

WESTMONT COLLEGE PSYCHOLOGY DEPARTMENT A SIX-YEAR PROGRAM REVIEW REPORT

Submitted by the Department of Psychology
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Department Members

Dr. Ronald E. See, Chair

Dr. Andrea Gurney

Dr. Steve Rogers

Dr. Carmel Saad

Dr. Brenda Smith

Ms. Anna VandeBunte, Laboratory Coordinator

Ms. Judy Williams, Secretary

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Introductory Summary

We are excited to present the findings of our six-year review, which illustrate the strengths of our department, achievements in student learning, alumni feedback, challenges faced by the department, and potential growth areas for the future. All of the members of the department of psychology played a role in collecting data and critically assessing the department's performance over the past six-year cycle. Throughout the 2017-2018 academic year, our departmental meetings have incorporated discussion of components of the review process, and we held a separate retreat in February to strategically discuss the review process. As a department, we are strongly committed to each other, our students, the College, and our defined mission, which states:

Mission of the department: *Westmont's psychology department provides a comprehensive undergraduate education in scientific psychology emphasizing basic research and applied practice. As a part of a larger Christian liberal arts community, we are committed to integrating psychology with a wide variety of academic disciplines and Christian faith traditions in order to promote the health and well being of individuals and of our communities, churches, and world.*

The past six years have seen the department of psychology holding firm to its foundational and historical framework as epitomized by our mission statement. We embody a flourishing community among our faculty, students, and staff, as well as active engagement in the greater college community. At the same time, a number of significant changes have occurred during this time that have transformed our department and allowed growth in new and exciting directions. We also recognize the challenges that we face and have identified potential areas of development that will help our department meet those challenges and expand upon our key strengths.

At the beginning of this review cycle, the department had fairly recently (2010) moved into new facilities in Winter Hall. In addition to establishing ourselves in the new facilities, this period saw changes in department personnel. As of Fall 2018, the department comprises 4.33 FTEs (3 full-time and 2 two-thirds time tenure track faculty), one half time 10-month administrative assistant, and one full time 10-month laboratory coordinator. Dr. Carmel Saad joined the faculty in 2012, and she has subsequently gone on to establish herself as a pillar of the department with her teaching portfolio and active research program in social psychology. The college recently recognized her talents, contributions, and abilities by granting her tenure and promotion to associate professor in spring 2018. This time period also saw the departure of Dr. Thomas Fikes, and the arrival in fall 2015 of his replacement, Dr. Ronald See. Dr. See brought an extensive career background in both basic and clinical neuroscience, and has established strong teaching and research portfolios over the past three years. We have also consistently hired adjunct faculty each year to meet the high demand for courses that we cannot fill with our currently limited faculty FTE.

Over the course of the current review cycle, we conducted assessment of parts of our PLOs each year in three key areas. These included PLO #2, Scientific Thinking, Methods, and Skills (2013-2014 and 2016-2017); PLO #4, Values and Character (2012-2013 and 2014-2015); and PLO #5, Applications of Psychological Principles, Knowledge, and Skills (2015-2016). Through our assessment of these PLOs, we concluded that our students are

generally doing well in these areas. However, we identified specific areas for improvement and we are now involved in closing the loop to implement and reassess the modifications that were designed to improve the program.

Our alumni survey results provided positive and encouraging feedback. We surveyed alumni from 2007-2017 (ten year period) and received a 30% response rate. Details can be found below, but some highlights include: 96% of alumni indicated that teaching in the psychology department was Strong to Superior, 88% noted preparation for graduate work as Good to Excellent, and 81% indicated their preparation in the psychology major as Somewhat or Much Better than their peers at other institutions. In addition to highly positive input, some suggestions for improvement were offered. Common themes centered on career preparation and more elective course offerings. Some students also desired more internship and research experiences. As detailed in this report, the department has made strides in increasing career exposure by improving internship and research experience for our majors. We are searching for ways to increase career exposure throughout the major, including earlier target exposure as well as offering more opportunities to engage in community training and research with some of our professors already doing this work in various contexts. In addition, the department has re-instituted an annual professional development presentation to which psychology students are invited. The focus in these presentations alternates between addressing graduate school issues and providing students with introductions to various career options. Students have expressed gratitude for how we have addressed these needs since receiving their suggestions for improvement.

Our curriculum remains a pillar of the strength of the department. In particular, the rigorous scientific and laboratory focused approach of our program continues to produce graduates that are grounded in empirically based psychological science. Given the very small size of our department, especially compared with some other institutions that share our mission and size, we provide a surprisingly wide array of courses in the discipline. However, we recognize the lack of certain key sub disciplines (e.g., Industrial-Organizational Psychology) that would provide even greater opportunities for our students to engage with the evolving nature of the field. The department strongly contributes to the mission of the college with our general education courses serving over 300 students per year in PSY 001, General Psychology (~20-25% of our departmental teaching load), as well as other courses in our department (e.g., Abnormal Psychology, Child Development) that support various majors and programs across campus (e.g., premedical, liberal studies/education, and kinesiology).

Our student practicum and internship programs continue to form a strong core of the student experience. Over the course of the reporting period, we have expanded and built upon the number of field sites available to our students in practicum (PSY 196) and other internship activities. While we are pleased with the status of these programs, we see the need to both actively maintain and further expand these opportunities, especially at earlier stages of the major for second and third year students.

While Westmont is primarily a teaching college, research in several areas of psychology and neuroscience distinguishes our department. The amount and type of faculty research varies widely across the department. Active research laboratories include neuropsychology (Rogers), social psychology (Saad), and behavioral neuroscience (See). The department

devotes substantial resources to student-faculty research, supporting student researchers during the academic year and in the summer student research program. Our professors also supervise independent student research and involve students in their own research projects during the academic year, as reflected in the number of independent research and major honors credits that do not contribute to teaching load, the PSY 197/198 Senior Research (Smith), and other informal research involvement. Professors in the department also regularly bring students along with them to present their shared research at both local and national psychological conferences.

By a variety of measures, our program is strong and thriving. In the spring semester of this past year (2017-2018), the total number of psychology majors reached $n = 89$, which represents 6.8% of the total Westmont student body and the *third highest* major enrollment on campus. We have maintained our key strengths in scientific based teaching of psychology and further expanded in areas of practical training and research. Although our program continues to thrive, we continue to seek new avenues of preparation and experience for our students. We have maintained a robust department, but we face notable challenges as we look to the future. As will be made apparent below, we are currently understaffed relative to other departments at the college, which hinders our ability to meet the needs of our large number of majors, minors, and nonmajors. We also face uncertain future support for staff members who critically contribute to our mission. In spite of these challenges, we feel optimistic about the state of our department and its continuing role in teaching, mentoring, and training students.

Findings

A. Student Learning

PLO # 2: Scientific Research Methods and Skills. Our students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.

The psychology department selected two parts of Scientific Thinking, Methods, and Skills to assess in 2013–2014. At the time, the department was interested in how well its senior students in capstone courses accomplished two tasks related to critical thinking, namely their ability to effectively utilize disciplinary databases to refine research questions and identify answers within the literature, and their ability to distinguish good versus bad experimental designs and theories. To assess student's ability to effectively navigate databases, students in one of our senior capstone courses (History and Systems of Psychology, PSY 111) were given a scenario and asked to search PsycINFO, the primary database indexing professional publications in psychology, in order to determine the availability of information that could be used to answer a research question related to the scenario. They were then asked to turn in a list of the searches they performed and, based on those searches, a list of articles they found most relevant. We developed a rubric (Appendix 2a) to assess the number and quality of the searches and articles, and the ability of the students to follow directions.

For the second task related to critical thinking, the department appraised the literature reviews of students who completed Capstone Senior Research in Psychology (PSY 197/198) in order to examine their abilities to present and evaluate relevant theories, and

link their literature reviews to their experimental studies. A rubric was prepared that allowed department members to assess how well students presented and discussed relevant theories and whether they appropriately linked their literature reviews to their own experimental studies (Appendix 2b).

The results (Appendix 2c) were gratifying on the first aspect of the assessment, as we found that the majority of students (89%) performed multiple database searches, indicating that they persevered in trying to find articles that satisfied the task requirements. These results indicated their ability to critically evaluate the results of their searches and use reasonable judgment in completing the task according to the instructions provided. Regarding students' ability to differentiate good and bad experimental designs, we were disappointed that none of our students performed at the highest (Exemplary) level.

In the 2016-2017 academic year, the department also assessed the Scientific Research Methods and Skills PLO with particular emphasis on students' ability to recognize the creative aspects of theory construction and experimental design, and demonstrate such creativity in their own disciplinary work. We adapted a creativity rubric (Appendix 2d) to focus on 3 dimensions: Problem Solving, Embracing Contradictions, and Innovative Thinking, with evaluation levels denoting Beginning, Developing, Accomplished, and Professional.

We were pleased with the results (Appendix 2e) as the benchmarks for Embracing Contradictions and Innovative Thinking exceeded our expectations. However, this was not the case for the Problem Solving benchmark, as we had expected that 90% of the student papers would be at the Accomplished level, but only 63% of papers were at or above that level. While these results initially seemed disappointing, after reviewing and discussing this as a department, we realized that the type of problem solving we were interested in assessing is not typically revealed in a final paper.

Closing the Loop

From these two assessments, we hypothesized that our students need more experience distinguishing good versus bad experimental designs and theories. These areas have received more attention in the semesters following this initial assessment (2013-2014). Specifically, beginning in the fall of 2014 the department implemented changes in order to provide more training and explicit teaching on experimental design in our Capstone Senior Research course (PSY 197). We have also implemented more time and rigor to experimental design in our second year Experimental Psychology Laboratory course (PSY 013). The department will consider reassessing this aspect of the PLO during our next 6-year cycle in order to determine the effectiveness of the implemented changes.

In regards to students' ability to recognize the creative aspects of theory construction and experimental design and demonstrate such creativity in their own disciplinary work, the department is pleased with the overall results.

PLO #4: Values and Character. Our students will value, appreciate, and welcome through understanding and demonstrative action:

- Scientific methods. Students will see empirical, evidence-based methods as essential and as complementary to other methods of knowing.
- Ethics. Students will be committed to high ethical standards, including professional, discipline-specific domains and their own personal lives.
- Faith. Students will be able to articulate the interactions between psychology and faith.
- Openness to experience. Students will understand the importance and desirability of a diversity of experiences, perspectives, and backgrounds (including ethnic, sociocultural, and gender diversity). They will embrace ambiguity, being comfortable without closure or black-and-white answers, and valuing questions as much as answers.

In 2012–2013, the department assessed Christian Beliefs, Values, Affections, and Practices by sending a survey to psychology and neuroscience alumni who graduated between 2006 and 2012 (N = 142). The survey was adapted from the College Students Beliefs and Values Survey, one of the instruments used to evaluate religiosity and spirituality in higher education by the Higher Education Research Institute (Appendix 3a). The items selected, modified, and added by the department were designed to address Faith and Openness to Experience, two aspects of the Values and Character PLO. Mean ratings and standard deviations were determined for the survey items and a factor analysis was done to determine correlations between clusters of survey items (Appendix 3b). We were pleased to find that relatively recent alumni who graduated with a neuroscience or psychology major experienced positive changes in their religious and spiritual understandings, beliefs, and practices while they were at Westmont and since they have graduated from Westmont. These changes are correlated with changes in social values, affections, and behaviors that indicate openness to experience.

We also specifically assessed Openness to Experience in 2014–2015 as part of the Values and Character PLO. The department was interested in how senior students enrolled in the Capstone Senior Practicum in Psychology (PSY 196) were rated by their internship site supervisors on these qualities. To this end, the department developed a rubric (Appendix 3c) and set a benchmark of 75% of the students performing at the Effective or greater level. Site supervisors were notified by phone and email at the beginning of each semester and given the questions they would be asked at the completion of the semester about the student intern (Appendix 3d). Site visits were then conducted at the end of each semester, during which the supervisor responded to the Openness to Experience questions; responses were audio taped and/or written. After completion of all interviews, each psychology department member individually rated each of the 18 students on the 4 questions utilizing the rubric. The department members then met and discussed their individual ratings and the mean was used to determine the final rating (Appendix 3e). The findings indicated that 97% of our senior students enrolled in the Capstone Practicum course were engaged and open to new experiences at their internships. In addition, the department was encouraged by the ways in which its students engaged at their internship sites in regards to cultural awareness and diversity, which was one main criterion for evaluating openness to experience.

Closing the Loop

We were pleased to learn that recent psychology and neuroscience alumni experienced positive changes in their spiritual understanding, beliefs, and practices while they were at Westmont, and since they have graduated from Westmont. These changes are associated with changes in social values, affections, and behaviors that indicate openness to experience and understanding of others' backgrounds and cultures. We were also glad to know that site supervisors in the greater Santa Barbara area who had Westmont psychology students as interns found our students highly open to diverse and new experiences. At the time of the assessments, we did not include measurement of students' appreciation and value for the scientific method or their commitment to ethical standards. This is an area that the department will consider for assessment in the next 6-year cycle.

PLO #5: Applications. Our students will apply psychological principles, knowledge, and skills to their lives and to the transformation of their worlds. Applied domains include:

- Personal (personal development, relationships, personal experience, etc.)
- Community and societal/global concerns and issues
- Integration with other academic disciplines

Given our desire to see our students and graduates actively engage in their communities and bringing their abilities to bear on improving the world around them, we assessed the PLO Applications in the 2015–2016 academic year. We constructed a survey comprised of three quantitative and three qualitative questions (Appendix 4a) and administered it in one of our three senior capstone courses, History and Systems of Psychology (PSY 111). Twenty of the 23 students enrolled in the class were present on the day the questionnaire was administered and therefore participated in the assessment. We found that our psychology seniors rated themselves highest and above average for displaying behavior that can be regarded as civil. They also rated their positive influence on the community as slightly above average and their search for opportunities to serve and promote the community as average. The differences between the ratings of their search for opportunities to serve their community and both their civil behavior and their positive influence on their community were statistically significant. These results (Appendix 4b) suggest that they perceive themselves as less actively searching for opportunities to serve others, but they do rate themselves as displaying greater than average civility in behavior.

Closing the Loop

It was encouraging to see our students being active agents in their communities and our hope is that this trajectory continues. We believe our department provides a strong, holistic, multi-faceted engagement at the community level with our organized practicum and internship opportunities. We have also increased our applied research opportunities in the community in recent years, which we believe will provide a vehicle for students to gain valuable research experience for graduate school while at the same time actively serving their communities. Additionally, we have been intentional as individual faculty advisors and mentors, and as a department, to emphasize the importance of community involvement while at the same time focusing on academic demands. Overall, the department is currently satisfied with the ways in which our students engage on a community level and look forward to increased opportunities for the future.

B. Alumni Reflections

In preparation for this 6-year review, we contacted 182 psychology alumni whose emails were available from the college alumni office and requested their completion of an alumni survey (Appendix 6a). Of that 182, 45 graduated between 2007 and 2010 and 137 graduated between 2011 and 2017. The reason for this particular division of the graduates was that the earlier group graduated before or during the department's last 6-year review, and a comparison of "before" and "after" seemed useful. Twenty of the graduates in the earlier group responded (44.4%), and 35 of the more recent group responded (25.5%), giving an overall response rate of 30.2%. Data tables 1-27 can be found in Appendix 6b. The majority of graduates from both graduating groups were female (Table 1), indicating a consistent proportion of females and males in the psychology major over the 11-year period. The majority of graduates were also white, but the percentage of whites was somewhat greater in the more recent alumni group.

Examining the major tracks among which alumni chose (Table 2), it is clear that the B.A. continues to be the more popular choice, with the B.S. with a concentration in Neuroscience being slightly more popular among the more recent graduates. More of the recent graduates compared to older graduates completed either a second major or a minor (34% vs. 25%, respectively), with the preference being a minor. Generally, these majors completed their degrees in 3 to 4 years, with no one in this sample taking more than 4 years (Table 2). Somewhat more of the older alumni compared to the recent group graduated in less than 4 years (30% vs. 20%, respectively).

Many psychology majors go on to complete post-baccalaureate degrees (Table 3). The majority of alumni in the earlier group completed a masters or PhD. Those percentages drop precipitously among the more recent graduating group, but based on the department's ongoing contact with its alumni and the information in Table b8, Career and Employment: Current Employment Status, it appears that: 1) these younger alumni are still in a graduate program (37%), or 2) possibly have not yet returned to school to complete a graduate program. The department was also interested to know what kind of masters and PhD programs alumni were selecting (Table 3). In the older alumni group, 60% completed a master's in psychology or a related field (e.g., Human Rights, MSW), and 30% completed a doctoral level degree. In the recent alumni group, 22.9% have completed a master's degree in psychology or a related field. The majority of both alumni groups rated Westmont's preparation for graduate work as Good to Excellent (85.0% for the older group; 91.4%, for the recent group; Table 4). In addition, both groups of alumni rated their preparation in their psychology major as Somewhat or Much Better than their peers (80% of the older alumni, and 82.8% of the more recent alumni; Table 5).

With respect to career development, the majority of the older alumni reported that their first job after college was in a psychology-related area (Table 6). In contrast, less than half of the more recent alumni reported that their first job after college was in psychology. The majority of both groups reported, however, that Westmont prepared them for this position, and they were satisfied with that position. The speed with which alumni found their first professional position varied (Table 7). The majority of the older alumni group found their first professional position within 2 months of looking. About one third took a little longer (3 to 9 months). The speed with which the more recent

alumni found their first position was somewhat slower—28.6% took 3 to 9 months; 22.9%, took 10 months or more. Slightly more than a third of both groups report that they are looking for other employment at this time (Table 6). The majority of alumni in both groups are employed full or part-time, either in or out of the home (Table 8). However, far more of the recent alumni reported being students (37% vs. 5.0%).

When asked about the characteristics described in Westmont's mission statement (Table 9), a majority of both alumni groups reported that they would describe themselves as thoughtful scholars and grateful servants. More than half of the recent alumni, compared to older alumni, would describe themselves as faithful leaders and prepared for global engagement with the academy and church. And just a little over half in both groups describe themselves as prepared for global engagement with the world.

Alumni were asked how important their General Education experience was in their careers (Table 10). Among older alumni, 75% reported that General Education was Somewhat to Very Important. A slightly higher percentage (82.8%) of the more recent alumni reported the same. A higher percentage (25%) of the older alumni were neutral or believed that General Education was Not Very Important, compared to more recent alumni (5.8%). Approximately 11% of recent alumni did not respond, however. Finally, when asked about satisfaction with their Westmont education (Table 11), a majority of older alumni were Extremely Satisfied or Satisfied (95%), with 100% of the recent alumni responding as Extremely Satisfied or Satisfied. Further verification of alumni's satisfaction with their Westmont education can be found in Table 12. Eighty percent of the older alumni group and 94.3% of more recent alumni were Somewhat to Very Likely to recommend Westmont to someone they know. Reasons given by the 5 alumni who were not very likely to recommend Westmont included: it is a Christian institution (1 alumnus), costs a great deal (1 alumnus), does not support the LGBT community (2 alumni), lacks ethnic diversity (1 alumnus), and does not emphasize literal interpretation of scripture (1 alumnus). All but one of these responses came from older alumni.

Turning to questions about the psychology program, nearly all alumni in both groups reported that teaching in the psychology department was Strong to Superior (95% among older alumni; 97.1% among recent alumni; Table 13). Furthermore, the majority of alumni also reported that they Successfully or Very Successfully integrated their faith with their psychological knowledge (80% of older alumni; 77.1% of recent alumni; Table 14). Twenty percent of both groups integrated faith and psychological knowledge Somewhat Successfully. Only 1 recent alumnus was unsuccessful in achieving this task.

When asked what the top three aspects of the psychology program were, the majority of alumni reported the faculty members as the best aspect (Table 15). Many alumni mentioned the caring, helping, approachability, and availability of the professors. Others referred to the outstanding scholarship, teaching, and mentoring that they experienced. The percentage of alumni selecting professors first was higher among more recent alumni, compared to the older alumni. This may be related to the number and quality of adjunct professors that taught during the earlier period. A few alumni ranked various aspects of the curriculum as the best aspect of the program, but far more of them ranked curriculum as the second or third choice for best part of the program. They appreciated the rigor and breadth, as well as the hands-on and applied nature of the curriculum.

Two other aspects of the program were important to alumni: Small class sizes and relationships with classmates and professors. More recent alumni reported the importance of relationships more frequently. This difference in the two groups may be due to the new facilities to which the department moved in August 2010. In this facility, faculty offices are grouped around a central lounge area where students study and hang out. This arrangement of offices and student space may promote the development of stronger relationships and a greater sense of community.

In the last 6 years, the psychology department evaluated aspects of three of their learning outcomes. The first is that graduates will be able to articulate and integrate the structure of the academic discipline of psychology and key content in a wide variety of psychological areas. They will also be familiar with career/vocation options in psychology and psychology-related fields. The second outcome relates to the methods of psychology: Graduates will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences. And the third outcome focuses on graduates' ability to write and speak in genres appropriate to the academic discipline of psychology. Evaluations of the relevance of the Psychology programs' learning outcomes that were assessed during the last 6 years (Tables 16 and 17) showed that most alumni agreed that the three learning outcomes were Somewhat to Very Important in their careers. Percentages ranged from 70.0% to 82.9%, depending on the learning outcome. A high percentage of alumni also reported that they had Somewhat to Very Successfully achieved these learning outcomes.

The department was also interested in alumni perceptions of the psychology curriculum. Alumni were asked which of the courses offered, aside from Capstone Senior Practicum and Capstone Senior Research, were most and least helpful in their work or everyday lives. General Psychology, along with Child Development, Psychology of Learning, Abnormal Psychology, and Fundamentals of Clinical and Counseling were rated the most helpful among the majority of earlier alumni (55% to 80%). A good number of older alumni (30% to 45%) perceived Experimental Psychology, Lifespan Development, Cognitive Psychology, Clinical Neuropsychology, and Personality as most helpful. However, among more recent alumni, the majority rated Abnormal Psychology and Fundamentals of Clinical and Counseling as most helpful (68.6% to 82.9%). Most of the rest of the courses were rated most helpful by a good number of these alumni (31.4% to 45.7%): Experimental Psychology, Child Development, Cognitive Psychology, Psychology of Learning, Behavioral Neuroscience, Cultural Psychology, and Personality. Sensation and Perception, Social Psychology, and History and Systems were selected as being most helpful by less than 26% in either alumni group.

On the opposite end of the scale, the least helpful perceived course in work or everyday life was History and Systems among the older alumni group. All of the other courses were selected by 10% or less of these older alumni. In the more recent alumni group, History and Systems was also perceived as the least relevant course, with all of the other courses selected by less than 12% of the more recent alumni. Overall, the clear majority of courses offered in the psychology department are perceived as helpful in work or everyday life, particularly among the more recent alumni.

