical professional settings. Research is accumulating to demonstrate the importance of such experiences. For example, a survey of employers conducted by the employer-members of the [National Association of Colleges and Employers](#) showed

that 59% of internships converted into full-time positions. In fact, the [College Employment Research Institute](#) considers an internship to be a “high stakes” experience, because most employers consider an internship to be a requirement before being accepted for an entry-level job, so the internship is now the setting in which most college students begin their career journey. Field work and internship experiences have allowed our students to serve the nearby community in numerous settings. For example, students often fill internships at drug rehabilitation centers, autism treatment programs, rape crisis centers, and child development programs.

### **Mission**

“The mission of the Pepperdine University Psychology Faculty is to prepare students for their academic, professional, and personal futures by providing them with a well-balanced undergraduate education in psychology. As students progress through this educational process, they develop as individuals; acquire the knowledge, skills, and experiences of liberally-educated persons; and learn the principles, theories, methods, ethics, and applications of contemporary psychology. This process occurs in a challenging academic atmosphere characterized by a faculty dedicated to student development, active scholarship, professional activities, and community service.”

This program mission statement is well-aligned with the university’s mission statement: “Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.” Both statements emphasize the importance of service, and the leadership emphasis in the university’s mission is promoted through knowledge of the principles, theories, methods, ethics, and applications of contemporary psychology, which would allow students to attain positions of leadership in the field. Finally, alignment is seen between the university’s emphasis on purpose, which is promoted through the Psychology Program’s emphasis on a faculty dedicated to student development.

## Goals

In the fall of 2007, the Psychology faculty derived the following goals from the general mission statement. It was the desire that students would

1. Think critically when evaluating scientific and popular views of the human mind and behavior;
2. Obtain a well-rounded foundation of psychological concepts and theories;
3. Gain a broad foundation of empirical methodology and an understanding of its nature, strengths, and limitations;
4. Engage in thought and discussion about the ethical and moral treatment of others in all professional activities, informed by the *American Psychological Association Ethical Standards* and a Christ-like view of human value;
5. Understand the social, cultural, biological, cognitive, and spiritual processes that influence behavior;
6. Gain greater understanding of oneself and others;
7. Gain practical experience working in settings relevant to their psychological training;
8. Prepare for advanced studies in psychology or related fields or for applied careers; and
9. Integrate faith and learning in the context of psychological theory and practice.

## Program Learning Outcomes (PLOs)

In the Fall of 2010 a university-wide initiative began, in which each program identified a small number of Program Learning Outcomes (PLOs), and examined the degree to which they aligned upward with Institutional Educational Objectives (IEOs) of Pepperdine University and downward with the Student Learning Outcomes (SLOs) of each course. In writing the PLOs for the Psychology

program, the faculty agreed that students who successfully complete the psychology program are expected to be able to:

1. Critique the quality of published psychological literature and empirical research (PLO 1);
2. Design and conduct an empirical study to answer a research question (PLO 2);
3. Describe and explain the major contributions of the core subdisciplines of psychology (PLO 3); and
4. Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles (PLO 4).

These PLOs are related to each of the courses taught in the Psychology program; a detailed Program Alignment Map is provided as [Appendix B](#), identifying the specific course in which each PLO is Introduced, Developed, and Mastered.

The IEOs for Pepperdine University are formed by two components: our Core Commitments (i.e., Knowledge and Scholarship, Faith and Heritage, and Global Understanding) and our Institutional Values (i.e., Purpose, Service, and Leadership). The intersections of these three Core Commitments and these three Institutional Values were the basis of the development of the nine IEOs, which are provided in [Appendix C](#). The alignment between the Psychology program's PLOs and Pepperdine's IEOs are also provided in this appendix.

### **American Psychological Association's Guidelines for Undergraduate Education**

The Mission, Goals, and Outcomes of the Seaver Psychology program align well with goals identified in the American Psychological Association's [Guidelines for the Undergraduate Psychology Major](#):

- Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues.
- Goal 5: Values in Psychology. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
- Goal 6: Information and Technological Literacy. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
- Goal 7: Communication Skills. Students will be able to communicate effectively in a variety of formats.
- Goal 8: Sociocultural and International Awareness. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
- Goal 9: Personal Development. Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10: Career Planning and Development. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

As shown in [Appendix D](#), examination of these goals shows strong alignment with the Goals and Outcomes of the Seaver Psychology program. However, there are some notable differences. First, although APA Goal 7 indicates the importance of communication skills, these are not explicitly stated in the Seaver Psychology Goals or PLOs. However, as described [above](#), Research Methods in Psychology was chosen to serve as the PS and WI course in the Psychology major. Thus, if it can be demonstrated that the students accomplish the class writing and presentation SLOs, then it can be assumed that the program is fulfilling this APA goal. Second, APA Goal 6 indicates the importance of technological skills. Research Methods was chosen to be the RM course in the Psychology major and, as such, includes instruction on two important technological skills: the use of PsycINFO for conducting a literature search, and the use of SPSS in analyzing the data obtained from a psychological study. Thus, if it can be shown that the students accomplish the class literature search and data analytic SLOs, it can be concluded that the program is fulfilling this APA goal. Third, APA Goal 8 indicates the importance of sociocultural and international diversity, and this is not directly included in the current PLOs or Goals of the program. However, data relevant to this APA goal is presented below. Fourth, although both APA Goal 1 and Seaver Psychology PLO 3 address the importance of a broad knowledge base in four different subdomains of psychology, there are subtle differences in the ways in which the domains of the science are divided. The Seaver College Psychology degree requirements address the Individual Differences, Social/Group Processes, Learning/Cognitive, and Biological Principles subdomains, while the APA document identifies the main domains as 1) Learning/Cognition, 2) Biological bases of behavior and mental processes, 3)

Individual differences, personality, psychometrics, and social processes, and 4) Developmental changes in behavior and mental processes. Notably, developmental psychology is conceptualized as a subdomain in the APA document, but it is merged into the Individual Differences subdomain in the Seaver curriculum. Although Lifespan Developmental Psychology is included in the course offerings for the psychology major, it is possible for a student to obtain a Psychology degree without having completed a course in this area, provided he or she completed either Abnormal Psychology or Personality.

### **Purposes of this Five Year Review**

Pepperdine University is currently following a Five Year Review process for all of its programs and majors. This process involves annual reviews in which specific PLOs are empirically assessed, culminating in a fifth year review that assesses the whole program more comprehensively; this comprehensive review involves a self-study written by the faculty which provides the basis for an external program review and a program review by a group of Seaver psychology majors. Although the Psychology program went through a Five Year Review in 2007/08, the Five Year Review program was in its infancy at that time; indeed, the current list of PLOs had not yet been articulated, and there was little institutional standardization of expectations regarding the nature or content of Five Year Reviews. Additionally, standardization of the nature of the Annual Reviews was not achieved until the 2010/11 academic year. The first general purpose of the present Five Year Review, then, was to set a foundation upon which annual reviews of the individual PLOs will be conducted over the next four years. The second general purpose of this review, as stated above, was to provide a basis for an external program review as well as a program review by a group of psychology majors.

In addition to these general purposes, there are several specific purposes of the review:

1. Describe the student composition of the Psychology major;

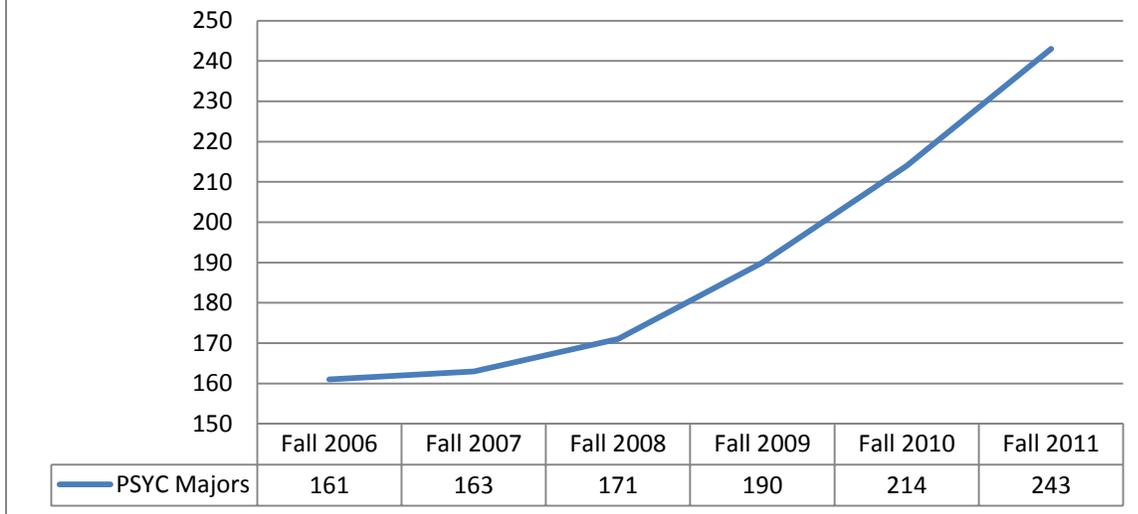
2. Evaluate the curriculum offered in the Psychology major in the context of the curricula offered by our peer and aspirational institutions;
3. Assess the degree to which Psychology majors are participating in High Impact Practices that relate specifically to the major (i.e., independent research and fieldwork/internships);
4. Summarize the data that has accumulated over the past four years to assess the degree to which the PLOs are being achieved;
5. Summarize the data that has accumulated over the past four years to assess the degree to which other APA goals (other than those aligned with our PLOs) are being achieved;
6. Discuss the qualifications of the current faculty affiliated with the psychology major;
7. Evaluate the demand for the program; and
8. Examine the sustainability of the program in light of the demand for the program and the allocation of resources.

### **Analysis of Evidence**

#### **Evidence of Program Quality**

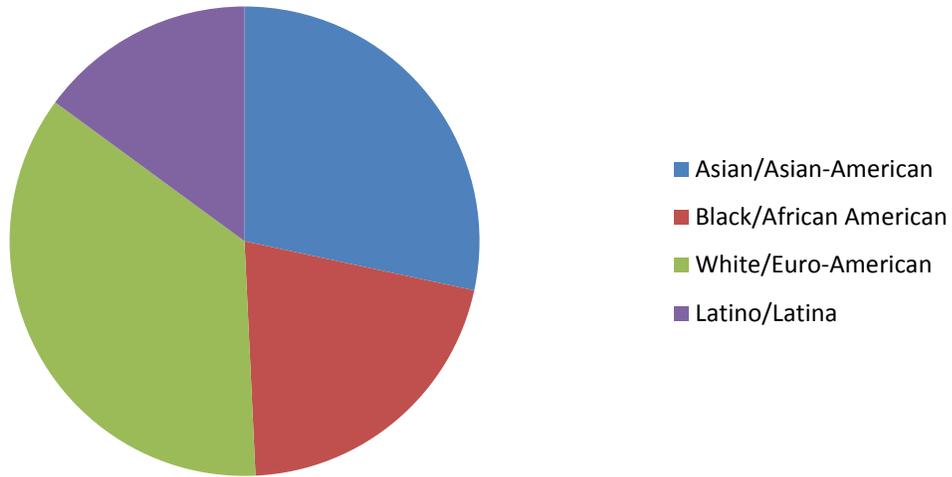
**Students.** In recent years, the number of students in the Psychology major has grown substantially. As shown in Figure 1, the number of students who have declared a Psychology major grew by nearly 50% between Fall 2006 and Fall 2011; during the same period of time, the overall Seaver enrollment increased by approximately 5% (from 2,957 to 3,112), indicating that the psychology major grew much more quickly than most other majors in the past five years.

**Figure 1. Number of students pursuing a PSYC major in the Fall of each academic year**



The students in the Psychology program tend to be fairly diverse. For example, Figure 2 shows that the majority of students entering as Psychology majors in Fall 2012 self-identify as under-represented minorities, and in general this represents a historical trend, with a greater percentage of self-identified minority students in the Psychology major than in Seaver College as a whole. It should be noted, however, that the proportion of majors identifying themselves as non-White minorities has increased dramatically during the past three years, as shown in Figure 3.

**Figure 2. Self-Identified Ethnicity of Fall 2012 Incoming Psychology Majors**



**Figure 3. Percentage of non-White students in the PSYC major**

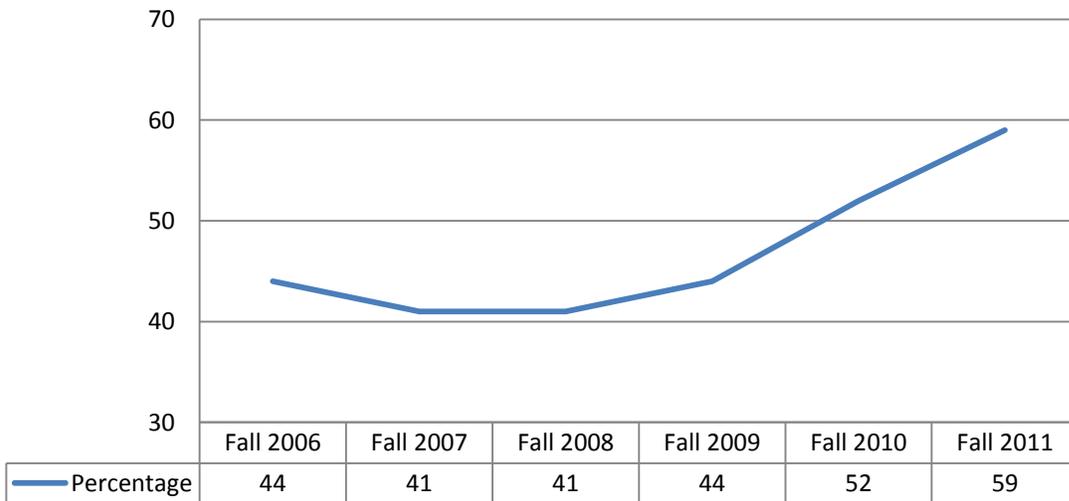
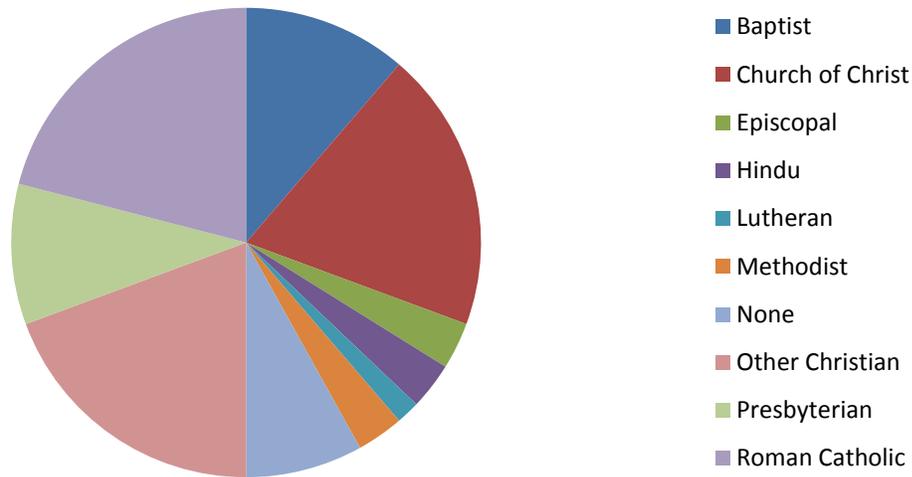


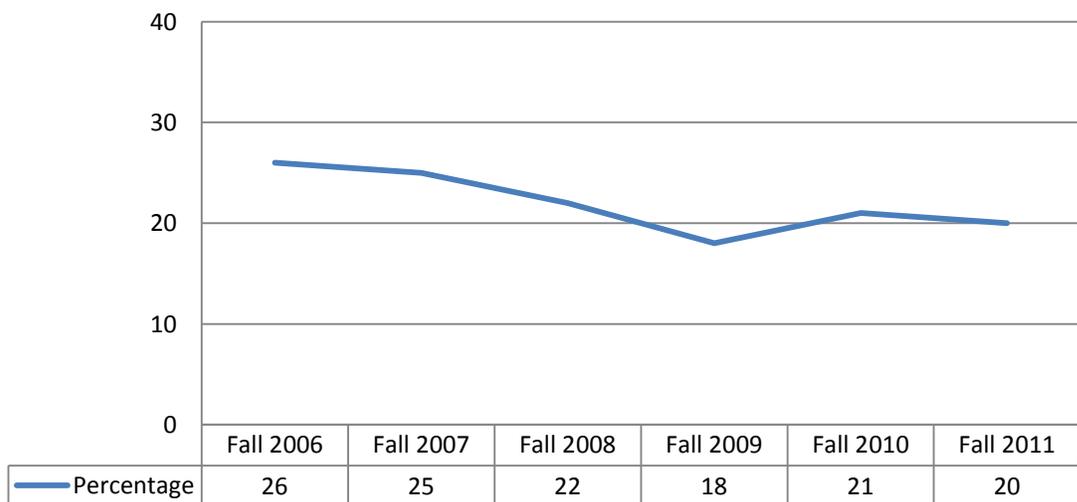
Figure 4 shows that the majority of incoming Psychology majors self-identified as Christian, but this was split between several groups, especially Catholic, Church of Christ, and Nondenominational. As shown in Figure 5, the proportion of students in the major identifying with

the Churches of Christ has tended to stay fairly stable over the past few years, with approximately 1 out of every 5 Psychology majors from the university's denominational affiliation.

**Figure 4. Self-Identified Religious Affiliation of Fall 2012 Incoming Psychology Majors**

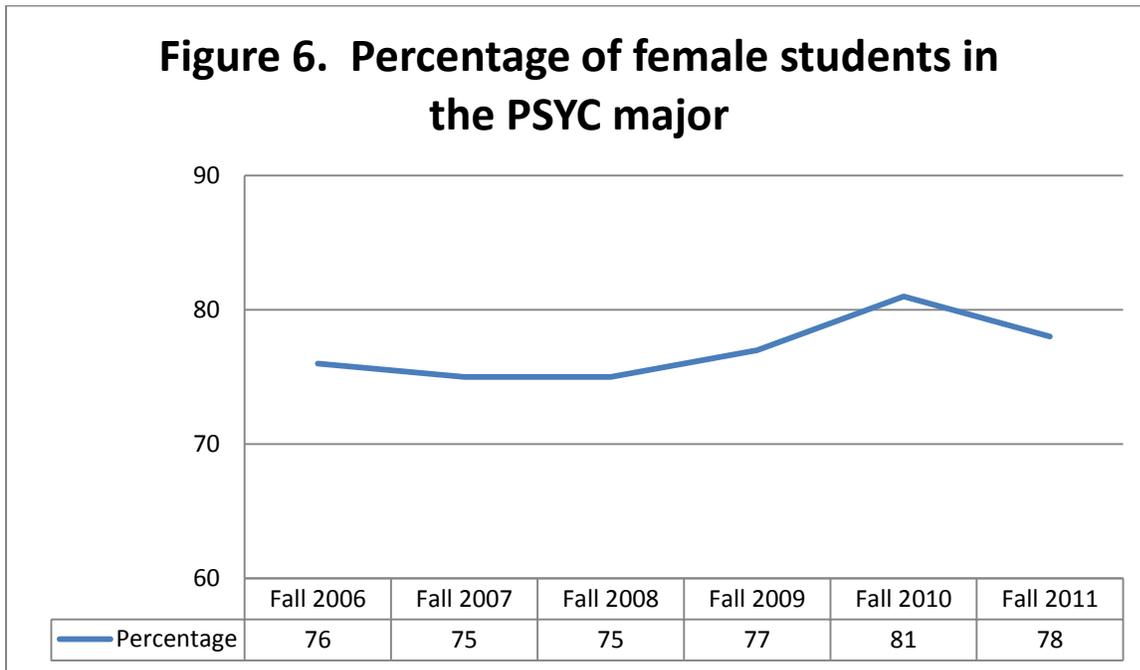


**Figure 5. Percentage of Church of Christ members in the PSYC major**



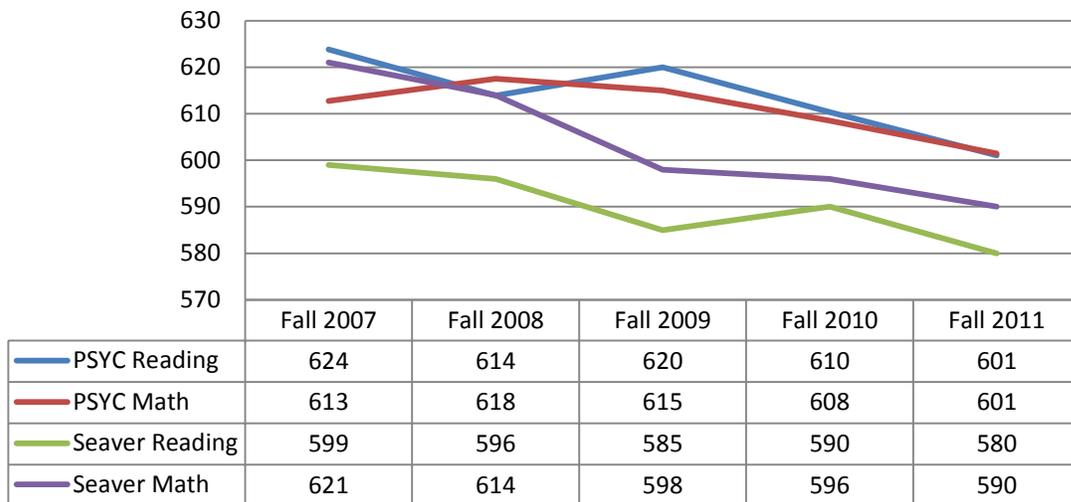
Although a substantial degree of diversity is seen in the race and religious affiliations of the students, this major tends to be far more heavily represented by female students than by male students.

For example, among those students entering the Psychology program in Fall 2012, 81% are female; this is substantially higher than Seaver College as a whole. As seen in Figure 6, the gender make-up of the major has remained fairly stable over the past few years, with a female to male ratio ranging from about 4:1 to 5:1.

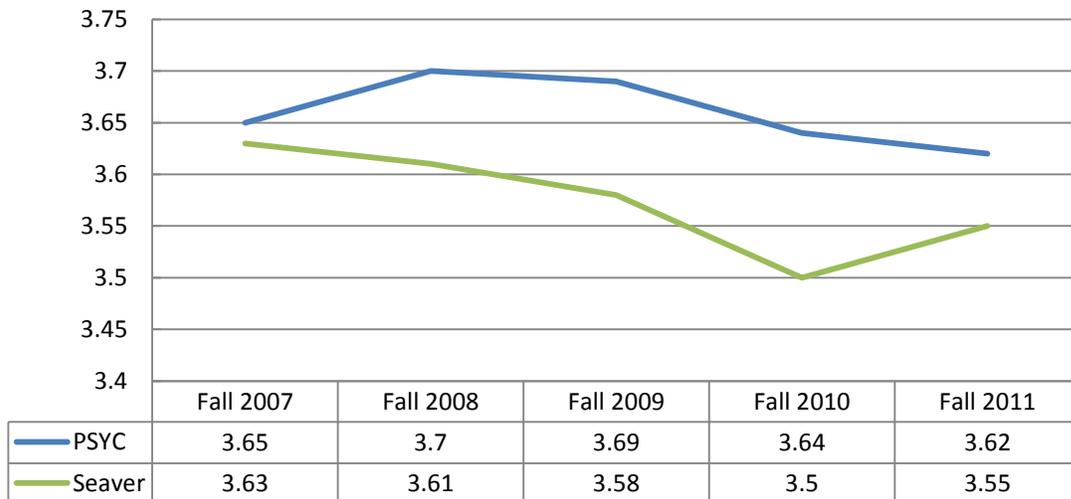


Academically, the students in the Psychology program are strong; the incoming Psychology majors in Fall 2012 have a mean High School GPA of 3.47, a mean SAT (Reading, Writing and Math) score of 1795, and a mean ACT composite score of 26.7. As shown in Figure 7, the mean SAT scores have decreased somewhat over the past few years, especially on the SAT Reading Test. However, as shown in Figure 8, during this same period of time the mean High School GPA of the students stayed relatively stable; because the SAT was radically changed immediately prior to the time period under consideration, the GPA data is likely to be less volatile (and more meaningful) than the SAT data.

**Figure 7. Mean SAT scores for students in the PSYC major and Seaver College**



**Figure 8. Mean High School GPA for students in the PSYC major and Seaver College**



**The Curriculum and Learning Environment.**

*Comparison of Curriculum with Peer and Aspirational Institutions.* The American Psychological Association has chosen not to prescribe a specific academic curriculum for undergraduate education. Therefore, one of the most informative methods of evaluating the current

curriculum is by comparing it with the curricula offered by the eight institutions identified as Seaver College's Peer (i.e., Calvin College, Occidental College, Pomona College, and University of San Diego) and Aspirational (i.e., Baylor University, Carleton College, University of Notre Dame, and Wake Forest University) Institutions. The course offerings in Seaver's Psychology program are listed in [Appendix E](#), along with those of the designated institutions.

In general, our curriculum aligns relatively well with the curricula offered by these institutions, with most of the classes offered in our program matching those offered in our peer and aspirational schools. In other ways, our curriculum varies from comparison institutions. First, there are a few classes offered in our Psychology program that are not typical. While some of these reflect the research interests or professional expertise of our current faculty members (e.g., Positive Psychology represents the interests of Cindy Miller-Perrin, and Eating Disorders represents the interests of Jennifer Harriger), others were developed by faculty members who are no longer teaching for Seaver (e.g., Family Therapy and Death, Dying and Bereavement). Second, all eight of the peer and aspirational programs offer a class in Health Psychology; although there has been an ongoing discussion regarding a desire to develop a course in this area, this topic is currently not offered. Third, many of our peer and aspirational institutions have a single designated Senior Seminar, whereas Seaver has a list of classes that serve the function of a capstone experience; this is primarily true of the smaller colleges on the list. Fourth, half of the peer and aspirational programs offer courses in the History of Psychology and Consciousness/Sleep. While Seaver used to offer a course on the History of Psychology, it was dropped in 2011 due to a lack of student enrollment; we have never offered a Consciousness/Sleep course. Fifth, while Seaver offers a single course on lifespan developmental psychology, most of our peer and aspirational schools offer multiple developmental courses, either dividing the topic into age ranges (such as infant and child in one semester and adolescent and adult

into a second semester) or dividing the topic into realms of development (such as cognitive development, and social/emotional development).

*Involvement in High Impact Practices.* Several High Impact Practices (HIPs) have been identified as important in the personal, educational, and professional development of undergraduate students. Many of these HIPs are broadly relevant to an institution as a whole, such as participation in an international program or a first-year seminar. Several, however, are directly relevant to individual programs and majors. Many of these major-related HIPs are built into the Psychology curriculum in such a way that all students will experience them. For example, Writing Intensive classes and Senior Capstone/Culminating classes are both considered HIPs, and every student in the Psychology major must complete at least one capstone class and the writing-intensive *Research Methods* course before graduation.

For some of these HIPs, however, although opportunity is available, students are not required to participate. Specifically, both Internships and Independent Research Projects are recognized as valuable experiential learning opportunities; notably, independent research is a valuable component of applications for graduate school, and an internship can be a valuable component of applications to professional positions, as well as many graduate programs. Students can receive credit for *Research on Psychology* or *Supervised Field Work*, and this can count as a capstone experience; however, these are not required for graduation. Using the students who graduated with a Psychology degree in Spring 2012 as a sample, we examined the extent to which students engaged in these two specific HIPs. Of these 54 students, 18 (33%) enrolled in *Research on Psychology* at some point during their undergraduate careers, and 13 (24%) enrolled in *Supervised Field Work* at some point in their undergraduate careers. Altogether, approximately half (i.e., 52%) completed either an internship or a research project or both. Because of the value of these experiences in professional and personal

development, one could argue that a greater percentage of students should be encouraged to participate in one or both of these experiences.

### **Student Learning and Success.**

*Results of Student Survey.* Every Spring for the past eleven years (with the exception of 2007, due to a planning error) an anonymous survey has been administered to senior psychology majors. The results are displayed in [Appendix F](#). The first 15 questions address the degree to which the students feel prepared to engage in psychology-related activities. It should be noted that this self-perception can only be considered indirect evidence of student learning; nevertheless, many of these questions are directly relevant to the goals set by the APA and the Psychology program's own PLOs and goals. The last seven questions (numbered #16 to #22) address student satisfaction with different elements of the psychology program and curriculum.

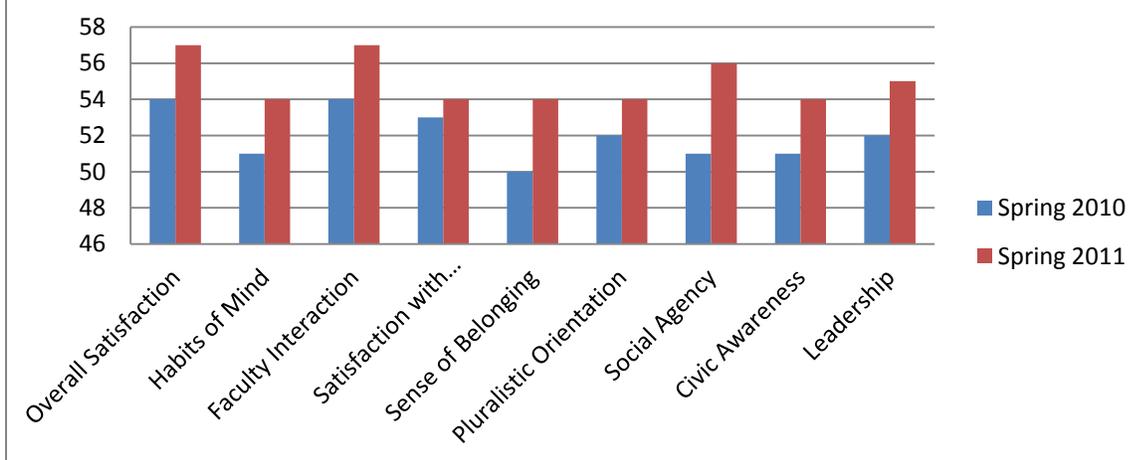
Clearly, seniors who are nearing the completion of their Psychology degree perceive themselves to be sufficiently prepared for their future work (items #1 to #15). In fact, across the years, over 80% indicated that they Agreed or Strongly Agreed with almost all of the self-perception items; slightly lower ratings are given for the item assessing self-perceived ability to communicate in statistical form (#6), for which the typical endorsement rate is between 75% and 80%.

In general, the responses have been generally quite positive for the seven questions addressing student satisfaction with their experiences in the psychology program (Items #16 to #22), with endorsement rates at or near 80%. Two notable exceptions can be seen. Item #18 asked whether the students were "satisfied with the research opportunities that were available in the psychology department." Although the endorsement rates for the past four years have been between 60% and 80%, the previous years had endorsement rates between 40% and 60%. Item #19 asked whether the students were "satisfied with the fieldwork opportunities that were available in the psychology

department.” For this item, the endorsement rates were between 40% and 65%. As noted [above](#), approximately half of the students who earn a degree in psychology participate in either an internship or an independent research experience; it appears that this low level of participation is dissatisfying to the students.

Indirect evidence of student learning can also be gleaned from the results of the UCLA Higher Education Research Institute’s Senior Survey, which includes nine different Educational Effectiveness Indicators; each of these scores has a mean of 50 and a standard deviation of 10 when compared with the population of seniors in US colleges and universities. This survey was administered to a sample of 37 graduating Psychology majors in the Spring of 2010, and again to a sample of 25 graduating Psychology majors in the Spring of 2011. As seen in Figure 9, the mean score for the Seaver Psychology majors was consistently at or above the population mean for all nine scores on both surveys. For the 2010 survey, the mean score obtained was significantly higher ( $p < .05$ ) than the population mean for Overall Satisfaction (with items such as “If you could make your college choice over, would you still choose to enroll at your current college?”), Faculty Interaction (with items such as “Advice and guidance about your educational program” and “Emotional support and encouragement”) and Satisfaction with Coursework (with items such as “Relevance of coursework to future career plans” and “Relevance of coursework to everyday life”). In 2011, all nine scores were significantly higher ( $p < .05$ ) than the population mean, but the highest scores were obtained for Overall Satisfaction, Faculty Interaction, Social Agency (with items such as “Helping to promote racial understanding” and “Influencing Social Values”), and Leadership (with items such as “I have effectively led a group to a common purpose”).

**Figure 9. Mean scores on Educational Effectiveness Indicators for HERI Senior Survey**



*PLO 1 (Critiquing Published Literature and Research).* As described [above](#), Pepperdine’s Five Year Review process is a relatively new one. The process involves four annual evaluations, each one empirically assessing a specific PLO, followed by a Five Year Review that summarizes the data and sets the foundation for the four subsequent Annual Reviews. Because this is the first Five Year Review that has been conducted since the standardization of this process, and because the PLOs were not articulated until 2010, the present review can serve as a foundation for future reviews, but not all of the PLOs have been sufficiently assessed in the past four years. [Appendix G](#) shows the calendar for the review process, including both the Annual Reviews that have been completed and those scheduled for the future.

Indirect evidence of the ability to critique published literature and research was obtained with questions #4 and #14 of the senior survey, with over 80% indicating that they are prepared to evaluate the quality of published literature and research, and over 90% indicating that they are able to think critically when evaluating scientific and popular views of the human mind and behavior. Direct evidence of this ability was included in the 2010/2011 Annual Report. The psychology faculty created

a 10-item assessment; five of the items asked students to interpret a graphical depiction of statistical results, and the other five items asked students to interpret a written summary of statistical findings. This assessment was administered to a group of senior Psychology majors and to a group of introductory-level Psychology majors. Not only did the senior Psychology majors significantly outperform the introductory students ( $t = 3.40$ ,  $df = 72$ ,  $p < .001$ ,  $d = .80$ ), correlational analyses showed that the number of correct responses was associated with number of quantitative courses completed by the student. Taken together, these results suggest that Psychology majors generally experience substantial improvement in their evaluation of statistical data, but this improvement is most notable among those students who complete elective quantitative classes, above and beyond those that are required for the major. Additional direct evidence of this ability will be collected in the 2014/2015 Annual Review.

*PLO 2 (Designing an Empirical Study).* Indirect evidence of the ability to design a methodologically-sound empirical study was obtained with question #7 of the senior survey. Across a period of ten years, the endorsement rate has generally been in the range of 80% to 100% (with a slightly lower exception in 2003). Direct evidence relevant to this ability was obtained in the 2009/2010 Annual Report. A sample of 61 senior Psychology majors completed a 5-item assessment of the knowledge of empirical methods, and over 75% of the student respondents earned a score at or above the benchmark level (i.e., 4 out of 5). By contrast, when a sample of 31 Introductory Psychology students completed the same assessment, only 42% reached the benchmark level. The difference in mean scores between the two samples was highly significant ( $t = 3.97$ ,  $df = 93$ ,  $p < .001$ ,  $d = .84$ ). Additional direct evidence of this ability will be collected in the 2015/2016 Annual Review.

*PLO 3 (Explaining Contributions of the Core Subdisciplines).* Indirect evidence of the ability to explain the contributions of Psychology's core subdisciplines was obtained with question #9 from

the senior survey, with over 80% of the samples indicating that they are “prepared to integrate and synthesize information from diverse courses.” Direct evidence of this ability was obtained in the 2011/2012 Annual report. A 50-item assessment was created, including ten items from each of five different courses. These courses were chosen to reflect the four Content Areas of the Psychology major: Individual Differences (i.e., *Lifespan Developmental Psychology* and *Abnormal Psychology*), Social/Group Processes (i.e., *Social Psychology*), Learning/Cognitive Principles (i.e., *Cognitive Processes*), and Biological Principles (i.e., *Physiological Psychology*). The assessment also asked respondents to indicate whether or not they had taken each of these five courses. This assessment was administered to a sample of 52 senior psychology majors and a second sample of 12 introductory psychology majors. The upper-level Psychology majors scored significantly higher ( $t = 2.26, df = 62, p = .03, d = .72$ ) than the introductory students, and a positive correlation ( $r = .33$ ) was obtained between the overall score and the number of courses completed. Taken together, these results suggest that Psychology majors generally experience substantial improvement in their overall knowledge of the contributions of these subdisciplines, but this improvement is most notable among those students who have completed the specific courses being assessed. Additional direct evidence of this ability will be collected in the 2016/2017 Annual Review.

*PLO 4 (Integrating Faith, Vocation, Knowledge, and Ethics)*. Indirect evidence of the ability to integrate one’s faith, vocation, knowledge, and ethics was obtained by questions #11 and #12 of the senior survey, with over 80% of the respondents endorsing the statements “I am prepared to apply APA Ethical Principles to determine appropriate professional behavior.” and “I am prepared to integrate my personal faith, professional growth, and knowledge of psychology.” Direct evidence of this ability will be collected in the 2013/2014 Annual Review.

*Tracking Diversity in the Curriculum.* Of the ten goals of undergraduate education articulated by the APA, nine either relate to one of the PLOs or goals of the Psychology program or relate to the SLOs of the Research Methodology class. The only APA goal that is not already directly aligned with other elements of our program assessment, as described [above](#), addresses the importance of recognizing, understanding, and appreciating diversity. Nevertheless, data related to this goal has been obtained in previous years. In the 2008/2009 Annual Review, 20 graduating seniors were asked about their exposure to topics of racial and ethnic diversity in the curriculum. Among these students, 16 (80%) of the students identified multiple specific instances in which they remembered topics of diversity being addressed in their courses; the other four either left the section blank or gave broad generalizations. The examples specifically identified twelve different courses in which such topics were addressed, and these were concentrated in the Individual Differences, Social/Group Processes, and Applied Practice domains of the psychology curriculum. When asked to reflect on the ways that their psychology courses have fostered a greater understanding of the ways in which racial and ethnic identity influence psychological processes, the students described eye-opening service-learning experiences and lectures that helped them understand the ways in which culture influences behavior. Several of the students specifically noted that their psychology classes helped them become more open-minded, and they noted the ways in which the psychology classes allowed a person to reconsider his or her own beliefs in an environment that allows for a safe exploration of ideas. For example, one student wrote “I am a white girl who went to a private high school and had only upper-middle class friends because of it. I came to Pepperdine without an understanding of how race and ethnicity shapes people but through my major I was able to be exposed to and clarify safely those sorts of things without being offensive or politically incorrect.” The responses on the surveys suggest that while lectures and discussions of race and ethnicity occur more frequently in some domains of psychology

than others, the major affords students multiple opportunities to develop broader views of racial and ethnic diversity.

This finding was supported in the 2010/2011 Annual Review. The members of the Psychology faculty were asked to examine the content and methods of the courses that they teach, to identify specific ways in which different elements of diversity were addressed or different ways that their methodologies accounted for diversity in cognitive style. Notably, specific examples were raised for every course in the Psychology curriculum. Examples of addressing diversity in the content of the class included such topics as the socio-cultural inequities that are associated with lower IQ among lower socio-economic populations (*Psychological Testing and Assessment*), the ways in which sex, race, ethnicity, and religion affect expectations for psychotherapy (*Counseling Theories and Techniques*), the legal standards that affect hiring decision as regulated by the Equal Employment Opportunities Commission (*Industrial-Organizational Psychology*), the ways in which identity and gender schemas change across the lifespan (*Lifespan Developmental Psychology*) and the complex relationships among gender, race, socioeconomic status, and positive life outcomes (*Positive Psychology*). Examples of the ways in which the teaching methodologies accommodated for diversity in learning styles included multiple modes of teaching and assessment of learning (*Introduction to Statistics and Physiological Psychology*).

**Faculty/Staff.** The Psychology faculty is primarily comprised of the eight professors listed in [Appendix H](#), all of whom hold a terminal degree. One faculty member, Tomás Martínez, holds an appointment that is split between Seaver College (two-thirds) and GSEP (one-third), and the remaining seven hold full appointments within Seaver College. Additionally, the program is served by two faculty members who hold their primary appointment in a different program (i.e., the Social Action and Justice program for Jeff Banks, who teaches *Interpersonal Behavior* twice each academic

year, and the Social Work program for Emily Scott-Lowe, who teaches *Lifespan Developmental Psychology* twice each academic year). The psychology faculty members hold degrees from specialization areas that are broadly dispersed across the domain of psychology, providing for full coverage of the primary topic areas in the psychology curriculum. The list of publications ([Appendix I](#)) and presentations ([Appendix J](#)) since the 2007 program review attests to the high productivity of the program faculty. Notably, a substantial level of success has been achieved in co-authoring articles and conference presentations with undergraduate students.

All eight faculty members hold membership in appropriate professional organizations, including the American Psychological Association, the Association for Psychological Science, the Western Psychological Association, the Society for Personality and Social Psychology, the National Neurotrauma Society, the Academic for Eating Disorders, the Society for the Psychology of Religion and Spirituality (APA Division 36), the National Latina/Latino Psychological Association, the International Society for the Prevention of Child Abuse/Neglect, the Association for Research in Personality, and the Psychonomic Society. Together, they serve (or have served at some point since the 2007 review) on the editorial boards of several professional journals, including *Journal of Drug Issues* (Khanh Bui), *Journal of Aggression, Maltreatment, and Trauma* (Cindy Miller-Perrin), *Journal of Child Sexual Abuse* (Cindy Miller-Perrin), *Journal of Child and Adolescent Trauma* (Cindy Miller-Perrin), *Journal of Integrated Social Science* (Cindy Miller-Perrin), and *Journal of Personality Assessment* (Steve Rouse). Additionally, they have held leadership positions in professional organizations including the Council on Undergraduate Psychology Programs (Chair, Khanh Bui), Academy of Eating Disorders (subgroup co-chair, Jennifer Harriger), APA Division 37 (Member-at-Large, Cindy Miller-Perrin) and its Section on Child Maltreatment (President, Cindy Miller-Perrin),

and Los Angeles County Department of Mental Health Services Cross-Cultural Competency Committee (Community Advisory Member, Tomás Martínez).

The faculty has been honored for their high quality teaching. Both Cindy Miller-Perrin and Steve Rouse were recipients of Pepperdine's Howard A. White Award for Teaching Excellence since the 2007 program review. During this same time frame, Jennifer Harriger received the Outstanding Teaching Assistant of the Year award from the University of New Mexico, and Janet Trammell received the Distinguished Teaching Fellowship from the University of Virginia.

The members of the faculty also held several endowed appointments since the 2007 review. Both Jennifer Harriger (2010/2011, 2012/2013) and Elizabeth Krumrei (2010/2011, 2012/2013) were named Seaver Fellow in Social Science, Steve Rouse was named the Frank R. Seaver Professor in Social Sciences (2005 – 2010), and Cindy Miller-Perrin was named the Frank R. Seaver Chair of Social Sciences (2004 – present).

The Psychology faculty members applied for and/or received several external grants since the 2007 review, including grants from the National Science Foundation (\$142, 801 and \$76, 700; Mike Folkerts), Gunther Foundation (\$75,000; Cindy Miller-Perrin and Mike Folkerts), Green Foundation (\$57,140; Steve Rouse), Norris Foundation (\$10,000; Mike Folkerts), Templeton Foundation (\$10,000; Cindy Miller-Perrin), and the Glazer Institute (\$4,000 and \$4,000; Elizabeth Krumrei). They also received internal grants, including grants from the Academic Year Undergraduate Research Initiative (Jennifer Harriger, Elizabeth Krumrei, and Cindy Miller-Perrin), the Dean's Research Grant (Jennifer Harriger, Elizabeth Krumrei, Cindy Miller-Perrin, and Steve Rouse), and the Summer Undergraduate Research Program (Mike Folkerts, Jennifer Harriger, and Elizabeth Krumrei).

The faculty evaluation policy is described in detail in the Seaver College Rank, Tenure, and Promotion (RTP) Handbook. In short, the formal evaluation system includes a third-year pre-tenure

review and a tenure review. In each of these cases, five designated peers evaluate the candidate on the basis of a review of a submitted portfolio and observation of the candidate's classes; the Chair of the Social Sciences Division makes an independent review, based on the materials available to the designated peers and the course evaluations' written by the candidate's students. The RTP Committee (which is comprised of one member from each of the eight divisions of Seaver College and one pre-tenured at-large member) examines the submitted materials, the five peer reviews, and the chair review, before making a recommendation to the Seaver College Dean, who independently examines the same materials. Although the pre-tenure reviews are not directed beyond the college to the university level, the tenure recommendation of the RTP committee and the recommendation of the Dean are ultimately directed to the University Tenure Committee, the Provost, the President, and eventually the Board of Regents. Faculty members receive a similar review when applying for promotion to Full Professor, and a similar review every five years thereafter. Finally, faculty members are evaluated on a periodic basis by the Chair of the Social Sciences Division, who is responsible for recommending step increases to the Dean, whereby a person progresses through nine different ranked steps (i.e., Levels I, II, and III for Assistant professor, Associate Professor, and Professor). Faculty are also evaluated on an annual basis by the Chair of the Social Sciences Division.

The grades assigned by tenured and tenure-track faculty members in the Psychology program tend to be lower than those in Seaver College in general. For example, the mean GPA assigned by tenured/tenure-track Psychology program faculty in Fall 2011 was 2.90, in contrast to a mean Seaver-wide GPA of 3.16, and the mean GPA assigned by the tenured/tenure-track Psychology program faculty in Spring 2012 was 3.08, in contrast to a mean Seaver-wide GPA of 3.23. This suggests that the program faculty maintain a high level of academic rigor in their teaching.

Course evaluations written for the Psychology program faculty members tend to be strong. The course evaluation form has two main sections: questions related to The Course (e.g., “The course tests and evaluations are appropriate in content and difficulty” and “The course has increased my knowledge or understanding of the subject”) and questions related to The Professor (e.g., “The professor shows interest and enthusiasm for teaching the course” and “The professor presents course material in a clear and engaging manner”). Each item is rated on a 5-point Likert scale with options score values given from 1 to 5 for (respectively) Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. The form is scored in a manner that allows summary scores for each item, for The Course items, and for The Professor items. Although college-wide comparison data are not available, the last four semesters yielded mean scores of 4.24 (Fall 2010), 4.17 (Spring 2011), 4.18 (Fall 2011), and 4.21 (Spring 2012) for The Course in classes taught by tenured or tenure-track faculty members, and mean scores of 4.42, (Fall 2010), 4.41 (Spring 2011), 4.45 (Fall 2011) and 4.43 (Spring 2012) for The Professor in classes taught by tenured or tenure-track faculty members. Thus, the mean scores for the items relating to The Course and The Professor fall between the “Agree” and “Strongly Agree” level, with slightly higher scores for The Professor than for The Course.

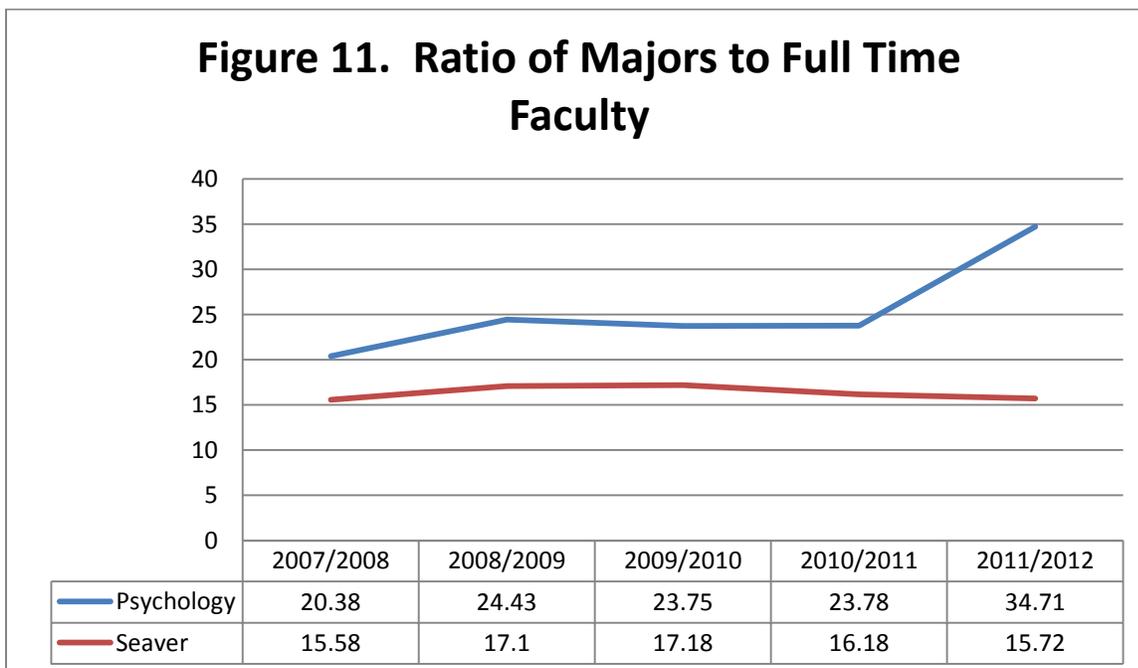
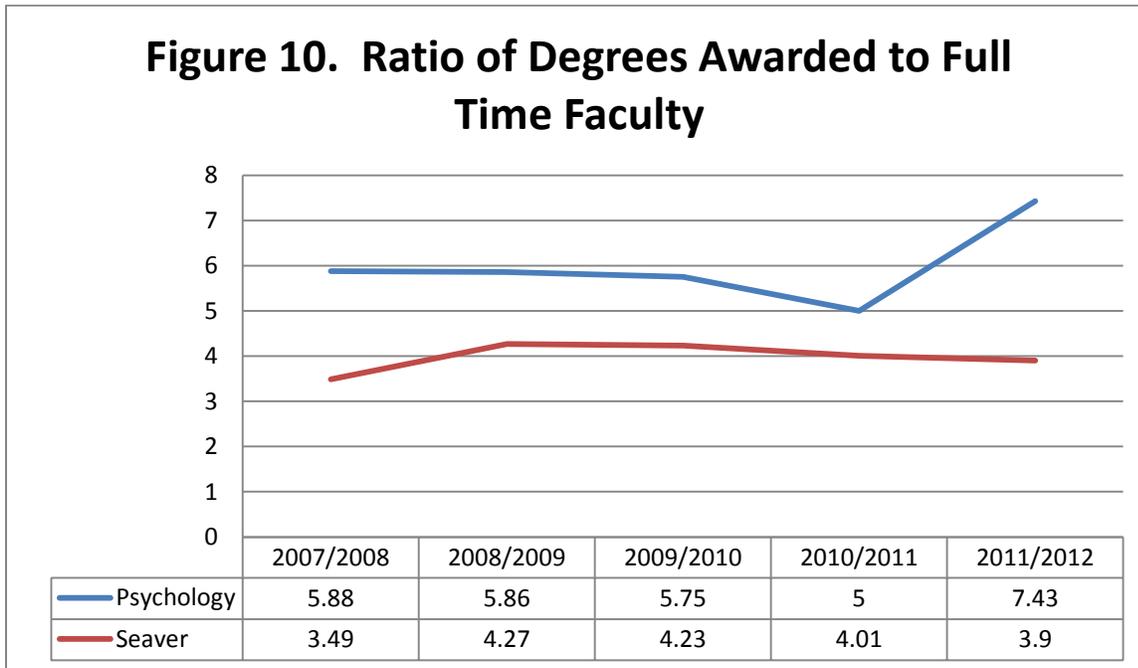
### **Evidence of Program Viability and Sustainability**

**Demand for the Program.** As described above, the size of the Psychology major has increased in recent years, and this change is reflected in the class sizes that are presented in [Appendix K](#). With 243 majors in the 2011/2012 academic year, it was the second largest declared major, second only to Pre-Business Administration.

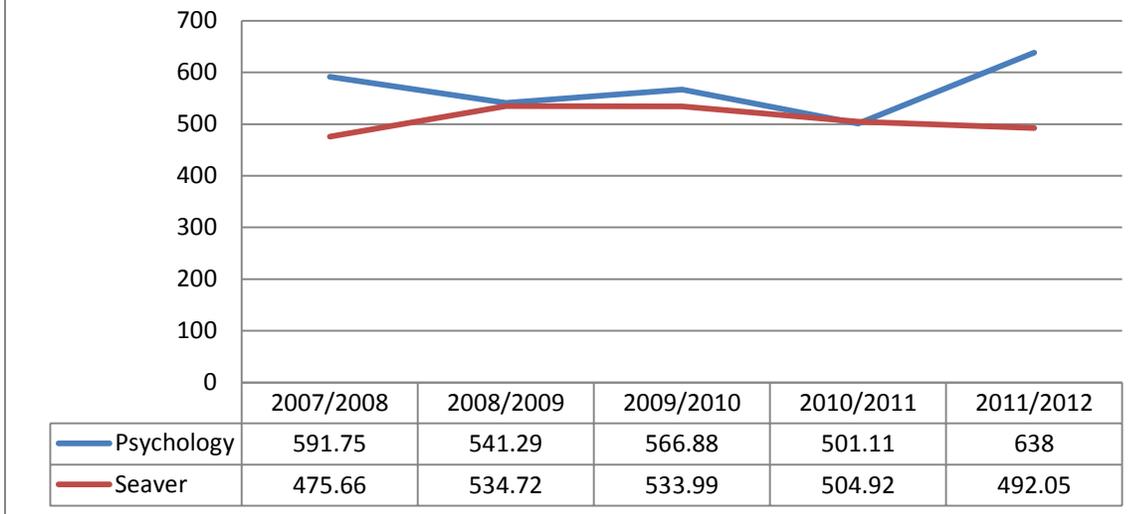
#### **Allocation of Resources.**

*Faculty.* The growth of the number of students in the Psychology program has outpaced the size of the faculty. The ratios of Degrees Awarded to Full-Time Faculty (Figure 4), Majors to Full

Time Faculty (Figure 5) and Student Credit Hours to Full Time Faculty (Figure 6) show that the Psychology faculty members are serving a substantially higher number of students than their counterparts Seaver-wide.



**Figure 12. Ratio of Student Credit Hours to Full Time Faculty**



*Administrative and Support Staff.* The Psychology program is part of the Social Sciences Division, which also includes the Economics, Political Science, Sociology, Industrial/Organizational Psychology, and Social Work programs. As a result, it receives division staff support: an Office Manager (Bob Escudero), an Administrative Assistant (Suzan Ton), a Technology Liaison (Chris Low, whose responsibilities are shared with the Religion Division), and seven student employees. No concerns have been voiced to suggest that this staff is insufficient for the needs of the program.