Another set of curriculum questions focused on alumni's perceptions of their experiences in research and internships while at Westmont. Students can work with faculty on research during the semester or the summer, and can do so for more than one semester or summer. They can also take the Capstone Senior Research course, which is required in the B.S. tracks. Besides taking the Capstone Senior Practicum course, students can complete psychology-related internships at off-campus sites (e.g., Westmont in San Francisco). We asked first, what percentage of majors completed some kind of research or internship experience, and second, how beneficial did they find these experiences to be. Among the older alumni, all completed an internship for psychology credit, with a little less than 20% taking internship courses for more than one semester (Table 20). In contrast, about 75% of the more recent alumni completed an internship, with 33% taking internship courses for more than one semester. The majority of alumni in both groups also described the benefits of taking one or more internships (Table 21). These benefits were categorized, and showed that, among older alumni, about 20% reported that their internship(s) helped them develop relevant skills and increased their knowledge, as well as verifying their career interests or preparing them for their present career. About 10% reported that they learned more about themselves, got real world experience, or the internship disconfirmed their career interest. In contrast, 14% of the more recent alumni reported that they developed relevant skills; 20% reported that they increased their knowledge; and 31% reported that they verified their career interests or were better prepared for their present career. This increase in developing skills and learning about career options from older to more recent alumni is encouraging, as it reveals that the steps we have implemented to provide meaningful internships and research opportunities may be bearing fruit.

Among the older alumni, about 33% participated in a research experience for psychology credit, with only 1 alumnus taking research for more than one semester (Table 22). In contrast, nearly half of the more recent alumni participated in research, with about 20% working more than one semester or summer. Table 22 also shows that about 33% of the older alumni participated in both internship and research experiences, whereas about 25% of the recent alumni did so. The majority of alumni in both groups also described the benefits of taking one or more internships (Table 23). These benefits were categorized, and showed that about two fifths of the older alumni and one third of the recent alumni reported that their research experiences helped them develop relevant skills. The two groups also reported that their experiences increased their knowledge, and at least among older alumni, increased their self-knowledge and helped prepare them for graduate school. The older alumni also appreciated the hands-on experience.

In addition to knowing what alumni appreciated and valued in the psychology program, we also sought alumni suggestions for improvement. In the Westmont psychology program, 5 courses are required: General Psychology, Statistics, Experimental Psychology, History and Systems, and a Capstone course. In addition, two (from 7) lecture courses and two (from 5) upper division laboratory courses are required. Finally, 2 to 3 electives (depending on the track) are required which may be taken from the lecture, capstone, or laboratory course categories. One question asked whether there were courses that were not required but alumni thought should have been required (Table 24). Many from both groups of alumni did not respond, said that no

changes were required, or weren't sure what should be changed. When they did have suggestions, the older alumni thought that various clinical or counseling courses, some of which are not presently offered, should be required (e.g., Effects of Trauma on Psychology Disorders and Behavior). The more recent alumni were more supportive of Social or Cultural, Personality, or Developmental courses being required. A related question concerned any desired expansion of the curriculum (Table 25). A number of alumni in both groups desired more depth in the existing courses, or wanted additional specialty courses (e.g., Industrial/Organizational Psychology and Applied Behavioral Analysis).

Finally, the department asked alumni for their top three ideas for improving the psychology program (Table 26). About one third of alumni in both groups had no suggestions, but another one third of older alumni and nearly 10% of recent alumni desired better preparation for careers and graduate school. This concern is also seen in the responses obtained to the question of how much advice alumni received regarding careers or graduate school (Table 27). Among older alumni, just over 50% reported that they had received "Enough Information", whereas slightly less than 50% of the more recent alumni reported that they had received "Enough Advice". Across both groups, a third to nearly a half reported that they had gotten no advice or not gotten enough (35.0% and 48.6%, older and recent alumni, respectively).

With respect to other suggested improvements to the psychology program, about 25% of older alumni and 20% of recent alumni desired more specialty courses or more focus on psychology-related issues (e.g., social justice issues in psychology). Another suggested improvement of both older and more recent alumni is in the Neuroscience track (5% and 11.5%, respectively). Some specific suggestions included more courses and more cohesion in, or integration of, the courses in the track. The remainder of the suggestions included some by individual alumni that ranged from creative (e.g., more practicum experience via site rotation) to providing more depth (e.g., more research or practicum experience) to already having been implemented (e.g., less turnover in professors).

Closing the Loop

Overall, we are pleased with the feedback from our alumni survey. We would have liked a higher response rate from our alumni, but we feel that we gathered useful information from the respondents. In general, the results confirm our core strengths of our curricular structure, caliber of faculty, the academic community of Westmont and the psychology department, and preparation in the major for future success. We were encouraged by the rise in the participation of our more recent alumni in the areas of both practicum and research. We see this as a key area of future development (see below). In addition, the survey reinforces our awareness of the need to provide additional important psychology courses for our students. Lastly, we have intentionally addressed the perceived lack of information given to students about graduate school and career options by a) being more intentional in our advising sessions regarding this topic, and b) holding Graduate School and Career Information Nights at least once a year. These informational sessions are intended to answer questions about future career paths in psychology, offering practical advice about how to maximize students' current experiences in the psychology department as well as how to apply to graduate school.

C. Curriculum Review

The psychology major at Westmont College seeks to provide high-quality undergraduate education in the academic field of scientific psychology and opportunities for high-quality scholarship and professional development. It also intentionally integrates faith by exploring how psychological knowledge can inform one's faith and how one's faith can inform his or her knowledge about the science and practice of psychology. Whether through basic and applied research, careers in applied psychology, or the application of behavioral skills and knowledge, our faculty, students, and staff strive to positively influence and transform ourselves and our communities.

Curriculum Structure

The department offers a Psychology B.A., Psychology B.S. (General), and Behavioral Neuroscience B.S. and has conceptually organized common "trajectories" through the coursework in these major tracks to help the progress of our students as they proceed from initial to mastery stages in their undergraduate education. We have strategically opted not to offer tracks organized around content or specialization areas (e.g., clinical, developmental, etc.) in order to emphasize the integration of material across these areas and the importance of being broadly educated in psychology no matter what career path a student might choose.

The structure of the three major tracks offered in our department offers rigorous undergraduate training in scientific psychology and, in addition to the Minor in Psychology, offers academic program options for a wide variety of student interests and needs. The minor offers a meaningful psychology experience for students in other majors.

- The B. A. degree track offers strong training with a low enough unit count to allow for other specializations (minors or double majors).
- The General B. S. degree track offers additional training in the sciences and research curriculum.
- The Behavioral Neuroscience B. S. offers a rigorous interdisciplinary experience with core training in neuroscience.

In addition to core psychology coursework, B. S. General and B. S. Behavioral Neuroscience students must also complete a number of courses outside the major in other departments. Both of these options emphasize psychology's connections with biology and chemistry, in addition to physics and mathematics.

As can be seen in Table 1 (Appendix 7), all degree options incorporate (a) lower-division coursework in methodological and theoretical foundations, (b) a statistics course taken in the math department, (c) core upper-division lecture and laboratory courses in specific areas of psychology, and (d) a senior capstone experience that integrates their psychological knowledge (History and Systems) and teaches them to apply the knowledge that they have gained in psychology over the past several years in practicum, individual research, or both.

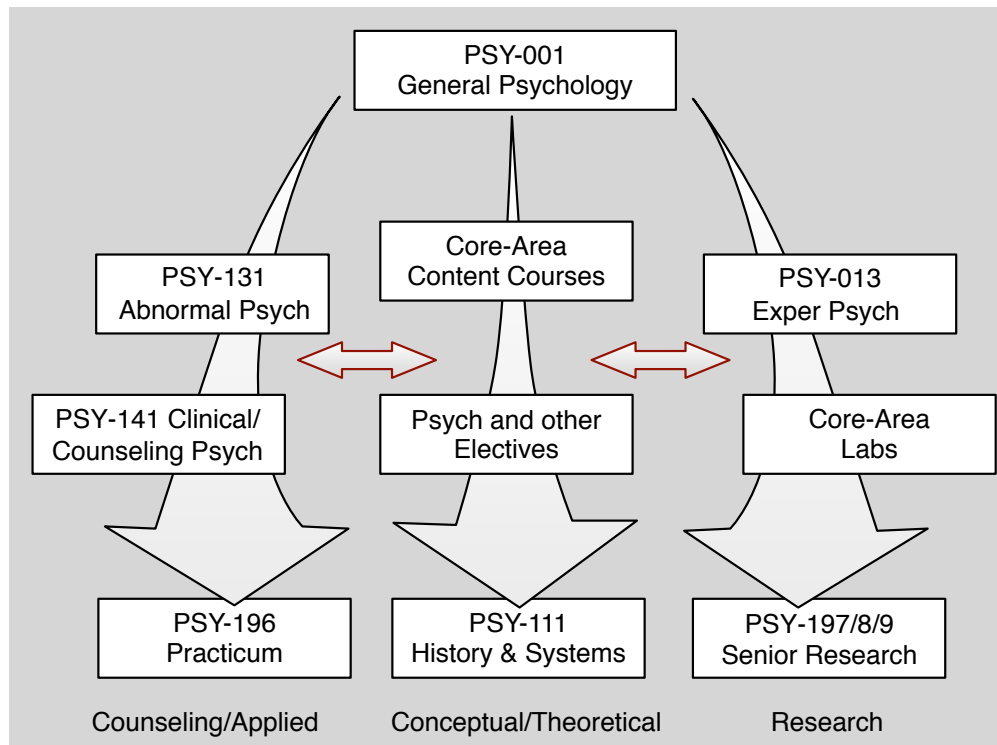
Course Sequencing: In addition to the three degree tracks, we have also structured our curriculum in terms of students' trajectories through their years in Westmont's psychology program, with each trajectory beginning with General Psychology, moving through specific methods and core area courses, and culminating in a well-defined and comprehensive capstone experience. Other important hallmarks of our academic program include ample opportunities for high-level student research in psychology and local, professional community involvement.

Lower Division Courses: In their first year, students take General Psychology and Statistics. These courses are prerequisites for most of our other classes, so faculty encourage students to complete them by the end of the first year. Students are then encouraged to take Experimental Psychology during the first semester of their sophomore year. These three classes (General Psychology, Statistics, and Experimental Psychology) provide the foundation of the psychology major.

Upper Division Courses: Students must complete four upper division courses, two lecture-based courses and two-laboratory based courses. B.A. students then complete three elective courses, while B.S. General students complete two elective courses and a total of four courses from a menu of specific courses in the math, computer science, biology, chemistry, and/or physics departments. Finally, B.S. Neuroscience students complete two elective courses and a total of five pre-selected courses in math, biology, and chemistry.

Senior Capstone Courses: Students have three capstone Courses as seniors: History and Systems, Practicum, and Senior Research. History and Systems is designed to help students integrate and extend their psychological knowledge within the context of the development of psychology as a discipline. The latter two courses are designed to help students apply their knowledge and develop their skills by working and reflecting on their experiences in the Practicum, or by examining a specialized research area in depth and discovering new psychological knowledge. Students who intend to pursue an applied field of psychology are encouraged to complete the practicum course. Those planning to pursue graduate school are encouraged to complete both the research and practicum courses, depending on their interests, though they have the option to take only one or the other. All B.S. majors must complete the Senior research course as part of their capstone experience.

We reinforce the conceptualization of how our curriculum can be sequenced in advising sessions with students and on our website so that we can integrate student trajectories from the introductory courses through to the capstone experiences as seen in the three overlapping Introduction-Through-Capstone trajectories. As the figure below illustrates, PSY 111, 196, and 197/8/9 comprise the capstone experience, which represents a set of proximal goals to help students think strategically and functionally about courses and course sequencing. Our goal is to emphasize both the sequential and hierarchical nature of the curriculum (i.e., that certain courses will prepare you for others) as well as the integrated nature of the curriculum (horizontal arrows), and to increase students' ability to plan towards their educational goals. Students' trajectories can overlap on any or all of the tracks.



We expect that all of our students' experience begins in the General Psychology course, which serves as the introduction to the major, department, and discipline, in addition to serving its primary function as a liberal-arts introduction to the big questions of psychology. Similarly, all trajectories culminate in a senior capstone experience comprising History and Systems and Senior Practicum or Senior Research. Other courses within the department are strategically designed to move our students developmentally from their introductory experiences into each of these capstone experience courses. These trajectories have been increasingly important in our advising as we try to encourage students to think functionally about their course selection and sequencing, focusing on their capstone experience as a proximal goal for which their unique course trajectory should be preparing them, and using that proximal goal to help focus them on the more distal goals of graduate school, vocation/career, and civic/community responsibility.

Recent Revisions in Psychology Coursework

During the past six years, we have adjusted course offerings and timings in order to assist our students to complete all major requirements comfortably within four years.

1. The department moved Experimental Psychology with Laboratory from the spring semester to the fall. This allows students to start their upper division coursework earlier in their undergraduate career. Moreover, because our Experimental Psychology laboratory is designed to introduce students to research in a broad range of sub disciplines (e.g., Cognitive, Social, Learning, Behavioral Neuroscience, and Personality), students can make a more informed decision about which upper division courses to complete earlier in their undergraduate career as they choose most of their upper division courses following exposure to hands-on research in the Experimental Psychology laboratory.

2. We moved our Fundamentals of Clinical and Counseling Psychology course from spring to fall semester to give students enough time to complete it before taking their Senior Capstone Practicum course, for which it is a prerequisite.
3. In response to high demand by majors and non-majors, we added another section of Abnormal Psychology, allowing us to meet the needs of Psychology majors while serving other programs that require or recommend completing Abnormal Psychology as part of their majors (e.g., Kinesiology).
4. We moved the Clinical Neuropsychology w/Laboratory course from spring to fall to create more opportunities for other spring lab courses and improve the use of our departmental resources that are required for all of our laboratory courses.
5. To make course offerings comparable to peer institutions that are similar in mission to Westmont, we added a Lifespan Development and a Cultural Psychology course.

Comparison with Peer Institutions

We conducted an in-depth analysis comparing our course offerings with those of psychology departments in 16 American Association of University Professors (AAUP) and Council for Christian Colleges & Universities (CCCU) four-year liberal arts colleges of similar mission to Westmont. Based on this analysis (Appendix 8), our course offerings align with, and sometimes exceed, those of peer programs. For example, only 38% of the 16 comparison institutions offer a B. S. or B. S. Neuroscience in Psychology. Moreover, this analysis clearly revealed that one of our department's greatest strengths is the wide array of laboratory courses in Cognitive Psychology (19% of peer programs offer this), Psychology of Learning (6% of peer programs offer this), Clinical Neuropsychology (6% of peer programs offer this), and Behavioral Neuroscience (31% of peer programs offer this). In addition, we offer a Sensation/Perception lecture course and laboratory, when only 31% of peer institutions offer the lecture course and only 6% of peer institutions offer the laboratory course. This unique range of laboratory courses intentionally gives our students the hands-on preparation needed for graduate study.

Closing the Loop

While the fundamental structure of our program is sound, we see potential issues to consider in the future. For example, in psychology programs that require Statistics for their major (69% of comparison programs), those courses are always offered within the psychology department instead of in the math department. For these psychology programs, the Statistics course is not a general mathematics course, but rather a course focused on statistics as applied in the behavioral sciences, specifically psychology. The fact that we currently require our majors to complete a general Statistics course outside the department rather than a focused Statistics course in Psychology may leave them less prepared for Experimental Psychology, of which Statistics is a prerequisite. It may also leave them less prepared for graduate school and their professional endeavors beyond Westmont, because they do not get as much out of the Experimental Psychology laboratory course as they could have had they better statistical preparation. While some comparison programs require an additional Statistics course in a mathematics department as well, this was always a prerequisite to the Statistics course housed in the psychology department. In addition, many students opt to take an online or community college statistics course over

the summer before they complete Experimental Psychology, so this could be contributing to the poor retention of statistics observed in Experimental Psychology. We would like to consider our options in the future for assisting our majors obtain a firmer grasp on statistics before taking Experimental Psychology.

Moreover, other lecture-based courses that are standard in other departments are noticeably lacking from Westmont's course offerings. For example, 63% of comparison programs offer Psychology of Sex and Gender and/or Human Sexuality, 56% offer Health Psychology, and 50% offer Industrial/Organizational Psychology. Because our current faculty have full course loads and because these specialty areas do not fall within the realm of their expertise, we propose hiring full-time and/or part-time faculty that can fill some of these course needs. This is important to maintain parity with our comparison institutions' offerings and to keep up with the evolving nature of the field.

D. Program Sustainability & Adaptability

The psychology curriculum has maintained students' interest, and enrollment in the psychology major has increased over the past six years. Several factors contribute to this, including the students' general interest in psychology as a discipline, the psychology faculty at Westmont, the continuing attraction of multiple career options in psychology, and the broader opportunities in related fields afforded by a psychology degree. Psychology as an area of study has wide appeal to students who seek to eventually work and serve in people-oriented careers. As recognition of the need for psychology education in medically related fields (e.g., premed, kinesiology, OT, PT, etc.) continues to grow, we expect to see a continued large number of majors and enrollment of nonmajors in various courses.

Contributing to our sustainability is the structure of the three major tracks offered in our department. To recap the section above, the B.A. degree track offers strong training flexibility for other specializations (minors or double majors). The General B.S. degree track offers additional training in the sciences and research curriculum, and the Behavioral Neuroscience B.S. offers a rigorous interdisciplinary experience with core training in biological sciences and neuroscience research. Students appreciate how our curriculum structure guides them through their years in Westmont's psychology program, with each trajectory beginning with General Psychology, moving through specific methods and core area courses and culminating in a well-defined and comprehensive capstone experience.

Program Demographics

Reflecting national trends and the improvement in the program over the last decade at Westmont, psychology has achieved a standing as one of the most popular academic majors at Westmont. The number of psychology majors over the reporting period has seen psychology continue to place within the top five majors at Westmont consistently since 2012. At the end of the spring semester 2018, we had a total of 89 declared majors in psychology, the third highest number of majors on campus. Since 2012, the size of the psychology graduating class has ranged between 10-26. While we are pleased at the continuing strength in our number of majors and minors, we do not want to become complacent. Thus, we continue to strive for improving the caliber of the program by expanding the educational, training, and research opportunities for our students.

Our department consists of three full time faculty members and two 2/3rds time faculty members. We have a consistent number of annual adjunct faculty hires in order to meet the demands of our large number of enrolled students. The sizeable number of students has placed quite a demand on our permanent faculty. For example, the psychology department carries a much higher than average advising load relative to the college average (for the 6 years covered by this report, psychology had an annual average of 23 advisees/faculty member as compared to the college average of 15.8 advisees/faculty member). We also carry a greater teaching load than most other departments (for students x faculty load/faculty load credit, the Westmont annual average = 16.6 and the psychology department = 19.9). This is in spite of less total permanent faculty members (Westmont average FTE/department=5, psychology FTE=4.3). We also accommodate a greater number of majors and nonmajors in our upper division courses relative to most other departments on campus. Details on faculty teaching and advising load for the department can be found in Appendix 9.

The gender and ethnic data for the department can be viewed in Appendices 10 and 11. Our current faculty consists of two males and three females, one of which represents a racial/ethnic minority. From 2013-2018, psychology majors that graduated from Westmont were 77.2% female and 22.8% male. Students that identified as white were 66.2% of the total and all other categories were 33.8%. These numbers reflect the general population at Westmont, although our department has a relatively larger number of female students.

Program Service to Westmont and Society

An important contributor to the sustainability and adaptability of our program derives from the extensive program service of both our students and faculty. We have intentionally sought to incorporate new venues for students in both required programs (e.g., Practicum), as well as supporting our students in their choices to serve in other locations (e.g., Westmont Downtown and Westmont in San Francisco). Important hallmarks of our academic program include ample opportunities for high-level student research in psychology and local, professional community involvement. Our faculty members are also consistently engaged in a variety of service activities on and off campus. Details on the key features and strengths of the department in the area of program service are presented below in the Additional Analyses section.

Closing the Loop

We feel confident that the structure of the department is solid and we can meet the tasks of maintaining our current curriculum and our commitment to our students and to the overall Westmont community. However, we clearly face several challenges, particularly in regards to our size and resources. Due to the small number of permanent faculty, coupled with the outsized teaching and advising load that we maintain relative to other Westmont departments, we continue to struggle with staffing and resources. Our low number of FTE positions and reliance on adjunct faculty in order to accommodate the large student demand for psychology courses is not a desirable permanent solution. Our high teaching and advising loads would best be addressed by recruiting an additional faculty member, specifically in an area not currently represented in the department (e.g., industrial/organizational psychology; health psychology; methods and statistics).

The active presence of a full time laboratory coordinator is a major strength in the department. This position has greatly enhanced the educational mission of the department and the learning experience of our students. The laboratory coordinator directly underpins the educational experience in the laboratory courses; this position is a key role that cannot be covered by any department faculty member. However, we currently are required to use our limited reserve funding each year to maintain this position, and sustained future funding for this position is not clear. A crucial goal is for the college to honor its previous commitment to establish the psychology laboratory coordinator role as a permanent staff position as exists in other Westmont science departments (e.g., biology and chemistry).

Other areas of future expansion include our desire to develop more course offerings in areas that reflect ongoing changes in modern psychology and that are in tune with increased student interest. As noted, we have identified the area of industrial/organizational psychology as a key potential subfield for future growth. In addition, if time and resources allow, we would like to add new courses in areas already represented on our faculty, particularly in behavioral neuroscience, clinical psychology, and psychology of religion.

A critical challenge for our future is the operating fund status of the department. Based on our high level of enrollment and number of majors, we face ongoing trials in meeting the needs of our faculty and students. One example is the need for ongoing funding for statistical software in the department. Given the importance of training students in line with our comparison institutions and effectively preparing them for graduate school, we require more consistent funding to purchase the latest software packages (e.g., SPSS). We also need to maintain institutional support for our key position of laboratory coordinator. Finally, better funding opportunities for professional activities (e.g., research and conference support) for faculty and students is a priority for improving research endeavors.

Finally, we envision several other areas for future development. First, we want to establish better links with our alumni. For our current students, such links may improve career planning and potential network connections. For the department, it may lead to future support for department research and on-campus psychology related events (e.g., seminars). This goal may be established by building an online alumni network and through increased communication (e.g., an annual newsletter). Second, we want to improve communication of the department with the various audiences of importance to our mission (e.g., prospective students, current students, and local internship sites and employers). This goal may be achieved through further development of our newly redesigned website and other media (e.g., Twitter feed), and in conjunction with the Westmont development office. Third, we have had some recent success with bringing external speakers in psychology (e.g., preeminent social psychologists from UCSB such as Drs. Heejung Kim and David Sherman), but we would like to sustain a programmatic presence of prominent psychology professionals that would benefit our psychology majors, as well as the greater Westmont community.