*Physical Space.* The Social Science Division has priority use of six classrooms, ranging in seating from 24 to 54, and access to the large lecture hall, Elkins Auditorium, for general education classes. One of the classrooms was specifically designed for use by the Psychology program, and has storage space available for psychological tests and equipment used in class demonstrations. The Psychology program has a dedicated computer lab with 15 workstations, available for statistical analyses by students working in the Honors Program or working on an Independent Research Project. These workstations have SPSS and the

Microsoft Office packages available for statistical analyses and for preparing papers and posters for presentations. The Psychology program also has a dedicated Interview/Observation lab. This lab has a one-way mirror, which allows a researcher to observe or video the behaviors or interactions of one, two, or three individuals. Mike Folkerts also has a research lab for his neuroscience research, large enough to allow up to three researchers or research assistants to work simultaneously. Each full-time faculty member has his or her own office, and additional office space is available to be shared among adjunct faculty. No concerns have been voiced to suggest that this physical space is insufficient for the needs of the program.

*Financial Resources.* The salary structure for faculty in the Psychology program follows the general guidelines that are fully described in the Seaver College Faculty Handbook. In short, Seaver uses a fixed salary structure; although stipends may be awarded for specific duties, the base salary of all faculty at the same rank (e.g., Assistant Professor II or Associate Professor III) is standardized.

The Social Science Division funds each faculty member's professional travel to two conferences per year, one national and one local. In addition, it sponsors professional travel for any student who is presenting research at a professional conference by paying up to \$300 in costs related to the trip. However, this only covers a small portion of the expense of participating in a professional research conference.

Internal support for research is available through several programs. First, the Academic Year Undergraduate Research Initiative provides \$500 of funding for the expenses of a student's independent research project. Second, the Summer Undergraduate Research Program provides a \$1,000 stipend for faculty members supervising a student's summer

independent research project, and provides the student with a scholarship to cover the cost of 4 units of credit. Third, the Dean's Research Grant provides awards up to \$1,500 for faculty research projects. Fourth, the Seaver Research Council awards grants ranging from \$1,000 to \$4,500 for research purposes, especially those for which the awarded funds could be used as a foundation for applications for external grants. Fifth, endowed Chairs, Professorships, and Fellowships provide funding for research purposes. The endowed Chair positions are available to faculty members who have reached a rank of Professor. These positions have \$6,000 annual stipends for research/professional support, and a person who holds this chair is eligible to retain the position until retirement (assuming continued positive Five Year evaluations). One endowed Chair is specified for the Social Sciences Division, and Cindy Miller-Perrin currently holds that chair. Additionally, two At-Large chairs are available to faculty members from any of the eight divisions of Seaver College. The endowed Professorships are available to faculty members who have reached a rank of Associate Professor or Professor. These positions have \$4,000 annual stipends for research/professional support, and the position is held for five years. One endowed Professorship is specified for the Social Sciences division, and Steve Rouse held that Professorship from 2005 through 2010. Additionally, five At-Large professorships are available to faculty members from any of the eight divisions. Finally, Fellowships are available those faculty members at the Assistant Professor rank. These annual Fellowships have \$1,000 stipends for research/professional support. Five At-Large positions are available, and two are currently held by Elizabeth Krumrei and Jennifer Harriger, though one has previously been held by Michael Folkerts. Additionally, some options exist for internal funding for specific purposes, such as the Cross-Disciplinary/Interdisciplinary Undergraduate Research program for faculty working with

undergraduate students whose research interests transcend individual disciplines, and the Harris Manchester College Summer Research Institute for faculty members seeking to pursue research interests at Oxford University. For expenses beyond these funding options, faculty members are expected to apply for external grant support.

### **Summary and Reflections**

As described [above](#), the two general purposes of this review were to summarize results from the Annual Program Reviews conducted over the past four years, to provide a foundation for the Annual Program Reviews over the next four years, and to provide a basis for an external program review and a review by a group of advanced psychology majors. In addition, several specific purposes were articulated, as described below.

*Student Composition.* The number of declared majors in the Psychology program has grown substantially in the past several years, increasing by nearly 50% in the past five years, a growth that far outpaced the overall growth of Seaver College. Despite the dramatically increased size of the program, it continues to attract high ability students, as demonstrated by mean SAT scores and High School GPAs. Although there is a substantially larger proportion of female to male students, the major includes a racially diverse and religiously diverse group of students.

*Comparison of Curriculum with Peer and Aspirational Institutions.* In general, the curriculum offered in the Psychology program is comparable to those offered by our peer and aspirational schools. However, all of the comparison programs offer a class in Health Psychology, but this topic is not offered at Pepperdine. Many of the other institutions offer senior seminars, two-semester developmental psychology courses, and courses in the areas of the history of psychology and sleep/consciousness, but these courses are not offered in our program.

*Participation in High Impact Practices.* Although Independent Research Projects and Fieldwork/Internships are valuable for the professional development of students bound for graduate school and those pursuing bachelor's level careers, only half of the students graduating last academic year took part in one or both of these experiences. This is consistent with results from an annual senior survey; although the seniors report generally high levels of satisfaction with their experiences in the major, lower levels of satisfaction are consistently reported both for internship and research opportunities.

*Achievement of Program Learning Outcomes.* Through an iterative process, data has accumulated and will continue to accumulate to measure the degree to which the four PLOs are being met. Both direct and indirect evidence has started to accumulate concerning the ability to evaluate the quality of psychological literature and research (PLO 1), the ability to design an empirical study (PLO 2), and to describe contributions of the main domains of psychology (PLO 3). To date, only indirect evidence supports the ability of the students to integrate their faith, vocation, knowledge, and ethics (PLO 4), but programmatic efforts to assess this outcome are scheduled for next academic year.

*Achievement of APA Goals.* Of the ten goals of undergraduate education in psychology articulated by the APA, nine are already aligned with one of the Psychology program's own goals or PLOs or are intrinsically built into ongoing assessment processes. The ability to recognize, understand, and appreciate the importance of diversity isn't explicitly stated in the Psychology program's goals and objectives, but graduating seniors recalled substantive ways that their coursework helped them appreciate diversity, and specific examples of diversity inclusion were generated by faculty for each course in the curriculum.

*Qualifications of Faculty.* The eight primary faculty members in the Psychology program have appropriate educational and training backgrounds for their positions and their expertise broadly covers

the main domains of the field. This is a highly productive group of professors, who have been honored for high quality teaching and research, and who are active in their service to relevant professional organizations.

*Demand for Program.* As mentioned above, the size of the Psychology major has substantially increased in recent years. It outpaced the growth of Seaver College, and is the second largest major in Seaver College.

*Sustainability of Program.* The Psychology major has grown in recent years, outpacing the growth in the number of Psychology faculty members. As a result, Psychology faculty members are each serving a substantially higher number of students than counterparts Seaver-wide as evident by class sizes that exceed the size of the small, intimate classes described in Seaver's student recruitment materials. The support staff, physical space, and research funding is generally sufficient to serve the needs of the program.

### **Goals, Action, and Quality Improvement Plans**

#### **Action 1. Explore models for a possible Career Planning course.**

**Evidence to Support the Action.** Feedback from students has consistently shown a relative dissatisfaction with career planning elements of the program. By offering an optional one-unit or two-unit course directed toward juniors and seniors, students could be informed of the opportunities available and the steps necessary to reach these goals. While similar topics are often addressed in *Foundations of Psychology*, many majors do not have to take this course, either because they completed an introductory course elsewhere or because they declared their major after completing the non-majors introductory course. Even for those who have been introduced to this topic, as first-year students they may not yet be able to anticipate the goals and interests that they will have by their senior years.

**Expected Outcome.** Janet Trammell will gather information regarding Career Planning courses offered at other institutions. When we meet with our External Reviewer in Spring 2013, this will be included as a point of discussion.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

**Action 2. Examine different models for increasing the focus on developmental psychology.**

**Evidence to Support the Action.** We offer a course on *Lifespan Human Development*, and this course represents one of the three ways by which a person may satisfy the Individual Differences requirement of the major. However, our peer and aspirational schools generally break this content area into two courses. Additionally, the guidelines provided by the APA suggest that it should be viewed as a major domain of psychology in its own right, not merely incorporated into an Individual Differences domain.

**Expected Outcome.** In faculty meetings to be held during the remainder of the Fall 2012 semester, the psychology faculty will discuss different possible ways to increase the emphasis on developmental psychology, addressing both the possibility of adding additional courses and the possibility of revising the structure of the major curriculum. Multiple proposals will be developed. When we meet with our External Reviewer in Spring 2013, these proposals will be included as a point of discussion.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

**Action 3. Examine models for an Internship class in the Psychology program**

**Evidence to Support the Action.** Currently, Psychology majors completing an internship are generally required to find their own site and to find a professor who will provide individualized supervision. This might contribute to the low rate of students completing an internship.

**Expected Outcome.** Elizabeth Krumrei and Tomás Martinez will gather information about internship courses offered both in other Seaver programs and at other institutions. Additionally, in faculty meetings to be held during the remainder of the Fall 2012 semester, the psychology faculty will discuss whether or not it would be feasible for one of our current faculty members to develop this course for future years. These discussions will also identify the courses that would have to be reduced in our Four Year Plan to accommodate this additional course.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

**Action 4. Gather information to understand the reasons for the low rate of participation in independent research projects.**

**Evidence to Support the Action.** As first year students, most psychology majors indicate a desire to go to graduate school. However, the majority of them do not complete an independent research project, an activity that is extremely important for admission to many types of graduate programs. It is not clear whether this lack of participation in independent research is due to changing career goals, tendencies to apply to non-research graduate programs that place greater emphasis on field work experiences or some problem in the program that dissuades these students from engaging in research.

**Expected Outcome.** Steve Rouse will gather information regarding the reasons why students choose not to engage in a research project. When we meet with our External Reviewer in Spring 2013, this will be included as a point of discussion.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

**Action 5. Identify the most necessary credentials of a new faculty member.**

**Evidence to Support the Action.** The student-faculty ratios (regardless of whether measured on the basis of student credit hours, majors, or degrees conferred) make it clear that there is an unsustainable demand on the current faculty; the increase in the number of majors has dramatically outpaced the growth of Seaver College, making it the second largest major. However, this growth in the number of students has not been matched by a growth in the faculty. In order to make a compelling case for a new position, the current faculty should identify the necessary and desired qualifications for a new faculty position.

**Expected Outcome.** In faculty meetings to be held during the remainder of the Fall 2012 semester, the psychology faculty will discuss the most desired qualifications for a new position in this program. When we meet with our External Reviewer in Spring 2013, these proposals will be included as a point of discussion.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

**Action 6. Discuss revision of the current Program Learning Outcomes, to directly address issues of Diversity.**

**Evidence to Support the Action.** Although one of the goals of the American Psychological Association focuses on the importance of recognizing and addressing diversity in the undergraduate curriculum, this is not explicitly stated as a Program Learning Outcome of the Seaver Psychology major. Nevertheless, data obtained from students suggests that these topics are being consistently

addressed throughout the curriculum. It would be valuable, however, to revise the PLOs to make this focus more apparent.

**Expected Outcome.** In faculty meetings to be held during the remainder of the Fall 2012 semester, the psychology faculty will draft a proposed revision of the current PLOs. When we meet with our External Reviewer in Spring 2013, this proposal will be included as a point of discussion.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

**Action 7. Discuss the viability of creating a course number specifically for the Advanced Research Seminar**

**Evidence to Support the Action.** Currently, students in the Honors Program enroll in a specific section of Research in Psychology (PSYC 590). Generally, however, this course is reserved for students engaged in individualized independent research projects.

**Expected Outcome.** In faculty meetings to be held during the remainder of the Fall 2012 semester, the psychology faculty will discuss whether or not a specific course should be added to designate participation in the Advanced Research Seminar. When we meet with our External Reviewer in Spring 2013, this will be included as a point of discussion.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

**Action 8. Examine the gender disparity of the Psychology majors, in the context of other institutions.**

**Evidence to Support the Action.** Consistently, the ratio of female students to male students is at or above 3:1 in the Seaver Psychology major. Although it is recognized that female psychology majors outnumber male psychology majors throughout the country, anecdotal evidence suggests that

the disparity is greater than it is at other schools. It would be valuable to examine whether or not this disparity is typical and, if not, to examine whether this disparity negatively affects any group of students.

**Expected Outcome.** Cindy Miller-Perrin will gather information regarding gender ratios at other institutions. When we meet with our External Reviewer in Spring 2013, this will be included as a point of discussion.

**Timeline for Action.** January 15, 2013

**Type of Action.** Resource-Neutral, because of the exploratory nature of this task.

### **Response to External Review Report**

After we prepared the preceding material, this self-study report was delivered to [Lorinda Camparo](#), a developmental psychologist at Whittier College. Because of our desire to explore the developmental aspects of our curriculum in greater detail, and because of her experience conducting program reviews, we considered Dr. Camparo to be an ideal external reviewer. Dr. Camparo conducted her site visit on January 15-16, 2013. Following her visit, she submitted an External Review Report, which is provided as [Appendix L](#). In her review, Dr. Camparo made eight recommendations.

#### **Recommendation 1**

“Given how recently the PLOs were created, and the fact that this is the Program’s first full review since creation of the PLOs, I recommend that the Program take this opportunity to revisit their PLOs. Expanding the number of PLOs or inserting new language into some of the existing PLOs to more fully reflect the Program Goals and core-course SLOs will provide the Program with a more

representative list of PLOs and the means for a more comprehensive Program assessment in the future.”

**Response.** We agree with Dr. Camparo’s recommendation, because we understand the process of identifying learning outcomes as a fluid one. In addition, when the current set of PLOs was written, we did not have a clear understanding of the role that these PLOs would play in program assessment. However, with a greater understanding of the “big picture” of the program review protocol adopted by Pepperdine, it is time for a reconsideration of our PLOs.

## **Recommendation 2**

“To control for potential maturation and general test-taking effects, and to more directly assess students’ gains from different elements within the Program (i.e., core courses that relate to specific PLOs), the Program could collect and review a variety of student-work samples over the course of each semester and administer pre/post assessments to the same students at the beginning and end of select courses. Additionally, the Program could report findings using benchmarks, and it could report the percentage of alumni entering different types of graduate Programs, and the percentages of alumni and students at all grade levels who secure different kinds of summer, part-time, and full-time positions (paid/unpaid internships, research assistantships with off-campus researchers). Finally, the Program could report the number and type of student publications and presentations at undergraduate and professional conferences, as well as the number and type of student awards for research and/or service.”

**Response.** Once again, we agree. Having come to the end of one full cycle of the program review protocol, we now have the benefit of understanding more clearly the types of data that will be beneficial in future Annual Reviews and Five Year Reviews. Prior to this program review, most of the evidence collected consisted of “indirect evidence,” such as student perceptions of learning and

student satisfaction with the program. We now understand more clearly that while this form of evidence has value, it needs to supplement direct evidence of student learning, which can take the form of student work samples directly associated with course SLOs and PLOS, success rates in acceptance to graduate school, field work placements, student publications, and student presentations at professional conferences.

### **Recommendation 3**

“Given the students’ expressed concerns about inadequate preparation for and comfort with psychological research methods after taking the foundational-level Research Methods course, standardizing the curriculum for this course and adding a laboratory component to it would provide students with the skills and confidence early in their college careers to pursue research activities later in their college careers.”

*Response.* This recommendation raises the possibility that a point of clarification is needed. In the Research Methods class, students work in groups to develop and carry out an empirical research study. This involves creating a hypothesis, collecting pilot data, analyzing the data, writing a research report, and presenting research findings. In essence, the students are already in the activities that would be required in a lab class. Instead of completing lab tasks at a separately-scheduled time, these tasks are integrated into the course lectures. There are benefits to the current “integrated experience” model; for example, the interweaving of lecture and lab activities ensures that the relevant lecture content and lab activities occur at the same time, creating class time that is more engaging and hands-on. The integrated experiences model also allows the professor to devote more class time to lab activities when the needs of the research projects are greatest, and then to reduce the class time devoted to the lab activities when students are able to work on their own without guidance.

Nevertheless, we recognize that there may be benefits to the “separate-components” model. Therefore, consideration of the strengths and weaknesses of the two models will be valuable.

#### **Recommendation 4**

“Given the students’ and Program’s concern about lack of student participation in research activities, adding upper-division laboratory courses in *non-biological psychology domains* (e.g., Developmental, Cognitive, Social) as well as Physiological Psychology or Neuroscience would serve several purposes: (a) Core-content lab offerings would explicitly demonstrate the Program’s desire to ‘communicate psychology as a science to present and prospective students....’ (APA Principle #4, Recommendation #1; p. 12); (b) the “lecture” component of such lab offerings could serve as upper-division ‘seminars’ in core-content areas that would allow students to gain greater depth in a specific domain of interest; (c) the lab component of such offerings would allow students to gain knowledge and skills specific to study within the given domain; and (d) such core-content laboratory courses would provide students with a wide range of opportunities to gain the ‘comfort’ and confidence needed to eventually pursue independent research in an area about which they are most passionate.”

**Response.** We agree that this idea has exciting potential. Giving students opportunities to conduct additional pilot studies—beyond the one conducted in Research Methods—would likely raise student confidence in pursuing an independent research projects. As with Recommendation #3, we would like to explore the contrasting benefits of the separate-components model and the integrated experience model; that is, whether the lab activities would be conducted at a specific lab time or whether they would be integrated into the normal class meeting time.

#### **Recommendation 5**

“Based on students’ calls for greater student/faculty communication about internship and research opportunities, rather than further burdening already-limited faculty resources by creating an

Internship class, the Program might consider focusing more attention on the advising process and using the student organizations (i.e., Psychology Club and Psi Chi Honor Society) as the designated vehicles for making students aware of the various internship and research opportunities. Early in the fall semester, faculty could describe their own research endeavors and solicit RA applications in a panel format at a designated annual joint-Psychology Club/Psi Chi event, and students who have interned and/or assisted in research on and off-campus (e.g., summer internships and research assistantships) could discuss their experiences and the process they used to successfully secure their positions. Additionally, the Program could create a website devoted exclusively to advertising research and internship opportunities, and the Program could use bulletin boards and flat-screens in the common areas to advertise research and internship positions.”

**Response.** We agree that, despite the value of a scheduled internship course, the increased demand on the faculty might not be sustainable; each faculty member teaches a full load of required classes and (as pointed out in the External Review report), the cost of dropping any other class might outweigh the benefit of offering this class experience. Dr. Camparo provided some very promising ideas for making students aware of opportunities using resources already in place; however, we plan to continue exploring the feasibility of an internship course.

### **Recommendation 6**

“Given the Program’s finding that all eight of its peer and aspirational Programs offer a class in Health Psychology, the fact that the Program has been considering for some time hiring a new faculty member in Health Psychology, the growing popularity of Health professions and related fields around the nation, and the potential for a Health Psychologist to also be qualified to teach and conduct research in areas of applied Physiological Psychology, hiring a new faculty member in Health Psychology might meet many of the Program’s current and future needs.”

**Response.** We agree that Health Psychology is underdeveloped in our program, falling behind our peer and aspirational schools in this regard. Since many Health Psychologists also have expertise in Adult Developmental Psychology and Physiological Psychology, this new position would strengthen other domains which are currently underdeveloped as well.

### **Recommendation 7**

“Given APA Quality Principle #4, Recommendation #3, which states that ‘...psychologists need space and equipment for data collection and analysis...[and] adequate investments in laboratory space and equipment as well as routine upgrading of equipment, computers, and software are essential for a quality undergraduate education’ (pp. 16-17), increased allocation of Institutional resources in the form of additional (ideally one per faculty member) and larger lab spaces as well as upgraded equipment would serve as a tangible commitment to the competitiveness and future quality of the Seaver Psychology Program. It would also serve to communicate clear and resounding Institutional support for faculty/student research.”

**Response.** We agree that the growth of the major has exceeded a sustainable level, both in terms of faculty and in terms of space. We have made conscientious effort to “make do” with the same amount of space, despite growing numbers of students and growing numbers of student research projects. Faculty research projects and student research projects have been revised or discarded completely because they were not feasible with our current lab infrastructure. It would be valuable to systematically evaluate lab resources in terms of current status, necessary status, and desired status.

### **Recommendation 8**

“Given that the self-study process revealed evidence that students are being exposed to topics of racial and ethnic diversity in the curriculum, and faculty self-reported that they are incorporating elements of diversity within every departmental offering, adding a PLO focused specifically on

commitment to diversity would formalize the Program’s efforts in this regard and provide the Program with a justification for systematically assessing their commitment to diversity in the future.”

**Response.** It was gratifying to see that diversity topics (though not directly included in any specific PLO) were frequently and consistently addressed throughout the curriculum. However, we agree that a change in the PLOs would communicate directly to the students the belief of the faculty that awareness of and sensitivity to diverse groups is an important quality of a psychologist and an important component of a contemporary education in psychology.

### **Closing the Loop: Goals, Plans, and Needs for the Future**

#### **Reconsideration and Revision of PLOs**

**Rationale.** The PLOs presented in Appendix B were written when the current program assessment protocol was first introduced; at that time, the full function and role of the PLOs was not fully understood. Having the benefit of four years of Annual Reviews and a culminating Five Year Review, we believe that it is an appropriate time for us to re-evaluate these PLOs. Specifically, this process raised our awareness of the absence of diversity-related topics (an important part of an education in psychology) in our PLOs

**Actions Completed.** On February 6, 2013, the Psychology faculty met and voted to add a fifth PLO: “Recognize and articulate the importance of diversity (including cultural, ethnic, racial, gender, sexual, age, and religious) as it applies to each subdiscipline.” The addition of this PLO required the development of a revised map to align the PLOs with individual courses ([Appendix M](#)), a revised map to align the PLOs with the IEOs ([Appendix N](#)), and a revised program assessment schedule ([Appendix O](#)).

**Actions Planned.** During the Fall of 2013, the Psychology faculty will meet to discuss revisions to the other four PLOs. Although it is unlikely that there will be a wide-scale overhaul of the

PLOs at that time, rephrasing and revisions might allow for a more focused assessment of the program.

### **Curricular Revision**

***Rationale.*** The program review brought our attention to several curricular topics to explore, including the prominence of developmental psychology in the curriculum, internship courses, capstone courses, and lab components for extant courses. This is not surprising, since the curriculum essentially has not changed since 1995. At this time, however, substantive discussions of curricular revisions are premature. The American Psychological Association is scheduled to release a new set of guidelines for undergraduate education late in the Summer of 2013, so we determined that it would be wisest to wait for any discussions of dramatic changes to the curriculum until we are able to be informed by this new set of guidelines.

***Actions Completed.*** In response to Action Item #7 above, the Psychology faculty created two new courses: Honors Research Seminar I (PSYC 491) and Honors Research Seminar II (PSYC 492). Rather than having specific sections of PSYC 590 designaed for our Honors Program students, these two new course numbers will be used for the two-semester sequence. This proposal was approved at the Feb. 4, 2013 meeting of the Seaver Academic Council and at the Feb. 15, 2013 meeting of the University Academic Council. We will begin using these numbers for the Spring 2014 Honors cohort, and it will be included in the 2014-15 Seaver Catalog.

***Actions Planned.*** In the Fall of 2013, the Psychology faculty will convene a series of meetings to discuss possible revisions to the Psychology curriculum, informed by the soon-to-be-released guidelines from the APA and the feedback received from our External Review. The topics to be discussed will include: 1) a course in Adult Developmental Psychology (pending support for additional faculty; see below), 2) a course in Health Psychology (pending support for additional

faculty; see below), 3) a career planning course, 4) an internship course, 5) revising Research Methods and other core classes to include labs (either as separately-scheduled components or as integrated activities in strategically-selected courses), and 6) the format of the Senior Capstone experience.

### **Request for Additional Faculty Member**

*Rationale.* The number of students majoring in psychology has grown substantially in the past few years, and the current Student-to-Faculty ratios are among the highest in Seaver College. For example, in the 2011/2012 academic year (the last year for which we have complete data), the Credit-Hours-to-Faculty ratio for the Psychology program was 638 to 1, which was substantially higher than that of Seaver College (i.e., 492 to 1). The Degrees-Awarded-to-Faculty ratio for the Psychology program was 7.43 to 1 and was nearly twice as high as that for Seaver College (i.e., 3.9 to 1). In addition, the Majors-to-Faculty ratio for the Psychology program was 34.71 to 1, which was more than twice as high as that for Seaver College (i.e., 15.72 to 1). Whereas students in most majors benefit from small class sizes when they reach their upper-level majors courses, Psychology majors face the frustration of closed classes due to over-enrollment and classes with rosters in the range of 30 to 40 students.

The need for a new faculty member is not only evident in quantitative data. A comparison of our curriculum and the curricula of our peer and aspirational schools shed light on some notable deficiencies—deficiencies that were apparent to our External Reviewer. Notably we lack a faculty member who has expertise in the overlapping areas of Health Psychology and Adult Developmental Psychology.

In short, the typical Psychology faculty member is teaching more students, mentoring more students, and advising more students than almost any other program in Seaver College. Psychology classes are over-enrolled, leading to registration frustrations and typical class sizes that exceed the

image that was conveyed to these students when they were accepted as Seaver College students. Moreover, we are underprepared to teach students an important core area of contemporary psychology—Health and Aging.

**Action Planned.** During the Summer of 2013, the Psychology faculty will complete a Course Request Form and deliver it to Dean Rick Marrs. This request form will re-articulate the concerns raised in this report, and will request approval for a new faculty position in the overlapping areas of Health Psychology and Adult Developmental Psychology.

### **Increased Laboratory Resources**

**Rationale.** One could easily conceptualize Psychology as either a Natural Science or a Social Science; in fact, it is often seen as bridging these two general domains. Like many of the other natural sciences, much of the research in psychology is laboratory-based research—and this differentiates it from most of the other social sciences. However, in part due to the placement of the Psychology program within the Social Science division rather than the Natural Science division, the laboratory resources for the psychology program are under-developed, limiting potential research both for our students and faculty.

**Action Planned.** During the 2013/2014 academic year, an *ad hoc* committee of Psychology faculty will be created. This committee will be charged with gaining comparison data regarding laboratory resources at our peer and aspirational schools, as well as the laboratory facilities needed by our faculty and students. This committee will prepare a report, specifying both the current status of our facilities and the resources that would allow us to conduct research comparable to that of our peer and aspirational schools.

### **Additional Direct Assessment of Student Learning and Achievement**

***Rationale.*** As noted in the External Review Report, the Psychology program has a long history—even pre-dating the current program assessment protocol—for collecting indirect assessment of student learning and student satisfaction. However, having benefitted from the insight gained from an entire cycle of Annual Reviews and a Five Year Review, we have greater clarity in terms of the kinds of ongoing direct assessment of student learning and achievement that would be beneficial for future program reviews. This should include (but should not be limited to) the data suggested in the External Review Report: the proportion of job-seeking alumni who secure a job within a specific time period, the proportion of graduate school-seeking students who are admitted to graduate school, the proportion of students securing paid and unpaid internships, and the number of student research presentations and publications.

***Action Planned.*** During the 2013/2014 academic year, a second *ad hoc* committee of Psychology faculty members will be created. This committee should include at least one faculty member who will agree to be the primary Program Review Coordinator for the next cycle of program reviews. This committee will prepare a report that will specify mechanisms by which we will be able to gain the kinds of data necessary to evaluate our students’ success, learning, and achievements.

## **Appendix A. Requirements for the Bachelor of Arts in Psychology Degree; 43 units total**

### **Foundation Courses (Grade of C- or higher required for each)**

- PSYC 210 Foundations of Psychology (4 units; GE)
- PSYC 250 Introductory Statistics (4 units; GE)
- PSYC 310 Research Methods in Psychology (4 units; Meets criteria for General Education Presentation Skills, Research Methods, and Writing Intensive class in major)
- PSYC 315 Psychological Testing and Assessment (4 units)

### **Core Content Courses**

Choose one course from each of the four core content areas (a total of 13-16 units).

#### **Individual Differences**

- PSYC 321 Personality (4 units)
- PSYC 322 Lifespan Developmental Psychology (3 units)
- PSYC 323 Abnormal Psychology (4 units)

#### **Social/Group Processes**

- PSYC 332 Cross-Cultural Psychology (4 units)
- PSYC 333 Social Psychology (3 units)
- PSYC 334 The Psychology of Women (3 units)

#### **Learning/Cognitive Principles**

- PSYC 341 Principles of Learning (4 units)
- PSYC 342 Cognitive Processes (3 units)
- PSYC 343 Comparative Animal Behavior (4 units)

#### **Biological Principles**

- PSYC 371 Sensation and Perception (4 units)
- PSYC 372 Physiological Psychology (4 units)
- PSYC 373 Psychopharmacology (4 units)

### **Capstone Courses**

Choose one course (3 to 4 units) from either Applied Practice or the Integrative Experiences.

#### **Applied Practice**

- PSYC 430 Counseling Theory and Techniques (4 units)
- PSYC 432 Family Therapy (4 units)
- PSYC 433 Industrial/Organizational Psychology (3 units)
- PSYC 434 Child Clinical Psychology (4 units)

#### **Integrative Experiences**

- PSYC 442 Intermediate Statistics and Computer Applications (4)
- PSYC 452 Psychology and Religion (3)
- PSYC 590 Research in Psychology (1-6)
- PSYC 595 Supervised Field Work (Cr/NC grading only) (1-4)

### **Specialized Interest Courses**

- PSYC 230 Interpersonal Behavior (Cr/NC grading only) (3)
- PSYC 453 Positive Psychology (3)
- PSYC 454 Death, Dying, and Bereavement (4)
- PSYC 456 Body Image and Eating Disorders (4)

## Appendix B. Program Alignment Map for the Psychology Program

Class	PLO 1	PLO 2	PLO 3	PLO 4
200				
210	I	I	I	I
230				D
250	D			
310	M	D/M		D
315	D			D
321	D		D	D
322	D		D	D
323	D		D	D
332	D		D	D
333	D	D	D	D
334	D		D	D
341	D		D	D
342	D		D	D
343	D	D	D	D
371	D		D	
372	D		D/M	D
373	D		D/M	D
430	D		M	M
432	D		M	M
433	D		M	M
434	D		M	M
441				M
442	D	M		
452	D		M	M
453	D		M	M
454				M
590	M	M		M
595				M

I = Introduce; D = Develop; M = Master

PLO 1: Critique the quality of published psychological literature and empirical research

PLO 2: Design and conduct an empirical study to answer a research question

PLO 3: Describe and explain the major contributions of the core subdisciplines of psychology

PLO 4: Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles

**Appendix C. Institutional Educational Objectives for Pepperdine University, and their alignment with the Psychology Program Learning Outcomes**

	Knowledge and Scholarship	Faith and Heritage	Community and Global Understanding
<b>Purpose</b>	IEO 1: Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	IEO 2: Appreciate the complex relationship between faith, learning, and practice.	IEO 3: Develop and enact a compelling personal and professional vision that values diversity.
<b>Service</b>	IEO 4: Apply knowledge to real-world challenges.	IEO 5: Respond to the call to serve others.	IEO 6: Demonstrate commitment to service and civic engagement.
<b>Leadership</b>	IEO 7: Think critically and creatively, communicate clearly, and act with integrity.	IEO 8: Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	IEO 9: Use global and local leadership opportunities in pursuit of justice.

	IEO 1	IEO 2	IEO 3	IEO 4	IEO 5	IEO 6	IEO 7	IEO 8	IEO 9
<b>PLO 1</b>	✓						✓		
<b>PLO 2</b>	✓		✓	✓	✓				
<b>PLO 3</b>	✓				✓				
<b>PLO 4</b>		✓				✓		✓	✓

PLO 1: Critique the quality of published psychological literature and empirical research

PLO 2: Design and conduct an empirical study to answer a research question

PLO 3: Describe and explain the major contributions of the core subdisciplines of psychology

PLO 4: Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles

**Appendix D. Alignment between Goals Identified by the APA Guidelines on Undergraduate Education and the Seaver Psychology Program Goals and Outcomes**

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	PLO 1	PLO 2	PLO 3	PLO 4
APA 1		✓			✓							✓	
APA 2			✓								✓		
APA 3	✓									✓			
APA 4							✓						
APA 5				✓									✓
APA 6													
APA 7													
APA 8													
APA 9						✓							✓
APA 10								✓	✓				

**Appendix E. Courses offered by the Seaver Psychology Program and our Peer (P) and Aspirational (A) Institutions (Continued on next page)**

	Seaver	Calvin (P)	Occidental (P)	Pomona (P)	San Diego (P)	Baylor (A)	Carleton (A)	Notre Dame (A)	Wake Forest (A)
Introductory Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓
Statistics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychological Assessment	✓	✓	✓		✓	✓			✓
Abnormal Psychology/ Psychopathology	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cognitive Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓
Physiological Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personality	✓	✓	✓		✓	✓	✓	✓	✓
Lifespan Development (1 semester survey)	✓	✓	✓	✓		✓	✓	✓	✓
Independent Research	✓	✓	✓	✓	✓	✓		✓	✓
Sensation and Perception	✓		✓	✓		✓	✓	✓	✓
Cross-Cultural Psychology	✓	✓		✓	✓		✓	✓	✓
Principles of Learning	✓		✓		✓	✓	✓		✓
Industrial Organizational Psychology	✓	✓	✓	✓		✓			✓
Field Work/ Internship	✓	✓	✓		✓	✓			✓
Psychology of Women/Gender	✓	✓				✓	✓		✓
Comparative Animal Behavior/Cognition	✓				✓	✓	✓		✓
Counseling Theory and Techniques	✓	✓	✓			✓	✓		
Child Clinical Psychology	✓				✓		✓	✓	✓
Psychopharmacology	✓					✓	✓		✓
Intermediate/ Advanced Statistics	✓				✓	✓			
Psychology and/of Religion	✓	✓				✓			
Interpersonal Behavior/ Group Processes	✓		✓			✓			
Eating Disorders	✓							✓	
Positive Psychology	✓						✓		
Family Therapy	✓								
Death, Dying, and Bereavement	✓								
Health Psychology		✓	✓	✓	✓	✓	✓	✓	✓
Lifespan Development (2 semesters)		✓	✓		✓	✓		✓	
Capstone/Senior Seminar			✓	✓	✓		✓		✓
History of Psychology				✓	✓	✓			✓
Consciousness/ Sleep						✓	✓	✓	✓
Motivation		✓			✓				✓

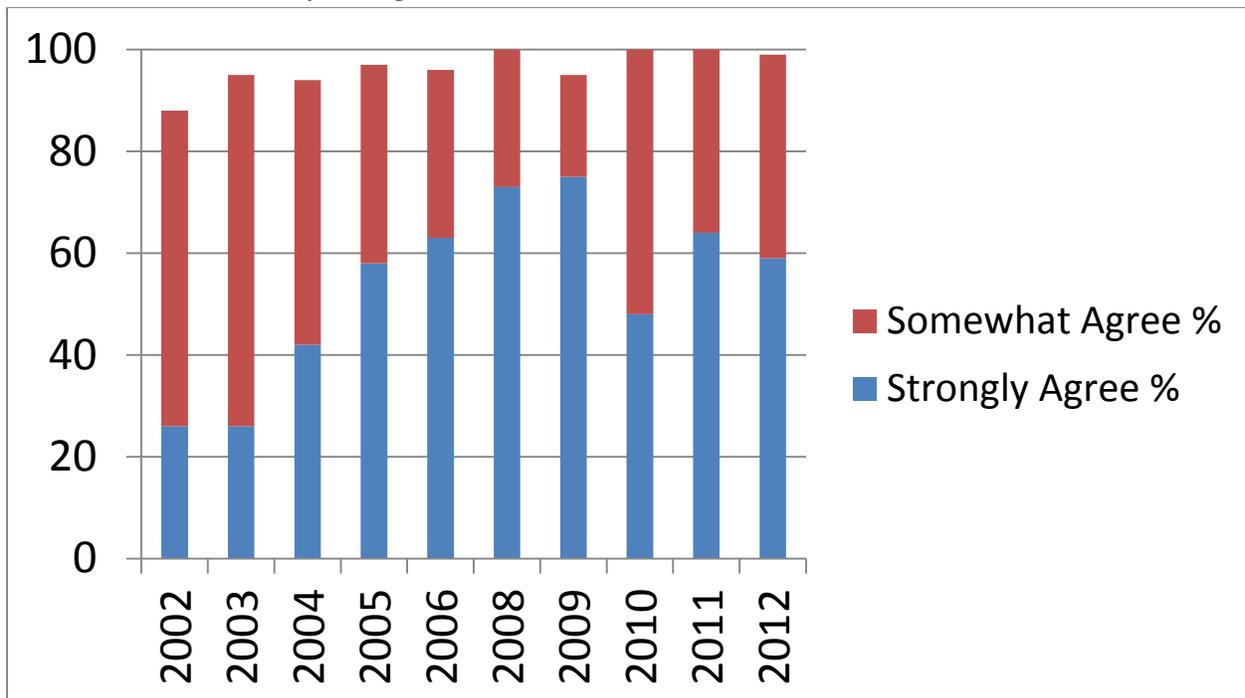
	Seaver	Calvin (P)	Occidental (P)	Pomona (P)	San Diego (P)	Baylor (A)	Carleton (A)	Notre Dame (A)	Wake Forest (A)
Latino/a Psychology and Society			✓	✓				✓	
Psychology-Specific First Year Seminar							✓	✓	✓
Psychology of Marriage/Family Relations		✓							✓
Evolutionary Psychology			✓				✓		
Language Development				✓			✓		
Memory						✓	✓		
Behavioral Neuroscience						✓	✓		
Science and Pseudoscience in Psychology							✓	✓	
Psychology of Prejudice							✓		✓
Therapeutic Interviewing		✓							
Mental Health and the Classroom		✓							
Youth Development and Spiritual Formation		✓							
Epistemology			✓						
Psychology of the Black Experience				✓					
Psychology of Multicultural Education				✓					
Psychology of Asian Americans				✓					
The Social Brain				✓					
Behavior Genetics					✓				
Health Psychology of Women & Ethnic Group					✓				
Forensic Psychology						✓			
Social Cognition							✓		
Cognitive Neuroscience							✓		
Face Recognition							✓		
Language and Deception							✓		
Neural Plasticity							✓		
Conversational Processes							✓		
Close Relationships							✓		
Biological and Behavioral Psychology Seminar							✓		
Cognitive and Developmental Psychology Sem.							✓		
Social, Personality, Clinical and Health Sem.							✓		
Seminar on the Self								✓	
Practicum on Teaching Technology								✓	
Computers in Psychological Research/Educ.								✓	
Youth, Risk, and Resiliency								✓	
Autism								✓	
Applied Behavioral Analysis								✓	
Sign Language								✓	
Neurodevelopmental Disorders								✓	
Youth and Political Violence								✓	

	Seaver	Calvin (P)	Occidental (P)	Pomona (P)	San Diego (P)	Baylor (A)	Carleton (A)	Notre Dame (A)	Wake Forest (A)
Robotics/ Artificial Intelligence								✓	
Rethinking Crime and Justice								✓	
Individual Differences								✓	
Mental Health and Aging								✓	
Moral Development								✓	
Cognitive Development								✓	
Seminar on Evidence-Based Psychology								✓	
Educational Psychology								✓	
Human Sexuality									✓
Emotion									✓
Judgment and Decision-Making									✓

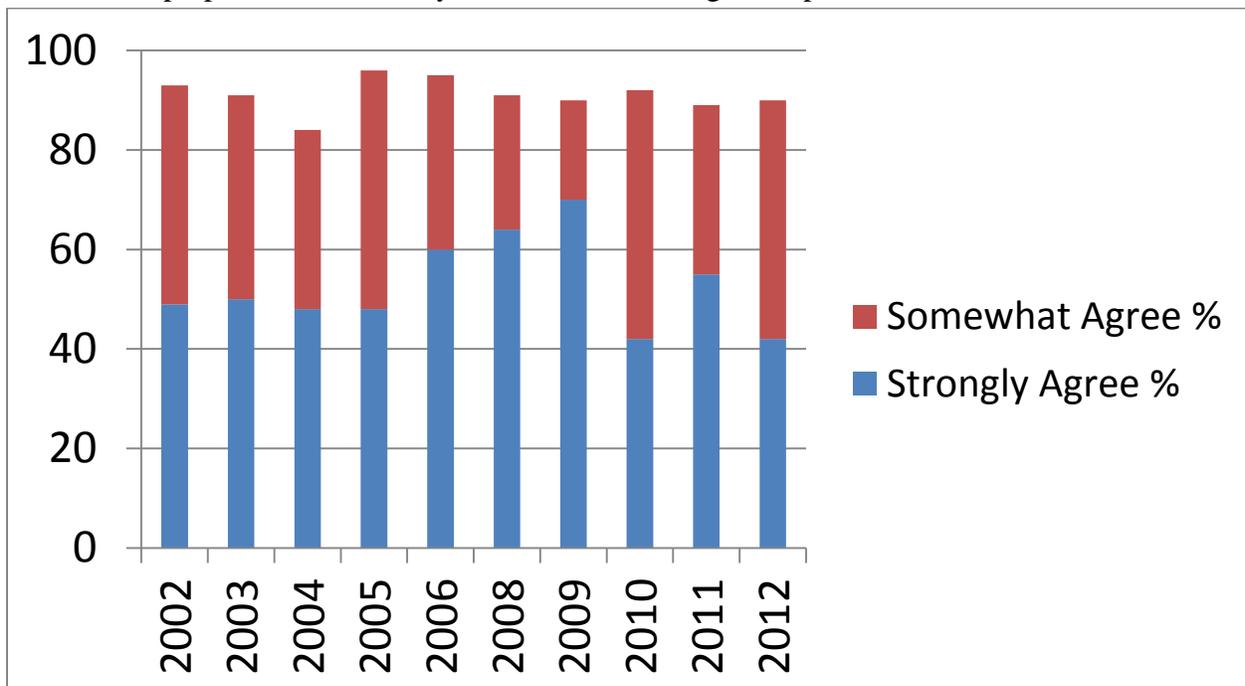
Note: The names are not always the same across colleges, but effort has been made to align similar topic areas

**Appendix F. Results of Senior Survey, 2002 to 2012**

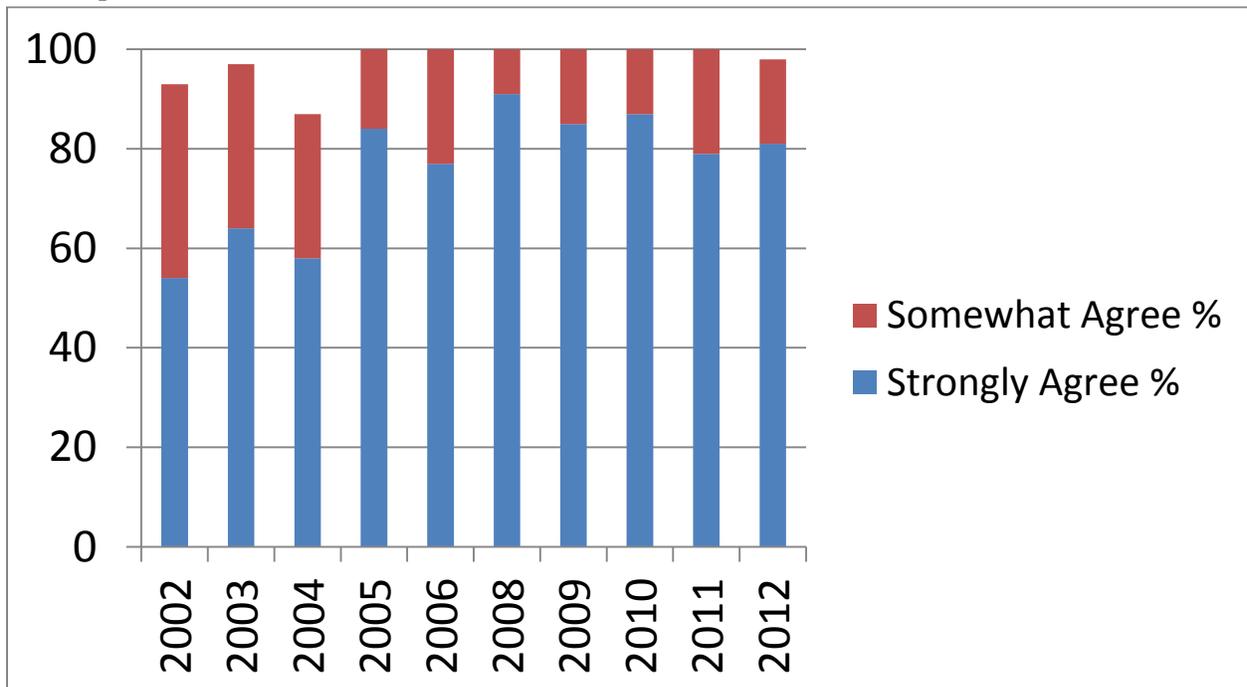
1. I am prepared to effectively communicate in written form, adhering to the guidelines of the *American Psychological Association Publication Manual*.



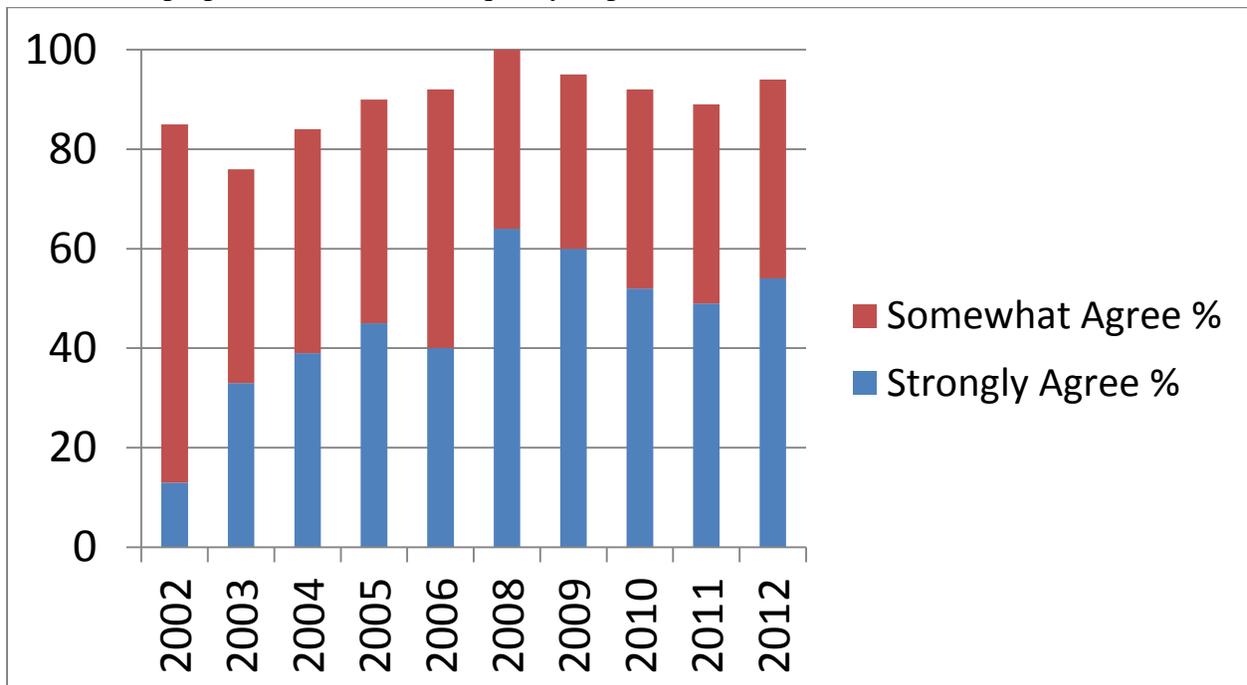
2. I am prepared to effectively communicate through oral presentations.



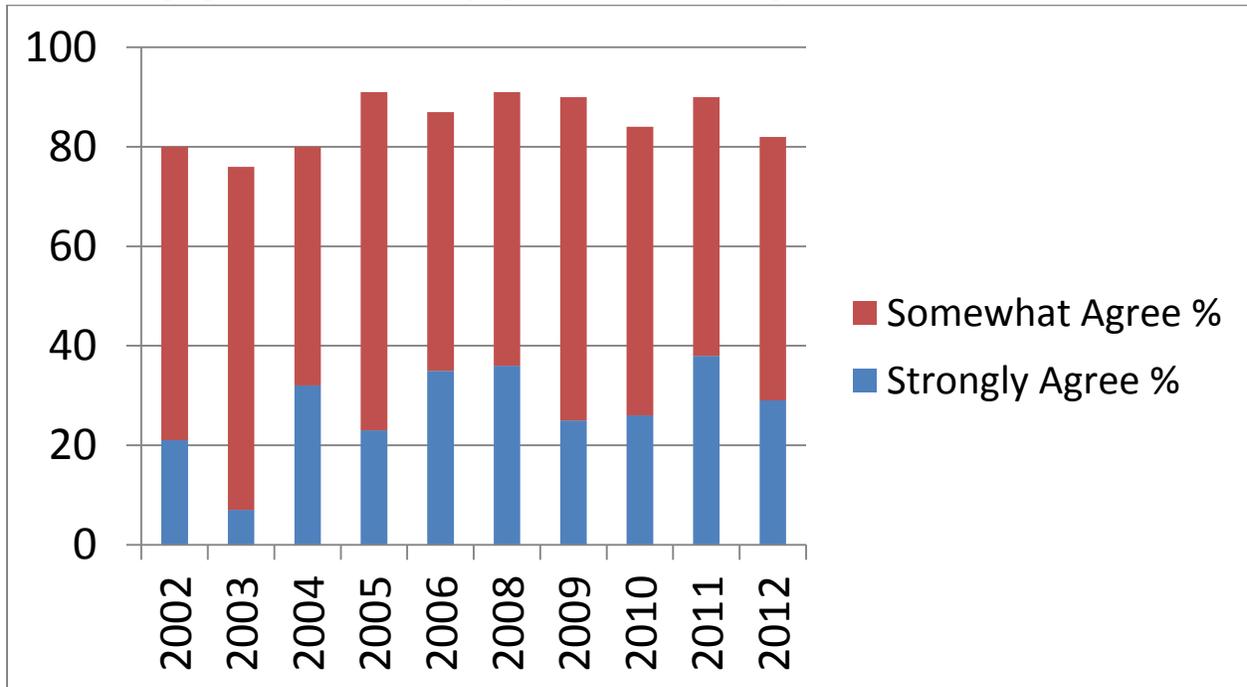
3. I am prepared to conduct library searches, using traditional or electronic methods of finding publications.



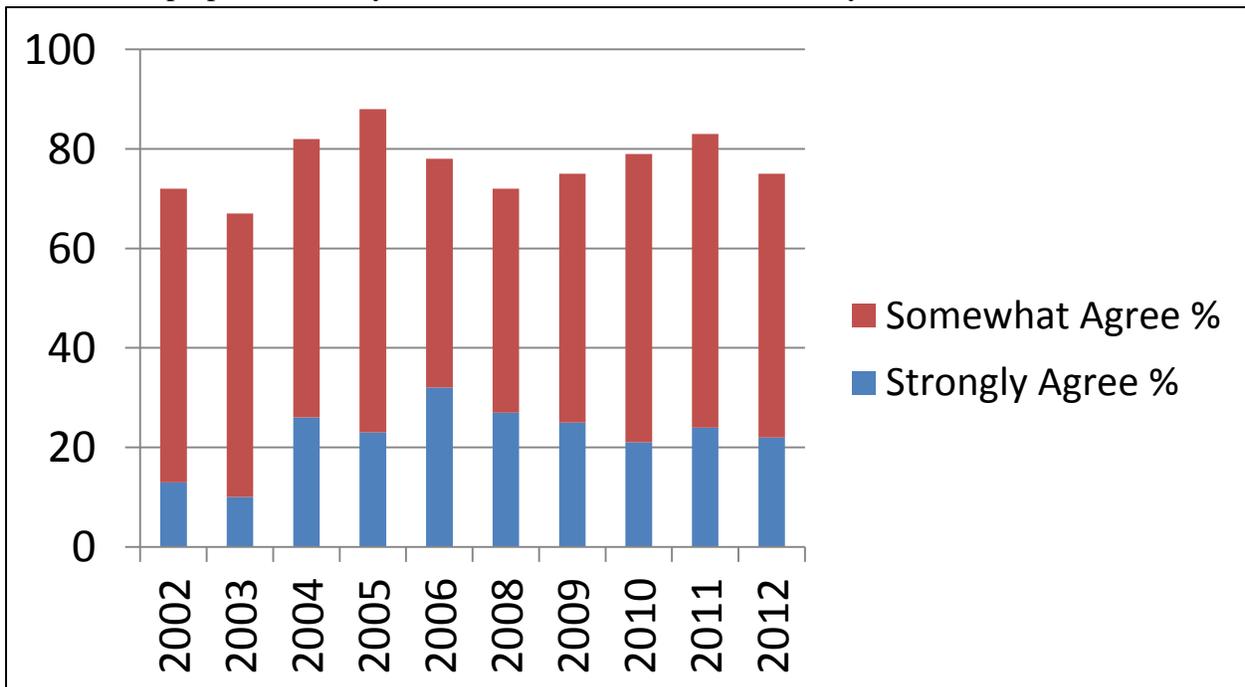
4. I am prepared to evaluate the quality of published literature and research.



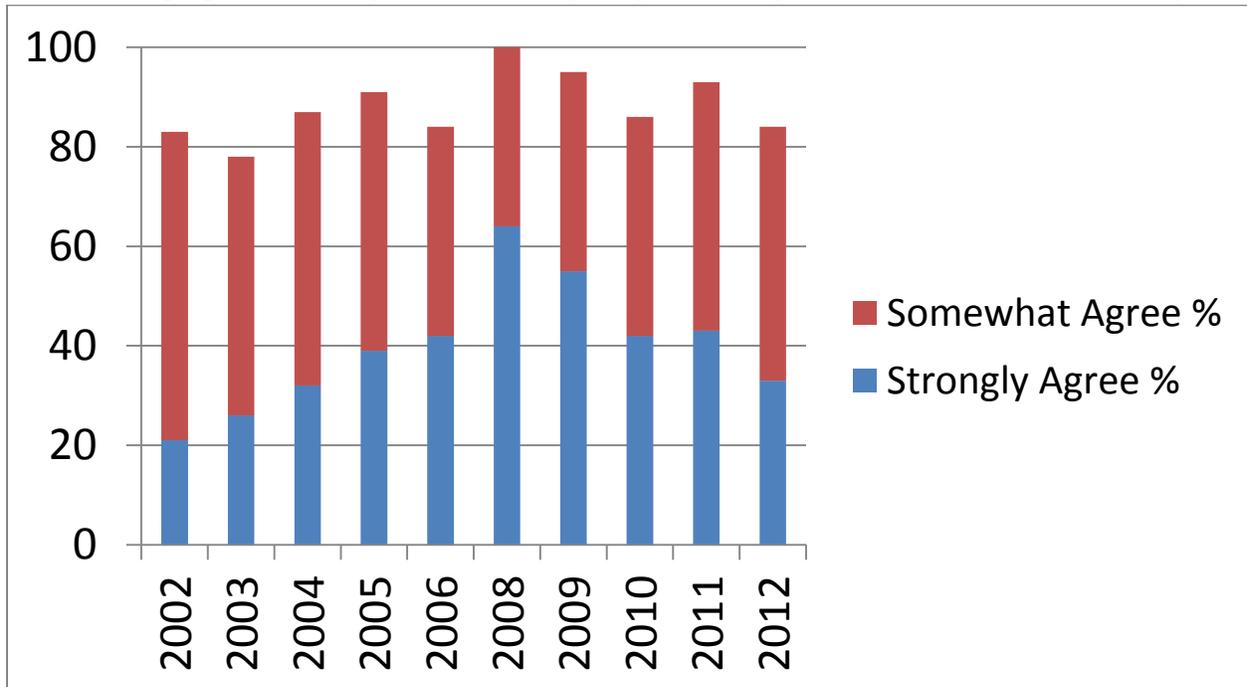
5. I am prepared to understand graphical and statistical presentations of data.