E. Additional Analyses

1) Vocation/Career/Internships

An emphasis on applied experience and professional development is core to the values, curricula, and advising in the psychology major. In our Capstone Practicum class (PSY 196), students gain a supervised, practical experience that integrates skills and knowledge from a wide variety of psychology courses with students' field experience. This occurs via hands-on participation at their field site and group supervision with a licensed clinical psychologist and fellow students in weekly classroom meetings. Each student is provided a practicum handbook (Appendix 12a), which lists over 40 sites and includes county social services, day treatment programs for those with mental illness, elementary and high schools, organizations specializing in industrial/organization psychology, and neuropsychology clinics.

Over the past six years, 77% of psychology majors have participated in this course. Site supervisors utilize a rubric (Appendix 12b) to evaluate students. This includes 93% of B.A. students and 27% of B.S. students. For a large number of these students, their service at their practicum site (e.g., Sanctuary Psychiatric Centers, California Psychcare, Noah's Anchorage, Pacific Neuroscience Medical Group, and Jodi House) converts into a paid job position after graduation.

In addition to Practicum, some of our majors complete experiences through off-campus programs and the applied studies department. Over the past six years, 10% of psychology majors have participated in Westmont in San Francisco, and 3% have participated in the Westmont Downtown program. The former requires an internship in a variety of private, government, and non-profit organizations throughout the Bay Area. Among the sites where our students have served are the ARC SF, City of Hope, Department of Human Services, San Francisco General Hospital, Larkin Street Youth Services, Ella Barker Center, Florence Crittenton Services, La Casa de las Madres, Raphael House, Richmond Hills Family Center, Real Options for City Kids, St. Anne's Home, and St. Anthony's Foundation. The Westmont Downtown Program requires 20 internship hours per week at local non-profit, policymaking, or county social service organization, such as Immigrant Hope, Sansum Diabetes Center, California Psychcare, and ImpactHub of Santa Barbara.

In a similar manner, over the past six years, 11% of psychology majors have completed an internship through the applied studies department. This opportunity allows psychology students to complete 6-12 weekly hours of internship at a site specializing in psychological services, including many of those listed in our Practicum Handbook. Students can earn 2 to 4 units of upper division psychology elective credit (PSY 190) for these internships. An integral part of the department's policy is to encourage students to complete one of these internships, particularly for those students who are interested in careers in clinical and counseling psychology.

The department also holds several events and conversations designed to facilitate students' vocational and career development. This past year, our laboratory coordinator presented professional development opportunities for students to gain experience within the department (e.g., TAs, individual research, faculty-led research, animal care). Our local chapter of Psi Chi, the international honor society in psychology, hosted a workshop for

students detailing how to craft and construct curriculum vitae. For the past five years, the department has hosted a 90-minute professional development symposium for all psychology majors and minors. During this event, each faculty member, recent alumni, and a psychologist from a sub discipline in the community (e.g., Industrial/Organizational psychology) discuss pathways toward careers in his/her subspecialty. Attention is also given in this symposium to the necessary steps for applying to graduate school or pursuing other careers in psychology.

Conversations about vocational and career development are also part of our formal and informal curriculum. For example, in our fall 2017 Fundamentals of Clinical and Counseling course, a local licensed Marriage and Family Therapist (MFT) spoke about training for the MFT degree and occupational opportunities for those who complete this degree. In our Practicum class (PSY 196), a staff member from the Career Development and Calling department administers two measures, the Strong Interest Inventory and Type Focus, to all students in the course and then discusses how the results can be used to inform students' optimal career and workplace trajectories. Moreover, each department member has several conversations with students about professional development (e.g., graduate school, local job opportunities) in advising appointments, coffee/lunch meetings, and informal interactions.

Finally, the department has carefully selected and crafted multiple resources related to graduate school and careers on its website. Among the resources available are how to choose, prepare (e.g., necessary courses, requisite GPA, timetable for applying, taking necessary standardized tests), and apply to graduate school (e.g., how to write a personal statement); information about what graduate school is like (e.g., what to expect and skills to develop) and how to succeed in graduate school; goals for post-doctoral work; a list of psychology programs and schools where many of our recent majors have completed graduate work; and several materials related to available careers in psychology, including the steps necessary toward securing positions and success in those careers.

Closing the Loop

Although the department is generally pleased with its attention to the professional development of its students, we have identified two key areas for further development. The first is to establish and maintain a more comprehensive alumni database and networking system. The department has been intermittently detailing the graduate programs and careers of our alumni, but we will be discussing ways to implement a systematic approach to monitor, track, and contact our alumni. When implemented, this could further our offering to current students by highlighting available graduate programs and affording networking opportunities related to internships and careers.

The second area we would like to expand is the exposure to career and internship opportunities of first and second year students who are psychology majors. Presently, the majority of students who attend our symposia and appear to benefit the most from the available opportunities are more advanced students. This is not surprising, considering that newer students are still learning the subdisciplines available in psychology and developing the skills necessary for successful completion of internships. However, there

may be ways to better customize our discussions and offerings for students who are in their early years.

2) *Faculty and Student Research Activity*

The department places a strong emphasis on scholarly activity in psychological research. Indeed, the research portfolio of our faculty and students is a major strength of the program. This scientific focus is integrally linked to our educational approach to undergraduate training in the psychological sciences. As described in our curriculum description (section C), laboratory based courses comprise a substantial part of required core courses for psychology majors. These empirically focused courses prepare our students to engage in research in a manner rarely found within an undergraduate psychology curriculum. In this section, we summarize the primary research areas of our faculty and students. Additional information is contained in Appendix 13, which lists annual publications, professional presentations, and related research activity. Current research areas in the department are:

- **Social Psychology (Carmel Saad):** Dr. Saad specializes in cultural psychology and the ethnic minority experience in America. She studies bicultural experience, focusing on how bicultural identity integration affects how various biculturals respond to cultural cues in their environments. She also examines the nature and consequences of implicit bias, and whether evidence-based bias interventions can reduce outcomes in real-world contexts, such as in schools, law enforcement, and in clinical practice.
- **Neuropsychology (Steve Rogers):** This research focuses on: (a) the cognitive and emotional functioning of individuals with neurodegenerative conditions, such as Lewy Body dementia, Parkinson's disease, and Alzheimer's disease, and (b) the relationship between religion and neurological disorders, including how religiousness manifests and changes with a variety of neurological disorders and the implications of this connection for religion and neurology.
- **Behavioral Neuroscience (Ronald See):** This research focuses on behavioral and hormonal measurement in stress conditions and psychological disorders. Since arriving at Westmont in 2015, Dr. See has established a neuroscience laboratory to measure a variety of hormones and physiological parameters (e.g., electrodermal activity). In collaboration with the TheraMind Center of Santa Barbara, neuroendocrine measures are being obtained in patients undergoing repetitive transcranial magnetic stimulation for major depressive disorder. The project involves both former and current Westmont students.
- **Student Research:** Approximately 50% of our students engage in some research activity outside of the classroom environment. These projects include research activity closely aligned with a department faculty member, as well as independent student projects both during the academic year and for summer fellowship projects. A list of student research presentations and posters, as well as Senior Capstone Research in Psychology (PSY 197-198) research projects can be found in Appendix 13. Other student research activity includes research assistantships at Jodi House, research assistants for senior research students, and neuroassessment experience.

3) General Education

The department makes major contributions to general education at Westmont. Each year, a substantial number of students from across campus take courses in the psychology department. The majority of these students enroll in PSY 001, General Psychology, which satisfies the Life Sciences Common Inquiries requirement. In the most recent year (2017-2018), 210 students completed PSY 001, which is one of the highest annual enrollments for a single elective GE at the college. Enrollment in PSY 001 is very likely to continue to be high, based on increasing recognition of psychology as a primary area of interest across multiple disciplines (e.g., the recent addition of a significant focus on behavioral sciences for the medical college admission test [MCAT]).

Additional psychology courses provide critical service to other majors across campus. Our Abnormal Psychology (PSY 131) course directly supports the pre professional programs (e.g., Kinesiology). The Child Development (PSY 115) course supports the education/liberal studies' state-mandated course in this area, and we have worked closely with that department over the years to maintain the required curriculum. Another notable contribution is our psychology minor, which has been a popular option at the college with about 8-12 students each year.

Several other general educational areas stand out for contributions made by members of the psychology department. This past year (2017-2018), Dr. Andrea Gurney served as a faculty instructor and mentor for second year students in the Augustinian Scholars program at Westmont. This scholarship covers 85% of tuition for four years, and students participate in the Augustinian Honors Program. Psychology faculty members routinely provide guest lectures in other departments (e.g., kinesiology and sociology). Faculty members also serve as committee members for student honors projects in other departments (e.g., religious studies, biology). Finally, active departmental participation in general education has come from Dr. Steve Rogers' service on the general education committee.

4) Co-curricular Activity

The psychology department has maintained an active commitment outside of the standard curriculum focus. As already detailed above, faculty consistently represent the college at regional and national conferences, in peer-reviewed publications, and national and international research collaborations. Department members also act as reviewers for peer-reviewed journals and serve as members of national professional associations (e.g., American College of Neuropsychopharmacology, American Psychological Association, Association for Psychological Science, Cognitive Neuroscience Society, Society for Neuroscience, Society for Personality and Social Psychology). We have also maintained a particularly strong presence in college-wide and faculty committees and governance, including such time-intensive commitments as the Institutional Review Board, Academic Senate, Augustinian Scholars program, and student recruitment efforts.

Other examples of ongoing faculty involvement include speaking at student club meetings, Westmont parent events, music and arts events, and campus chapel. Our clinical psychologists (Gurney and Rogers) are heavily involved and well-respected members of the clinical and counseling psychology community in the Santa Barbara/Ventura area. Faculty members have also engaged with the community through the Downtown Lecture

Series (Saad and Gurney) and local law enforcement, school districts, and behavioral health organizations (Saad). Local church involvement by faculty includes weekly small group leadership, leadership and involvement in a variety of special activities, and active involvement in church life.

Our students are also highly involved in Westmont and the wider community. Detailed information on the formal participation of our students in practicum and internship can be found above (section 1). In addition to these more formal activities, many of our students serve as resident assistants in the dorms, in student government and other student organizations, and in the local community in contexts that range from volunteer work in church ministries to service in community medical clinics.

5) Laboratory Facilities and Training

A strong component of our program is the extensive experience in laboratory based learning and research (noted in the Curriculum section above). The department laboratories provide for a wide range of learning and research experiences. In addition to standard experimental design, methods, and statistical analysis, Experimental Psychology (PSY 013) students learn more about various subject fields in psychological research (e.g., social, personality, learning, cognitive, and neuroscience). They learn to use programs such as Excel and SPSS and how to write APA-style laboratory reports.

Cognitive Psychology (PSY 120) covers various topics, such as short-term memory and information processing. Students receive additional training in SPSS and Excel, and have the opportunity to completely design their own study, which they present at the end of the semester.

In the Psychology of Learning (PSY 121) course, students learn to train rats using operant conditioning procedures. This process includes conducting each experiment with their own rat, and training their subject to complete an exercise of their choice.

Clinical Neuropsychology (PSY 123) offers training in widely applied neuropsychological testing. Students learn standardized tests and carry out an assignment to conduct a comprehensive interview, administer a full battery of tests to an older adult, and write a full neuropsychological report.

Sensation and Perception (PSY 124) involves experiments using several visual and hearing assessments, web-based simulations for recording sensory neurons, and gustatory taste perception.

Finally, Behavioral Neuroscience (PSY 125) offers exposure to psychophysiology techniques, employing state of the art equipment for electromyography, electroencephalography, polygraph, and biofeedback. In the course, students also dissect sheep brains in order to gain a greater understanding of brain neuroanatomy and function.

In addition to these formal laboratory courses, faculty and students make extensive use of the laboratory facilities and resources to conduct individual and group projects.

6) Student Focus Survey

We recently conducted an online survey of our current psychology majors to gauge their feedback in a variety of areas, particularly in regards to participation in the

department and knowledge of the various opportunities available to them. The questionnaire and summary results can be found in Appendix 14. Out of 66 students contacted, 21 responded to the survey. In general, our students expressed very positive feelings about the caliber and availability of the psychology faculty, available psychology courses, the social environment of the department (as noted through events outside of the classroom), and their overall experience in the psychology program at Westmont. These responses echo those of the alumni who participated in the alumni survey.

Closing the Loop

Through this survey, our alumni survey, and personal communications with our students, we are gratified at the high degree of satisfaction with the department across a variety of areas. In particular, students have high regard for the faculty, the quality of psychology courses, and the sense of community in the department. However, as noted in the survey, we need to address the perceived lack of opportunity and engagement for students who have a desire to be more involved in research and other training opportunities, such as internships, at earlier stages of their undergraduate career. In addition, we must do a better job at facilitating career plans for students who do not desire to go on to graduate school, as this represents a substantial number of our graduates.

7) Collaboration with Department Library Liaison

The liaison for the department from 2012 to 2014 was Savannah Kelly. Since 2014, our liaison has been Lauren Kelley. Our department has a strong working relationship with the library staff, and there is mutual gratefulness between the library and our faculty. The library resources have steadily improved over the last 6 years. The library has been consistently responsive to the needs of faculty for full text articles and various databases. A review of library holdings can be found in Appendix 15. Library staff has consistently partnered with the department in the last six years to provide instruction to our students in several classes. In each section of PSY 001 (General Psychology), for example, Ms. Kelley presents an overview of library resources and databases, and leads students through the process of finding an empirical research article for worksheet assignments. As most students in this class are first years, this activity provides many students with their first learning experience with library resource utilization. An example of the close relationship with the library is Ms. Kelley's attendance in General Psychology lectures in the Spring semester of 2018 with Dr. Saad to further her knowledge of our course goals.

In PSY 111 (History and Systems of Psychology), a senior core course, Ms. Kelley presents an overview of library resources and databases with a focus on accessing and organizing published material from historical sources. Students report positive interactions with Lauren in their scholarly research for history term papers. Across the additional upper division psychology courses, Ms. Kelley and other library staff have been a key resource for student research studies, papers, and oral presentations. Overall, the Westmont library has been an outstanding partner with the department and is consistently responsive to its needs and requests.

Looking Forward: Vision and Challenges

Looking back over the past six years, we are encouraged by the many students who have come through our department and successfully gone out into the world. We strongly feel that we offer an outstanding education in psychological science, including both breadth and depth in the discipline. This education is not limited to the classroom, but is greatly extended through our active research, practicum, and internship experiences.

Based on department discourse, our vision going forward is to first maintain our core strengths that have served our students so well over the years. This begins with our commitment to teaching psychology in line with the historic tenets of the Christian faith. We also will continue our emphasis on empirically based teaching, achieved both in the classroom and through our psychology laboratory courses. Finally, as we have detailed above, we will seek to bring our students into direct and practical life experiences in the areas of psychological research and clinical application of psychology.

As a department, we recognize the importance of research opportunities for students. We have accomplished much in this area, with students actively engaged in faculty research and independent projects. It is gratifying that our students annually present at national and international conferences in psychology. We are aware of the limitations in the area of research opportunities that we feel can be addressed moving forward over the next few years. As noted above, we plan to increase our ability to provide more prospects outside of the classroom to our students during their early years in the program.

As our program has increased over the years in the number of students both for psychology majors and nonmajors, interest in additional courses has grown. Evidence for this is clearly seen in our alumni survey. Thus, we envision optimally expanding our course offerings in several potential directions. For example, Dr. Gurney has begun to conceptually develop a course centered on marriage and family, based on her own expertise and experience as a clinician in this area. We have also had a consistent demand by students for greater offerings in neuroscience, and Dr. See has proposed the future development of a course in psychopharmacology. Finally, we have identified industrial/organizational psychology as a high priority for future growth. This area has great potential in modern psychology and would enhance the learning experience and career options for our students. Optimally, development in this area would include collaboration with other departments on campus, most notably Economics and Business. All of these plans would necessitate the addition of a new full time faculty member to accommodate the substantial growth of the program.

In conclusion, the psychology department at Westmont College has a number of strengths and notable features, outlined above. We maintain our commitment to our core mission and a strong focus on providing the best possible education and training in scientific psychology and its practice to our students. We have identified some weaknesses and gaps that we look forward to addressing in the next review cycle with college support. We will continue to provide a rich academic experience to our majors and in service to the wider campus, local community, and communities beyond the region. We know that these goals can be readily achieved successfully if the college provides the necessary resources for the future. We thus look forward to greater achievement of our goals and vision.

Appendix 1

Program mission, vision, goals and program learning outcomes for the current 6-year cycle

Mission Statement

Westmont's psychology department provides a comprehensive undergraduate education in scientific psychology emphasizing basic research and applied practice. As a part of a larger Christian liberal arts community, we are committed to integrating psychology with a wide variety of academic disciplines and Christian faith traditions in order to promote the health and well-being of our communities, churches, and world.

Program Learning Outcomes

As a result of what they have learned in their psychology program, graduates in psychology will be able to do the following:

1. **Knowledge Base.** Our students will be able to articulate both
 - the structure of the academic discipline of psychology and
 - the key elements of content within a wide variety of areas within psychology, integrating them with each other. Students will also be familiar with career/vocation options in psychology and psychology-related fields.
2. **Scientific Research Methods and Skills.** Our students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.
3. **Written and Oral Communication.** Our students will be able to write and speak in genres appropriate to the academic discipline of psychology.
4. **Values and Character.** Our students will value, appreciate, and welcome, through understanding and demonstrative action,
 - Scientific methods. Students will see empirical, evidence-based methods as essential and as complementary to other methods of knowing.
 - Ethics. Students will be committed to high ethical standards, including professional, discipline-specific domains and their own personal lives.
 - Faith. Students will be able to articulate the interactions between psychology and faith.
 - Openness to experience. Students will understand the importance and desirability of a diversity of experiences, perspectives, and backgrounds (including ethnic, sociocultural, and gender diversity). They will embrace ambiguity, being comfortable without closure or black-and-white answers, and valuing questions as much as answers.
5. **Applications.** Our students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include:
 - Personal (personal development, relationships, personal experience, etc.)
 - Community and societal/global concerns and issues
 - Integration with other academic disciplines

**PLOs for the current 6-year cycle are underlined.*

Appendix 2
PLO #2: Scientific Research Methods and Skills

a. *Rubric for, and Student Performance on, a PsycINFO Search, Evaluated on Three Dimensions and by Level of Development*

	No Attempt	Beginning	Developing	Accomplished	Exemplary
	0	1	2	3	4
Number & quality of searches performed	No attempt to perform a relevant search; Or performs one search using ineffective search terms	Performs only one search; some effective search terms are used	Performs at most 2 searches using some effective search terms	Performs more than 2 searches, using mostly effective search terms	Performs multiple searches using the most effective search terms
		1	1	5	11
Quality & relevance of articles identified & selected	Articles are at best tangentially related to the topic but not to a cross-cultural perspective No Articles: 7	Articles are relevant to the general topic but not to a cross-cultural perspective	Some articles are relevant to a cross-cultural perspective of the topic	The majority of articles are directly relevant and some are critical for understanding research on cross-cultural perspectives for this topic	The majority of articles are critical for understanding research on cross-cultural perspectives for this topic
		4	3	4	
Ability to follow instructions	Articles or search list is missing but student claims to have completed the task	Articles or search list is uploaded but student does not complete task by date deadline	Articles & search list are uploaded but student does not complete task by date deadline	Articles & search list are uploaded; student completes task by date deadline but takes more than 15 min	Articles & search list are uploaded; student completes task by date deadline and takes no more than 15 min
		8	3	3	4

b. Rubric for, and Student Performance on, a Senior Level Literature Review, Evaluated on Two Dimensions and by Level of Development

Students will demonstrate the ability to:	Absent 0	Beginning 1	.Developing 2	Accomplished 3	.Exemplary 4
present and discuss relevant theories	No evidence of this ability 1	Identifies theories, but does not discuss 1	Identifies theories and describes reasons for choosing them but does not flesh them out 2	Identifies and discusses theories, evaluating various alternatives but doesn't provide rationale for theory that is selected 3	Identifies theories, comparing and contrasting where appropriate, and evaluating various alternatives; provides rationale for selected theory 4
appropriately link their literature reviews and their own experimental studies	No evidence of this ability 2	States that there is a connection or it is clear that the student is assuming a connection but the link is not explicit 1	States that there is a connection, describes it to some extent but not enough to be compelling 2	States that there is a connection, describes it in enough detail to be somewhat convincing 2	States that there is a connection, and describes it in enough detail to be compelling 4

c. Results Summary

The results of this assessment were quite disappointing. The department expected that these students would perform more highly on both dimensions of this assessment. Some possible reasons for these results that were discussed included the possibility that this sample was small; that this group of students happened to be atypical in their performance; that perhaps seniors aren't getting the training and experience they need in writing literature reviews and linking them to their experimental studies in PSY 197, the first semester of Capstone Senior Research in Psychology; or that the students are not taking the literature review task seriously, so they procrastinate in PSY 197, during the Fall semester and do not do the research that is required to produce excellent literature reviews.

The department focused on the last 2 possibilities and identified changes in PSY 197 that will be implemented Fall, 2014, in order to provide more training and guidance for this year's students. After applying these changes, the department will consider reassessing this aspect of critical thinking.

First, the emphasis in the syllabus and conversations with students will be that they focus first on a research topic and question, and only after that, on a method. Many students seem to select a method (e.g., using EEG to record brain activity) and only after that, try to find a research question that allows that particular method to be used. It is expected that a focus on a research topic and question will result in broader reading in various research areas and then greater familiarity with the literature in one area as students narrow their focus.

Second, course meetings will shift from a discussion of weekly chapter readings in ethics and experimental design, to weekly reports of each student's progress in identifying a research topic or question. Students will answer questions about the chapters in ethics and experimental design using an LMS. In addition, students will be required to keep a "journal," identifying and summarizing the literature that they have read each week.

Third, each student will create a timeline in which he or she lays out what needs to be accomplished each week for his or her project. This task, if completed properly, is intended to provide more structure for students, compared to what they have experienced in the course in the past, helping them see more clearly what must be accomplished each week if they are to complete the semester's tasks. In addition, the course syllabus will make it clear when students must identify a research topic, and then a research question.

- d. *Rubric for Scientific Creativity: Recognize the creative aspects of theory construction, experimental design, application and collaborative work in psychology, and demonstrate such creativity in their own disciplinary work.*

	Beginning (1 pt)	Developing (2 pts)	Accomplished (3 pts)	Professional (4 pts)
<p>Solving Problems Student shows problem solving skills that indicate a creative approach and solution to problems</p>	Successfully reproduces an appropriate exemplar; or considers only a single approach to solve a problem	Successfully adapts an appropriate exemplar to fulfill the assignment requirements; or considers and rejects less acceptable approaches to solving a problem	Successfully adapts an appropriate exemplar with some creative elements; or selects from among alternatives to develop a logical, consistent plan to solve a problem [90%]	Creates an entirely new object, solution or idea that is appropriate to the domain; or develops a logical, consistent plan to solve problem and recognizes consequences of solution and can articulate reason for choosing the selected solution
<p>Embracing Contradictions Student shows ability to recognize, consider, and evaluate contradictory, divergent, and alternative views of a concept, theory, or experimental findings; and presents a nuanced view without over-simplification</p>	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way, but does not present the implications [50%]	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory or over-simplified way	Integrates alternate, divergent, or contradictory perspectives or ideas in a nuanced way without over-simplification
<p>Innovative Thinking Student shows a novel or unique approach, interpretation, or question for the senior research project; he or she goes beyond minimal parameters of assignment, introducing new materials and forms, topics, or ideas and solutions; connects, synthesizes, or transforms disparate ideas, research or theories imaginatively and appropriately</p>	Recognizes existing connections among ideas or solutions; reformulates collection of available ideas; presentation may be disorganized or polished but not imaginative; stays strictly within the guidelines of the assignment	Novel ideas or approaches may be present but they seem stuck on, excessive, out of place, or not integrated effectively; or considers new directions or approaches without going beyond the assignment guidelines; or connects ideas or solutions in novel ways but not necessarily appropriately [65%+]	Creates a novel or unique idea, question, format, or product but there are some lapses in execution; or incorporates new directions or approaches to the assignment in the final product; or synthesizes ideas or solutions into a coherent whole	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries; or actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product; or transforms ideas or solutions into entirely new forms

Rubric includes range from beginning to professional (post-graduate); benchmarks in brackets.

e. Results Summary

The *a priori* benchmark for Solving Problems was 90% at or above the Accomplished level, and 63% of evaluated papers were at or above that level. In contrast, the benchmarks for Embracing Contradictions and Innovative Thinking were exceeded. We expected 50% of papers to exceed the Developing level for Embracing Contradictions, but 68% actually exceeded that level. In addition, we expected 65% of papers to exceed Developing level for Innovative Thinking, but 68% exceeded that level.

In Fall 2014, pedagogical changes were made to the PSY 197/PSY 198 sequence, resulting in weekly student discussion of progress on their projects. Although changes in scientific creativity were not necessarily expected as a result, we were curious to see if these changes had any effect on creativity. The ratings were separated into two groups: 2013-2014 and 2015-2017. The Embracing Contradictions dimension showed an increased percentage of students performing at or above benchmark (63% and 71%, respectively).

Appendix 3

PLO #4: Values and Character

a. *Student Beliefs and Values Survey*

To what extent were the following changed by your education at Westmont?

Religious beliefs and convictions

Religious practice

Ability to get along with different races/cultures Understanding the problems facing community

Understanding the social problems facing nation Understanding global issues

Acceptance of people with different religious/spiritual views Acceptance of people with different lifestyles

Spirituality

Compared to when you were a senior, how would you describe your current . . .

Religious beliefs and convictions

Religious practice

Ability to get along with different races/cultures Understanding the problems facing community

Understanding the social problems facing nation Understanding global issues

Acceptance of people with different religious/spiritual views Acceptance of people with different lifestyles

Spirituality

Please indicate the importance of the following to you personally:

Influencing political structure

Influencing social values

Helping others who are in difficulty

Being involved in environmental projects

Developing a meaningful philosophy of life

Participating in a community action program

Helping to promote racial understanding

Being a community leader

Integrating spirituality into your life

Developing your spiritual formation

Developing your spiritual practices

Reading about today's Church

Reading about Church doctrine or theology

Reading about and reflecting on the connections between psychology and your life

Reading about and reflecting on the connections between your profession and faith

Reading about and reflecting on the connections among family, community, and faith

Making sure your values and behavior are congruent

Supporting your church's programs

Reading about and reflecting on Scripture

Spending time with people who are not like you--racially, religiously, socioeconomically

Financially supporting charities

How frequently in the last year have you engaged in the following activities?

Influencing political structure

Influencing social values

Helping others who are in difficulty

Being involved in environmental projects

Developing a meaningful philosophy of life

Participating in a community action program

Helping to promote racial understanding

Being a community leader
Integrating spirituality into your life
Developing your spiritual formation
Developing your spiritual practices
Reading about today's Church
Reading about Church doctrine or theology
Reading about and reflecting on the connections between psychology and your life
Reading about and reflecting on the connections between your profession and faith
Reading about and reflecting on the connections among family, community, and faith
Making sure your values and behavior are congruent
Supporting your church's programs
Reading about and reflecting on Scripture
Spending time with people who are not like you--racially, religiously, socioeconomically
Financially supporting charities

My spiritual/religious beliefs . . .

Helped develop my identity
Are one of the most important things in my life
Provided comfort, healing, and peace when I needed them
Helped me deal with doubt and uncertainty
Give meaning/purpose to my life
Make it difficult for me to enjoy life
Help define the goals I set for myself
Provide me with strength, support, and guidance
Sometimes make me ashamed
Lie behind my whole approach to life
Are the foundation for all of my behavior

b. Results Summary

Alums experienced positive changes in their religious and spiritual understanding, beliefs, and practices while they were at Westmont and since they've left Westmont.

These religious and spiritual changes are associated with changes in social values, affections, and behaviors that indicate an openness to understanding of and accepting others who are different on a number of dimensions.

Their religious and spiritual beliefs provide meaning, comfort, healing, and peace in their present lives and a foundation for living.

Congruence of their values and behavior is important to them (2.75/3.00; small SD), and in their reports of the importance of certain activities and the frequency of engaging in those activities, values and behaviors are moderately (.30) to highly correlated (.80+).

Finally, they value the importance of both local community involvement and attention to broader social structures and issues.

c. Rubric for, and Student Performance on, Values and Character Assessment, specifically Openness to Experience

	Underdeveloped 1	Developing 2	Effective 3	Distinguished 4
<i>Q1. In what ways does the student behave that demonstrate awareness of different cultures? To what extent does the student recognize the benefit of having multiple perspectives from people who come from different cultural backgrounds?</i>	Student does not demonstrate awareness of other cultures (only from their perspective), and is not aware that other perspectives can be advantageous.	Some awareness but not consistent; once in a while student is aware of the benefits of the other's perspective.	Good awareness; student recognizes the benefits of the other's perspectives. 13	Excellent awareness and an appreciation of how the other's perspective can be beneficial. 3
<i>Q2. How well, and in what ways, does the student respect people who are different from her/himself, regardless of the student's cultural background?</i>	Derogatory or indifferent to people's differences.	Shows some level of tolerance and demonstrates some respect of differences. 1	Shows respect for a range of differences. 12	Uniquely sensitive towards differences and embracing those differences. 3
<i>Q3. How well, and in what ways, does the student recognize his/her limitations due to his/her own cultural experiences?</i> [** Two of the student supervisors did not answer this question.]	Student does not recognize own limitations within his/her culture, impresses upon others his/her own cultural values.	Student somewhat recognizes his/her limitations, acknowledges that the cultural experience can vary between individuals 1	Student is aware that his/her cultural experiences are limited and can name this awareness. 9	Student recognizes that his/her own cultural experiences are limited and the ways these limitations affect his/her perspective. 4
<i>Q4. How well does the student act as if s/he is a responsible member of the community? Specifically, does the student put others before her/himself? Does the student extend him/herself to help others, or do the student's own concerns come first?</i>	Student is unaware of others needs' and is not a team player. Student is focused mainly on his/her own needs. 1	Student recognizes needs of others but does not go out of his/her way to put others before him/herself.	Student puts others needs' before his/her own needs' in most circumstances. Student acts as a responsible member of the community. 6	Student puts others needs' before his/her own needs' and actively seeks out ways to help build the community/ organization. 9

d. Site Supervisor Questions

1. In what ways does the student behave that demonstrate awareness of different cultures? To what extent does the student recognize the benefit of having multiple perspectives from people who come from different cultural backgrounds?
2. How well, and in what ways, does the student respect people who are different from her/himself, regardless of the student's cultural background?
3. How well, and in what ways, does the student recognize his/her limitations due to his/her own cultural experiences?
4. How well does the student act as if s/he is a responsible member of the community? Specifically, does the student put others before her/himself? Does the student extend him/herself to help others, or do the student's own concerns come first?

e. Results Summary

Of the 18 students enrolled in PSY 196 over the 2014-2015 academic year, 12 of them had an average score of "Effective" (3) and 3 had an average score of "Distinguished" (4). [One of the site supervisors was not informative and the department was unable to rate 2 students at that site; thus, no score was attained for 2 of the 18 students.] One student scored below Effective with an average score of 2.1. In summary, 15 out of 16 students average scores were Effective (3) or above.

Appendix 4
PLO #5: Applications

a. Survey for Applications

The following is a brief questionnaire that the psychology department is using to assess how well our students engage as active agents in their communities, bringing their intellectual and academic abilities and interests to bear on improving the lives of those around them.

Instructions:

Please respond to each of the following questions. Each question has two parts – one that is quantitative and another that is qualitative. When making your responses to each question, please consider your entire career at Westmont, on campus and off, both locally and internationally, including clubs and organizations aimed at serving others.

1. a. To what degree do you positively influence your community?

1 2 3 4 5 6 7
Very Average Exceptionally
poorly well

b. Using specific examples, in what ways have you positively influenced your community?

2. a. How well do you display behavior that can be seen as civil, such as sensitivity, respect, trustworthiness, and generosity, in your community?

1 2 3 4 5 6 7
Very Average Exceptionally
poorly well

b. In what ways, using specific examples, have you displayed this type of civil behavior in your community?

3. a. How well do you actively accept and/or seek opportunities to serve others and promote your community?

1 2 3 4 5 6 7
Very Average Exceptionally
poorly well

b. In what ways, using specific examples, have you actively done this?

On behalf of the department, thanks for your time and help!

b. Results Summary

Table 1.

Descriptive Statistics for Applications-Related Quantitative Questions

Prompt	<i>n</i>	<i>M</i>	<i>SD</i>	Mode	Median	Range
To what degree do you positively influence your community?	20	5.00	1.08	6	5	3 - 6
How well do you display behavior that can be seen as civil, such as sensitivity, respect, trustworthiness, and generosity, in your community?	20	5.45	0.95	6	6	3 - 7
How well do you actively accept and/or seek opportunities to serve others and promote your community?	19	4.03	1.59	3	4	1 - 7

Note. Respondents provided a rating from 1 (*very poorly*) to 4 (*average*) to 7 (*exceptionally well*)

Table 2.

Summary Statistics for Qualitative Questions about Applications-Related Experiences (N = 23)

	<i>n</i>	<i>M</i>	Range
Total experiences	75	3.84	2 - 6
Experiences off campus	53	2.68	0 - 6
Westmont-affiliated	44	2.32	0 - 4
	<i>n</i>	%	
Experiences that were internships	15	20	
Experiences that were paid	5	7	
Pure volunteer experiences (i.e., not paid or for credit)	55	73	

Note. These data represent the sum of students' responses to the three qualitative questions.

Table 3.

Type and Number of Applications-Related Experiences that were Endorsed (N = 23)

Organization or Experience	n
Being a good citizen	5
Serving friends	5
Youth Group leader/ministry	4
Potter's Clay	4
Serving the homeless population	3
Sanctuary Psychiatric	3
Cottage Hospital Children's Services	3
Friendship Center Practicum	2
Chaplain	2
Resident Assistant	2
Choir singer	2
Emmaus Road	2
Attend and promote local events	2
Coffee shop	1
Canalino Elementary School	1
High school guidance counselor	1
Day Care at SBCC	1
Kitchen Team leader	1
Jesus Burgers	1
Hearts Equestrian Center	1
Sports Outreach	1
Buying cows ministry	1
Youth Crisis Center	1
United Way Day of caring	1
Gen Psych tutor	1
Research with older adults	1
Feminist Club	1
Work at Westmont Bookstore	1
Vespers leader	1
Volunteer with Boy Scouts	1
Spring Sing Band	1
Volunteer at local start-up	1
Cold Springs School	1
Alpha Resource Center	1
Internship in Thailand	1
Bible study for athletes	1
Suicide prevention	1
Girls' Inc.	1
Mental health awareness club	1
Volunteer at school functions	1
Spectrum	1
Transitional counseling center	1
Retirement home	1
Attend Westmont talks	1
Track	1
Reading tutor	1

As seen in Table 1, our psychology seniors seem to rate themselves highest and above average ($M = 5.45, SD = 0.95$) for displaying behavior that can be seen as civil. They rate their positive influence on the community as slightly above average ($M = 5.00, SD = 1.08$) and their search for opportunities to serve and promote community as average ($M = 4.03, SD = 1.59$). The differences between their ratings of their search for opportunities to serve their community and both their civil behavior and their positive influence on their community were statistically significant ($ps < .05$). This suggests that they perceive themselves as less actively searching for opportunities to serve others, but they do rate themselves as displaying greater than average civility in behavior.

Although these findings are satisfactory to the department, there are a few factors that may contribute to our seniors' slightly lower tendencies to search for opportunities to serve others. First, many of the respondents spontaneously indicated that their ability to participate in service opportunities was constricted by time and heavy academic demands. Second, although the survey instructed participants to consider their "entire career at Westmont," students' memory for their past behaviors and involvements may be limited, suggesting that these results may better reflect our students current, rather than past, activities and influences in the community. Third, it appeared that the respondents remain committed to the activities in which they are involved, so even though their perception of their involvement may be slightly lower, this does not reflect their strong commitment to the activities they do seek. Finally, as the findings in the next paragraph intimate, there seemed to be a discrepancy between students' quantitative and qualitative responses, so that they quantitatively rated their involvement as lower than supported by their qualitatively endorsed behaviors.

When students' specific experiences were examined, they engaged in an average of 3.84 specific ways to positively influence their community, display civil behavior, and/or accept or seek opportunities to serve others (see Table 2 for summary statistics and Table 3 for all experiences that were endorsed). Of these, 59% were Westmont-affiliated, and 71% directly impacted or involved serving communities off-campus. Seventy-three percent were pure volunteer experiences, and 20% were for internship or research credit. This suggests that our seniors are engaging in multiple civil activities, with the majority influencing environments external to the Westmont community. Almost 2/3 were not for pay or internship/research credit, suggesting a strong degree of volunteerism, although the department is also pleased that its internship and research opportunities facilitate one-fifth of students' civil behavior and involvement.

Appendix 5a Curriculum Map

Courses/ Activities	Required or Optional	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5
		Knowledge Base: Students will demonstrate the ability to identify, recognize, or otherwise articulate key elements of content (e.g., core concepts, theories, and individuals) within a wide variety of areas in psychology.	Scientific Research Methods and Skills: Our students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.	Written and Oral Communication: Write efficiently, creatively, and competently using APA style in both theoretical/review and research report genres.	Values and Character: Our students will value, appreciate, and welcome, through understanding and demonstrative action: scientific methods, ethics, faith and openness to experience.	Applications: Our students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include: personal, community and societal/global issues, and integration with other academic disciplines.
PSY 001	R	I	I	I	I	I
PSY 013	R	D	I, D	I, D	D	D
PSY 111	R	M, A	M	A	A	A
PSY 115	O	D				D
PSY 117	O	D				D
PSY 120	O	D	D	D	D	D
PSY 121	O	D	D	D	D	D
PSY 122	O	D	D	D	D	D
PSY 123	O	D	D		D	
PSY 124	O	D	D	D	D	D
PSY 125	O	D	D	D	D	D
PSY 131	O	D	D		D	
PSY 132	O	D	D	D	D	D
PSY 140	O	D	D	D	D	D
PSY 141	O	D	D		D	D
PSY 150	O	D	D	D	D	D
PSY 190	O	D	D	D	D	D
PSY 192	O	D	D	D	D	D
PSY 196	R (BA)	M		M	M, E	M
PSY 197/198	R (BS)	M	M, A	M, A	M	M

I = Introduced, D = Developed, M = Mastered, A = Assessed

Appendix 5b
Major Curriculum Map and PLO Alignment Chart

	PLO #1 Knowledge Base: Students will demonstrate the ability to identify, recognize, or otherwise articulate key elements of content (e.g., core concepts, theories, and individuals) within a wide variety of areas in psychology.	PLO #2 Scientific Research Methods and Skills: Our students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.	PLO #3 Written and Oral Communication: Write efficiently, creatively, and competently using APA style in both theoretical/review and research report genres.	PLO #4 Values and Character: Our students will value, appreciate, and welcome, through understanding and demonstrative action: scientific methods, ethics, faith and openness to experience.	PLO #5 Applications: Our students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include: personal, community and societal/global issues, and integration with other academic disciplines.
Alignment with Institutional Learning Outcomes (if applicable)		Critical Thinking Information Literacy	Written Communication Oral Communication	Christ'n Understand'g, Practices & Affections	Christ'n Understand'g, Practices & Affections
Benchmarks		1. 2013-2014 Sr. database search: 75%+ at or above "Accomplished" 2. 2016-2017 Sr. research projects: 90%+ at or above "Accomplished" for Problem Solving; 50-65%+ at or above "Developing" for 2 other dimensions		1. 2012-2013 Alumni survey: Positive change in dimensions; Values and behavior are congruent 2. 2014-2015 Sr. survey: 75%+ at or above "Effective"	2015-2016 Sr. survey: N/A
Methods of Assessment (direct or indirect)		1. Direct, authentic method: Purpose-designed database search; 2. Direct, embedded method: Faculty review of senior research projects		1. Indirect method: Alumni survey 2. Indirect, embedded method: Senior student survey and site supervisor questionnaire/ interview	Indirect method: Senior student survey

		PLO #1 Knowledge Base: Students will demonstrate the ability to identify, recognize, or otherwise articulate key elements of content (e.g., core concepts, theories, and individuals) within a wide variety of areas in psychology.	PLO #2 Scientific Research Methods and Skills: Our students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.	PLO #3 Written and Oral Communication: Write efficiently, creatively, and competently using APA style in both theoretical/review and research report genres.	PLO #4 Values and Character: Our students will value, appreciate, and welcome, through understanding and demonstrative action: scientific methods, ethics, faith and openness to experience.	PLO #5 Applications: Our students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include: personal, community and societal/global issues, and integration with other academic disciplines.
Who is in Charge?			1. Fikes/Smith— Database search 2. Smith—Sr. research projects		1. Smith—Alumni Survey 2. Gurney—Sr. Survey	Rogers
Courses	Core or Elective					
PSY 001	CORE	I	I	I	I	I
PSY 013	CORE	D	I, D	I, D	D	D
PSY 111	CORE	M, E	M	E	E	E
PSY 115	ELECTIVE	D				D
PSY 117	ELECTIVE	D				D
PSY 120	ELECTIVE	D	D	D	D	D
PSY 121	ELECTIVE	D	D	D	D	D
PSY 122	ELECTIVE	D	D	D	D	D
PSY 123	ELECTIVE	D	D		D	
PSY 124	ELECTIVE	D	D	D	D	D
PSY 125	ELECTIVE	D	D	D	D	D
PSY 131	ELECTIVE	D	D		D	
PSY 132	ELECTIVE	D	D	D	D	D
PSY 140	ELECTIVE	D	D	D	D	D
PSY 141	ELECTIVE	D	D		D	D
PSY 150	ELECTIVE	D	D	D	D	D
PSY 190	ELECTIVE	D	D	D	D	D
PSY 192	ELECTIVE	D	D	D	D	D

		PLO #1 Knowledge Base: Students will demonstrate the ability to identify, recognize, or otherwise articulate key elements of content (e.g., core concepts, theories, and individuals) within a wide variety of areas in psychology.	PLO #2 Scientific Research Methods and Skills: Our students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.	PLO #3 Written and Oral Communication: Write efficiently, creatively, and competently using APA style in both theoretical/review and research report genres.	PLO #4 Values and Character: Our students will value, appreciate, and welcome, through understanding and demonstrative action: scientific methods, ethics, faith and openness to experience.	PLO #5 Applications: Our students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include: personal, community and societal/global issues, and integration with other academic disciplines.
PSY 196	CORE (BA)	M		M	M, E	M
PSY 197/198	CORE (BS)	M	M, E	M, E	M	M

I – Introduced, D – Developed, M – Mastered, E – Evaluated

Appendix 6a

Psychology Alumni Survey 2018

Institutional Survey

* 1. Gender

Female

Male

*

2. Ethnicity/Race

Choose one of the following answers

American/Alaskan Native

Asian

Black

Hawaiian/Pacific Islander

Hispanic

White

Multiethnic

do not want to disclose

* 3. Year graduated

i Only numbers may be entered in this field.

* 4. Specific Major

* 5a. Did you complete a second major or minor at Westmont?

Choose one of the following answers

Yes

No (skip to #6)

* 6. How many years did it take to complete your Westmont degree?

Choose one of the following answers

less than three years

three years

three and a half years

four years

four and a half years

five years

more than five years

transferred

7. Degree(s) you have completed since Westmont College. For each, we would want to know from what school/university.

Check any that apply

i Comment only when you choose an answer.

Teaching credential from

Masters from

Doctorate from

MD from

Law from

Other what/from

* 8. If you pursued an advance degree, how well did Westmont prepare you:

Excellent
preparation

Good preparation

Adequate
preparation

Poor preparation

Excellent
preparation

Good
preparation

Adequate
preparation

Poor
preparation

9. First job out of college was:

10. Related to your first job after college:

Check any that apply

Employed in the area of your major

Westmont education prepared you for this position

Satisfied with the position

Looking for a new job

None of the above

* 11. How long did it take you after graduation (or graduate school) to find your first professional job?

Choose one of the following answers

0-2 months

3-5 months

6-9 months

10-12 months

13-18 months/not yet

* 12. Current employment status:

Check any that apply

i Comment only when you choose an answer.

Full-time. Please indicate position.

Part-time. Please indicate position.

Unemployed - seeking employment in area of . . . (Please indicate area.)

Unemployed - not seeking employment

Homemaker

Student

Other

Do not want to disclose

* 13. The college mission statement is: Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.

When you graduated from Westmont, would you have described yourself as:

Check any that apply

A thoughtful scholar

A grateful servant

A faithful leader

Prepared for global engagement with the academy

Prepared for global engagement with the church

Prepared for global engagement with the world

None of the above

* 14. Overall, how satisfied were you with the education you received at Westmont?

Extremely satisfied

Satisfied

Dissatisfied

Extremely
dissatisfied

Extremely
satisfied

Satisfied

Dissatisfied

Extremely
dissatisfied

Psychology Alumni Survey 2018

Psychology Major Survey

* 15. How effective was teaching in the Department of Psychology?

! This question is mandatory. Please complete all parts.

Superior

Strong

Average/adequate

Weak

Very weak

Superior

Strong

Average/adequate

Weak

Very weak

16. If you completed a master or doctoral degree, what was the name of the program for that degree? (For multiple degrees please provide the type of degree and the name of the program for each.)

Check any that apply

i Comment only when you choose an answer.

Degree 1

Degree 2

Degree 3

* 17. How much career or graduate school advice did you receive when you were at Westmont?

! This question is mandatory. Please complete all parts.