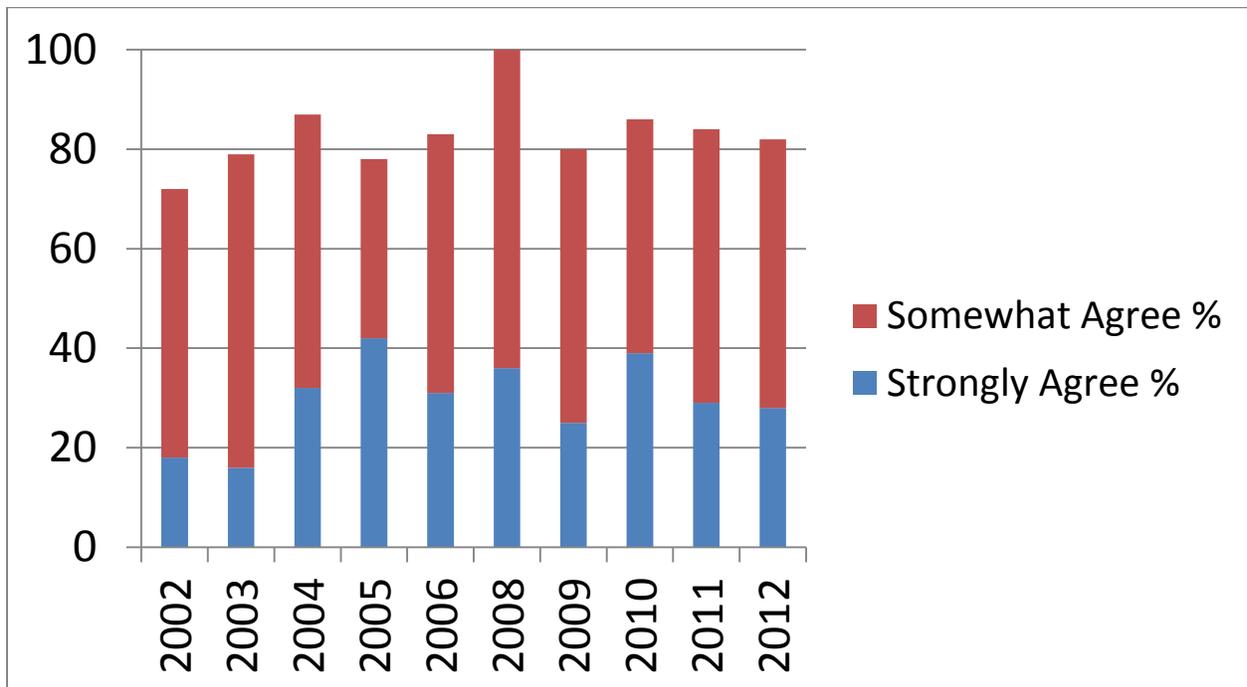
6. I am prepared to analyze data and communicate statistically.



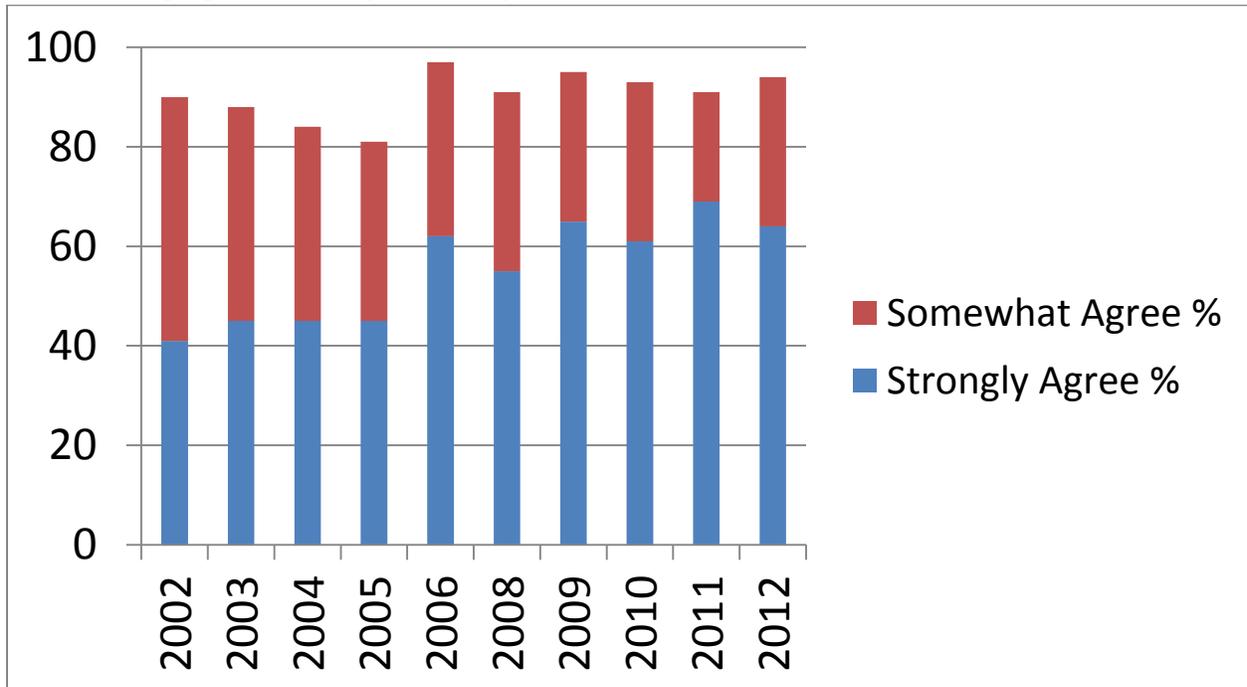
7. I am prepared to design a methodologically sound experimental or correlational study.



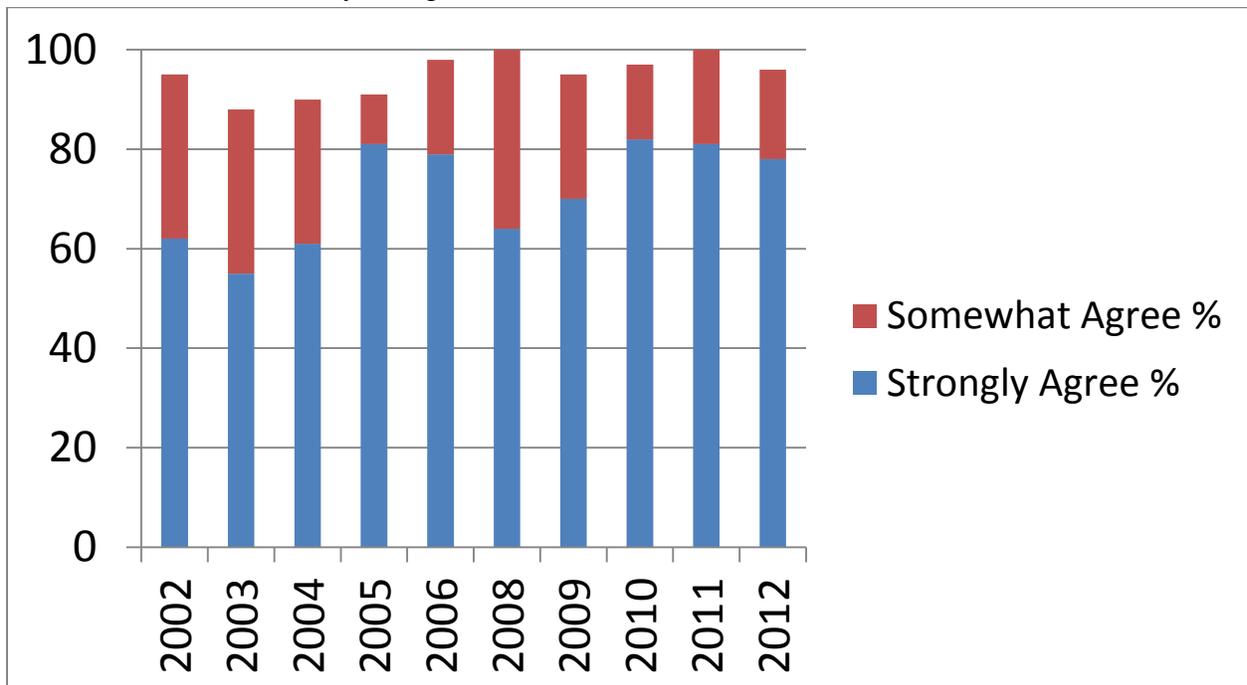
8. I am prepared to evaluate the psychometric characteristics (e.g., reliability, validity, etc.) of assessment and measurement methods.



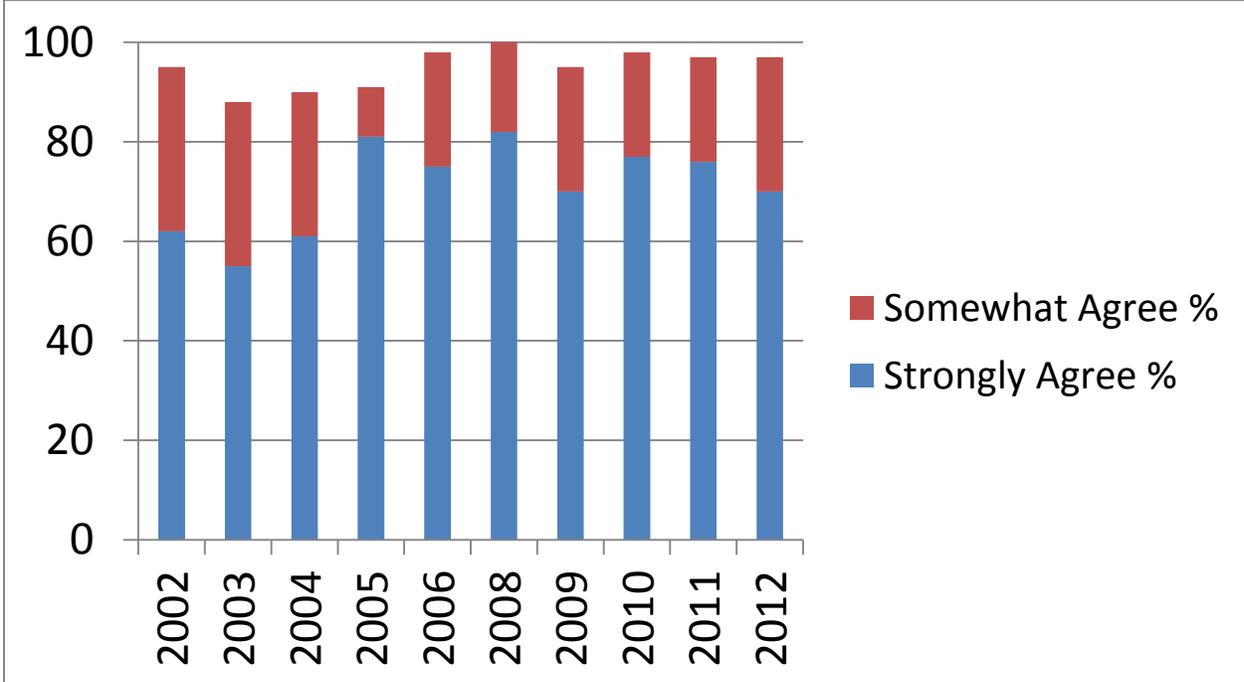
9. I am prepared to integrate and synthesize information from diverse courses.



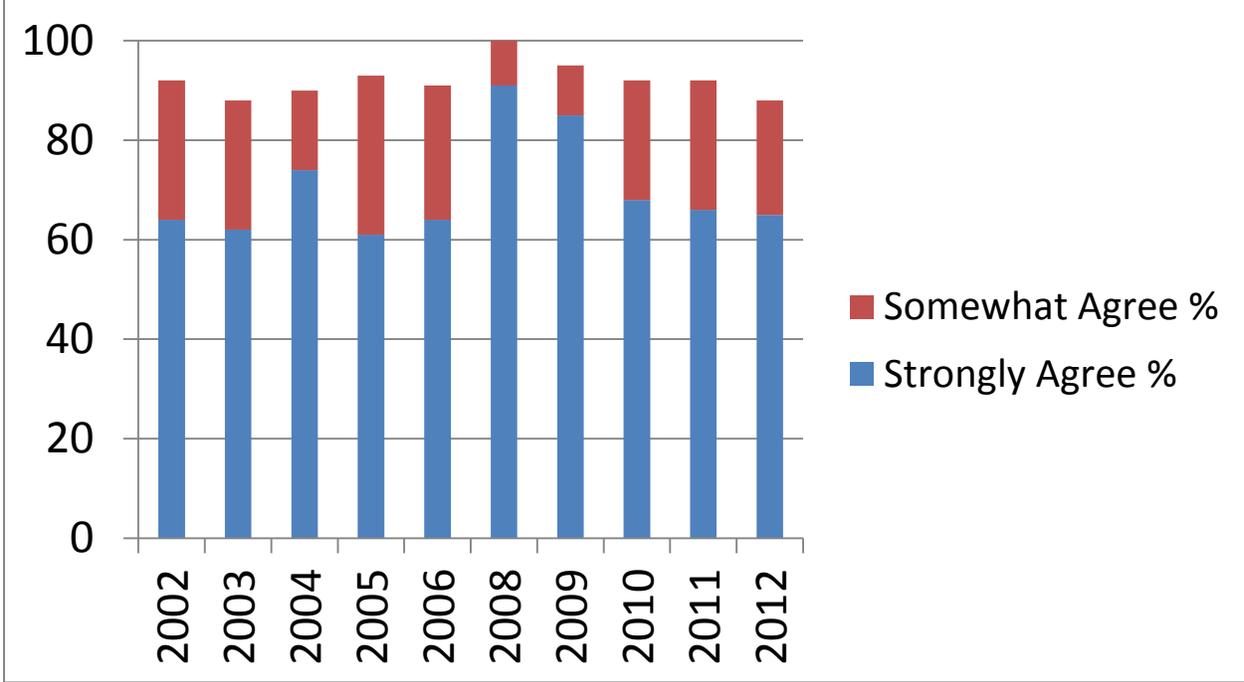
10. I am prepared to apply information from my educational experiences to practical problems encountered in daily living



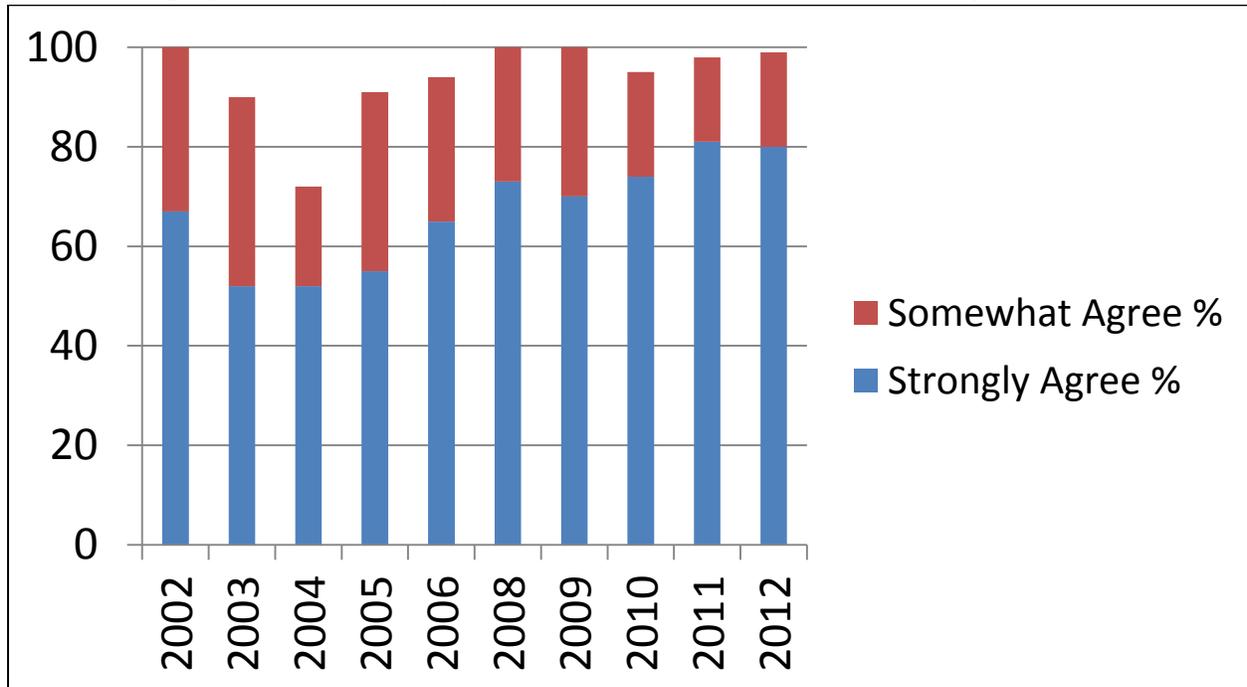
11. I am prepared to apply APA Ethical Principles to determine appropriate professional behavior.



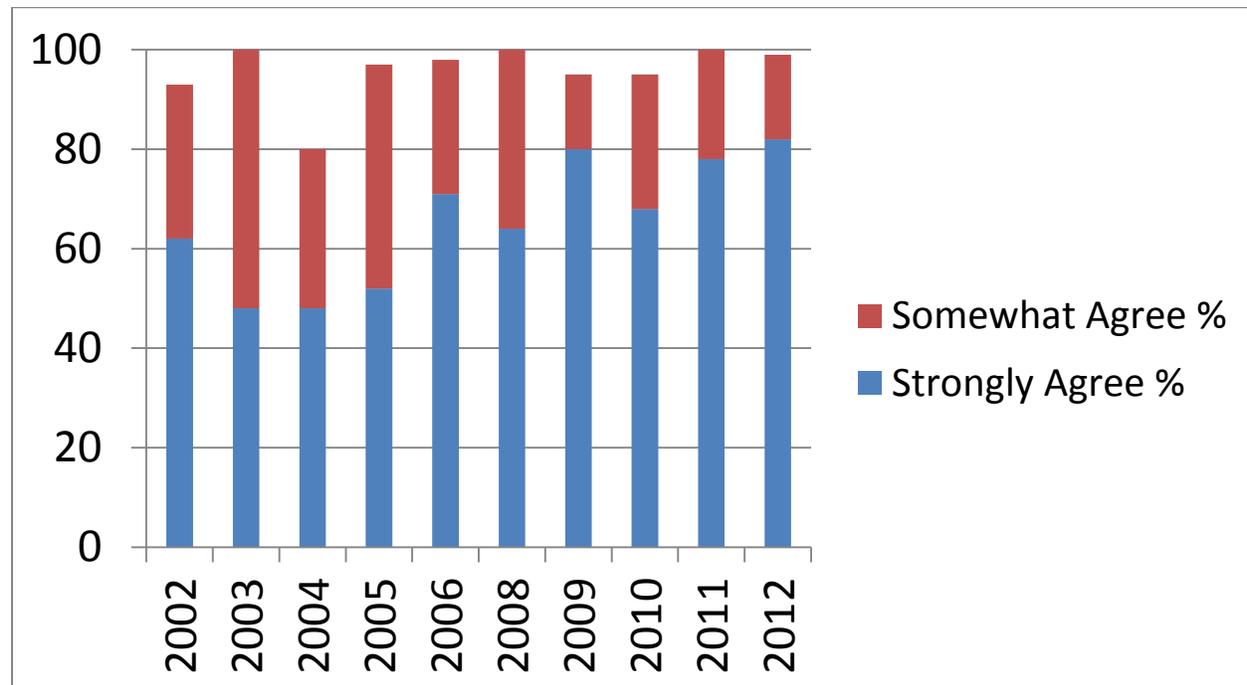
12. I am prepared to integrate my personal faith, professional growth, and knowledge of psychology.



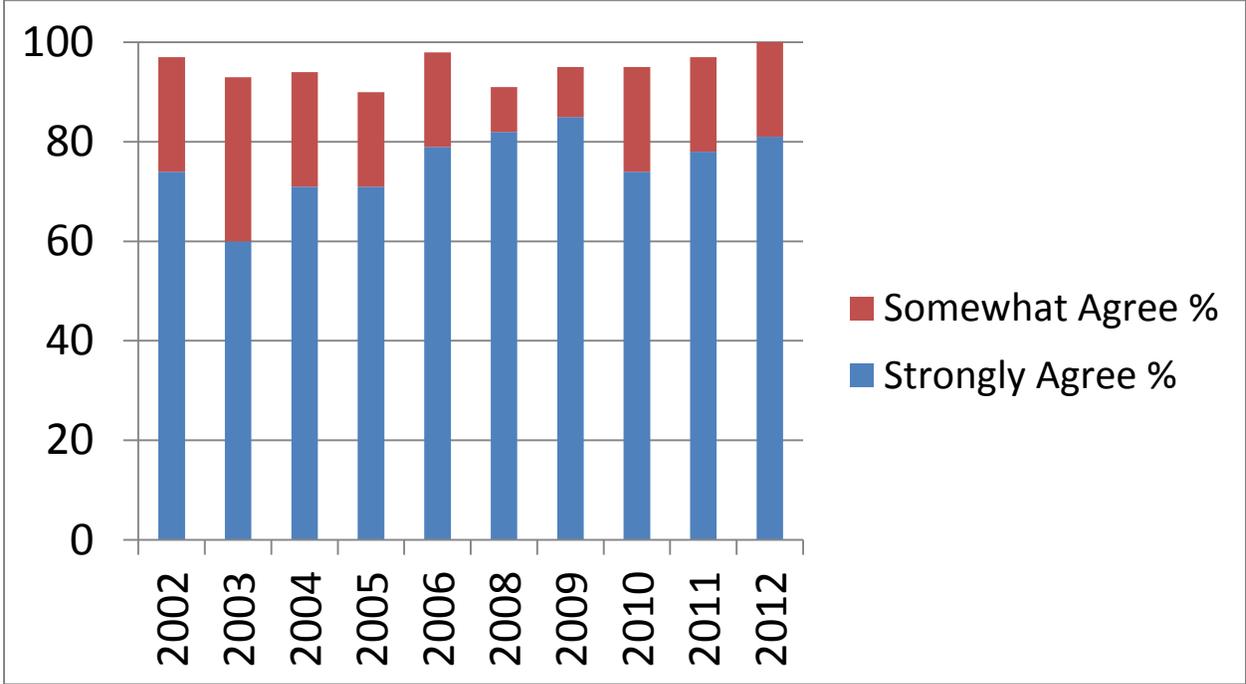
13. I am prepared to effectively work with others to achieve a common goal.



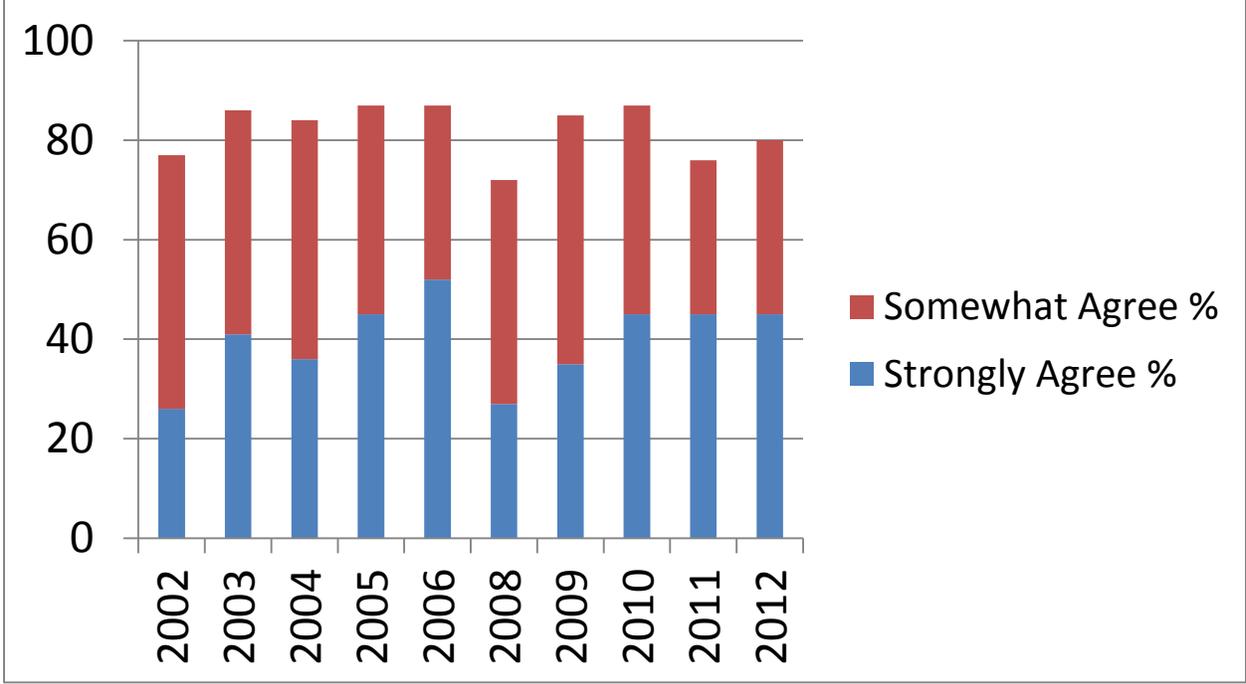
14. I am prepared to think critically when evaluating scientific and popular views of the human mind and behavior.