Too much	Enough	Some but not enough	None
Too <input checked="" type="radio"/> much	Enou <u>g</u> h	Some <input checked="" type="radio"/> but not enough	None <input checked="" type="radio"/>

* 18. How well do you think your psychology major at Westmont prepared you for your present career or graduate program, relative to your peers?

! This question is mandatory. Please complete all parts.

Much better	Somewhat better	About the same	Not as well	Worse
Much <input checked="" type="radio"/> better	Somewha <u>t</u> better	About the <input checked="" type="radio"/> same	Not as <input checked="" type="radio"/> well	Worse <input checked="" type="radio"/>

19. How important is each of the following Program Learning Outcomes (skills and competencies) for your professional career?

Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	No answer
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	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	No answer
--	----------------	--------------------	----------------------------------	--------------------	----------------------	-----------

Outcome 1:
 Students will be able to articulate both the structure of the academic discipline of psychology and the key elements of content within a wide variety of areas within psychology, integrating them with each other. Students will also be familiar with career/vocation options in psychology and psychology-related fields.

	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Neither important or unimportant	<input type="radio"/> Not very important	<input type="radio"/> Not at all important	<input checked="" type="radio"/> No answer
--	--------------------------------------	--	--	--	--	--

Outcome 2:
 Students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.

	<input type="radio"/> Very important	<input type="radio"/> Somewhat important	<input type="radio"/> Neither important or unimportant	<input type="radio"/> Not very important	<input type="radio"/> Not at all important	<input checked="" type="radio"/> No answer
--	--------------------------------------	--	--	--	--	--

Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	No answer
----------------	--------------------	----------------------------------	--------------------	----------------------	-----------

Outcome 3:
Students will be able to write and speak in genres appropriate to the academic discipline of psychology.

Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	No answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

20. How successfully did you achieve each of the Program Learning Outcomes while at Westmont?

Very successfully	Successfully	Somewhat successfully	Not very successfully	Not successfully at all	No answer
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	Very successfully	Successfully	Somewhat successfully	Not very successfully	Not successfully at all	No answer
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Outcome 1:
 Students will be able to articulate both the structure of the academic discipline of psychology and the key elements of content within a wide variety of areas within psychology, integrating them with each other. Students will also be familiar with career/vocation options in psychology and psychology-related fields.

	<input checked="" type="radio"/> Very successfully	<input type="radio"/> Successfully	<input type="radio"/> Somewhat successfully	<input type="radio"/> Not very successfully	<input type="radio"/> Not successfully at all	<input checked="" type="checkbox"/> No answer
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Outcome 2:
 Students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.

	<input checked="" type="radio"/> Very successfully	<input type="radio"/> Successfully	<input type="radio"/> Somewhat successfully	<input type="radio"/> Not very successfully	<input type="radio"/> Not successfully at all	<input checked="" type="checkbox"/> No answer
--	--	------------------------------------	---	---	---	---

Very
successfully

Successfully

Somewhat
successfully

Not very
successfully

Not
successfully
at all

No
answer

Outcome 3:
Students will
be able to write
and speak in
genres
appropriate to
the academic
discipline of
psychology.

Very
successfully

Successfully

Somewhat
successfully

Not very
successfully

Not
successfully
at all

No
answer

21. Did you complete an internship or a practicum for psychology credit?

Choose one of the following answers

Yes, for more than one semester

Yes, for one semester

No (skip to #24)

No answer

* 24. Did you participate in a psychology department research experience while at Westmont?

Choose one of the following answers

! This question is mandatory.

Yes

No (skip to #27)

27. How important has the General Education been to your career?

Very important Somewhat important Neither important nor unimportant Not very important Not at all important No answer

Very important Somewhat important Neither important nor unimportant Not very important Not at all important No answer

* 28. How successfully did you achieve integration of your faith with your psychological knowledge while at Westmont?

! This question is mandatory. Please complete all parts.

Very successfully Successfully Somewhat successfully Not successfully

Very successfully Successfully Somewhat successfully Not successfully

29. Aside from research or practicum, what Westmont psychology courses have you found the most helpful in your work or everyday life?

Check any that apply

General Psychology

Experimental Psychology

History and Systems of Psychology

Child Development

Lifespan Development

Cognitive Psychology

Psychology of Learning

Social Psychology

Clinical Neuropsychology

Sensation and Perception

Behavioral Neuroscience

Abnormal Psychology

Cultural Psychology

Personality

Fundamentals of Clinical and Counseling Psychology

30. What Westmont psychology courses have you found the least helpful in your work or everyday life?

Check any that apply

General Psychology

Experimental Psychology

History and Systems of Psychology

Child Development

Lifespan Development

Cognitive Psychology

Psychology of Learning

Social Psychology

Clinical Neuropsychology

Sensation and Perception

Behavioral Neuroscience

Abnormal Psychology

Cultural Psychology

Personality

Fundamentals of Clinical and Counseling Psychology

31. What psychology courses were not required, but should be?

32. Are there any psychology courses not offered that you wish had been offered when you were a student?

33. What were the best aspects of the psychology program?

34. What improvements would you suggest for the program?

35. If a family member, friend, or business acquaintance asked you to recommend an educational institution, how likely is it that you would recommend Westmont?

Very likely

Somewhat likely

Not very likely (skip
to #36)

No answer

Very likely

Somewhat likely

Not very likely
(skip to #36)

No answer 

Appendix 6b
Data from alumni survey

Table 1. Demographic Information (in percentages)

	Gender			Ethnicity					
	Females	Males	Ungendered	White	Hispanic	Asian	Hawaiian/ Pacific Islander	Multiethnic	No Response
2007-2010	70.0	25.0	5.0	75.0	5.0	0.0	5.0	10.0	5.0
2011-2017	74.3	25.7	0.0	85.7	5.7	5.7	0.0	2.9	0.0

Table 2. Baccalaureate Education: Percentage of Alumni Reporting Their Major Track, Whether they Completed Another Major or Minor, and Number of Years to Complete Their Degree

	Major Track			Completed a 2nd Major or Minor			No. of Yrs to Complete Degree			
	BA	BS-Gen'l	BS-Neuro	Major	Minor	Neither	Four	Three & One Half	Three	Transfer
2007-2010	85.0	10.0	5.0	10.0	15.0	75.0	70.0	20.0	10.0	0.0
2011-2017	85.7	5.7	8.6	5.7	25.7	68.6	77.1	8.6	11.4	2.9

Table 3. Post Baccalaureate Education: Percentage of Alumni Reporting the Type of Degree that They Completed and the Discipline in which that Degree was Taken

Type of Degree	Masters	PhD	MD	JD	Teach'g Credential	Other				
2007-2010	60.0	25.0	0.0	5.0	0.0	5.0				
2011-2017	28.6	0.0	0.0	0.0	0.0	11.4				
Graduate Program Discipline at the Masters' Level										
	Psychology	Education	Theology	Philosophy	Child Life	Neuroimag'g & Informatics	MBA	Human Rights	MSW	
2007-2010	35.0	15.0	5.0	0.0	0.0	0.0	0.0	5.0	5.0	
2011-2017	14.3	0.0	0.0	2.9	2.9	5.7	2.9	0.0	0.0	
Graduate Program Discipline at the Doctoral Level										
	Law	Philosophy	PsyD	Psychology PhD	Psych PhD in Progress					
2007-2010	5.0	0.0	5.0	20.0	0.0					
2011-2017	0.0	2.9	0.0	0.0	2.9					

Table 4. Westmont's Preparation for Graduate Work (in percentages)

	Excellent	Good	Adequate
2007-2010	70.0	15.0	15.0
2011-2017	60.0	31.4	8.6

Table 5. Degree to Which Westmont Psychology Major Prepared for Career/Graduate School Relative to Peers (in percentages)

	Much Better	Somewhat Better	About the Same	Not as Well	Worse
2007-2010	50.0	30.0	15.0	0.0	5.0

2011-2017	45.7	37.1	14.3	2.9	0.0
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Table 6. Career and Employment: First Job Out of College (in percentages)

	Employed in Area of Major	Westmont Prepared	Satisfied with Position	Looking for Other Employment	Not Employed
2007-2010	60.0	65.0	40.0	35.0	0.0
2011-2017	42.9	68.6	45.7	37.1	45.7

Table 7. Career and Employment: Time to Find 1st Professional Position in Months (in percentages)

	0 to 2	3 to 5	6 to 9	10 to 12	13+
2007-2010	60.0	25.0	5.0	0.0	10.0
2011-2017	48.6	25.7	2.9	2.9	20.0

Table 8. Career and Employment: Current Employment Status (in percentages)

	Full Time	Part Time	Homemaker	Unemployed, But Looking	Unemployed; Not Looking	Student	Other	Do Not Wish to Disclose
2007-2010	75.0	20.0	10.0	0.0	0.0	5.0	0.0	0.0
2011-2017	60.0	17.1	2.9	5.7	0.0	37.1	0.0	0.0

Table 9. Regarding Westmont's Mission Statement, Would Describe Self As:

	A Thoughtful Scholar	A Grateful Servant	A Faithful Leader	Prepared for Global Engagement with:			None of These
				the Academy	the Church	the World	
2007-2010	80.0%	65.0%	40.0%	45.0%	40.0%	50.0%	10.0%
2011-2017	94.3%	65.7%	54.3%	62.9%	54.3%	51.4%	0.0%

Table 10. Importance of General Education in Career

	Very Important	Important	Somewhat Important	Neither Important nor Unimportant	Not Very Important	Unimportant	No Response
2007-2010	35.0%	0.0%	40.0%	20.0%	5.0%	0.0%	0.0%
2011-2017	51.4%	0.0%	31.4%	2.9%	2.9%	0.0%	11.4%

Table 11. Percentage of Alumni Reporting Different Levels of Satisfaction with their Westmont Education

	Extremely Satisfied	Satisfied	Dissatisfied
2007-2010	75.0	20.0	5.0
2011-2017	51.4	48.6	0.0

Table 12. Percentage of Alumni Rating the Likelihood of Recommending Westmont

	Very Likely	Somewhat Likely	Not Very Likely	No Response
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2007-2010	70.0	10.0	20.0	0.0
2011-2017	60.0	34.3	2.9	2.9

Table 13. Effectiveness of Teaching in the Psychology Department (In Percentages)

	Superior	Strong	Average/Adequate
2007-2010	65.0	30.0	5.0
2011-2017	40.0	57.1	2.9

Table 14. Success of Integrating Faith and Psychological Knowledge (In Percentages)

	Very Successfully	Successfully	Somewhat Successfully	Not very successfully	Unsuccessfully	No Response
2007-2010	50.0	30.0	20.0	0.0	0.0	0.0
2011-2017	31.4	45.7	20.0	0.0	2.9	0.0

Table 15. Top Three Best Aspects of Psychology Program (In Percentages)

	First Choice		Second Choice		Third Choice	
	2007-2010	2011-2017	2007-2010	2011-2017	2007-2010	2011-2017
Professors	55.0	62.9	10.0	17.1	0.0	5.7
Academic Program	5.0	17.1	45.0	57.1	15.0	37.1
Class Size	10.0	5.7	5.0	5.7	0.0	2.9
Relationships	0.0	8.6	5.0	11.4	5.0	5.7
No response	25.0	14.3	50.0	25.7	80.0	48.6

Table 16. Importance of Psychology Program Learning Outcomes in Career

	Very Important	Important	Somewhat Important	Neither Important Nor Unimportant	Not Very Important	Unimportant
Outcome #1: Ability to articulate and integrate the structure of the academic discipline of psychology & key content in a wide variety of psychological areas. Students will also be familiar with career/vocation options in psychology and psychology-related fields.						
2007-2010	55.0%	0.0%	20.0%	5.0%	0.0%	10.0%
2011-2017	57.1%	0.0%	22.9%	11.4%	2.9%	0.0%
Outcome #2: Ability to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences						
2007-2010	45.0%	0.0%	25.0%	10.0%	0.0%	5.0%
2011-2017	37.1%	0.0%	37.1%	17.1%	2.9%	0.0%
Outcome #3: Ability to write and speak in genres appropriate to the academic discipline of psychology						
2007-2010	55.0%	0.0%	20.0%	0.0%	5.0%	5.0%
2011-2017	62.9%	0.0%	20.0%	8.6%	2.9%	0.0%

Table 17. Success at Achieving Program Learning Outcome

	Very Successfully	Successfully	Somewhat Successfully	Not Very Successfully	Unsuccessfully	No Response
Outcome #1: Ability to articulate and integrate the structure of the academic discipline of psychology & key content in a wide variety of psychological areas. Students will also be familiar with career/vocation options in psychology and psychology-related fields.						
2007-2010	45.0%	0.0%	25.0%	10.0%	0.0%	5.0%
2011-2017	37.1%	0.0%	37.1%	17.1%	2.9%	0.0%
Outcome #2: Ability to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences						
2007-2010	35.0%	50.0%	5.0%	0.0%	5.0%	5.0%
2011-2017	62.9%	0.0%	20.0%	8.6%	2.9%	0.0%
Outcome #3: Ability to write and speak in genres appropriate to the academic discipline of psychology						
2007-2010	40.0%	25.0%	25.0%	0.0%	0.0%	10.0%
2011-2017	31.4%	48.6%	8.6%	5.7%	0.0%	5.7%

Table 18. Psychology Courses that have been Most Helpful in Work or Everyday Life

	PSY 001	PSY 013	PSY 111	PSY 115	PSY 117	PSY 120	PSY 122	PSY 121	PSY 123	PSY 124	PSY 125	PSY 131	PSY 132	PSY 140	PSY 141
2007-2010	55.0%	30.0%	20.0%	75.0%	30.0%	40.0%	25.0%	55.0%	40.0%	5.0%	20.0%	70.0%	15.0%	45.0%	80.0%
2011-2017	42.9%	34.3%	25.7%	40.0%	28.6%	42.9%	20.0%	31.4%	42.9%	8.6%	31.4%	82.9%	31.4%	45.7%	68.6%

Table 19. Psychology Courses that have been Least Helpful in Work or Everyday Life

	PSY 001	PSY 013	PSY 111	PSY 115	PSY 117	PSY 120	PSY 122	PSY 121	PSY 123	PSY 124	PSY 125	PSY 131	PSY 132	PSY 140	PSY 141
2007-2010	5.0%	10.0%	65.0%	5.0%	0.0%	0.0%	10.0%	0.0%	10.0%	5.0%	5.0%	0.0%	5.0%	0.0%	0.0%
2011-2017	2.9%	25.7%	48.6%	2.9%	0.0%	11.4%	2.9%	5.7%	0.0%	2.9%	11.4%	2.9%	5.7%	5.7%	5.7%

Note:
 PSY 001—General Psychology PSY 117—Lifespan PSY 123—Clinical Neuropsychology PSY 132—Cultural Psychology
 PSY 013—Experimental Psychology PSY 120—Cognitive Psychology PSY 124—Sensation & Perception PSY 140—Personality Theories
 PSY 111—History & Systems PSY 122—Social Psychology PSY 125—Behavioral Neuroscience PSY 141—Fundamentals of Clinical & Counseling
 PSY 115—Child Development PSY 121—Psychology of Learning PSY 131—Abnormal Psychology

Table 20. Percentage of Alumni Who Completed an Internship (or Practicum) for Psychology Credit

	% of Alumni Who Completed	One Semester	More than One Semester	No Response
2007-2010	100.0%	85.0	15.0	0.0
2011-2017	74.3	48.6	25.7	8.6

Table 21. Percentage of Alumni Reporting Various Benefits of Competing an Internship for Psychology Credit

	2007-2010	2011-2017
Developed Skills	20.0	14.3
Increased Knowledge	20.0	20.0
Learned about Self	10.0	2.9
Prepared/Verified Present Work	20.0	31.4
Disconfirmed Work Interest	10.0	0.0
Gained Real World Experience	10.0	34.3
Found that Coursework did not Apply	0.0	2.9
Did not Find Beneficial	5.0	0.0
No Response	20.0	5.7

Note: Some reported more than one benefit

Table 22. Participated in Research for Psychology Credit

	% of Alumni Who Participated	Faculty Research					% of Alumni Completing an Internship & Research	
		Capstone	One Semester	More than One Semester	One Summer	More than One Summer		No Specification
2007-2010	35.0	15.0	15.0	5.0	0.0	0.0	0.0	35.0
2011-2017	45.7	28.6	0.0	17.1	0.0	2.9	2.9	25.7

Table 23. Percentage of Alumni Reporting Various Benefits of Competing Research for Psychology Credit:

	2007-2010	2011-2017
Developed Skills	42.9	37.5
Increased Knowledge	28.6	43.8
Learned about Self	28.6	6.3
Preparation for Present Work/Graduate Program	28.6	18.8
Exercised Creativity or Independence	0.0	18.8
Hands On Experience	42.9	6.3
No Response	14.3	12.5

Note: Some reported more than one benefit

Table 24. Number of Alumni Reporting Courses that are not Required but Should be

2007-2010 2011-2017

Counseling/Clinical	9	2
Education about Careers	1	0
Research	0	2
Social/Cultural/Personality/Developmental	1	10
Neuroscience/Neuropsychology	0	3
No response/No change/Don't know	12	17
Other speciality (emotion; human sexuality)	0	2

Note: Some suggested more than one course

Table 25. Psychology Courses that Alumni Wished were Offered

	2007-2010	2011-2017
More depth in Counseling/Clinical courses	4	5
More depth in other courses (Social; Neuroscience)	2	3
Speciality courses	3	16
Sensation & Perception	0	1
Education in Careers	1	0
No response	8	14

Note: Some suggested more than one course

Table 26. Percentage of Alumni Suggesting Various Improvements for the Psychology Program

	First Choice		Second Choice		Third Choice	
	2007-2010	2011-2017	2007-2010	2011-2017	2007-2010	2011-2017
More career/grad school preparation	25.0	2.9	5.0	5.7	0.0	0.0
More specialty courses; more focus on psychology-related issues	20.0%	2.9%	5.0%	17.1%	0.0%	2.9%
Improve neuroscience track	5.0%	8.6%	0.0%	0.0%	0.0%	2.9%
Other	5.0%	0.0%	5.0%	5.7%	5.0%	5.7%
No response	35.0%	34.3%	85.0%	60.0%	95.0%	80.0%

Table 27. Percentage of Alumni Reporting Various Amounts of Career/Graduate School Advice

	Enough	Some but Not Enough	Too Much	None
	2007-2010	55.0	35.0	0.0
2011-2017	48.6	42.9	2.9	5.7

**Appendix 7
Curriculum data**

Table 1. Westmont Psychology Major Degree Tracks Program Structure

	<i>Major Degree Track</i>		
	<i>B.A. General</i>	<i>B.S. General</i>	<i>B.S. Neuro.</i>
Common (required)			
<i>Introductory (001)</i>	4	4	4
<i>Statistics (MA 005)</i>	4	4	4
<i>Methods (013 + 013L)</i>	4	4	4
<i>Neuroscience (125 + 125L)</i>			4
Capstone (required)			
<i>History & Systems (111)</i>	4	4	4
Capstone (menu for B.A.; Sr. Research req'd for B.S.)			
<i>Practicum (196) or Research (197/8)</i>	4	4	4
Core (menu)			
<i>Core Lab (1XX + 1XXL)</i>	8	8	4
<i>Core Content (1XX)</i>	8	8	8
Non-Dept (menu)			
<i>Math</i>		4	4
<i>Computer Science</i>		4	
<i>Natural Science</i>		8	16
Elective (1XX)	12	8	8
TOTAL UNITS FOR MAJOR	48	60	64
% Required	33%	33%	38%
% Menu	42%	53%	50%
% Mandated*	75%	87%	88%
% Elective	25%	13%	13%

* Both required and menu courses are considered mandated.