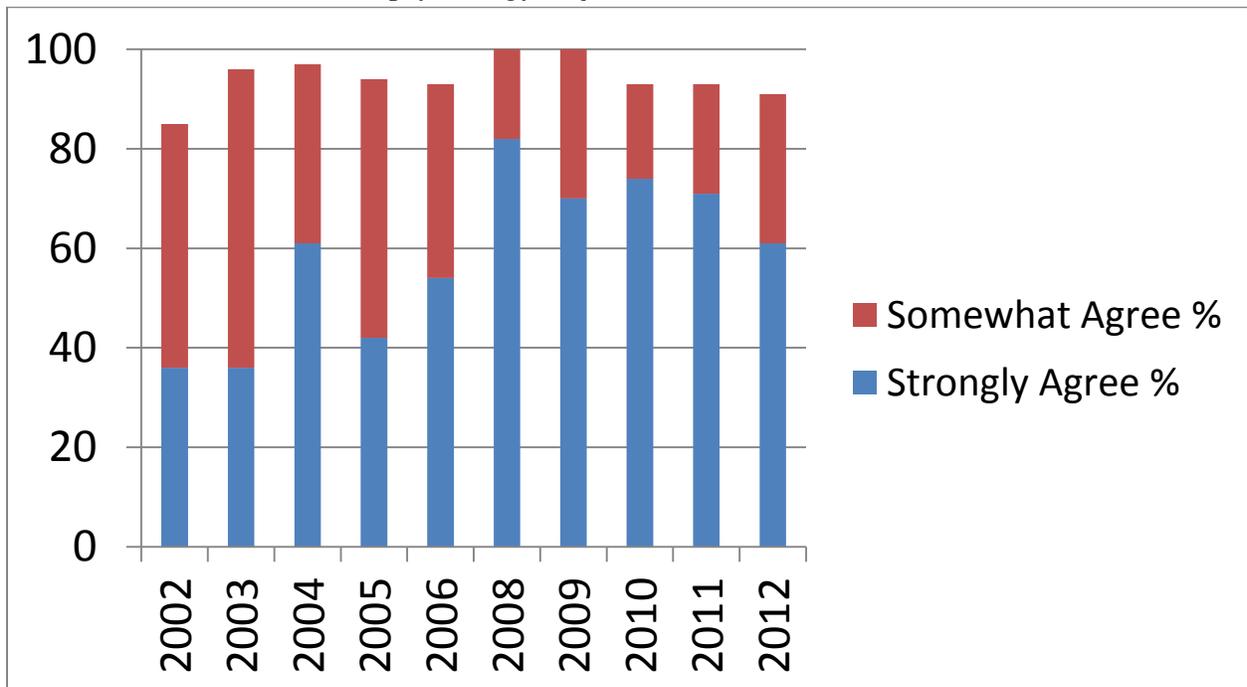
15. I am prepared to engage in self-exploration in an effort to achieve both greater self-understanding and a greater understanding of others.



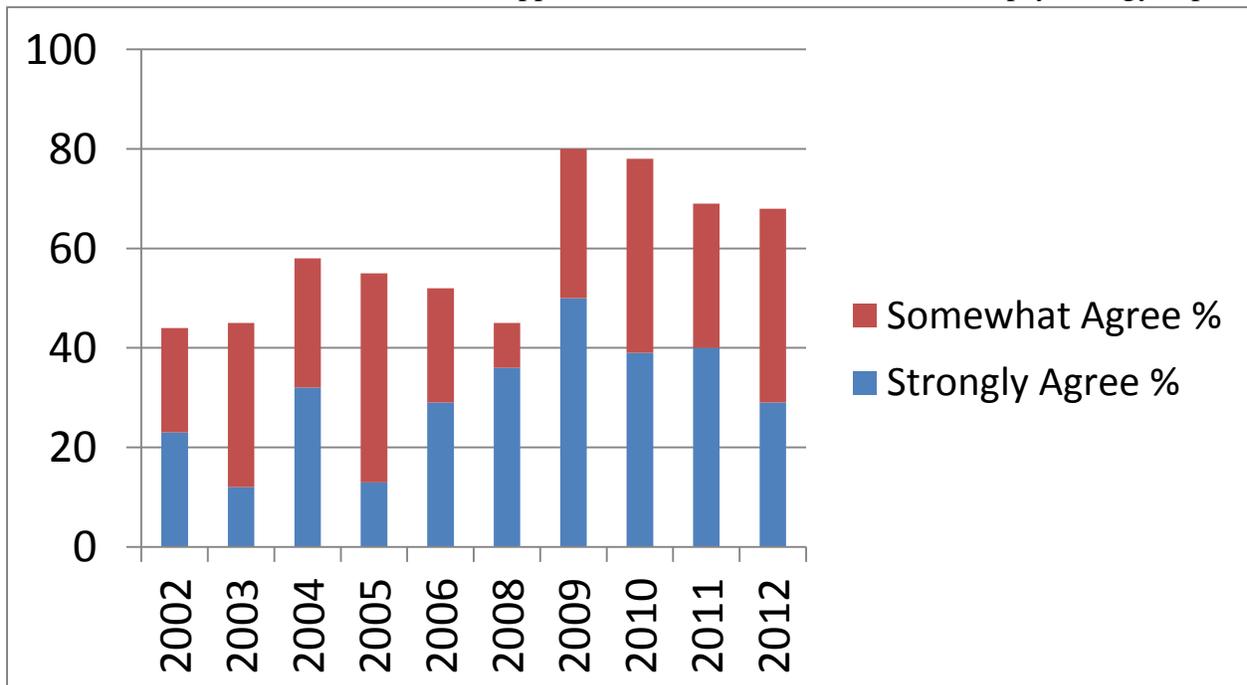
16. I have gained practical experience working in settings relevant to the field of psychology.



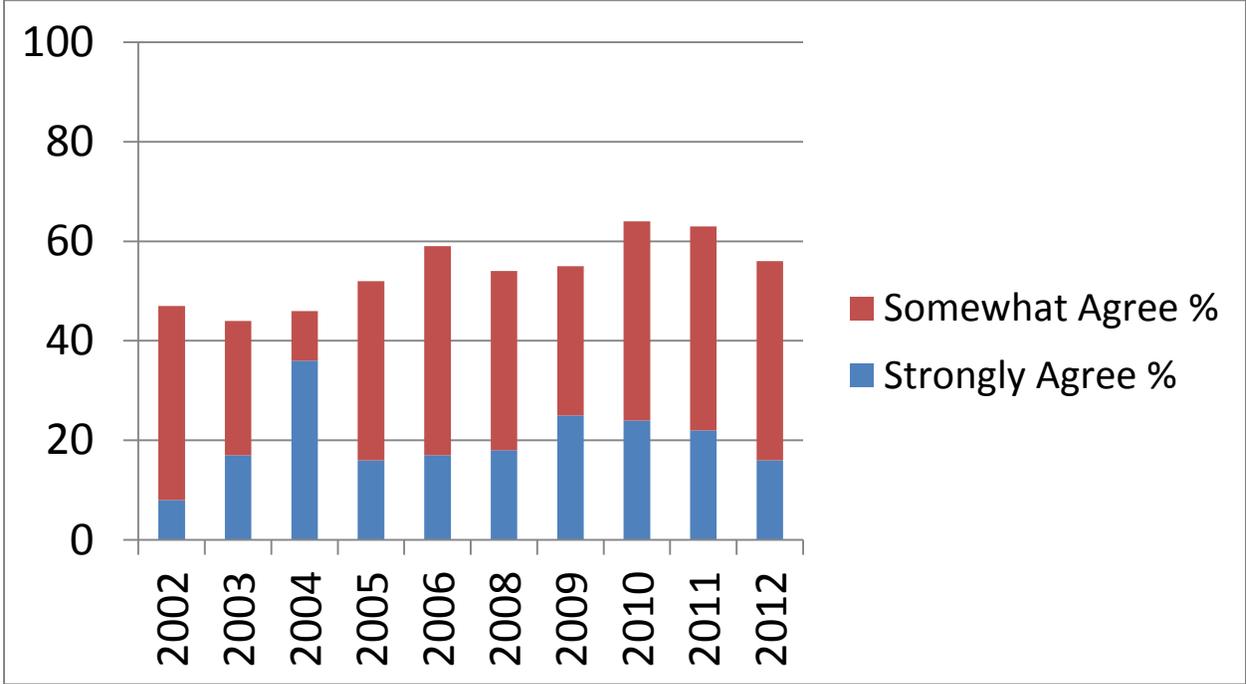
17. I am satisfied with the psychology major.



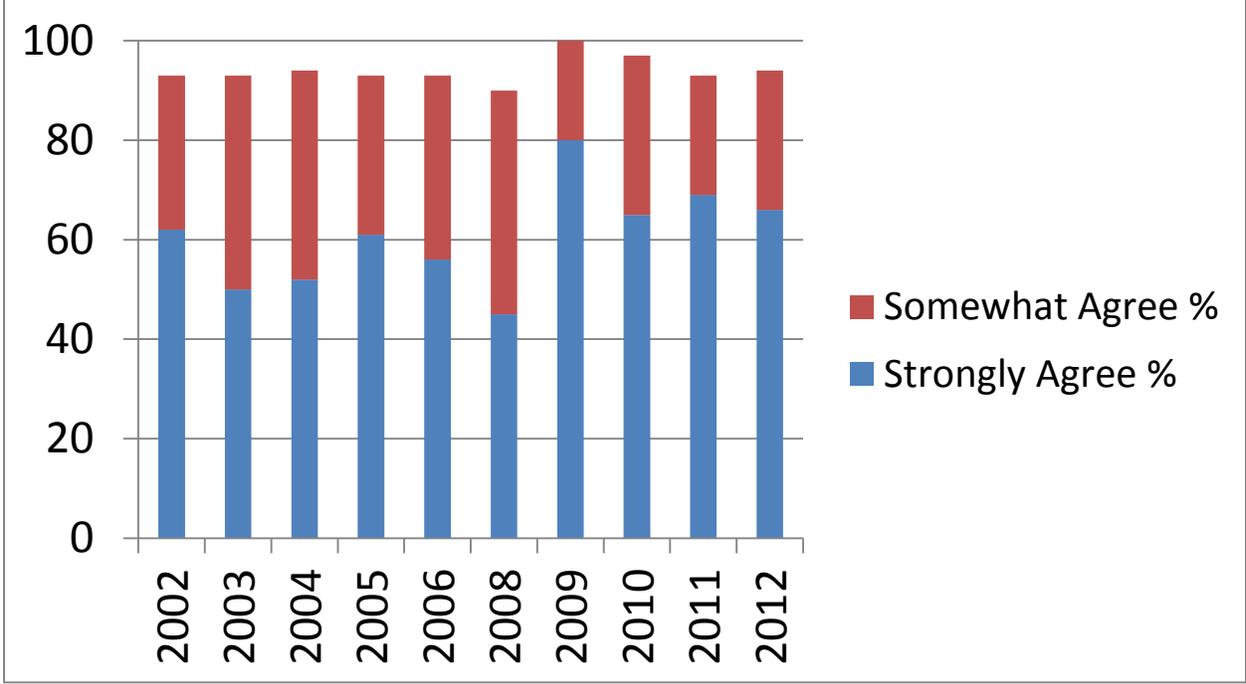
18. I am satisfied with the research opportunities that were available in the psychology department.



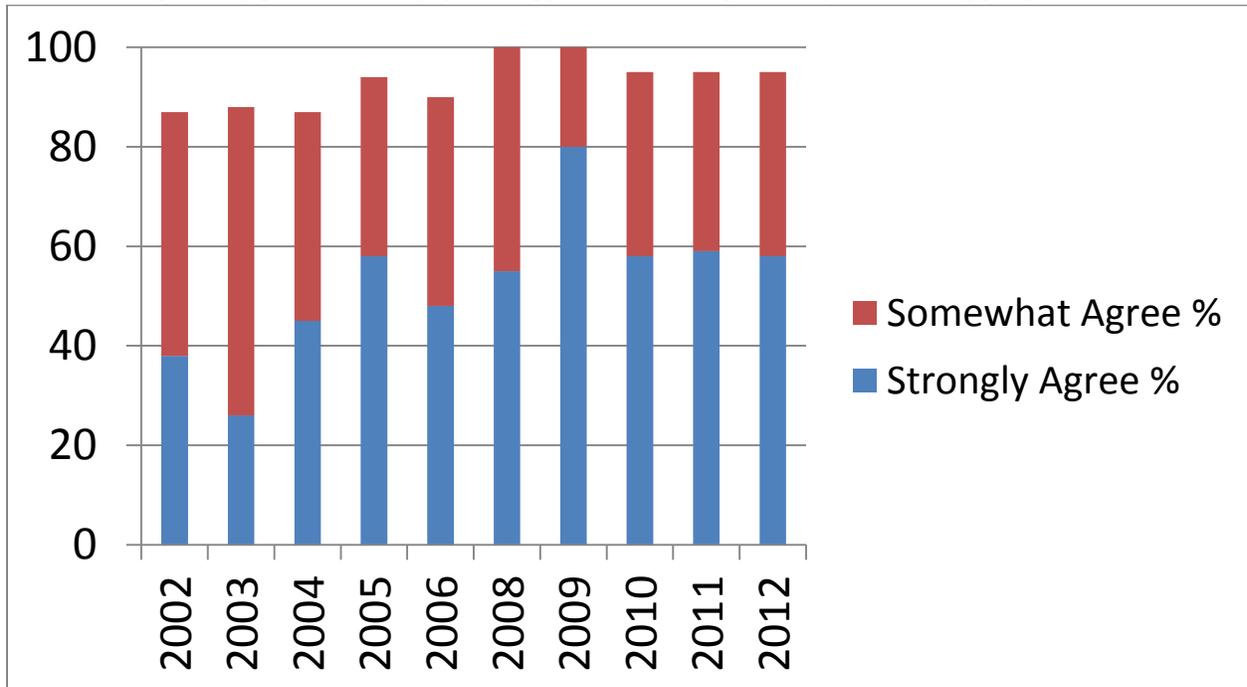
19. I am satisfied with the fieldwork opportunities that were available in the psychology department.



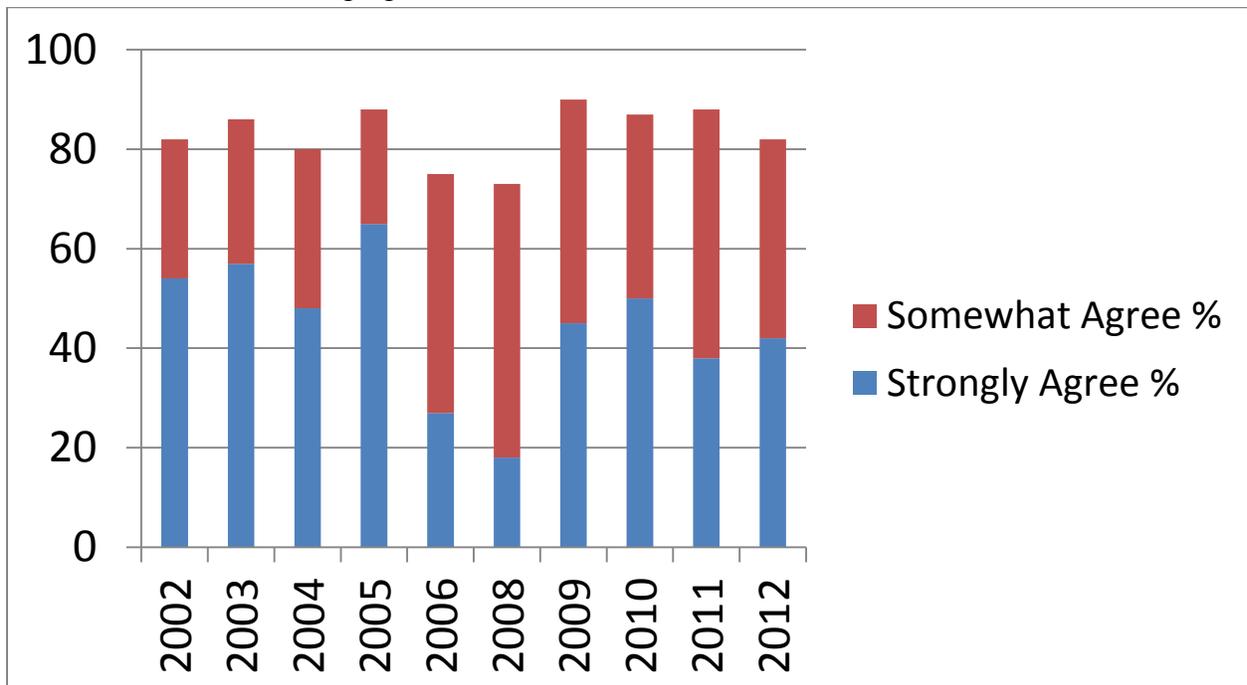
20. I have been intellectually challenged by the coursework in the psychology major.



21. The grading practices in psychology courses are generally fair and appropriate.



22. Compared to other courses I have taken at Seaver College, my psychology courses were some of the most challenging.



**Appendix G. Schedule for Annual Reviews of the Program Learning Outcomes for the Psychology major**

A student who successfully completes the Psychology major is expected to be able to:	Last assessment	Next assessment
PLO 1: Critique the quality of published psychological literature and empirical research	2010/2011	2014/2015
PLO 2: Design and conduct an empirical study to answer a research question	2009/2010	2015/2016
PLO 3: Describe and explain the major contributions of the core subdisciplines of psychology	2011/2012	2016/2017
PLO 4: Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles	NA	2013/2014

**Appendix H. Faculty in the Psychology Program**

	<b>Degree</b>	<b>Position</b>	<b>Courses Taught within Last Five Years</b>	<b>Hire Date</b>
<b>Khanh Bui</b>	Ph.D. in Social Psychology; University of California, Los Angeles	Professor	Introduction to Psychology, Introductory Statistics, Social Psychology, Psychology of Women, Intermediate Statistics	1997
<b>Michael Folkerts</b>	Ph.D. in Neuroscience; University of California, Davis	Associate Professor	Introduction to Psychology, Physiological Psychology, Psychopharmacology, Comparative Animal Beh.	2002
<b>Jennifer Harriger</b>	Ph.D. in Developmental Psychology; University of New Mexico	Assistant Professor	Foundations of Psychology, Lifespan Develop. Psych., Eating Disorders	2009
<b>Elizabeth Krumrei</b>	Ph.D. in Clinical Psychology; Bowling Green State University	Assistant Professor	Research Methods, Counseling Theory/Tech., Family Therapy, Psychology and Religion, Advanced Research Sem.	2009
<b>Tomás Martínez</b>	Ph.D. in Community Psychology; University of Michigan	Professor	Abnormal Psychology, Social Psychology, Cross-Cultural Psych. I/O Psychology, Latino Psych./Society	1978
<b>Cindy Miller-Perrin</b>	Ph.D. in Clinical Psychology; Washington State University	Professor	Introduction to Psychology; Child Clinical Psychology, Positive Psychology, Advanced Research Sem.	1992
<b>Steven Rouse</b>	Ph.D. in Personality Research; University of Minnesota	Professor	Introduction to Psychology Psych. Testing & Assess. Personality Psychology and Religion	1998
<b>Janet Trammell</b>	Ph.D. in Cognitive Psychology; University of Virginia	Assistant Professor	Research Methods, Cognitive Psychology Principles of Learning	2012

**Appendix I. Publications by Psychology Faculty Members since Fall 2007. Faculty members' names are in bold, while Seaver undergraduate co-authors' names are underlined.**

- Barnett, O. W., **Miller-Perrin, C. L.**, & Perrin, R. D. (2011a). Abuse of elders. In S. J. Ferguson (Ed.), *Shifting the center: Understanding contemporary families* (fourth edition). New York: McGraw-Hill.
- Barnett, O., **Miller-Perrin, C.L.**, & Perrin, R.D. (2011b). *Family violence across the lifespan (3<sup>rd</sup> Edition)*. Thousand Oaks, CA: Sage Publications.
- Baumgartner, B., **Bui, K. T.**, & Bauer, L. (2012). Reactions to homeless people: Social, cultural, and psychological sources of prejudice. *Psi Chi Journal of Undergraduate Research*, 14, 26.
- Bishop-Josef, S., **Miller-Perrin, C. L.**, & VanBuren, E. (2010). Summary and analysis of the Section on Child Maltreatment Task Force Report to Division 37 on Physical Punishment of Children.
- Bishop-Josef, S., **Miller-Perrin, C. L.**, & VanBuren, E. (2011). Conclusions and Recommendations from the Section on Child Maltreatment Task Force.
- Bui, K. T.** (2007). Educational expectations and academic achievement among middle and high school students. *Education*, 127, 328-331.
- Bui, K. T.** (in press). Sexuality issues among Vietnamese women. In D. Castañeda (Ed.), *An Essential Handbook of Women's Sexuality*. Santa Barbara, CA: Praeger.
- Byron, K., & **Miller-Perrin, C.** (2009). The value of life purpose: Purpose as a mediatory of faith and well-being. *Journal of Positive Psychology*, 4(1), 64-70.
- Clore, G.L. & **Palmer (Trammell), J.E.** (2009). Affective guidance of intelligent agents: How emotion controls cognition. *Cognitive Systems Research*, 10, 22-30.
- Erbes, S., **Folkerts, M.**, Gergis, C., Pederson, S., and Stivers, H. (2010). Understanding How Cognitive Psychology Can Inform and Improve Spanish Vocabulary Acquisition in High School Classrooms. *Journal of Instructional Psychology*, 37, 120-132.
- Folkerts, M. M.**, Parks, E. A., Dedman, J. R., Kaetzel, M. A., Lyeth, B. G., and Berman, R. F (2007). Phosphorylation of Calcium Calmodulin-Dependent Protein Kinase II following Lateral Fluid Percussion Brain Injury in Rats. *Journal of Neurotrauma*. 24, 638-650.
- Gear, M., Faigin, C. A., Gibbel, M., **Krumrei, E. J.**, Oemig, C., McCarthy, S., & Pargament, K.I. (2008). The Winding Road: A promising approach to addressing the spiritual struggles of college students. *Spirituality in Higher Education Newsletter*, 4, 1-8.
- Gear, M., **Krumrei, E. J.**, & Pargament, K.I. (2009). Development of a spiritually-sensitive intervention for college students experiencing spiritual struggles: Winding Road. *Journal of College & Character*, 10(4), 1-5.
- Graham-Bermann, S. A., Larzelere, R. E., **Miller-Perrin, C. L.**, Bishop-Josef, S., Kees, M., Kendall-Tackett, K., Limber, S., Malloy, L. C., & McLoyd, V. (2008). Section on Child Maltreatment Task Force Report to Division 37 on Physical Punishment of Children.
- Greene, R. L., **Rouse, S. V.**, Butcher, J. N., Nichols, D. S., & Williams, C. L. (2009). The MMPI-2 Restructured Clinical (RC) Scales and redundancy: Response to Tellegen, Ben-Porath, and Sellbom. *Journal of Personality Assessment*, 91, 222-226. doi: 10.1080/00223890902800825

- Gurkoff, G., Gahan, J., Rahil, B., Ghiasvand, T., Hunsaker, R., Feng, J., Berman, R., Lyeth, B., & **Folkerts, M.** (In Press). Evaluation of metric, topological and temporal ordering memory tasks after lateral fluid percussion injury. *Journal of Neurotrauma*.
- Haas, H. A., & **Rouse, S. V.** (2012). If it walks like a duck: Construct validation of proverb-based personality dimensions. *Personality and Individual Differences*, 52, 458 - 471. doi: 10.1016/j.paid.2011.10.052
- Harriger, J.A.** (in press). Children's Media Influences. In T. Cash (Ed.), *Encyclopedia of body image and human appearance*. Elsevier.
- Harriger, J.A.**, Calogero, R.M., Witherington, D.C., & Smith J.E. (2010). Body size stereotyping and internalization of the thin-ideal in preschool-age girls. *Sex Roles*, 63, 609-620. doi: 10.1007/s11199-010-9868-1
- Harriger, J.A.** & Thompson, J.K. (2012). Hollywood and the Obsession with the Perfect Body. Book review of *Body Shots: Hollywood and the Culture of Eating Disorders*. *Sex Roles*, 66 695-697. doi: 10.1007/s11199-011-0076-4
- Harriger, J.A.** & Thompson, J.K. (in press). Psychological Consequences of Obesity: Weight Bias and its Relationship to Body Image in Youth. *International Review of Psychiatry*.
- Kaiser, N.C.**, & **Miller-Perrin, C.L.** (2009). Examining the relationship between parental psychological aggression, parental neglect, and substance abuse in young adults. *Journal of Integrated Social Sciences*, 1, 97-119.
- Krone, C. R.**, **Rouse, S. V.**, & Bauer, L. M. (In press). Relationship between perfectionism and academic cheating. *Psi Chi Journal of Psychological Research*.
- Krumrei, E. J.** (2011). Research at the intersection of religion and family life: studies of divorce. *Newsletter of the Society for the Psychology of Religion and Spirituality (American Psychological Association Division 36)*, 35, 1-3.
- Krumrei, E. J.** (In Press). Spirituality and Adjustment to Divorce. In A. C. Michalos (Ed.), *Encyclopedia of Quality of Life Research*. Springer.
- Krumrei, E. J.**, Mahoney, A., & Pargament, K. I. (2008). Turning to God to forgive: More than meets the eye. *Journal of Psychology and Christianity: Empirical Studies of Psychology*, 27, 302-311.
- Krumrei, E. J.**, Mahoney, A., & Pargament, K. I. (2009). Divorce and the divine: The role of spirituality in adjustment to divorce. *Journal of Marriage and Family*, 71, 373-383. doi: 10.1111/j.1741-3737.2009.00605.x
- Krumrei, E. J.**, Mahoney, A., & Pargament, K. I. (2011a). Demonization of divorce: Prevalence rates and links to post-divorce adjustment. *Family Relations*, 60, 90-103. Doi: 10.1111/j.1741-3729.2010.00635.x
- Krumrei, E. J.**, Mahoney, A., & Pargament, K. I. (2011b). Spiritual stress and coping model of divorce: A longitudinal study. *Journal of Family Psychology*, 25, 973-985. doi:10.1037/a0025879
- Krumrei, E. J.** & Newton, F. B. (2009). The puzzle of college students success: Fitting the counseling and advising pieces together. *National Academic Advising Association Clearinghouse of Academic Advising Resources*.
- Krumrei, E. J.**, Newton, F. B., & Eun Hee, K. (2010). A multi-institution look at college students seeking counseling: Nature and severity of concerns. *Journal of College Student Psychotherapy*, 24, 261 – 283. doi: 10.1080/87568225.2010.509223
- Krumrei, E. J.**, Newton, F. B., & Eun Hee, K. (In Press). Psychosocial learning factors predicting first-year college student success. *Journal of College Student Development*.

- Krumrei, E. J.** & Rosmarin, D. H. (2011). Processes of religious and spiritual coping. In J. D. Aten, K. O'Grady, & E. Worthington (Eds.), *Psychology of religion and spirituality for clinicians: Using research in your practice*: Routledge.
- Mahoney, A. & **Krumrei, E. J.** (In Press). Questions left unaddressed by religious familism: Is spirituality relevant to non-traditional families? In L. Miller (Ed.) *The oxford handbook of psychology of spirituality and consciousness*. Oxford University Press.
- Mahoney, A., **Krumrei, E.J.**, & Pargament, K.I. (2008). Broken vows: Divorce as a spiritual trauma and its implications for growth and decline. In S. Joseph & P. Alex Linley (Eds.), *Trauma, recovery, and growth: Positive psychological perspectives on posttraumatic stress* (pp. 105-124). New Jersey: Wiley & Sons.
- Mahoney, A., Warner, H., & **Krumrei, E. J.**, (2010). Broken vows and the next generation: Recognizing and helping when parental divorce is a spiritual trauma. *Counselling and Spirituality*, 29, 99-126.
- Mahoney, A., Warner, H., & **Krumrei, E. J.**, (In Press). Broken vows and the next generation: Recognizing and helping when parental divorce is a spiritual trauma. Institute for American Values.
- Miller-Perrin, C.** (2008). Child fatalities. In C. Renzetti and J. Edleson (Eds.), *Encyclopedia of Interpersonal Violence* (pp. 109-111). Thousand Oaks, CA: Sage Publications.
- Miller-Perrin, C.** (2010). Child abuse. In I. B. Weiner and W. E. Craighead (Eds.), *The Corsini Encyclopedia of Psychology* (4<sup>th</sup> Ed.) (pp. 291-293). Hoboken, NJ: John Wiley & Sons, Inc.
- Miller-Perrin, C. L.** (2011). Human Trafficking of Children: Definitions and Prevalence. *The Advocate*, 33(3), 3-5.
- Miller-Perrin, C. L.** (2012). The Section on Child Maltreatment Has Potential to Impact Policy in Wake of Penn State Scandal. *The Advocate*, 34(2), 5.
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- Miller-Perrin, C.L.**, & Perrin, R.D. (2012). *Child maltreatment: An introduction (3rd Edition)*. Thousand Oaks, CA: Sage Publications.
- Miller-Perrin, C.L.**, Perrin, R.D., & **Kocur, J.L.** (2009). Parental Physical and Psychological Aggression: Psychological Symptoms in Young Adults. *International Journal of Child Abuse and Neglect*, 33, 1-11.
- Miller-Perrin, C. L.** & Portwood, S. G. (in press). Child Maltreatment Prevention. In A. M. Culp (Ed.), *Child and Family Advocacy: Bridging the Gaps among Research, Practice and Policy* (pp. xxx – xxx). New York, NY: Springer.
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- Palmer (Trammell), J.E., & Dodson, C.S.** (2009). Investigating the mechanisms fueling reduced false recall of emotional material. *Emotion and Cognition*, 23, 238-259.
- Pargament, K. I. & **Krumrei, E. J.** (2008). Clinical assessment of clients' spirituality. In J. D. Aten & M. M. Leach (Eds.), *Spirituality and the therapeutic process: A comprehensive resource from intake to termination* (pp. 93-120). Washington, DC: American Psychological Association. doi: 10.1037/11853-005
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- Perrin, R. D., & **Miller-Perrin, C.** (2011). Interpersonal Violence as Social Construction: The Potentially Undermining Role of Claims-Making and Advocacy Statistics. *Journal of Interpersonal Violence*, 26, 3033-3049.
- Ranson, M., Nichols, D. S., **Rouse, S. V.**, & Harrington, J. (2009). Changing or replacing an established psychological assessment standard: Issues, goals, and problems with special reference to recent developments in the MMPI-2. In J. N. Butcher (Ed.), *Oxford handbook of personality assessment*. New York: Oxford University Press.
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- Rosmarin, D. H., Pirutinsky, S., Pargament, K. I., & **Krumrei, E. J.** (2009). Are religious beliefs relevant to mental health among Jews? *Psychology of Religion and Spirituality*, 1, 180-190. doi: 10.1037/a0016728
- Rouse, S. V.** (2007). Using Reliability Generalization methods to explore measurement error: An illustration using the MMPI-2 PSY-5 scales. *Journal of Personality Assessment*, 88, 264 - 275. doi: 10.1080/00223890701293908
- Rouse, S. V.** (2010). Review of the Structure of Temperament Questionnaire. 18<sup>th</sup> *Buros Mental Measurements Yearbook*. University of Nebraska Press.
- Rouse, S. V.** (2012). Assessing masculinity and femininity without the jingle or jangle: Review of the book Masculinity and femininity in the MMPI-2 and MMPI-A. *Sex Roles*, 66, 149 – 151.

- Rouse, S. V.** (2012). Universal Worth: Construct and scale development. *Journal of Personality Assessment, 94*, 62 - 72. doi:10.1080/00223891.2011.627960
- Rouse, S. V.**, Greene, R. L., Butcher, J. N., Nichols, D. S., & Williams, C. L. (2008). What do the MMPI-2 Restructured Clinical Scales reliably measure? Answers from multiple research settings. *Journal of Personality Assessment, 90*, 435 - 442. doi: 10.1080/00223890802248695
- Scafidi, T.**, & **Bui, K. T.** (2010). Gender similarities in math performance from middle school to high school. *Journal of Instructional Psychology, 37*, 252-255.
- Thompson, D. & **Miller-Perrin, C.** (2008). Vocational discernment and action: An exploratory study of male and female university professors. *Review of Religious Research, 50(1)*, 97-119.
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- Wurtele, S. K., & **Miller-Perrin, C. L.** (in press). Global efforts to prevent sexual exploitation of minors. *ISPCAN's World Perspectives, 2012*.

**Appendix J. Presentations by Psychology Faculty Members since Fall 2007. Faculty members' names are in bold, while student co-authors' names are underlined.**

- Baumgartner, B. J., **Bui, K. T.**, & Bauer, L. M. (2010, November). *Reactions to homelessness: The social, cultural, and psychological sources of discrimination*. Presented at the Southern California Conference for Undergraduate Research, Malibu, CA.
- Baird, D., **Miller-Perrin, C.**, Mullins, M., & Thompson, D. (2008). "The Program Review as Research." American Conference of Academic Deans, Washington, DC, January 24.
- Bishop-Josef, S., **Miller-Perrin, C.**, Damashek, A., Legato, L., Martinez, W., & Bolger, K. (2011) "Being an Advocate for Children and Families – PsycAdvocates Day and Beyond." Presented at the American Psychological Association Convention, Washington, DC, August 4-7.
- Briley, D., **Rouse, S. V.**, & **Miller-Perrin, C.** (2010). "The Effect of Personality on Philosophic Disposition." Presented at the Western Psychological Association Convention, Cancun, Mexico, April 22-25.
- Bui, K. T.**, Moore, K., & Stewart, C. (2008, April). *How parents' expectations relate to children's years of higher education*. Presented at the Annual Convention of the Western Psychological Association, Irvine, CA.
- Bui, K. T.**, Crum, C., Fletes, A., & Wallace, N. (2009, April). *Predicting young women's choice of math or science careers*. Presented at the Annual Convention of the Western Psychological Association, Portland, OR.
- Coe, E., **Rouse, S. V.**, & **Krumrei, E. J.** (2012, May). The relationship between success modeling and fear of success in college students. Poster to be presented at the Stanford Undergraduate Psychology Conference, Stanford, CA.
- Dickerson, K., & **Miller-Perrin, C.** (2011). "Mental retardation and autism: Perceptions related to disorder type and contact level." Presented at the Western Psychological Association Convention, Los Angeles, CA, April 28-May 1.
- Dimler, L. & **Harriger, J. A.** (May, 2012). Assertiveness and Approval Motivation as they Relate to Deception. Poster accepted to the Stanford undergraduate Research Conference.
- Ellis, B. K., & **Miller-Perrin, C.** (2009). "Children's Perceptions of Gender Inequality." Presented at the Western Psychological Association Convention, Portland, OR, April 23-26.
- Fletes, A., Ushana, D., Arellano, G., **Martinez T. E.** (2009). Perceived Academic Performance at LA Bridges After-School Program. (Poster Presentation) 89<sup>th</sup> Annual Convention Western Psychological Association, Portland, OR, April
- Foster, J. A., **Rouse, S. V.**, & **Krumrei, E. J.** (2012, May). The relationship between self esteem and interpersonal trust. Poster to be presented at the Stanford Undergraduate Psychology Conference, Stanford, CA.
- Folkerts, M.**, Gurkoff, G., Gahan, J., Van, K., Muizelaar, P., Lyeth, B. & Berman, R. (2010). Spatial Memory and Spatial processing Deficits after Traumatic Brain Injury in Rats. The 28th Annual National Neurotrauma Symposium (Las Vegas, NV):6/17/10
- Gahan, J. & **Folkerts, M.** (2010a). Cognitive Impairments in Spatial Memory (Barnes Maze) and Spatial Processing (Metric and Topological Spatial Information Tasks) in Rats after Traumatic Brain Injury. 10<sup>th</sup> Annual Stanford Undergraduate Psychology Conference.
- Gahan, J. & **Folkerts, M.** (2010b). Cognitive Impairments in Spatial Memory (Barnes Maze) and Spatial Processing (Metric and Topological Spatial Information Tasks) in Rats after Traumatic Brain Injury. 21<sup>st</sup> Annual UC Davis Undergraduate Research Scholarship and Creative Activities Conference (UC Davis).

- Gianini, L., **Harriger, J.**, Austin, J., & Smith, J.E. (2008, May). *Body Dissatisfaction Partially Mediates the Relationship between Social Evaluation Self-Esteem and Restrained Eating Behavior in a Sample of Undergraduate Women*. Poster presented at the Scientific Proceedings of the Academy for Eating Disorders, Seattle, WA.
- Gurkoff, G. & **Folkerts, M.** (2011). Utility of Animal Models of Secondary Insult to Characterize Potential Therapeutics. 12<sup>th</sup> Annual University of California Neurotrauma Symposium (Santa Barbara, CA: September 25-27 2011)
- Haas, H. A., & **Rouse, S. V.** (2010, January). *Replication and construct validation of proverb-based personality dimensions*. Poster presented at the 11<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology, Las Vegas, NV.
- Harriger, J. A.**, Gianini, L., Campos-Melady, M. (2009, May). *Exercise Behaviors in an Ethnically Diverse Sample of College Undergraduates*. Poster accepted for the Scientific Proceedings of the Academy for Eating Disorders, Cancun, Mexico. Note: conference was cancelled due to the swine flu outbreak.
- Harriger, J.**, Gianini, L., Nelson, R., & Fariello, L. (2008, May). *Preschool Girls' Internalization of Body Stereotypes*. Poster presented at the Scientific Proceedings of the Academy for Eating Disorders, Seattle, WA, May 2008.
- Kissee, J., Sheldon, L., & **Miller-Perrin, C.** (2009). "An Analysis of Child Maltreatment Content in Introductory Psychology Textbooks." Presented at the Western Psychological Association Convention, Portland, OR, April 23-26.
- Krumrei, E.J.**, Mahoney, A., & Pargament, K. I. (2008, April). *Vows and violations: A longitudinal study of links between spiritual struggles and post-divorce adjustment*. Fifteenth Annual Symposium on Research in Psychiatry, Psychology and Behavioral Science, Toledo, OH.
- Krumrei, E.J.**, Mahoney, A., & Pargament, K. I., (2008a, May). *Can divorce be sanctified? Post traumatic growth after a marriage falls apart*. Twentieth Annual Convention of the Association for Psychological Science, Chicago, IL.
- Krumrei, E.J.**, Mahoney, A., & Pargament, K. I., (2008b, May). *Struggling spiritually with divorce: Implications for psychosocial well-being*. Twentieth Annual Convention of the Association for Psychological Science, Chicago, IL.
- Krumrei, E. J.**, **Miller-Perrin, C.**, Selby, G., Thompson, D., & Tippens, D. (2011, March). *Mentoring sophomore students in vocational discernment: The role of faculty members*. Paper presented at the Council of Independent Colleges Netvue Conference, Indianapolis, IN.
- Mahoney, A., Warner, H., & **Krumrei, E. J.**, (2010, May). *Broken vows and the next generation: Recognizing and helping when parental divorce is a spiritual trauma*. Paper presented at the conference of the Institute for American Values, Chicago, IL.
- Martinez, T.**, Fletes, A., Ushana, D., & Arellano, G. (2009). Self-esteem, after school intervention programs, family centers, Latino middle school at-risk youth, and why they need to be supported. 89<sup>th</sup> Annual Convention Western Psychological Association. Portland, OR, April.
- Martinez, T.** Love, T., & Wallace, N., (2008). At- Risk Youth and Family Functioning: It's Influence on Academic Success, Self-Esteem, and Behavior, Poster Presentation, Annual Western Psychological Association Convention, Irvine CA.
- Martinez T.**, Sugar, E., Ramirez, E., Ritchie, I., Sigmund, C., Henritze-Hoye, J. (2010). Invited Symposium, Division 52 (International Psychology) American Psychological Association presentation and poster entitled, "Effectiveness of a Learning Center on Limited-English-Proficient (LEP) students in the 1<sup>st</sup> to 4<sup>th</sup> grades", at the 90<sup>th</sup> Annual Western Psychological Association Convention, Cancun Mexico, April

- Martinez, T., & Young, C.**, (2007) *Co-Occurring Disorders, Cultural Competency, and the Latino Elder: A Guide to Helpers*. Senior Mental Health Conference on Cultural Competency and Older Adults with Co-Occurring Disorders, November, LACODMH, CSUN, CA.
- Miller-Perrin, C.**, Bryant-Davis, T., Moon, N., & Anderson-Hinn, M. (2010). "Human Trafficking of Children." Symposium presented at the American Psychological Association Convention, San Diego, CA, August 12-15
- Miller-Perrin, C.**, Gershoff, L., Straus, M., Larzelere, R., & Graham-Bermann, S. (2009). "Physical Punishment of Children: Evidence and Controversies." Presented at the American Psychological Association Convention, Toronto, Ontario, Canada, August 5-9.
- Miller-Perrin, C.**, & Thompson, D. (2008). "Gender Differences in Faith, Vocation, and Barriers to Growth Among College Students." Presented at the Conversations toward Wholeness: Creating and Sustaining Climates in which Women and Men Flourish in Christian Higher Education Conference. Point Loma Nazarene University, San Diego, California, April 9-11.
- Miller-Perrin, C.** & Thompson, D. (2009a). "The Impact of Study Abroad on College Student Spiritual Development." Presented at The Dalton Institute on College Student Values, Tallahassee, Florida, February 4-6.
- Miller-Perrin, C.**, & Thompson, D. (2009b). "The Development of Life Purpose in College Students: A Preliminary Study on the Effects of an International Living and Learning Experience." Presented at the Annual ASHE Conference, Vancouver, British Columbia, Canada, November 4-7.
- Miller-Perrin, C.** & Thompson, D. (2010). "Vocation as Calling: The Role of Gender and Age in Faith and vocational Development Among University Professors." Presented at the APA Division 36 8<sup>th</sup> Annual Mid-Year Conference on Religion and Spirituality, Columbia, Maryland, March 26-27.
- Oemig, C. K., Gibbel, M., **Krumrei, E.J.**, Pargament, K. I., Gear, M., Faigin, C. A., & McCarthy, S. (2008, May). *Translating basic research Into empirically supported therapy: An intervention for college students experiencing spiritual struggles*. Twentieth Annual Convention of the Association for Psychological Science, Chicago, IL.
- Ostrom, A., & **Miller-Perrin, C.** (2012). "Spirituality: Social Support, Self-Development and Healing in Domestic Violence Survivors." Presented at the Western Psychological Association Convention, San Francisco, CA, April 26-29.
- Palmer (Trammell), J.**, and Clore, G.L. (May, 2009). Arousal and extroversion: Enhanced memory for non-aroused introverts and aroused extroverts. Poster presented at the 21<sup>st</sup> annual meeting of the American Psychological Society, San Francisco, CA.
- Perrin, R., & **Miller-Perrin, C.** (2009). "Interpersonal Violence as Social Construction: The Role of Advocacy Statistics." Presented at the 14<sup>th</sup> International Conference on Violence, Abuse, and Trauma. San Diego, CA, September 23-26.
- Perry, J., **Krumrei, L.**, & **Harriger, J. A.** (August, 2012). The effects of perfectionism and self-expectations on athletic performance. Poster accepted for the meeting of the American Psychological Association,
- Puddy, R., Hammond, R., **Miller-Perrin, C.**, and Schroeder, C. (2009). "Preventing Violence: A View Through the Public Health Looking Glass." Presented at the American Psychological Association Convention, Toronto, Ontario, Canada, August 5-9.
- Portwood, C., Kliest, V., & **Bui, K. T.** (2008, August). *The effects of parental involvement on children's years of post-secondary education*. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

- Reynolds, A., Krumrei, E. J., & Martinez, T. (2012, May). Identity achievement as a mediator between family environment and college adjustment. Poster to be presented at the Stanford Undergraduate Psychology Conference, Stanford, CA.
- Ritchie, I., Martinez, T. E., Guerrero, J., & Ostrom, A., (2010). "Effectiveness of a Learning Center on Limited English Proficient Elementary Students-Results, Poster Presentation, 91<sup>st</sup> Annual Western Psychological Association Convention, Los Angeles CA.
- Rosmarin, D.H., **Krumrei, E.J.**, & Pargament, K.I. (2008, July). Are gratitude and spirituality protective factors against psychopathology? Paper presented at the meeting of the International Network on Personal Meaning, Toronto, ON.
- Rosmarin, D.H., Pargament, K.I., **Krumrei, E.J.**, & O'Brien, W.O. (2009, April). Religious vs. demographic predictors of depression in two religious communities. The Society of Behavioral Medicine, Montreal, Que.
- Rosmarin, D.H., Pirutinsky, S. Pargament, K.I., & **Krumrei, E.J.**, (2009, February). Do religious doctrine and culture moderate the relationship between beliefs and distress? Society for Personality and Social Psychology Pre-conference on Psychology of Religion-Spirituality, Tampa, FL.
- Rouse, S. V.** (2010, January). *Universal worth: Construct and scale development*. Poster presented at the 11<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology, Las Vegas, NV.
- Rouse, S. V.** (2011, April) *The Universal Worth Scale*. Paper presented at the Spirituality and Religion Midyear Conference of the American Psychological Association, Columbia, MD.
- Sheumaker, G. & **Folkerts, M.** (2008). Protein Phosphatase 2B (PP2B), Calcineurin, in the Hippocampus following Traumatic Brain Injury (TBI). Arkansas IDeA Network of Biomedical Research Excellence (Arkansas INBRE) conference (Fayetteville, AR)
- Shipp, R. & Miller-Perrin, C. (2010). "Mediators of Child Psychological Maltreatment: The Role of Coping strategies, Family functioning, and Social Support." Presented at the Western Psychological Association Convention, Cancun, Mexico, April 22-25.
- Siegmund, C., Harriger, J., & Bauer, L.M. (2011, May). *Sexist events and psychological distress in women: Examining the relationship with self-objectification and the role of coping*. Poster presented at the meeting of the Western Psychological Association, Los Angeles, CA.
- Snow, A., Esch, E., Schoenfeld, T., Addington, L., & **Folkerts, M.** (2008). Relationship between Spatial Learning Deficits and Levels of Phosphorylated and Total CaMKII in Rat Hippocampus following Traumatic Brain Injury. Point Loma Nazarene University (San Diego, CA) – 33<sup>rd</sup> Annual West Coast Biological Sciences Undergraduate Research Conference, Page 55.
- Snyder, A. R. & **Folkerts, M.** (2009) Changes in levels of phosphorylated CaMKII (pCaMKII) and protein phosphatase 2B (PP2B) in rat hippocampus and overlying cortex after traumatic brain injury (TBI). 34th West Coast Biological Sciences Undergraduate Research Conference (Point Loma Nazarene University, San Diego, CA., 4/12/2009) Program & Abstracts, Poster 8, p. 36.
- Snyder, A. R. & **Folkerts, M.** (2008). Changes in Levels of Phosphorylated CaMKII (pCaMKII) and Protein Phosphatase 2B (PP2B) in Rat Hippocampus and Overlying Cortex after Traumatic Brain Injury (TBI). 16<sup>th</sup> Annual SCCUR (Cal Poly Pomona) 11/22/08; p.185
- Steele, A., Miller-Perrin, C., & Bui, K. (2010). "Effects of Religiosity and Forgiveness: Decisions within a Jury Setting." Presented at the Western Psychological Association Convention, Cancun, Mexico, April 22-25.
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- Thompson, D., & **Miller-Perrin, C.** (2008). "Gender Differences in the Understanding and Pursuit of Life Purpose among University Faculty. Presented at the Annual ASHE Conference, Jacksonville, Florida, November 5-8.
- Thompson, D., **Miller-Perrin, C.**, Jones, T., & Tippens, D. (2009). "Vocational Development of Students And Faculty: High Impact Programs at Pepperdine University." Presented at the Vocation in Undergraduate Education Conference, Indianapolis, Indiana, March 12-14.
- Trammell, J.P.**, & Clore, G.L. (May 2010). The effects of arousal, extraversion, and gender on memory. Poster presented at the 22<sup>nd</sup> annual meeting of the American Psychological Society, Boston, MA.
- Trapenhagen, C., Martinez, T. E., Allisa, N., Jamplis, L., & Owens S. (2011) "Needs and Considerations for Underrepresented Minorities Seeking Mental Health Treatment, Poster Presentation, 91<sup>st</sup> Annual Western Psychological Association Convention, Los Angeles CA.
- Turner, S., & **Miller-Perrin, C.** (2009). "Examining the Relationship of Emotional Intelligence, Faith and Spirituality, and Perceived Well-Being." Presented at the Western Psychological Association Convention, Portland, OR, April 23-26.
- Valentine, S., & **Harriger, J.** (2011, April). *An examination of the internalization of the thin ideal in preschool age children*. Paper presented at the Pepperdine University Undergraduate Research Banquet, Malibu, CA.
- Varner, A., Bauer, L., & **Miller-Perrin, C.** (2010). "The Relationship between Cognitive Style, Aesthetic Evaluation, and Emotional Arousal." Presented at the Western Psychological Association Convention, Cancun, Mexico, April 22-25.
- Wootten, J., **Rouse, S. V.**, & **Miller-Perrin, C.** (2010). "Differences in 'Healthy' Religious Orientation Among Catholics and Protestants." Presented at the Western Psychological Association Convention, Cancun, Mexico, April 22-25.
- Yang, K., **Martinez, T.**, & **Krumrei, E. J.** (2012, May). Factors related to undergraduate gerontological career interest: A study of links between intergenerational connectedness and ageism. Poster to be presented at the Stanford Undergraduate Psychology Conference, Stanford, CA.
- Young, J., **Krumrei, E. J.**, & **Miller-Perrin, C.** (2012, May). The relationship among parental marital status, perceived parental conflict, and aggression. Poster to be presented at the Stanford Undergraduate Psychology Conference, Stanford, CA.
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### Appendix K. Summary of Class Sizes over Three Academic Years

	0 to 14 Students	15 to 29 Students	30 to 44 Students	45 or more Students	Mean class Size
Fall 2009	3	13	3	2	31.2
Spring 2010	2	16	2	1	32.0
Fall 2010	1	16	3	2	29.6
Spring 2011	3	8	6	1	34.9
Fall 2011	1	11	6	1	30.5
Spring 2012	3	10	8	1	30.5

**Appendix L. External Review Report, by Lori Camparo, submitted on February 10, 2013**

**Note: some formatting changes occurred in the process of pasting a pdf document into a Word document, but conscientious effort was taken to preserve the integrity of all content.**

# **External Review Report**

## **Department of Psychology: Seaver College**

**2/10/2013**

Prepared by:  
Lorinda B. Camparo, Ph.D.  
Professor of Developmental Psychology  
Department of Psychology

WHITTIER COLLEGE

I would like to begin this External-Review Report by once again thanking the faculty in the Psychology Program for inviting me to visit your beautiful campus, and in particular, the undergraduate Psychology Department at Seaver College. I appreciate the detail, thoroughness, and objectivity of the Psychology Department Self-Study Report, as well as how far in advance of the external-review visit you sent me the materials. I also greatly appreciate how generous everyone was with their time; the scheduled one-hour meetings with individual faculty members, two-hour lunch meeting with the students, and one-and-a-half-hour lunch and exit interview with faculty members and Associate Dean Fulmer were extremely valuable and most accommodating.

To facilitate comparison with *The External Reviewer Summary Sheet*, this Report will be organized around the main sections of the *Summary Sheet*. Based on my reading of the Departmental Self-Study Report, my discussions with faculty and students, and my observations of the physical spaces within the department, I will provide, within each section, a summary of my impressions, and a discussion of Program strengths/challenges and resource allocation/viability where appropriate. I will also include suggestions for policy and resources where I believe they may be useful. It is my sincere hope that this report will lead to productive conversations within the department and between the administration and the department; if so, I believe its purpose will have been achieved.

#### **PROGRAM LEARNING OUTCOMES (PLOs) and CURRICULUM:**

**PLOs.** In 2006, *The American Psychological Association* (APA) Council of Representatives approved a set of Guidelines for the Undergraduate Psychology Major (APA, 2007). Acknowledging wide variability among psychology Programs across different institutions, and the need for faculty in individual Programs to consider their own institutional missions, departmental goals, and student characteristics, the guidelines were meant less as a list of requirements and more as “a set of optimal expectations for performance at the completion of the baccalaureate degree by students who major in psychology” (APA, 2007; Preface).

The Self-Study Report cited the ten APA Guidelines and noted that in developing the Seaver Psychology PLOs, the faculty considered two distinct student groups that their department serves: Students planning to pursue graduate or professional degrees, and students planning to seek employment in psychology-related fields. The Self-Study Report stated that although these two groups do not differ in the type of knowledge the students will need for their futures, they do differ in the types of experiences that will most benefit the students’ ultimate career goals; those seeking admission to graduate Programs would benefit by engaging in research, and those seeking psychology-related positions would benefit from internship experiences. Based on these considerations and the APA Guidelines, two years ago, the Psychology Department created a list of four PLOs derived from the nine departmental goals they had developed three years earlier.

The faculty in Psychology agreed that students who complete the undergraduate Psychology Program at Seaver College are expected to be able to

1. *Critique the quality of published psychological literature and empirical research;*

2. *Design and conduct an empirical study to answer a research question;*
3. *Describe and explain the major contributions of the core sub-disciplines of psychology; and*
4. *Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles*

Although I appreciate the Department's desire to develop a brief and concise list of PLOs, it is my view that this list is more focused on meeting the experiential needs of students seeking admission to graduate schools (i.e., a greater research orientation), and it only partially reflects the skills, knowledge, and values identified in the APA Guidelines. For example, whereas the four PLOs reflect five of the ten goals identified in the APA Guidelines (APA Goals 1-3, 5, and 9), five of APA's goals are not represented within the PLOs at all, and, according to my own reading, two of APA's Goals (#6: Information and Technological Literacy; and #7: Communication Skills) are not represented within either the PLOs or the Program Goals<sup>1</sup>. The Self-Study Report explicitly acknowledges this misalignment and presents evidence for alternative paths of alignment (i.e., alignment between select APA Goals and select Seaver Psychology Program Goals, and alignment between select APA Goals and SLOs of select psychology courses). Nevertheless, relying on such evidence is problematic for Programmatic review because (a) by definition, PLOs are more amenable to assessment than are Program Goals; (b) ideally, core-course SLOs should align with PLOs; and (c) citing alternative paths of alignment suggests that the Program is somehow inadequate.

To me, then, the important question is, does this misalignment reflect an inadequacy in the Program or an inadequacy in the PLOs? I personally believe it is more the latter (although some of the Action Items listed at the end of the Self-Study Report suggest that the Program is also doing some serious thinking about the former, and I will comment on this later in this section when I discuss the Curriculum). For example, if, as it is convincingly argued in the Self-Study Report, the students are demonstrating information and technological literacy as well as communication skills in their Research Methods course, and APA Goals 4, 8 (see footnote below), and 10 are reflected in the Program Goals, then the Program itself is not inconsistent with the APA Guidelines, the PLOs are simply incomplete. Therefore,

#### Suggestion #1

**Given how recently the PLOs were created, and the fact that this is the Program's first full review since creation of the PLOs, I recommend that the Program take this opportunity to revisit their PLOs. Expanding the number of PLOs or inserting new language into some of the existing PLOs to more fully reflect the Program Goals and core-course SLOs will provide the Program with a**

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<sup>1</sup> My perception of how the APA Goals align with the Psychology PLOs is slightly different from the Psychology Department's perceptions. The Self-Study Report states that APA Goal 8 ("Sociocultural and International Awareness") is not reflected in any of the PLOs or Program Goals, whereas I believe it is related to Program Goal 5 ("Understand the social, cultural, biological, cognitive, and spiritual processes that influence behavior") in that awareness must precede understanding of processes.