Table 2. Major Track Frequencies and Percentages, 2013-2018

	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>TOTAL</i>
Frequencies							
Total	10	21	26	23	20	26	126
B.A. General	7	16	19	17	16	20	95
B.S. General	3	2	3	4	1	1	14
B.S. Neuroscience	0	3	4	2	3	5	17
Total B.S.	3	5	7	6	4	6	31
Percentages							
B.A. General	70%	76%	73%	74%	80%	77%	75%
B.S. General	30%	10%	12%	17%	5%	4%	11%
B.S. Neuroscience	0%	14%	15%	9%	15%	19%	14%

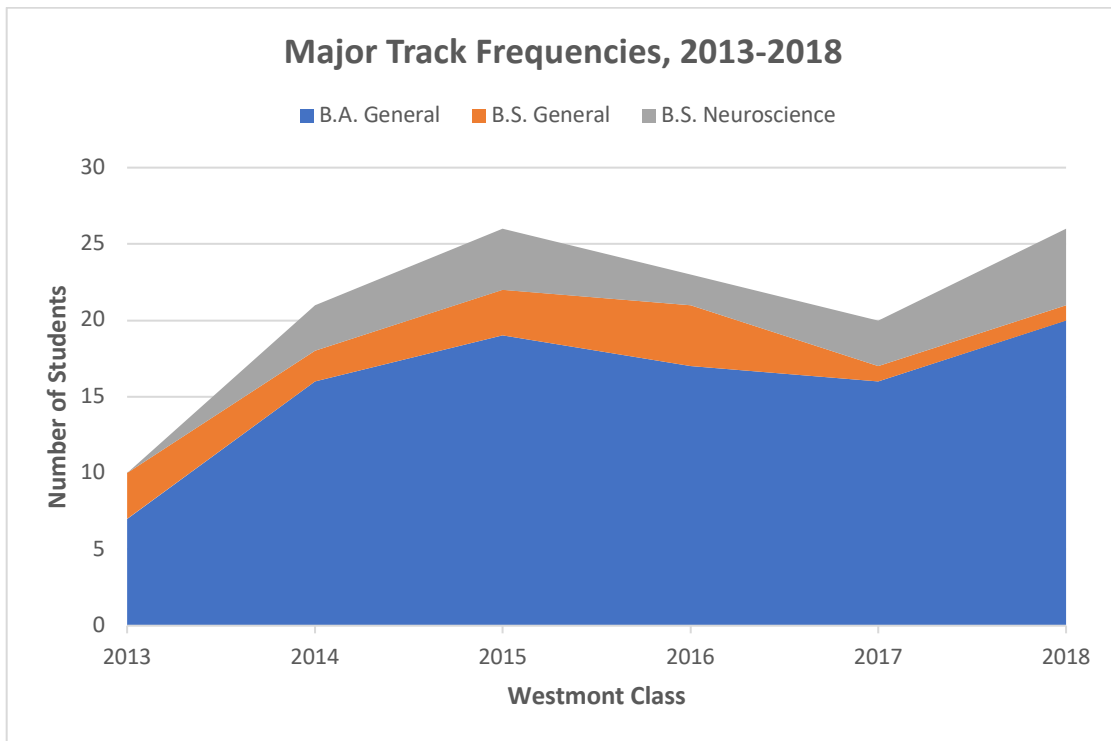


Figure 1. Number of students in psychology department major degree tracks, 2013-2018

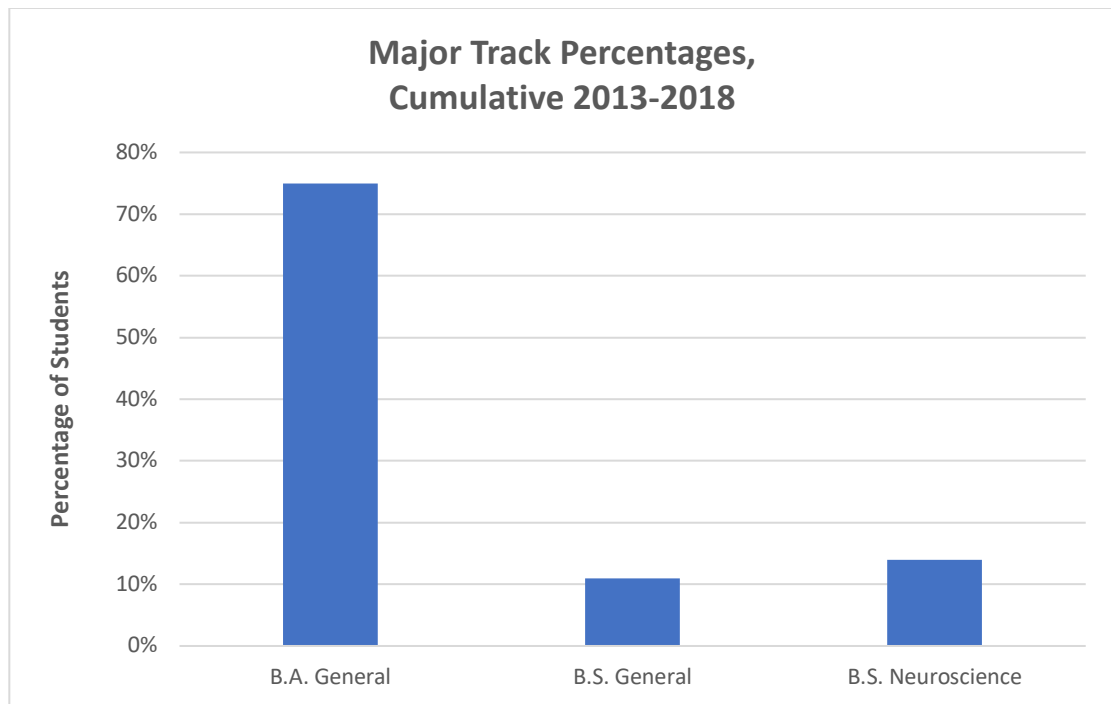


Figure 2. Percentage of students in psychology major degree tracks, cumulative 2013-2018

Appendix 8
Peer institution comparison

Course Category	Course Name	Current Westmont Offering	% of Schools Offered
Abnormal Psychology			
	Abnormal Psychology	Yes	100%
Clinical and Counseling Psychology			
	Clinical and/or Counseling Psychology	Yes	100%
Cognitive Psychology			
	Cognitive Psychology	Yes	94%
	Cognitive Psychology Laboratory	Yes	19%
Cultural Psychology			
	Cultural/Multicultural/Cross-Cultural Psychology	Yes	75%
Developmental Psychology			
	Development Psychology/Lifespan Development	Yes	81%
	Child/Adolescent Development	Yes	56%
Health Psychology			
	Health Psychology	No	56%
History and Systems			
	History and Systems of Psychology	Yes	69%
Industrial/Organizational Psychology			
	Industrial/Organizational Psychology	No	50%
Introductory Psychology			
	General Psychology	Yes	100%
Learning			
	Psychology of Learning	Yes	56%
	Psychology of Learning Laboratory	Yes	6%
Neuropsychology			
	Clinical Neuropsychology	Yes	13%
	Clinical Neuropsychology Laboratory	Yes	6%
Neuroscience			
	Behavioral Neuroscience	Yes	100%

	Behavioral Neuroscience Laboratory	Yes	31%
Personality Psychology			
	Personality Theory	Yes	100%
	Psychological Testing and Assessment (Personality, Intelligence, Education, etc.)	No	50%
Practicum			
	Field Experience/Internship/Practicum	Yes	88%
Psychology of Religion			
	Psychology of Religion	No	50%
Psychology of Gender			
	Psychology of Sex and Gender/Human Sexuality	No	63%
Research Assistantship Courses			
	Research Assistantship under Faculty Supervision	Yes	88%
	Independent Research under Faculty Supervision	Yes	56%
Research Methods			
	Research Methods	Yes	100%
	Research Methods Laboratory	Yes	56%
Sensation and Perception			
	Sensation & Perception	Yes	31%
	Sensation & Perception Laboratory	Yes	6%
Social Psychology			
	Social Psychology	Yes	94%
Statistics			
	Statistics in Psychology	No	69%
Miscellaneous			
	Special/Contemporary Topics in Psychology	Yes	69%

Note. Sixteen psychology programs at peer institutions of similar size and mission to Westmont were included in this analysis. These institutions included: Azusa Pacific University, Baylor University, Biola University, California Lutheran University, Calvin College, George Fox University, Gordon College, Mills College, Occidental College, Pepperdine University, Point Loma Nazarene, Pomona College, Seattle Pacific University, Wheaton College, Whitworth University, and William Jessup University.

Appendix 9
Core faculty instructional and advising loads

Instructional Loads 2012-2013

Department ----Instructor	FALL 2012					SPRING 2013					2012-13 TOTALS			
	Course title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Course title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Student Credit Hours	Dept. Student Credit Hours	Faculty Load Credit Hours	Dept. Faculty Credit Hours
PSYCHOLOGY														
FT Fikes	General Psychology	4	42	168	4	Westmont in Jerusalem								
Fikes	Experimental Psych Lab	0	15	0	1									
Fikes	Experimental Psych Lab	0	10	0	1									
Fikes	Sensation & Perception	4	9	36	4									
Fikes	Sensation/Perception Lab	0	9	0	2.5									
Fikes	Indiv Research in Psych	1	2	2	0									
Fikes	Tut: Social Neuroscience	2	1	2	0						208		251.5	
Gurney	Child Development	4	28	112	4	General Psychology	4	29	116	4				
Gurney	Abnormal Psychology	4	29	116	4	Topics: Lifespan Psych	4	26	104	4				
Gurney	Capstone Practicum	4	3	12	4	Indiv Research in Psych	1	5	5	0				
Gurney	Dept Chair				4	Capstone Practicum	4	4	16	4	481		476	
Rogers,S	Indiv Research in Psych	1	1	1	0	Clinical Neuropsych	4	16	64	4				
Rogers,S	Major Honors	2	1	2	0	Clinical Neuropsych Lab	0	16	0	2.5				
Rogers,S	Sabbatical					Personality	4	25	100	4				
Rogers,S						Fund Clinical & Counseling	4	22	88	4				
Rogers,S						Indiv Research in Psych	1	2	2	0				
Rogers,S						Major Honors	2	1	2	0	259		292	
Saad	General Psychology	4	38	152	4	General Psychology	4	38	152	4				
Saad	Experimental Psych	4	26	104	4	Topics: Cultural Psych	4	14	56	4				
Saad	Social Psychology	4	28	112	4	Indiv Research in Psych	1	5	5	0				
Saad						New faculty course release				4	581		576	
Smith	Experimental Psych Lab	0	15	0	1	History and Systems	4	7	28	4				
Smith	Experimental Psych Lab	0	10	0	1	Cognitive Psychology	4	13	52	4				
Smith	Psychology of Learning	4	10	40	4	Cognitive Psychology Lab	0	13	0	2.5				
Smith	Psych of Learning Lab	0	10	0	2.5	Indiv Research in Psych	1	3	3	0				
Smith	Capstone Research	2	4	8	2	Capstone Research	2	4	8	2				
Smith						Capstone Research	4	1	4	0	143		218.5	
PT Stewart	General Psychology	4	41	164	4	General Psychology	4	30	120	4	284		284	
PSYCHOLOGY TOTALS		42	332	1031	55		46	274	925	55		1956	2098	

Instructional Loads 2013-2014

Department -- Instructor	FALL 2013					SPRING 2014					2013-14 TOTALS			
	Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Student Credit Hours	Dept. Student Credit Hours	Faculty Load Credit Hours	Dept. Load Credit Hours
PSYCHOLOGY														
FT Fikes	General Psychology	4	33	132	4	History/Systems of Psych	4	24	96	4				
Fikes	Experimental Psych Lab	0	15	0	1	Sensation & Perception	4	7	28	4				
Fikes	Experimental Psych Lab	0	14	0	1	Sensation & Percept Lab	0	7	0	2.5				
Fikes	Behavioral Neuroscience	4	11	44	4	Major Honors	4	1	4	0				
Fikes	Beh Neuroscience Lab	0	11	0	2.5						304		374	
Gurney	Child Development	4	24	96	4	Lifespan Development	4	32	128	4				
Gurney	Indiv Research in Psych	2	2	4	0	Indiv Research in Psych	2	1	2	0				
Gurney	Dept. Chair				4	Capstone Practicum	4	11	44	4	274		268	
Rogers,S	Abnormal Psychology	4	36	144	4	General Psychology	4	36	144	4				
Rogers,S	Clinical Neuropsych Sem	4	6	24	4	Personality	4	34	136	4				
Rogers,S	Indiv Research in Psych	2	2	4	0	Fund Clinical/Counseling	4	24	96	4				
Rogers,S	Capstone Practicum	4	9	36	4	Indiv Research in Psych	2	2	4	0	588		580	
Saad	General Psychology	4	40	160	4	General Psychology	4	42	168	4				
Saad	Experimental Psych	4	29	116	4	Social Psychology	4	20	80	4				
Saad	Indiv Research in Psych	2	3	6	0	Indiv Research in Psych	2	3	6	0				
Saad	Capstone Research	2	4	8	2	Capstone Research	2	3	6	2				
Saad	Crs release										550		538	
Smith	Experimental Psych Lab	0	15	0	1	General Psychology	4	16	64	4				
Smith	Experimental Psych Lab	0	14	0	1	Cognitive Psychology	4	13	52	4				
Smith	Psychology of Learning	4	14	56	4	Cognitive Psychology Lab	0	13	0	2.5				
Smith	Psych of Learning Lab	0	14	0	2.5	Tutorial	4	1	4	0				
Smith	Capstone Research	2	5	10	2	Capstone Research	2	4	8	2	194		286.5	
PSYCHOLOGY TOTALS		42		840	53		48		1070	53		1910		2046.5

Instructional Loads 2014-2015

		FALL 2014				SPRING 2015				2014-15 TOTALS				
Department -- Instructor	Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Student Credit Hours	Dept. Student Credit Hours	Faculty Load Credit Hours	Dept. Load Credit Hours
PSYCHOLOGY														
FT	Gurney	Clinical & Counseling	4	14	56	4	Lifespan Development	4	22	88	4	284	284	
	Gurney	Capstone Sr Practicum	4	10	40	4	Abnormal Psychology	4	25	100	4			
	Rogers,S	Clinical Neuropsych	4	15	60	4	General Psychology	4	38	152	4	426	457.5	
	Rogers,S	Clinical Neuropsych Lab	0	15	0	2.5	Personality	4	19	76	4			
	Rogers,S	Abnormal Psychology	4	23	92	4	Indiv Research in Psych	2	1	2	0			
	Rogers,S	Indiv Research in Psych	2	2	4	0	Capstone Sr Practicum	4	10	40	4			
	Rogers,S	Chair				4								
	Saad	General Psychology	4	39	156	4	General Psychology	4	40	160	4	646	666	
	Saad	Experimental Psych	4	26	104	4	Social Psychology	4	18	72	4			
	Saad	Experimental Psych Lab	0	15	0	1	Psychology of Emotion	4	24	96	4			
	Saad	Experimental Psych Lab	0	11	0	1	Indiv Research in Psych	2	2	4	0			
	Saad	Cultural Psychology	4	13	52	4								
	Saad	Indiv Research in Psych	2	1	2	0								
	Smith	General Psychology	4	45	180	4	History/ Systems of Psych	4	24	96	4	423	511.5	
	Smith	Experimental Psych Lab	0	15	0	1	Cognitive Psychology	4	18	72	4			
	Smith	Experimental Psych Lab	0	11	0	1	Cognitive Psychology Lab	0	18	0	2.5			
	Smith	Psychology of Learning	4	9	36	4	Indiv Research in Psych	1	3	3	0			
Smith	Psych of Learning Lab	0	9	0	2.5	Tut: MatLab	1	2	2	0				
Smith	Capstone Sr Research	2	9	18	2	Capstone Sr Research	2	8	16	2				
Adj	Eichner Stanley- Olson	General Psychology	4	35	140	4	General Psychology	4	29	116	4	360	360	
		Child Development	4	26	104	4								
PSYCHOLOGY TOTALS			46		1044	59		46		1095	48.5	2139	2279	

Instructional Loads 2015-2016

Department Instructor Instructor Status		FALL 2015				SPRING 2016				2015-16 TOTALS	
		Course Title	Units	Enrolled	Student Credit Hours	Course Title	Units	Enrolled	Student Credit Hours	Student Credit Hours	Dept. Student Credit Hours
PSYCHOLOGY											
FT	Gurney	Child Development	4	25	100	Lifespan Development	4	28	112		
FT	Gurney	Capstone Sr Practicum in Ps	4	7	28	Abnormal Psychology	4	33	132	372	
FT	Rogers,S	Clinical Neuropsych	4	16	64	General Psychology	4	44	176		
FT	Rogers,S	Clinical Neuropsychology Lab	0	16		Personality	4	23	92		
FT	Rogers,S	Fund Clinical & Counseling	4	14	56	Indiv Research in Psycholog	1	2	2		
FT	Rogers,S	Indiv Research in Psycholog	1	2	2	Capstone Sr Practicum in Ps	4	11	44		
FT	Rogers,S	Dept Chair								436	
FT	Saad	General Psychology	4	38	152	General Psychology	4	41	164		
FT	Saad	Experimental Psych	4	31	124	Social Psychology	4	26	104		
FT	Saad	Experimental Psych Lab	0	16		Indiv Research in Psycholog	1	5	5		
FT	Saad	Experimental Psych Lab	0	15							
FT	Saad	Cultural Psychology	4	23	92						
FT	Saad	Indiv Research in Psycholog	1	4	4					645	
FT	See	General Psychology	4	32	128	History and Systems of Psyc	4	23	92		
FT	See	General Psychology	4	12	48	Behavioral Neuroscience w/l	4	12	48		
FT	See	Capstone Sr Research -Psych	2	6	12	Behavioral Neuroscience Lab	0	12			
FT	See					Capstone Sr Research -Psych	2	6	12	340	
FT	Smith	Capstone Sr Research -Psych	2	1	2	Medical leave					
FT	Smith	Medical leave								2	
Adj	Harrison					Cognitive Psychology w/ Lab	4	14	56		
Adj	Mukai	Psychology of Learning Lab	0	5		Cognitive Psychology Lab	0	14			
Adj	Whaling	General Psychology	4	35	140						
Adj	Whaling	Psychology of Learning	4	5	20					216	
PSYCHOLOGY TOTALS			48		972		42		1039		2011

Instructional Loads 2016-2017

			Fall 2016						Spring 2017					
SUB	STATUS	Instructor	Course Title	Faculty Load	Units	Enrolled	Student Credit Hours	TERM	Course Title	Faculty Load	Units	Enrolled	Student Credit Hours	TERM
PSY	FT	Gurney	Indiv Research in Psychology	0	1	2	2	16/FA	Lifespan Development	4	4	26	104	17/SP
PSY	FT	Gurney	Fund Clinical & Counseling Psy	4	4	23	92	16/FA	Indiv Research in Psychology	0	1	2	2	17/SP
PSY	FT	Gurney	Child Development	4	4	25	100	16/FA	Capstone Sr Practicum in Psych	4	4	8	32	17/SP
PSY	FT	Rogers	Major Honors	0	2	1	2	16/FA	Major Honors	0	2	1	2	17/SP
PSY	FT	Rogers	Indiv Research in Psychology	0	1	2	2	16/FA	Personality	4	4	25	100	17/SP
PSY	FT	Rogers	Clinical Neuropsychology Lab	0	0	18	0	16/FA	Abnormal Psychology	4	4	27	108	17/SP
PSY	FT	Rogers	Clinical Neuropsych w/Lab	4	4	18	72	16/FA	Dept. chair	4				
PSY	FT	Rogers	Capstone Sr Practicum in Psych	4	4	2	8	16/FA						
PSY	FT	Rogers	Abnormal Psychology	4	4	31	124	16/FA						
PSY	FT	Saad	Indiv Research in Psychology	0	1	4	4	16/FA	Social Psychology	4	4	15	60	17/SP
PSY	FT	Saad	General Psychology	4	4	38	152	16/FA	Indiv Research in Psychology	0	1	6	6	17/SP
PSY	FT	Saad	Experimental Psych w/ Lab	4	4	37	148	16/FA	General Psychology	4	4	41	164	17/SP
PSY	FT	Saad	Experimental Psych Lab	4	0	17	0	16/FA						
PSY	FT	Saad	Experimental Psych Lab	0	0	20	0	16/FA						
PSY	FT	Saad	Cultural Psychology	4	4	14	56	16/FA						
PSY	FT	Saad	Capstone Sr Research -Psych II	0	2	1	2	16/FA						
PSY	FT	See	Indiv Research in Psychology	0	1	1	1	16/FA	Indiv Research in Psychology	0	1	1	1	17/SP
PSY	FT	See	General Psychology	4	4	36	144	16/FA	History and Systems of Psych	4	4	22	88	17/SP
PSY	FT	See	Behavioral Neuroscience w/lab	4	4	8	32	16/FA	General Psychology	4	4	33	132	17/SP
PSY	FT	See	Behavioral Neuroscience Lab	2.5	0	8	0	16/FA	Behavioral Neuroscience w/lab	4	4	13	52	17/SP
PSY	FT	See							Behavioral Neuroscience Lab	2.5	0	13	0	17/SP
PSY	FT	Smith	Psychology of Learning w/ Lab	4	4	5	20	16/FA	Indiv Research in Psychology	0	1	3	3	17/SP
PSY	FT	Smith	Psychology of Learning Lab	2.5	0	5	0	16/FA	Cognitive Psychology w/ Lab	4	4	15	60	17/SP
PSY	FT	Smith	Capstone Sr Research -Psych I	2	2	3	6	16/FA	Cognitive Psychology Lab	2.5	0	15	0	17/SP
PSY	FT	Smith	Medical leave reduced load	7					Capstone Sr Research -Psych II	2	2	3	6	17/SP
PSY	ADJ	Douglas							Capstone Sr Practicum in Psych	4	4	6	24	17/SP
PSY	ADJ	Kenny	General Psychology	4	4	36	144	16/FA						
PSY Total				66	58		1111			55	52		944	

Instructional Loads 2017-2018

DEP	STATUS	LAST_NAME	SECTION_TITLE	Fac Load	Units	ENR	Student Credit Hours	TERM
PSY								
PSY	FT	Gurney	Child Development	4	4	30	120	17/FA
PSY	FT	Gurney	Abnormal Psychology	4	4	21	84	17/FA
PSY	FT	Gurney	Indiv Research in Psychology	0	1	1	1	17/FA
PSY	FT	Gurney	Lifespan Development	4	4	28	112	18/SP
PSY	FT	Gurney	Capstone Sr Practicum in Psych	4	4	5	20	18/SP
		Gurney Total		16	17	85	337	
PSY	FT	Rogers	General Psychology	4	4	39	156	17/FA
PSY	FT	Rogers	Clinical Neuropsych w/Lab	4	4	17	68	17/FA
PSY	FT	Rogers	Fund Clinical & Counseling Psy	4	4	27	108	17/FA
PSY	FT	Rogers	Indiv Research in Psychology	0	1	2	2	17/FA
PSY	FT	Rogers	Capstone Sr Practicum in Psych	4	4	4	16	17/FA
PSY	FT	Rogers	Clinical Neuropsychology Lab	2.5	0	17	0	17/FA
PSY	FT	Rogers	Abnormal Psychology	4	4	29	116	18/SP
PSY	FT	Rogers	Personality	4	4	23	92	18/SP
PSY	FT	Rogers	Indiv Research in Psychology	0	1	2	2	18/SP
PSY	FT	Rogers	Capstone Sr Practicum in Psych	4	4	10	40	18/SP
PSY	FT	Rogers	Major Honors	0	2	1	2	18/SP
		Rogers Total		30.5	32	171	602	
PSY	FT	Saad	General Psychology	4	4	39	156	17/FA
PSY	FT	Saad	Experimental Psych w/ Lab	4	4	38	152	17/FA
PSY	FT	Saad	Indiv Research in Psychology	0	1	4	4	17/FA
PSY	FT	Saad	Experimental Psych Lab	2.5	0	18	0	17/FA
PSY	FT	Saad	Experimental Psych Lab	2.5	0	20	0	17/FA
PSY	FT	Saad	General Psychology	4	4	46	184	18/SP
PSY	FT	Saad	Social Psychology	4	4	25	100	18/SP
PSY	FT	Saad	Cultural Psychology	4	4	18	72	18/SP
PSY	FT	Saad	Indiv Research in Psychology	0	1	6	6	18/SP
		Saad Total		25	22	214	674	
PSY	FT	See	General Psychology	4	4	43	172	17/FA
PSY	FT	See	Behavioral Neuroscience w/lab	4	4	6	24	17/FA
PSY	FT	See	Indiv Internship in Psychology	0	1	1	1	17/FA

PSY	FT	See	Behavioral Neuroscience Lab	2.5	0	6	0	17/FA
PSY	FT	See	History and Systems of Psych	4	4	23	92	18/SP
PSY	FT	See	Sensation & Perception w/ Lab	4	4	12	48	18/SP
PSY	FT	See	Indiv Research in Psychology	0	1	1	1	18/SP
PSY	FT	See	Sensation & Perception Lab	2.5	0	11	0	18/SP
PSY	FT	See	Department Chair	4				
		See Total		25	18	103	338	
PSY	FT	Smith	Psychology of Learning w/ Lab	4	4	8	32	17/FA
PSY	FT	Smith	Capstone Sr Research -Psych I	2	2	6	12	17/FA
PSY	FT	Smith	Psychology of Learning Lab	2.5	0	8	0	17/FA
PSY	FT	Smith	Cognitive Psychology w/ Lab	4	4	14	56	18/SP
PSY	FT	Smith	Capstone Sr Research -Psych II	2	2	6	12	18/SP
PSY	FT	Smith	Cognitive Psychology Lab	2.5	0	14	0	18/SP
		Smith Total		17	12	56	112	
PSY	Adj	Klassen	General Psychology	4	4	14	56	18/SP
PSY	Adj	Klassen	General Psychology	4	4	29	116	18/SP
PSY Total				121.5	109	672	2235	

Advising Loads
2012-13 Department and Faculty Academic Advising Loads

Department	Advisor	# of Advisees	Dept. Total	Dept. Average per Faculty
Psychology	Fikes	27		
Psychology	Gurney	34		
Psychology	Rogers, Steve	21		
Psychology	Smith	32	114	29

College Average per Faculty:	17
College Average per Department:	74

2013-14 Department and Faculty Academic Advising Loads

Department	Advisor	# of Advisees	Dept. Total	Dept. Average per Faculty
Psychology	Fikes	22		
	Gurney	17		
	Rogers, S	21		
	Saad	12		
	Smith	33	105	21

College Average per Faculty:	17
College Average per Department:	72

2014-15 Department and Faculty Academic Advising Loads				
Department	Advisor	# of Advisees	Dept. Total	Dept. Average per Faculty
Psychology	Fikes	18	136	27
	Gurney	19		
	Rogers	30		
	Saad	29		
	Smith	40		

College Average per Faculty:	17
College Average per Department:	77

2015-16 Department and Faculty Academic Advising Loads				
Department	Advisor	# of Advisees	Dept. Total	Dept. Average per Faculty
Psychology	Gurney	18	92	23
	Rogers	27		
	Saad	21		
	Smith	26		

College Average per Faculty:	14.59
College Average per Department:	57.68

2016-17 Department and Faculty Academic Advising Loads				
Department	Advisor	# of Advisees	Dept. Total	Dept. Average per Faculty
Psychology	Gurney	18	104	20.8
	Rogers	32		
	Saad	26		
	See	9		
	Smith	19		

College Average per Faculty:	14.80
College Average per Department:	61.33

2017-18 Department and Faculty Academic Advising Loads				
Department	Advisor	# of Advisees	Dept.Total	Dept. Average per Faculty
Psychology	Gurney	15	83	16.6
	Rogers	23		
	Saad	16		
	See	18		
	Smith	11		

College Average per Faculty:	14.41
College Average per Department:	61.76

Appendix 10
Faculty race/ethnicity and gender breakdown

Full-time	Race/Ethnicity	Male	Female
Andrea Gurney	wi		x
Steven Rogers	wi	x	
Carmel Saad	unk		x
Ronald See	wi	x	
Brenda Smith	wi		x

an=American Indian/Alaska Native
as=Asian/Pacific Islander
bl=Black
la=Hispanic/Latino
me=Multi-ethnic
unk=Unknown
wi=White

Appendix 11
Student race/ethnicity and gender breakdown

2013	Male		Female		Total
American Indian/Alaska Native	0		0		0
Asian/Pacific Islander	1		0		1
Black	0		0		0
Hispanic/Latino	0		0		0
Bi/Multiracial	0		0		0
Unknown	0		0		0
White	2		7		9
TOTAL	3		7		10

2014	Male		Female		Total
American Indian/Alaska Native	0		0		0
Asian/Pacific Islander	1		0		1
Black	0		0		0
Hispanic/Latino	1		1		2
Bi/Multiracial	0		2		2
Unknown	0		1		1
White	4		11		15
TOTAL	6		15		21

2015	Male		Female		Total
American Indian/Alaska Native	0		0		0
Asian/Pacific Islander	1		2		3
Black	0		1		1
Hispanic/Latino	2		4		6
Bi/Multiracial	0		1		1
Unknown	0		0		0
White	4		11		15
TOTAL	7		19		26

2016	Male		Female		Total
American Indian/Alaska Native	0		0		0
Asian/Pacific Islander	1		2		3
Black	0		0		0
Hispanic/Latino	0		0		0
Bi/Multiracial	1		3		4
Unknown	1		0		1
White	3		12		15
TOTAL	6		17		23

2017	Male		Female		Total
American Indian/Alaska Native	0		1		1
Asian/Pacific Islander	1		2		3
Black	1		0		1
Hispanic/Latino	0		0		0
Bi/Multiracial	1		1		2
Unknown	0		1		1
White	2		10		12
TOTAL	5		15		20

2018	Male		Female		Total
American Indian/Alaska Native	0		1		1
Asian/Pacific Islander	0		2		2
Black	0		1		1
Hispanic/Latino	1		6		7
Bi/Multiracial	0		2		2
Unknown	0		1		1
White	1		12		13
TOTAL	2		25		27

PSYCHOLOGY PRACTICUM SITE INFORMATION

Capstone Senior Practicum in Psychology
WESTMONT COLLEGE
DEPARTMENT OF PSYCHOLOGY

Professors: Steve Rogers, Ph.D.
Phone: (805) 565-6818
Email: stogers@westmont.edu

Andrea Gurney, Ph.D.
(805) 565-6057
gurney@westmont.edu

PSYCHOLOGY PRACTICUM (PSY 196)

PLACEMENT SITES

Enrollment: Students normally take Practicum during the Senior year which ensures that the student is adequately prepared to get the most out of the Practicum by having had a solid foundation in the core content areas of psychology through course work in the Sophomore and Junior years.

Note: Students may count only 4 units of Practicum toward their psychology major requirements.

Local Practicum: The Psychology Practicum was developed to provide a supervised experience of a practical nature that relates to the student's area of concentration within the major. It is designed to complement regular instruction with first-hand application that will assist the student in greater understanding of his or her field. Due to the nature of most sites, it is necessary to take Fundamentals of Clinical and Counseling Psychology (PSY 141), which has as a prerequisite Abnormal Psychology (PSY 131). The student must review the site requirement descriptions in this handbook and consult with Drs. Rogers or Gurney, whichever professor is supervising Practicum, **well** before taking the course (usually during the spring semester of the academic year prior to the semester desired for the Practicum). This consultation with Dr. Rogers or Dr. Gurney is held in order to: 1) discuss the course and degree of appropriateness for taking the course, 2) address the “fit” of various site options with the student’s area(s) of interest, and 3) be sure that prerequisites have been completed.

It is expected that the student will approach the Practicum as a responsible individual with the realization that site supervisors are giving their time and expertise to provide a means whereby the student can experience real-life situations. Also, it is expected that the student will see opportunities for Christian discipleship as it relates directly to a vocational endeavor.

The Psychology Practicum offers an opportunity for an integrative learning experience. It has two essential, interrelated components:

1. Seminar. The weekly seminars are designed to provide specialized information and personal supervision that will give students professional perspectives and personal growth to understand and deal with site situations. Required readings, case and clinical presentations are an integral part of the seminars.

2. Practicum Field Placement. Early in the spring semester all students who expect to take Practicum the following fall or spring are required to meet with the faculty practicum supervisor to receive information about the program, and visit sites of interest. After an interview with the supervisor at the site of their choice, students will return a signed contract of commitment to the faculty practicum supervisor. A student must work a *minimum* of 100 hours at the site, but students are expected to maintain a consistent weekly schedule and remain at their practicum sites throughout the duration of the semester.

NOTE: The final Practicum grade includes evaluation of all responsibilities (both for seminar and for on-site placement). No summer practica are available due to site and personnel limitations.

The Practicum sites currently available are listed and described below. A careful reading of these descriptions should provide sufficient information for the student to make an appropriate choice.

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PRACTICUM SITES

SCHOOLS

ALISO SCHOOL

I. General Information

- A. Phone Number: (805) 684-4539, Ext. 41
- B. Location: 4545 Carpinteria Avenue, Carpinteria, CA 93013:
Take Hwy. 101 south to Carpinteria Ave., 11 miles from Westmont
- C. Supervisor: Tricia Price, Principle; Kathy Stassforth; Judy Roller
- D. Number of Positions: (1) One; (2) One
- E. Vocational Interest: (1) Teaching, counseling, learning disabilities, bilingual work; (2) Special Day Class (i.e., special education, involving observation of c. 2 days per week of "special needs" children)

- II. Purpose and Characteristics:** Aliso School is a public grade school (K-5) with much of its student population coming from minority groups. Some of the parents are unskilled farm workers, and the children often have poor home environments. A continuing counseling program allows students to gain a better understanding of their life situations through both individual and group sessions.

Remedial classes are taught for those who have lost interest in basic skills and require additional self-confidence in order to succeed. Children are assisted in learning English by bilingual teachers and in becoming flexible enough to live in both Spanish and American cultures. "Open door policy" in counseling takes place at Aliso. When a child has a problem, he or she brings it to the office. Students with learning disabilities receive small group instruction on a daily pull-out basis. If the practicum student speaks Spanish, bilingual classroom work is available.

- III. Possibilities for the Student:** The student can observe and work with children in classroom situations, and also has the opportunity to counsel student individually. Each student is assigned to a teacher under whose guidance is granted freedom to work within the school structure.

- IV. Special Preparation, requirements prior to student beginning practicum experience:** The position requires the ability to (1) establish personal rapport with students; (2) maintain a professional manner; and (3) be responsible for consistent and punctual attendance. Counseling (PSY 141) is required. Special Education (ED 130) and Testing (PSY 135) are recommended.

CANALINO SCHOOL

I. General Information

- A. Phone Number: (805) 684-4141, X250
- B. Location: 1480 N. Linden Avenue, Carpinteria, CA 93013;
Take Hwy. 101 south to Carpinteria Ave., 11 miles from Westmont
- C. Supervisor: Mrs. Anna Carrillo (Resource Specialist)
- D. Number of Positions: One
- E. Vocational Interest: Teaching, counseling, learning disabilities (LD), bilingual work; work with children with LD, speech impairment or other special needs

II. Purpose and Characteristics: Canalino School is a public grade school (1-6) with much of its student population coming from minority groups. Some of the parents are unskilled farm workers, and the children often have poor home environments. A continuing counseling program allows students to gain a better understanding of their life situations through both individual and group sessions.

The school offers special education programs geared to the particular problems of its students. Remedial classes are taught for those who have lost interest in basic skills and require additional self-confidence in order to succeed. Children are assisted in learning English by bilingual teachers and in becoming flexible enough to live in both Spanish and American cultures. "Open door policy" in counseling takes place at Canalino. When a child has a problem, he or she brings it to the office. Students with learning disabilities receive small group instruction on a daily pull-out basis. If the practicum student speaks Spanish, bilingual classroom work is available.

III. Possibilities for the Student: The student can observe and work with children in classroom situations, and also has the opportunity to counsel student individually. Each student is assigned to a teacher under whose guidance is granted freedom to work within the school structure.

IV. Special Preparation, requirements prior to student beginning practicum experience: The position requires the ability to (1) establish personal rapport with students; (2) maintain a professional manner; and (3) be responsible for consistent and punctual attendance. Counseling (PSY 141) is required. Special Education (ED 130) and Testing (PSY 135) are recommended.

CARPINTERIA HIGH SCHOOL

I. General Information

- A. Phone Number: (805) 684-4107
- B. Location: 4810 Foothill Road (off Linden), Carpinteria, CA 93013
- C. Supervisor: John Arreguin, Principle; Andrea Young (x234), Counselor; Adelina Sanchez (x224), Secretary to the Principle; Darcie Campell (x233), Counselor
- D. Number of Positions: One
- E. Vocational Interests: Teaching, career counseling

II. Purpose and Characteristics: Carpinteria High School has an enrollment of approximately 815 students, 25 percent of whom are Mexican-American and two percent, Asian.

The Guidance Department consists of a Director of Guidance, 1 1/2 counselors and a Career Counselor. Students are divided among the counselors by grade. The main purpose of the counseling staff is academic, vocational and personal guidance. Discipline is handled by the administration when it goes beyond the counseling realm.

A Modular Scheduling program was adopted at the high school in 1969 in an effort to allow students to enroll in a wider variety of courses. This type of schedule also gives the student free time, making it ideal for both individual and group counseling and/or group guidance sessions.

III. Possibilities for the Student: The practicum student is usually assigned to the career counselor who will explain and expose the student to the daily routines of that work. The student will have the opportunity to do academic, vocational and personal counseling in individual and group settings. Responsibilities may involve planning for and participation in the annual career fair, and assisting students in testing for testing of competency and career exploration.

IV. Special Preparation, requirements prior to student beginning practicum experience:: Counseling (PSY 141) is required prior to site placement. Testing (PSY 135) and Developmental Psychology (PSY 115) are recommended.

CARPINTERIA MIDDLE SCHOOL

I. General Information

- A. Phone Number: (805) 684-4544
- B. Location: 5351 Carpinteria Avenue, Carpinteria, CA 93013
- C. Supervisor: Mr. John McIntosh, Principal; Mr. Elliot Turrett, Counselor
- D. Number of Positions: One
- E. Vocational Interests: Teaching, counseling

II. Purpose and Characteristics: Carpinteria Middle School has an enrollment of approximately 750 students nearly equally divided between the seventh and eighth grades. Twenty-five to 30 percent of the students are Mexican-Americans, and five to six percent are Asian.

The guidance department of the school works with the seventh graders during the first semester orienting them to school rules, school laws as they relate to the student, what the school expects of the students and what they can expect from the school, on a one-day-a-week basis. Other topics covered with both grades (the eighth grade is met with during the second semester) are discussions on problems such as peer relationships, personal safety, drug abuse, petty crimes, etc., as the needs or desires of the students arise. Personal guidance for the student is also provided.

III. Possibilities for the Student: The practicum student would be involved in all the student sessions as the discussion leader or assisting the guidance counselor. Freedom is given the student in the materials to be used, and either the programs prepared by the guidance counselor or other materials collected and prepared by the practicum student may be used. Some personal counseling opportunities may be available.

Assistance to middle school students involved in after-school enrichment activities may also be available. Four specific areas of involvement in such activities were mentioned by the principal as possibilities for practicum students:

- 1) Work with lay counselors (i.e., Youth Service Specialists)
**Fighting Back program, 20-30 minutes per week - (For “kids who need a connection”)
- 2) Work with “at risk” students (i.e., academically “at risk”; retained or held back in school); involves a “Big Brother/Big Sister”-type role, such as tutoring, counseling.
- 3) Work with the Latino population, and various population groups which are economically under-privileged; involves directing students in guided activities; also may involve participation in the “Adventure Club,” of which several teachers are also a part.
- 4) Work with a Christian organization, allowing the students opportunity to engage in alcohol and drug-free activities at lunch or before or after school.

IV. Special Preparation, requirements prior to student beginning practicum experience: Counseling (PSY 141) required prior to the placement. Special Education (ED 130) and Developmental Psychology (PSY 115) are recommended. Having experience in leading discussion groups or as a group leader would also be helpful.

LA COLINA JUNIOR HIGH SCHOOL

I. General Information

- A. Phone Number: (805) 967-4506
- B. Location: 4025 Foothill; Santa Barbara, CA 93110
- C. Supervisor: Mr. David Ortiz, Principal
- D. Number of Positions: One
- E. Vocational Interests: Specific vocational interests could also include teaching counseling, specifically of seventh and eighth grade students.

II. Purpose and Characteristics: La Colina School has an enrollment of approximately 847 students nearly equally divided between the seventh and eighth grades.

The guidance department of the school works with the seventh graders during the first semester orienting them to school rules, school laws as they relate to the student, what the school expects of the students and what they can expect from the school, on a one-day-a-week basis. Other topics covered with both grades (the eighth grade is met with during the second semester) are discussions on problems such as peer relationships, personal safety, drug abuse, petty crimes, etc., as the needs or desires of the students arise. Personal guidance for the student is also provided.

III. Possibilities for the Student: The practicum student would be involved in all the student sessions as the discussion leader or assisting the guidance counselor. Additional opportunities are available for working with children needing special education, and assisting special education instructors/teachers. Freedom is given the student in the materials to be used, and either the programs prepared by the guidance counselor or other materials collected and prepared by the practicum student may be used. Some personal counseling opportunities may be available.

IV. Special Preparation, requirements prior to student beginning practicum experience: Counseling (PSY 141) is required prior to the placement. Special Education (ED 130) and Developmental Psychology (PSY 115) are recommended. Having experience in leading discussion groups or as a group leader would also be helpful.

MAIN SCHOOL

I. General Information

- A. Phone Number: (805) 684-4153
- B. Location: 5241 8th St.; Carpinteria, CA 93013
- C. Supervisor: Ms. Sharon Velarde
- D. Number of Positions: One
- E. Vocational Interests: Resource specialty, speech therapy; involves participation of children in grades 3 through 5. Specific vocational interests could also include teaching and counseling.

II. Purpose and Characteristics: Main School has an enrollment of approximately 370 students, taught by 16 teachers. Some of these students have varying levels (largely mild to moderate) of disability. Counseling with these children center more predominantly around educational issues than psychological issues.

III. Possibilities for the Student: The practicum student would work one-on-one with several specific children, largely collecting data by observation (e.g., on the playground), watching and recording interactions between the child and peers. In addition, the practicum student would sit in on counseling sessions addressing problems encountered by the child (e.g., behavioral or academic), and may observe IEP planning (individual educational program). The process of working with the child would involve the practicum student's reading the child's file, researching (learning more about) problems the child is experiencing, and working with the child in class and/or in a tutorial after school. Building social skills for the child may be part of the work engaged in by the practicum student.

IV. Special Preparation, requirements prior to student beginning practicum experience: Counseling (PSY 141) is required prior to the placement. Special Education (ED 130) and Developmental Psychology (PSY 115) are recommended. Having experience in leading discussion groups or as a group leader would also be helpful.

SAN MARCOS HIGH SCHOOL

I. General Information

- A. Phone Number: (805) 967-4581, ext. 215
- B. Location: 4750 Hollister Avenue, Santa Barbara, CA 93110
- C. Supervisor(s): Mr. Sergio Castellanos, Head Counselor; Ms. Jenny Cooper, Career Counselor, and Ms. Maureen Killian
- D. Number of Students: One or two
- E. Vocational Interest: Counseling

II. Purpose and Characteristics: San Marcos High School is a four-year public school which maintains a three-fold counseling program; educational, personal and vocational. Many of the students are Anglo upper-middle class, although lower economic status Mexican-, Asian-, and African-Americans are also represented.

III. Possibilities for the Student: Practicum students are free to work on individual projects if sufficient initiative is displayed. In some cases the student may find her or himself meeting with the parents of a child with whom he or she has been working. There is a great amount of total staff interaction, particularly with the school psychologist. Work with mentally and physically challenged (special education) children is also possible. The practicum student should be prepared to work hours between approximately 8 to 8:30am to 2:30 to 3pm.

Practicum students are particularly effective in group counseling because high school students are more open to discuss vocations with younger counselors. The student is exposed to all aspects of a counselor's job. Previous students working at San Marcos have administered tests, individually counseled high-schoolers, aided administrators with interesting and relevant research projects, led anger management groups, and other topical groups.

IV. Special Preparation, requirements prior to student beginning practicum experience: A strong desire to interact with high school students is helpful. Counseling (PSY 141) is required. Testing (PSY 135) is recommended.

SANTA BARBARA COMMUNITY DAY SCHOOL

I. **General Information:**

- A. Phone Number: (805) 683-1991; Fax (805) 683-5176
- B. Location: 4025 Foothill Road, Santa Barbara, CA 93110
- C. Supervisor: Bonnie Switack, (805) 896-2641; Corey Simpkins, (805) 286-6921;
Kathleen Abney, Principal

- II. Purpose and Characteristics:** Santa Barbara Community Day School, located on the La Colina Junior High School campus, was founded during the 2000-01 school year. Students enrolled in community day school programs include students who have experienced problems adjusting to a traditional junior high school, students who are behind on credits to promote to high school, and students who are placed in lieu of expulsion from the school district. Community day schools assist students in making up credits or transferring to high school by offering a broad-based curriculum that includes personalized instruction, group counseling, guidance, placement, and follow-up services. The typical community day school includes smaller class size, individualized open-entry/open-exit program, and a standards-based curriculum.

SANTA BARBARA HIGH SCHOOL

I. **General Information:**

- A. Phone Number: (805) 966-9101, ext. 372
- B. Location: 700 E. Anapamu Street, Santa Barbara, CA 93103
- C. Supervisor: Christina Aguirre-Kolb (x372), School Psychologist
- D. Number of Positions: One
- E. Vocational Interest: Teaching, counseling

II. **Purpose and Characteristics:** Santa Barbara High School has an enrollment of 2,200 students composed of 35% Caucasian, 60% Spanish surnames, 4% Black and 1% Asian. This rich ethnic mix provides a stimulating and interesting school environment.

There are several counselors who work with students. The incoming ninth graders are assigned to one counselor who stays with the students throughout their high school career. The counseling staff views its purpose as aiding the students in achieving their educational, vocational and personal objectives.

Disciplinary action is handled by the administration. In addition to the full-time counselors, there is a vocational counselor and a career technical who are both assigned to the Career Education Center.

III. **Possibilities for the Student:** The practicum student will work under the direction of Ms. Aguirre-Kolb in the following areas: Project College Bound, attendance, academic and personal counseling, mediation, and detention. Most practicum students receive the opportunity to counsel a caseload of students. Other group counseling opportunities may be possible, such as in the PACE Center, which helps unwed mothers continue toward their high school diplomas. Similar experiences are available but depend on a high level of initiative by the practicum student. Contact Ms. Aguirre-Kolb for details.

IV. **Special Preparation, requirements prior to student beginning practicum experience:** Counseling (PSY 141) is required.

LA CUESTA CONTINUATION HIGH SCHOOL

I. **General Information:**

- A. Phone Number: (805) 966-8066, ext. 115
- B. Location: 710 Santa Barbara Street, Santa Barbara, CA 93101
- C. Supervisor: Debra Teton
- D. Number of Positions: One
- E. Vocational Interest: Teaching, counseling

II. Purpose and Characteristics: La Cuesta Continuation High School is a comprehensive alternative education program offering a variety of instructional options to meet the educational needs of students. Classes are kept small to allow interaction and an exchange of ideas between students and teachers and between students themselves. As well as cooperative and collaborative classroom activities, each student's individual educational needs are recognized and incorporated into the structured school day.

III. Possibilities for the Student: The practicum student would participate in guidance counseling and work one-on-one with specific students, which might include observing and conducting counseling sessions, addressing problems encountered by the child (e.g., behavioral or academic), and observing IEP planning (individual educational program).

IV. Special Preparation, requirements prior to student beginning practicum experience: Fundamentals of Clinical and Counseling (PSY 141) is required.

COMMUNITY AND GOVERNMENTAL AGENCIES

CASA DEL MURAL

I. General information

- A. Phone number: (805) 692-4066, Fax: (805) 692-9227
- B. Location: 4570 Calle Real, Santa Barbara, CA. 93110
- C. Supervisor(s): Donald Raney, MA; Kate McCarthy, MA
- D. Number of positions: Maximum 3
- E. Vocational Interests: Mental Health Services, Psychosocial Rehabilitation, Psychology, Social Work, Psychiatry, Nursing, Facility Administration. General array of services and career opportunities available for working in the mental health field from the State to local levels.

II. Purposes and characteristics of site: The primary mission of Casa del Mural is to provide community based housing and residential treatment to severely mentally ill clients of the Santa Barbara County Department of Alcohol, Drug and Mental Health Services (ADMHS). Casa del Mural is a 12-bed, double occupancy, unlocked residential program. Casa is licensed by the State Department of Social Services, Community Care Licensing Division, as an Adult Residential Facility serving male and female Mentally Disordered adults ages 18-59.