**more representative list of PLOs and the means for a more comprehensive Program assessment in the future.**

***Students' Achievement of PLOs.*** With regard to how well the students are achieving the PLOs, the Self-Study Report provides a very nice discussion of both indirect and direct evidence of student learning. For indirect evidence, I was particularly impressed that the Program has such a long history (11 years!) of administering anonymous surveys to senior-level psychology majors. As indicated in the Self-Study Report, seniors' perceptions of their competencies and satisfaction with the Program are generally quite high (with two exceptions that will be discussed under *Student Experiences and Learning Environment*), indicating that the Program seems to be generally meeting the students' expectations.

With regard to direct evidence of student learning, as indicated by item 1.3 of the *External Reviewer Summary Sheet*, direct evidence of students' achievement of PLOs is often assessed by reviewing samples of students' work (e.g., students' papers/presentations, project assignments, portfolios of work). Unfortunately, I was not provided with such samples, so I am not personally able to assess students' achievement of the PLOs. However, as discussed in the Self-Study Report, to directly assess students' learning, the Program created three assessment measures (ranging from 5 to 50 items), each relevant to one of the first three PLOs; the fourth PLO is due to be directly assessed in 2013-2014. The three assessments were administered on separate occasions to different samples of introductory- and senior-level Psychology majors. In all cases, the senior-level students significantly outperformed the introductory-level students, suggesting that by the completion of the Program, students' competencies had significantly improved in each of the three PLO areas that were assessed.

While these findings are very encouraging, I find I am still not able to confidently state whether or not the students are achieving the PLOs due to several questions left unanswered by the Self-Study Report: Who scored the assessments, what constituted a "correct" or "incorrect" response, were the scorers "blind" to the students' grade levels, were there any pre-existing differences in overall GPA or other academic competencies between the two groups, and what were the proportions of correct responses for students in the two academic-levels on each assessment – in other words, were most of the senior-level students demonstrating an achievement of the PLO or did the senior-level students simply score higher than the introductory-level students, but still below the level of demonstrating achievement of the PLO? Relevant to this last question, the direct assessment of PLO #2 did relate introductory-level and senior-level students' scores to a benchmark level (4 correct responses out of 5), and reported that whereas only 45% of introductory-level students met or exceeded this benchmark, 75% of the senior-level students met or exceeded it. This finding was much more useful in determining students' achievement of the PLOs, and I suspect that similar analyses could likely be included in future direct assessments of PLOs.

Nevertheless, despite the usefulness of these benchmark data, as a developmentalist, I also wondered if senior-level students' higher scores and greater likelihood of meeting or

exceeding benchmark levels were due to information and competencies they gained in the Program, or were simply due to their greater overall cognitive maturity and test-taking skills at the end of their college years relative to their introductory-level colleagues. Unfortunately, this important confounding variable diminishes the impact of the direct evidence. In assessing the effectiveness of a Program, the assessment plan and practices must consider and address all potential “alternative hypotheses.” Therefore:

#### Suggestion #2

**To control for potential maturation and general test-taking effects, and to more directly assess students’ gains from different elements within the Program (i.e., core courses that relate to specific PLOs), the Program could collect and review a variety of student-work samples over the course of each semester and administer pre/post assessments to the same students at the beginning and end of select courses. Additionally, the Program could report findings using benchmarks, and it could report the percentage of alumni entering different types of graduate Programs, and the percentages of alumni and students at all grade levels who secure different kinds of summer, part-time, and full-time positions (paid/unpaid internships, research assistantships with off-campus researchers). Finally, the Program could report the number and type of student publications and presentations at undergraduate and professional conferences, as well as the number and type of student awards for research and/or service.**

**Curriculum.** The APA Principles for Quality Undergraduate Education in Psychology was approved by the APA Council of Representatives in February, 2011. In the Preface, the authors state that “The following principles for undergraduate education in psychology are designed for creating a world-class educational system that provides students with the workplace skills needed in this information age; a solid academic background that prepares them for advanced study in a wide range of fields; and the knowledge, skills, and abilities that will enhance their personal lives” (p. 5). They conclude discussion of the five Principles by saying “APA calls upon all of the stakeholders in undergraduate education – students, faculty, departments, academic administrators, public policymakers, and the general public – to adopt these principles for quality education” (p. 20). Again, similar to the APA Guidelines for setting departmental expectations (APA Guidelines, 2007), these Principles for Quality Undergraduate Education should be seen as a set of recommendations – not a set of requirements.

The Seaver Psychology Program course offerings are generally quite consistent with many of the Recommendations listed among the APA Principles as well as the offerings at their peer and aspirational institutions. Indeed, I was quite struck by the wide range of traditional and emerging areas that are covered by this relatively small department (Cognitive, Social, Abnormal, Physiological, Life-Span, Personality, Comparative Animal Behavior, Cross-Cultural, Learning, Sensation and Perception, Industrial Organizational, Psychology and Religion, and Positive Psychology). Nevertheless, the Self-Study Report

expressed some concern over lack of departmental offerings in some key areas (e.g., Health Psychology) or insufficient offerings in at least one major domain (i.e., Developmental Psychology). Students echoed this concern, expressing a desire for a wider variety of courses in key areas (e.g., Health Psychology, Forensic Psychology, Child Psychology, Adolescent Psychology, and advanced seminars in core-content areas) as well as extra sections of Foundation Courses. These shared concerns are actually well-founded in that the field of Psychology is extremely broad, and many subfields in Psychology even use different research methodologies and data analytic techniques. In fact, unlike most other sciences, when applying to Ph.D. Programs in Psychology, students must apply to a program in a specific subfield (i.e., Clinical, Counseling, Social, Developmental, Cognitive, Neuroscience). Consequently, to maximize students' awareness of different areas in Psychology and their career options, a wide range of content courses that cover most major domains in psychology (i.e., not only "specialty" courses) must be offered. Additionally, an adequate number of sections for courses such as Introduction to Psychology, Statistics, and Research Methods, which are typically required or recommended by most doctoral Programs, should be offered to ensure that students don't need to remedy deficiencies before entering a graduate program.

In accordance with APA Principle #3, Recommendation #5 ("Courses are sequenced in ways that allow upper division courses to build on concepts that are introduced in lower division courses"), the Seaver Psychology curriculum is organized according to Foundation Courses, Core Content Courses, Capstone Courses, and Specialized Interest Courses. Three of the four Foundation Courses coincide well with the three foundational courses recommended in the APA Principles (Introduction to Psychology, Statistics, and Research Methods). The Seaver Program's offering of a Capstone experience also coincides well with APA Principle #3, Recommendation #5 ("A quality curriculum in undergraduate education will also include an integrative capstone experience that allows students to see both the unity and differentiation of psychology's many subfields"). In the Seaver Program, students have a choice of eight possible capstone courses, organized according to "Applied Practice" or "Integrative Experiences." While the Self-Study Report noted that offering a list of potential capstone classes (rather than just one Capstone course) is not an unusual practice at the smaller peer and aspirational institutions, to this reviewer, providing students with eight capstone courses from which they need choose only one, not only creates an enormous burden on the faculty who must make these courses available every year, but also eliminates any possibility of a shared capstone experience for senior-level students. Of course, I do not mean to suggest that offering eight capstone courses is necessarily a "weakness" in the Program, but I cannot help thinking that a restructuring of the current curriculum (see Appendix A for just one example of how the current set of courses could be reorganized) and the creation of multiple sections of a single capstone course that is standardized and rotated among faculty, would (a) free-up precious faculty resources; (b) provide senior-level students with a shared capstone experience that might further enhance the students' sense of community within the Program; (c) make it possible for faculty to create SLOs and

assignments in lower-division courses that will set the foundation for and build toward the specific requirements and SLOs of the single capstone experience; and (d) provide freshmen, sophomore, and junior-level students with a more precise understanding of what lies ahead and what the entire Program is building toward.

One important area in which the curriculum does show some weakness is in laboratory-course offerings (i.e., a course with a lecture component and a separate laboratory component). The lack of laboratory-course offerings in the Seaver Program is inconsistent with APA Principle #4, Recommendation #3, which states that “As teachers of a scientific discipline, psychologists need space and equipment for data collection and analysis, and *students need laboratory courses that teach these skills*” (p. 16; italics added; please note use of plural for “courses”). Indeed, in addition to a wider variety of courses in key areas, advanced seminars, and more sections of Foundation courses, students in the Psychology Program also specifically expressed interest in a Neuroscience lab offering. When the students mentioned this and I asked them their thoughts about the more general lack of laboratory course offerings in other non-biology-related areas of psychology, I was a bit surprised that they seemed to think the Service Learning components of such courses met that need; they did not appear to recognize or understand the difference between a laboratory course in, say Developmental Psychology (learning and gaining research skills specific to the domain of Developmental Psychology) and a service-learning experience in Developmental Psychology (applying content knowledge to a particular need or issue in a community setting). Additionally, students mentioned (and the faculty later corroborated) that the foundational-level Research Methods course does not include a separate laboratory component (although the Capstone Course, Research in Psychology, does). The lack of a separate laboratory component for the foundational-level Research Methods course is also inconsistent with Recommendation #1 of APA Quality Principle #3, which states “Research methods are at the heart of psychological inquiry and knowledge. They distinguish psychology as a science from psychology as a pseudoscience. For this reason, students should have a foundational understanding of basic research design and statistics *early in their careers*. Students can then build on their understanding in higher-level courses” (p. 12; italics added).

Consistent with this, during my lunch meeting with the honors students, most students shared that they did not feel they had a firm enough grasp of various research methodologies and data-collection techniques by the end of the foundational-level Research Methods course. One student wrote, “Upon reading this review, the Psychology Program places a considerable emphasis on the Research Methods class and its goal to educate students in conducting a study and familiarizing themselves with how research is conducted in Psychology.... Therefore, the Research Methods class should be more standardized.... Talking to other fellow Psychology majors, the Research Methods classes may not prepare them enough to feel comfortable pursuing independent research projects that are so highly valued for graduate school applications.” Later, under Overall Program Summary, this same student wrote, “To increase participation in independent research, the Research Methods

class should be reviewed and structured in a way to challenge students so they will feel more confident in pursuing independent research.” Therefore,

#### Suggestion #3

**Given the students’ expressed concerns about inadequate preparation for and comfort with psychological research methods after taking the foundational-level Research Methods course, standardizing the curriculum for this course and adding a laboratory component to it would provide students with the skills and confidence early in their college careers to pursue research activities later in their college careers.**

In regards to creating core-content laboratory courses,

#### Suggestion #4

**Given the students’ and Program’s concern about lack of student participation in research activities, adding upper-division laboratory courses in *non-biological psychology domains* (e.g., Developmental, Cognitive, Social) as well as Physiological Psychology or Neuroscience would serve several purposes: (a) Core-content lab offerings would explicitly demonstrate the Program’s desire to “communicate psychology as a science to present and prospective students....” (APA Principle #4, Recommendation #1; p. 12); (b) the “lecture” component of such lab offerings could serve as upper-division “seminars” in core-content areas that would allow students to gain greater depth in a specific domain of interest; (c) the lab component of such offerings would allow students to gain knowledge and skills specific to study within the given domain; and (d) such core-content laboratory courses would provide students with a wide range of opportunities to gain the “comfort” and confidence needed to eventually pursue independent research in an area about which they are most passionate.**

### **STUDENT EXPERIENCES and LEARNING ENVIRONMENT:**

As stated above, the seniors’ survey has consistently yielded very positive reactions from students in all areas except “satisfied with the research opportunities that were available in the psychology department” and “satisfied with the fieldwork opportunities that were available in the department.” Although scores for these items have improved over the past couple of years, the relatively lower scores for these items in relation to other items are understandably troubling to the faculty who, in the Self-Study Report, correctly identify research and internship activities as “high-impact practices,” and through the creation of Action items 3 and 4, express their commitment to a systematic examination of these two areas of dissatisfaction. Consistent with the Program’s focus on these activities, APA Principle #3, Recommendation #8, states that “Student internships, volunteer activities, service learning, and work in a research laboratory along with certain types of paid employment allow students to apply what they are learning to real-world problems” (p. 15). Perhaps of greatest significance, during the lunch meeting with the honors students, lack of student

involvement in research and internships was spontaneously identified by most of the students as needing more attention. One honors student wrote “As the data suggests [sic], students are generally dissatisfied with the available opportunities to participate in internships, field experiences, and undergraduate research. The main problem may be the communication of those opportunities. If the division communicated open positions, then students will take those opportunities.” Another honors student wrote, “Many students aren’t aware of research outside the Honors Program, for example aiding a professor rather than conducting your own.” Additionally, with regard to internships, a student wrote, “...there should be more support in helping students find internships related to their field of interest.” Action Item #3 focuses on examining models for an internship class in the Psychology Program. Although I enthusiastically commend the Program’s desire to increase student participation in such activities, I am very concerned that adding such a class would place an unnecessary burden on the already over-stretched faculty. When I asked students what course(s) they would be willing to give up for an Internship (or Career Planning) course, they could not identify any unnecessary courses. Therefore,

#### Suggestion #5

**Based on students’ calls for greater student/faculty communication about internship and research opportunities, rather than further burdening already-limited faculty resources by creating an Internship class, the Program might consider focusing more attention on the advising process and using the student organizations (i.e., Psychology Club and Psi Chi Honor Society) as the designated vehicles for making students aware of the various internship and research opportunities. Early in the fall semester, faculty could describe their own research endeavors and solicit RA applications in a panel format at a designated annual joint-Psychology Club/Psi Chi event, and students who have interned and/or assisted in research on and off-campus (e.g., summer internships and research assistantships) could discuss their experiences and the process they used to successfully secure their positions. Additionally, the Program could create a website devoted exclusively to advertising research and internship opportunities, and the Program could use bulletin boards and flat-screens in the common areas to advertise research and internship positions.**

#### **FACULTY QUALITY and PROGRAM ADMINISTRATION AND SUPPORT:**

The “core” Seaver Psychology faculty is currently composed of eight professors, seven of whom hold full-time positions in the Program and one of whom holds a 2/3 position in the Program. Two additional faculty members who hold primary appointments outside Seaver College also serve the program; each teaches two sections of a course per academic year (i.e., a total of two sections of two courses per year). The core faculty consists of five tenured faculty members and three tenure-track faculty members, all of whom hold Ph.D. degrees in several important domains (Social Psychology, Neuroscience, Developmental Psychology, Clinical Psychology, Counseling Psychology, and Cognitive Psychology).

The list of faculty publications, presentations, awards, grants, and leadership positions within various highly-esteemed professional organizations is extensive and very impressive; it is abundantly clear that in addition to their teaching duties, the Seaver faculty members are extremely productive and active scholars. The students also expressed their own positive regard for the faculty, rating all sub-sections of the Faculty Quality section of the Student Reviewer Summary Sheet “Exemplary” (highest rating) and writing “The faculty is exceptional,” and “the faculty members are very qualified and are excellent teachers.” When I asked them to describe some faculty strengths, students said “their approachability,” “they’re people, not just your professors,” “they’re quick to get to know you” and “they go above and beyond to meet with students.”

Although the students could not list any weaknesses when asked to do so (nor did they write any “faculty weaknesses” on their anonymous Student Reviewer Summary Sheet, students were very quick to tell me that recent growth in the Program (i.e., an increase in the number of majors) has led to greater difficulty in students’ ability to secure seats in required/desired courses, larger class sizes, and longer waitlists, and they all agreed that the Program needs to hire a ninth faculty member.

Consistent with students’ reports of their personal experiences, the Self-Study Report indicated that demand for the Program has increased disproportionately to other Seaver Programs over the past few years. One illustrative Figure (Figure 11) indicated that the ratio of Psychology Majors to Full-Time Faculty increased from approximately 24:1 in 2010/2011 to nearly 35:1 in 2011/2012: just a little under a 50% increase in only one year. Given U.S. Department of Education statistics, which indicate that Psychology is one of the nation’s most popular majors and is continuing to grow<sup>2</sup>, the number of Psychology majors in the Seaver Program is not likely to diminish anytime in the foreseeable future. Accordingly, every tenured faculty member and almost all the students spontaneously identified the need for another faculty member as a major priority in the Program.

Action 5 of the Self-Study Report states that “there is an unsustainable demand on the current faculty....growth in the number of students has not been matched by a growth in the faculty” (p. 38). Despite the fact that the Program hired a new faculty member as recently as 2012, I agree whole-heartedly that the Program is still lacking in enough faculty resources to meet the needs of the growing number of students. After discussing this point with many faculty members during individual interviews, and with the students during lunch, I learned that both the faculty and students agreed that a new hire should increase both the number and variety of course-offerings as well as expand potential areas of research opportunities for students. Some faculty and students mentioned applied areas of Physiological Psychology and others mentioned Health Psychology as potential areas of interest. Therefore,

#### Suggestion #6

### **Given the Program’s finding that all eight of its peer and aspirational Programs**

<sup>2</sup> National Center for Education Statistics. (2011). *Digest of education statistics*. Retrieved 10 Feb, 2013 from [http://nces.ed.gov/Programs/digest/d11/tables/dt11\\_286.asp?referrer=report](http://nces.ed.gov/Programs/digest/d11/tables/dt11_286.asp?referrer=report)

**offer a class in Health Psychology, the fact that the Program has been considering for some time hiring a new faculty member in Health Psychology, the growing popularity of Health professions and related fields around the nation, and the potential for a Health Psychologist to also be qualified to teach and conduct research in areas of applied Physiological Psychology, hiring a new faculty member in Health Psychology might meet many of the Program's current and future needs.**

During individual meetings with faculty, one other concern that was raised was a lack of institutional support for conducting research. While the impressive list of faculty publications and presentations is concrete evidence of the faculty's continued scholarship, and the number and variety of student names listed as co-authors on faculty publications and presentations is a testament to the faculty's commitment to engaging students in research, I was very surprised (and unpleasantly disappointed) to learn that the Program has only two lab spaces for faculty (or student) research. The Self-Study Report described the number and characteristics of the physical spaces allocated to the Psychology Program, and I noted that the Self-Study Report stated that "no concern has been voiced to suggest that this physical space is insufficient for the needs of the Program" (p. 31).

I was unable to see the lab space assigned to Michael Folkerts, but my impression of the second lab space was that it was entirely too small and too poorly equipped to be of much use to the remaining seven members of the faculty. Along these same lines, my impression of the one computer lab space (with only 15 computer workstations) was that it was also too small to meet students' and faculty members' needs. In fact, one student identified "outdated laboratory technology" as one of the major weakness of the Program. Therefore,

#### Suggestion #7

**Given APA Quality Principle #4, Recommendation #3, which states that "...psychologists need space and equipment for data collection and analysis...[and] adequate investments in laboratory space and equipment as well as routine upgrading of equipment, computers, and software are essential for a quality undergraduate education" (pp 16-17), increased allocation of Institutional resources in the form of additional (ideally one per faculty member) and larger lab spaces as well as upgraded equipment would serve as a tangible commitment to the competitiveness and future quality of the Seaver Psychology Program. It would also serve to communicate clear and resounding Institutional support for faculty/student research.**

#### **DIVERSITY:**

The Summary Sheet lists "Program demonstrates a commitment to diversity in its curriculum, student and faculty composition" as a separate category of evaluation. This focus on infusing diversity into all elements of the Program is consistent with APA Principles 1-4 for Quality Undergraduate Education. Within the Seaver Psychology Program it is clear that the student body is fairly diverse along racial/ethnic categories, and is somewhat diverse

along religious categories; however, such diversity is less evident among the faculty, and was identified by some faculty as warranting further thought.

The Self-Study Report reflected extensively on the Program's commitment to diversity within the curriculum despite the absence of a specific PLO aligned with APA's Goal #8: "Sociocultural and International Awareness: Students will recognize, understand, and respect the complexity of sociocultural and international diversity." Therefore

#### Suggestion #8

**Given that the self-study process revealed evidence that students are being exposed to topics of racial and ethnic diversity in the curriculum, and faculty self-reported that they are incorporating elements of diversity within every departmental offering, adding a PLO focused specifically on commitment to diversity would formalize the Program's efforts in this regard and provide the Program with a justification for systematically assessing their commitment to diversity in the future.**

#### Concluding Remarks

I would like to once again thank the Seaver Psychology Program for entrusting me with this most-important task; I sincerely hope you find my observations and suggestions useful. Acknowledging the length of this *External Review Report*, I will limit my concluding remarks to a brief list:

1. The primary strength of the Seaver Psychology Program is its faculty. They are dedicated teachers, productive scholars, and greatly appreciated by the students.
2. Due to a dramatic increase in the number of Psychology Majors, there is an urgent need to hire a ninth faculty member. Hiring a faculty member who could teach Health Psychology and conduct research in applied areas of Physiological Psychology would serve the students' and Program's current and future needs in a variety of ways.
3. There is a need for more and better laboratory space (for both teaching and conducting faculty/student research) and updated computer equipment in the Program. Although this was not identified by the faculty as an area of concern, lack of space to conduct research and out-dated equipment were identified by the students and external reviewer as areas of serious concern.
4. Offering laboratory courses in a variety of core-content areas as well as a laboratory component with the lower-division Research Methods course could provide students with the skills, motivation, and confidence necessary to increase their participation in research activities: a stated goal of the Program.
5. The Program would benefit from revisiting the organization/structure of the curriculum. Reducing the capstone experience to a single capstone course and re-categorizing some courses would free-up faculty resources to teach a greater variety of desired elective courses (e.g., Child Development, Adolescent Psychology, Forensic Psychology).

6. The Program review process would benefit from revising the PLOs and adding PLOs or incorporating language into the current PLOs to reflect all areas of Programmatic assessment.

## **Appendix A. Example of a Restructured Psychology Program Curriculum; 43 units total**

### **Foundation Courses (Grade of C- or higher required for each)**

PSYC 210 Foundations of Psychology (4 units; GE)

PSYC 250 Introductory Statistics (4 units; GE)

PSYC 310 Research Methods in Psychology with lab component (4 units; Meets criteria for General Education Presentation Skills, Research Methods, and Writing Intensive class in major)

### **Core Content Courses**

Choose one course from each of the five core content areas (a total of 17-20 units).

#### **Individual Differences**

PSYC 321 Personality (4 units)

PSYC 323 Abnormal Psychology (4 units)

PSYC 315 Psychological Testing and Assessment (4 units)

#### **Social/Group Processes**

PSYC 332 Cross-Cultural Psychology (4 units)

PSYC 333 Social Psychology (3 units)

PSYC 433 Industrial/Organizational Psychology (3 units)

#### **Learning/Cognitive Principles**

PSYC 341 Principles of Learning (4 units)

PSYC 342 Cognitive Processes (3 units)

PSYC 343 Comparative Animal Behavior (4 units)

#### **Mechanisms of Change**

PSYC 322 Lifespan Developmental Psychology (3 units)

PSYC 430 Counseling Theory and Techniques (4 units)

PSYC 373 Psychopharmacology (4 units)

#### **Biological Bases of Behavior**

PSYC 371 Sensation and Perception (4 units)

PSYC 372 Physiological Psychology (4 units)

PSYC xxx HEALTH PSYCHOLOGY

#### **Capstone Experience**

PSYC 590 INDIVIDUAL CAPSTONE COURSE (4)

#### **Elective Courses**

PSYC 334 The Psychology of Women (3 units)

PSYC 434 Child Clinical Psychology (4 units)

PSYC 442 Intermediate Statistics and Computer Applications (4)

PSYC 452 Psychology and Religion (3)

PSYC 432 Family Therapy (4 units)

PSYC 230 Interpersonal Behavior (Cr/NC grading only) (3)

PSYC 453 Positive Psychology (3)

PSYC 454 Death, Dying, and Bereavement (4)

PSYC 456 Body Image and Eating Disorders (4)

**Appendix M. Revised Program Alignment Map for the Psychology Program**

Class	PLO 1	PLO 2	PLO 3	PLO 4	PLO5
200					
210	I	I	I	I	I
230				D	
250	D				
310	M	D/M		D	
315	D			D	
321	D		D		D
322	D		D		D
323	D		D	D	D
332	D		D	D	M
333			D	D	M
334			D	D	M
341	D		D		
342	D		D		
343	D	D	D	D	
371	D		D		
372	D		D	D	
373	D		D	D	
430	D		M	M	
432	D		M	M	
433	D		M	M	
434	D		M		
441				M	
442	D	M			
452	D		M		
453	D		M		
454				M	
491	M	M			
492	M	M			
590	M	M			
595					

I = Introduce; D = Develop; M = Master

PLO 1: Critique the quality of published psychological literature and empirical research

PLO 2: Design and conduct an empirical study to answer a research question

PLO 3: Describe and explain the major contributions of the core subdisciplines of psychology

PLO 4: Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles

PLO 5: Recognize and articulate the importance of diversity (including cultural, ethnic, racial, gender, sexual, age, and religious) as it applies to each subdiscipline

**Appendix N. Revised Institutional Educational Objectives for Pepperdine University, and their alignment with the Psychology Program Learning Outcomes**

	Knowledge and Scholarship	Faith and Heritage	Community and Global Understanding
<b>Purpose</b>	IEO 1: Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	IEO 2: Appreciate the complex relationship between faith, learning, and practice.	IEO 3: Develop and enact a compelling personal and professional vision that values diversity.
<b>Service</b>	IEO 4: Apply knowledge to real-world challenges.	IEO 5: Respond to the call to serve others.	IEO 6: Demonstrate commitment to service and civic engagement.
<b>Leadership</b>	IEO 7: Think critically and creatively, communicate clearly, and act with integrity.	IEO 8: Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	IEO 9: Use global and local leadership opportunities in pursuit of justice.

	IEO 1	IEO 2	IEO 3	IEO 4	IEO 5	IEO 6	IEO 7	IEO 8	IEO 9
<b>PLO 1</b>	✓						✓		
<b>PLO 2</b>	✓		✓	✓	✓				
<b>PLO 3</b>	✓				✓				
<b>PLO 4</b>		✓				✓		✓	✓
<b>PLO 5</b>			✓	✓		✓			

PLO 1: Critique the quality of published psychological literature and empirical research

PLO 2: Design and conduct an empirical study to answer a research question

PLO 3: Describe and explain the major contributions of the core subdisciplines of psychology

PLO 4: Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles

PLO 5: Recognize and articulate the importance of diversity (including cultural, ethnic, racial, gender, sexual, age, and religious) as it applies to each subdiscipline

**Appendix O. Revised Schedule for Annual Reviews of the Program Learning Outcomes for the Psychology major**

A student who successfully completes the Psychology major is expected to be able to:	Last assessment	Next assessment
PLO 1: Critique the quality of published psychological literature and empirical research	2010/2011	2014/2015
PLO 2: Design and conduct an empirical study to answer a research question	2009/2010	2015/2016
PLO 3: Describe and explain the major contributions of the core subdisciplines of psychology	2011/2012	2016/2017
PLO 4: Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles	NA	2013/2014
PLO 5: Recognize and articulate the importance of diversity (including cultural, ethnic, racial, gender, sexual, age, and religious) as it applies to each subdiscipline	NA	2014/2015