The overall goal of Casa del Mural is to make available long-term stable housing and psychiatric rehabilitation for ADMHS clients who are at high risk of homelessness, relapse, and/or hospitalization. Casa provides 24 hours/day monitoring and support for residents. Treatment is applied "in-vivo", as a part of daily life, focusing on medication and symptom management, reduction of high-risk behaviors, resource and money management, social/interpersonal skills, personal care & independent living skills. The program is highly individualized, and relies on establishing strong therapeutic relationships with each resident. Respect for individual differences and understanding the unique clinical and personal needs of each resident provides the foundation for all work at Casa.

III. Possible work and learning activities for students: Students will have the opportunity to engage and interact with residents individually and in group situations. Students may assist staff and residents in a variety of daily activities depending on the hours students are present at Casa. A specialized training program has been prepared by staff at Casa del Mural for interns and practicum students.

IV. Special Preparation, requirements prior to student beginning practicum experience: Upper division status in psychology or other social sciences major.

**CASA PACIFICA
CHILDREN'S CRISIS CARE & TREATMENT CENTER**

I. General information

- A. Phone number: (805) 445-7815, Fax: (805) 987-7237
- B. Location: 1722 S. Lewis Road, Camarillo, CA 93012
- C. Contact Person: Lisa Miranda, Human Resources Director
- D. Number of positions: Negotiable
- E. Vocational Interests: Mental Health Services (in particular, with children), Psychosocial Rehabilitation, Psychology, Social Work, Psychiatry, Nursing, Facility Administration. General array of services and career opportunities available for working in the mental health field from the State to local levels.

II. Purposes and characteristics of site: The primary mission of Casa Pacifica is to safeguard abused, neglected and at-risk children, fostering their growth and development together with their families by providing shelter, evaluation, education, and treatment programs through a public/private collaboration dedicated to service excellence and innovation.

Services such as crisis care program, residential treatment program, medical clinic, education, collaborative services, and community support are provided when a Ventura County child is removed from home due to abuse or neglect. Thorough assessment and treatment may also be provided when an adolescent is diagnosed with severe emotional disorders or needs special intensive education. Children provided with services at the residential treatment program have been diagnosed with severe emotional problems.

III. Possible work and learning activities for students: Students will have the opportunity to engage and interact with residents individually and in group situations. Students may assist staff and residents in a variety of daily activities depending on the hours students are present at Casa Pacifica. A specialized training program may be required by the facility.

IV. Special Preparation, requirements prior to student beginning practicum experience: Upper division status in psychology or other social sciences major. Counseling (PSY 141) required.

CENTER FOR DEVELOPMENTAL PLAY AND LEARNING

I. General information

- A. Phone number: (805) 964-2700; Fax: (805) 964-2722
- B. Location: 4675 Via Los Santos, Santa Barbara, CA 93111
- C. Contact Person: Patrica Marquarat, MFT, Director, (805) 729-2051
Jeanne White, MFT, Director in Ventura County, (805) 637-5272

II. Purposes and characteristics of site: The Center for Developmental Play and Learning (CDPL) typically offers 3-5 hours per week of service for each child and his/her family. There are home-based 1:1 coaching sessions with a parent or caregiver, usually offered 1-2 times per week, to immerse families in the DIR (Developmental, Individual-Difference, Relationship-based) perspective and strategies. The home visits are meant to support the family in providing the necessary 6-8 “Floortime” sessions per day, as well as any suggested semi-structured activities, based on the child’s needs and profile.

CDPL also has a large playroom at their Center on Via Los Santos, equipped with some sensory motor equipment and plenty of symbolic toys. Some individual sessions are offered at the Center, particularly when this environment best promotes a child’s regulation and relating.

CDPL offers facilitated peer play groups, 1 time per week, for those children who are ready to practice their capacities in a peer setting. Groups are held at the CDPL playroom and offer many opportunities for peer interactions are facilitated. Children new to peer relating are encouraged in the areas of shared attention and developing pleasure in playing. More advanced children are guided, when needed, through more difficult peer negotiations and more complex collaborative play.

III. Possible work and learning activities for students: The practicum student would have the opportunity to shadow the therapists as they work directly with children at CDPL and home-visits. The work would range from floortime play, occupational therapy, speech and language pathology, to any other therapies the child was receiving. The student would also participate and help lead peer play groups. The student would be expected to attend and contribute, if applicable, to staff meetings.

IV. Special Preparation, requirements prior to student beginning practicum experience: Upper division status in psychology or other social sciences major. Child Development (PSY 115) required.

COUNCIL ON ALCOHOLISM AND DRUG ABUSE

I. General information

- A. Phone number: (805) 963-1433; Fax: (805) 963-4099
- B. Location: 232 E. Canon Perdido St., Santa Barbara, CA 93101
- C. Contact Person: Carolyn Brown (x126)

II. Purposes and characteristics of site: The mission of the Council on Alcoholism and Drug Abuse is building a safer, healthier community by preventing and treating alcoholism and drug abuse.

DEVEREUX FOUNDATION

- I. General Information:** Currently *inactive*; practicums may be arranged.
- A. Phone Number: (805) 968-2525, Contact Lisa Tucker at ext. 207
 - B. Location: Storke & El Colegio Roads, Goleta, CA 93117;
Take Hwy 101 north to Glen Annie/Storke Roads exit, left on Storke Road for about 1 mile to the entrance of the campus.
 - C. Supervisor: Differs by program area
 - D. Vocational Interest: Educational program K-12, expressive arts, special counseling, vocational shop, teaching independent living skills, workshops, recreation.
- II. Purposes and Characteristics:** The Devereux Foundation in California is licensed as a residential treatment center by the California Department of Mental Health. The organization serves both children and adults with a variety of educational and/or emotional problems (e.g., mental retardation, developmental disability, and emotional disability).
- The core of Devereux's treatment approach is the concept of residential therapy, which holds that every experience in the daily life of the client shall be therapeutic for him or her. All phases of his/her environment - social, educational, recreational - are designed and controlled to meet both emotional and intellectual needs. Devereux's treatment approach emphasizes working with the clients to help integrate them into the community and lead as normal a life as possible. Sound relationships are carefully fostered with staff members which promotes growth in many areas. Students are grouped residentially according to sex, age and problems.
- III. Possibilities for the Student:** Students may work as assistants in the classroom, vocational programs, recreational therapy, or in supported living. The educational, mental health and rehabilitation fields are also open to the intern.
- IV. Special Preparation, requirements prior to student beginning practicum experience:** Counseling (PSY 141) and, depending on assignment, Abnormal Psychology (PSY 131) are required. Special Education (ED 130) is recommended.

THE FRIENDSHIP CENTER

I. General Information:

- A. Phone Number: (805) 969-0859
- B. Location: 89 Eucalyptus Lane, Santa Barbara, CA 93108
- C. Supervisor: Susan Jorgenson
- D. Number of Positions: Two
- E. Vocational Interest: Clinical work with older adults

II. Purpose and Characteristics: The Friendship Center is a non-profit, tax-exempt agency whose mission is to “preserve the quality of life for the community’s frail dependent elderly and to provide their caregivers with respite and support, to prevent the premature and/or inappropriate institutionalization of older persons, and to serve those individuals with Alzheimer’s disease or a related disorder. They serve those with Alzheimer’s disease and other forms of dementia, as well as older persons who need supervision during the day, physical or mental limitations, or those who are socially isolated and need a supportive setting.

III. Possibilities for the Student: The practicum student will assist with small group therapeutic sessions, individual counseling and support, intergenerational programs, and classes aimed at arts and crafts, horticulture, and musical programs. Contact Ms. Jorgenson for more details.

IV. Special Preparation, requirements prior to student beginning practicum experience: Fundamentals of Clinical and Counseling Psychology (PSY 141) is required.

THE GLENDON ASSOCIATION

I. **General Information:**

- A. Contact: (805) 681-0415; Fax (805) 681-0425; 1-(800) 663-5281; glendon@glendon.org
B. Location: 5383 Hollister Ave. Suite 230, Santa Barbara, CA 93111

II. **Purposes and characteristic of site(s):** The mission of The Glendon Association is to save lives and help people create more meaningful lives by addressing the social problems of suicide, child abuse, violence, and troubled interpersonal relationships.

1. MISC (Multi-Agency System of Care) (On-going)
2. DSS EMERGENCY RESPONSE UNIT (Intake)

I. General Information:

- A. Phone Number(s): (805) 884-1627 MISC; (805) 681-4542 DSS ERU
B. Location: MISC site:
114 East Haley Street, Santa Barbara, CA 93101
DSS Emergency Response Unit:
234 Camino Del Remedio, Goleta, CA 93110
C. Supervisor(s): Carolyn Karnauskas ERU
D. Number of Positions: Two (one each site)
E. Vocational Interest: Child Welfare Service

II. Purposes and characteristic of site(s):

MISC: This is a collaboration of DSS (CPS), Mental Health, Probation, and Public Health. They are four Santa Barbara County Departments working together **for** children and their families. CPS has two on-going units, one composed of 70% MISC cases and 30% regular CPS cases and the other unit has only regular CPS cases. A child and their family are voluntarily enrolled in the MISC program under certain criteria which has been developed uniquely by each participating department.

DSS. This unit is responsible to investigate reports of child abuse. Contact with children will be in the course of investigating referrals along with the Social Worker and experiencing court work associated with filing petitions to remove children from their home. As well, families may be offered participation in non-court voluntary plans leading to reunification of family and children, or in the maintenance of the children in their home while child welfare services are provided.

III. Possible work and learning activities for students: Interns will participate in case studies in an interdisciplinary environment. Work closely with Social Workers in Child Welfare, and interface with Mental Health Workers, Probation Officers, and Public Health Nurses. Activities include in-person contact with clients (i.e., visiting homes or other placement sites) to evaluate behavior, family interaction, transportation of children, case studies and assist Social Workers in the day to day activity of case management. The student may also speak with school teachers or other school authorities in order to investigate various allegations. In addition, the student may have opportunity to sit in on sessions of juvenile court, which meets on Wednesday mornings. Practicum students will be required to undergo a thorough background search, including being fingerprinted. Access to a car and valid car insurance is also beneficial for this placement. Students should plan to reserve a block of time of a minimum of 4 hours, or an entire day, in order to be able to participate in the various responsibilities of the placement. At the ERU, interns are involved in visitation supervision, transportation of clients, court work, and activities which facilitate the investigative nature of this unit.

IV. Special preparation, requirements prior to student beginning practicum experience: At least one year's experience working with children in a volunteer setting. Advanced course work in psychology of child development. Background check is required.

NOAH'S ANCHORAGE

- I. General Information:** (Note: This agency was formerly known as Klein Bottle and SAFE Youth Programs.)
- A. Phone Number: (805) 963-8775
 - B. Location: 301 W. Figueroa St. (corner of Bath), Santa Barbara, CA 93101
 - C. Supervisor: Melissa Burwell
 - D. Number of Positions: One or two, in various locations
 - E. Vocational Interest: Youth recreation, counseling, social work, criminal justice system, mental health, residential treatment and rehabilitation, crisis intervention.
- II. Purposes and Characteristics:** Noah's Anchorage is a private, non-profit organization involved in crisis prevention and intervention for young people and families. Noah's Anchorage works closely with schools, probation, mental health, other social service agencies and parents themselves. Noah's Anchorage serves the community through a number of different services including residential shelter services, group and individual counseling, crisis intervention and education.
- III. Possibilities for the Student:** Practicum students can participate in a training session, which prepares them to work at the youth shelter or in one of the other locations and programs. At the shelter, the student works with teenagers in crisis. Students may attend supervision meetings as well as in-service training sessions. This program offers students a rich experience in working with young people and their families, as well as a taste of what it is like to work in a social service agency.
- IV. Special Preparation, requirements prior to student beginning practicum experience: Student must be 21 years of age.** A student at Noah's Anchorage must be responsible, imaginative and sensitive to the needs of young people and their families. He or she works as a member of the Noah's Anchorage team and assists staff in a variety of duties. Counseling (PSY 141) is required; Developmental Psychology (PSY 115) is recommended.

**NOAH'S ANCHORAGE
SUPPORT AND OUTREACH SERVICES PROGRAM (SOS)**

- I. General Information:** (Note: This agency was formerly known as Klein Bottle and SAFE Youth Programs.)
- A. Phone Number: (805) 963-8775
 - B. Location: 301 W. Figueroa St. (corner of Bath), Santa Barbara, CA 93101
 - C. Supervisor: Savannah Lee, savannah.lee@ciymca.org
 - D. Number of Positions: One or two, in various locations
 - E. Vocational Interest: Youth recreation, counseling, social work, criminal justice system, mental health, residential treatment and rehabilitation, crisis intervention.
- II. Purposes and Characteristics:** Noah's Anchorage is a private, non-profit organization involved in crisis prevention and intervention for young people and families. The Support and Outreach program serves homeless and at risk youth ages 16-24. Often times the young adults are working through elements of addiction and substance abuse.
- III. Possibilities for the Student:** Practicum students will primarily assist the SOS program by going on outreach with the staff. After thorough training, students will walk the streets, parks, and other corners of Santa Barbara to offer services to street youth such as food, clothing, hygiene items, information on our drop in center, and other supportive resources available in our city. Students will help facilitate the drop in center to both our first time clients and ongoing clients. Our supervision meetings, in-service trainings, and day-to-day crisis shadowing are also open to students. Working with the SOS team will expose students to ground-level assistance with at risk youth in our community.
- IV. Special Preparation, requirements prior to student beginning practicum experience: Student must be 21 years of age.** A student at Noah's Anchorage must be responsible, imaginative and sensitive to the needs of young people and their families. He or she works as a member of the Noah's Anchorage team and assists staff in a variety of duties. Counseling (PSY 141) is required; Developmental Psychology (PSY 115) is recommended.

SANTA BARBARA RESCUE MISSION

I. General information

- A. Phone number: (805) 966-1316; Fax: (805) 568-3613
- B. Location: 535 E. Yanonali St., Santa Barbara, CA 93103
- C. Supervisor(s): John Gabbert, CCDC Senior Program Director
- D. Vocational Interest: Substance abuse treatment services

II. Purposes and characteristics of site: The Santa Barbara Rescue Mission is a residential recovery program for men and women desiring to break free from cycles of addiction, poverty, homelessness and crime.

III. Possibilities for the Student: In the past, Practicum students have co-led group therapy groups and co-led individual therapy sessions.

DOMESTIC VIOLENCE SOLUTIONS

I. General information

- A. Phone number: (805) 564-4488
- B. Location: 621 W. Micheltorena, Santa Barbara, CA 93101
- C. Supervisor(s): Christy Haynes
- D. Vocational Interest: Domestic violence

II. Purposes and characteristics of site: Domestic Violence Solutions provides safe and confidential shelter for battered women and their children throughout Santa Barbara County. The staff provides emotional support and personal advocacy to battered women and other women in crisis, enabling them to recognize strengths and resources within themselves. They encourage women to be empowered to be free to make choices. The staff also attempts to play a leadership role in effecting social change by educating the community by associations with other social change groups and by supporting the work of women's rights organizations.

III. Possibilities for the Student: In the past, Practicum students have co-led therapy groups, conducted workshops for female adolescents, and participated in counseling women at the affiliated women's shelter.

CASA ESPERANZA HOMELESS SHELTER

I. General information

- A. Phone number: (805) 564-0830
- B. Location: 816 Cacique Street - Santa Barbara, CA 93101
- C. Supervisor(s): John "JB" Bowlin, Volunteer Coordinator

II. Purposes and characteristics of site: The mission of Casa Esperanza Homeless Shelter is to assist homeless individuals and families achieve self-sufficiency by helping as many as possible access the services they need to transition to stable employment and housing. Among the services they provide are street outreach, a day center to assist with permanent housing, and a transitional shelter program.

III. Possibilities for the Student: Past Practicum students have assisted with all aspects of the program.

FAMILY CARE NETWORK, INC.

I. General information

- A. Phone number: (805) 781-3535; Direct Line: (805)-706-0508
- B. Location: 816 Cacique Street, Santa Barbara, CA 93101
- C. Supervisor(s): Ashley Dorn, Volunteer Resource Development Manager
- D. Positions: Several (Note that a 6-9 month commitment is preferred)

II. Purposes and characteristics of site: The Family Care Network is a 501(c)(3) private, nonprofit children and families services provider. Established for the purpose of creating family-based treatment programs as an alternative to group home or institutional care for children and youth, the agency operates multiple programs designed to strengthen and preserve families and individuals.

III. Possibilities for the Student: CFI is currently seeking practicum students to serve the Independent Living Program in Santa Barbara County.

SANTA BARBARA COUNTY PERSONNEL DEPARTMENT

I. General Information

- A. Phone Number: (805) 568-2800
- B. Location: 1226 Anacapa Street, Santa Barbara CA 93101
- C. Supervisor: Ms. Theresa Duer, Deputy Director;
Marilyn Hinton (805) 681-4011, Mental Health; Alan Kasehagan (805) 681-5377, Health Care. (Both are Personnel Officers)
- D. Number of Positions: One
- E. Vocational Interest: Public Personnel

II. Purposes and Characteristics: The Personnel Department of Santa Barbara County is responsible for recruiting, testing, position classification and salary negotiations for 3000 civil service positions. The department serves as a technical resource on personnel matters such as employee performance evaluations, discipline, and selection.

III. Possibilities for the Student: The student's primary responsibilities will be to develop training materials for County supervisors and managers. Subject matter may include setting performance guidelines and evaluating and documenting job performance. (Interns in the 1985-86 program developed guide-lines for supervisors conducting selection interviews.) The student is expected to work under general supervision of the recruiting and testing supervisor. The student also works with other professional staff in the recruiting and testing division in order to receive an overview of public personnel principles and procedures.

IV. Special Preparation, requirements prior to student beginning practicum experience: Counseling (PSY 141) is required and Testing (PSY 135) is recommended.

SANTA BARBARA COUNTY PROBATION DEPARTMENT

Line Supervision/Institutional

I. General Information

(Adult Probation Services)

- A. Phone Number: (805) 568-2850
- B. Location: 117 E. Carrillo Street, Santa Barbara, CA 93101
- C. Supervisor: Mr. Brennan Mitchell, coordinator of volunteer services (805) 882-3700;
Mr. Jim Hopper (805) 882-3722
- D. Number of Positions: Three per semester (mental health orientation)
- E. Vocational Interest: Corrections, social work or counseling; may be opportunities to visit intensive supervision unit and/or drug court.

(Juvenile Probation Services)

- A. Phone Number: (805) 692-4856
- B. Location: 4500 Hollister Avenue, Santa Barbara CA 93111
- C. Supervisors: Mr. Phillip Pipersberg, Mr. Mark Mansfield,
Mr. Terry O'Brien, Probation Continuation School
- D. Number of Positions: Two
- E. Vocational Interest: Corrections, social work or counseling, drug problems and working with families of juveniles.

- II. Purpose and Characteristics:** The Probation Department is responsible for carrying out probation services to adults and children as required or authorized by State and local laws. Probation is a process by which society attempts to provide corrective assistance to the individual in conflict with the law, at the same time affording protection to the community. It seeks to accomplish the rehabilitation of selected persons convicted of crime by returning them to society during a period of supervision rather than sending them to prison. Selection for probation presupposes that the offender is not so confirmed in his or her criminal behavior as to create a serious menace or danger to society.

It is the task of the Probation Officer to bring into focus the needs of the particular offender, to help in the careful selection of the individual who would be likely to benefit from probation, to chart a plan for his reclamation, and then, through supervisory activities, assist him in the use of resources which will help him adjust to his home and community.

The two basic "Field" functions are: (1) investigation to aid the juvenile and criminal courts in determining proper disposition of persons brought before them, and (2) supervision of children and adults who have been placed on probation. Closely related to these services are a number of specialized functions of the juvenile division: securing suitable living arrangements for Juvenile Court wards, maintaining local treatment facilities for boys and girls, directing the energies of juvenile gangs into socially acceptable activities, administering Juvenile Hall detention facilities, etc.

- III. Probation Department Practicum Positions:** The following position is available as a practicum slot. The practicum student works closely with a probation officer and assists in day-to-day duties.

Probation Officer Aide - Adult Services

1. Assist in caseload management.
2. Make field contacts on selected cases.
3. Assist in job placements.
4. Assist in relevant clerical functions.

- IV. Special Preparation, requirements prior to student beginning practicum experience:** Contact with the site should be made at least one month in advance of the time you expect to begin working. Background check is required. Time is needed to process your papers, and this will enable you to start your practicum experience as soon as you are ready. Counseling (PSY 141) is required.

**COUNTY WELFARE DEPARTMENT
CHILD PROTECTIVE SERVICES**

I. General Information

- A. Phone Number: (805) 681-4542
- B. Location: 234 Camino del Remedio, Santa Barbara, CA 93110
- C. Supervisor: Marie Louise Carl, Social Service Division Chief or
Carolyn Karnauskas, Intake Supervisor
- D. Number of Positions: One
- E. Vocational Interest: Social work, child welfare
- F. Requirements: Valid California Driver's License

II. Purpose and Characteristics: Child Protective Services is responsible for the prevention of child abuse and neglect, as well as protecting children who have been abused or neglected, through casework intervention and the court system if necessary. The unit is also responsible for planning for children who have been removed from their homes by the court, working with the parents and the children toward returning the child to his or her own home.

III. Possibilities for the Student: The student works closely with the social worker on various cases. The student works directly with children and foster parents regarding the child's adjustment in foster care, feelings regarding separation from his family and the child's adjustment in school. The student will also participate in investigations of alleged child abuse or neglect and attend court hearings. There will also be an opportunity to work with parents who have abused or neglected their children.

IV. Special Preparation, requirements prior to student beginning practicum experience: Counseling (PSY 141) is required. Background check is required.

DEPARTMENT OF SOCIAL SERVICES

I. General Information

- A. Phone Number: (805) 681-4543
- B. Location: 234 Camino del Remedio, Santa Barbara, CA 93110
- C. Supervisor: Akiles Ceron
- D. Number of Positions: One

II. Purpose and Characteristics: The mission of the Department of Social Services is to provide protective services, employment services, and financial assistance to support the residents of Santa Barbara County in being productive and self-sufficient members of the community. Some of its particular programs are Adult Protective Services, the In-Home Supportive Services, and the In-Home Care Network.

III. Possibilities for the Student: Prior practicum students have assisted staff with evaluations regarding reports of elder abuse and neglect, providing support services for low-income adults and in-home supportive services, and training in-home caregivers.

IV. Special Preparation, requirements prior to student beginning practicum experience: Counseling (PSY 141) is required. Background check is required.

REHABILITATION AGENCIES & HOSPITALS

ALPHA RESOURCE CENTER

I. General Information

- A. Phone Number: (805) 964-3547
- B. Location: 4501 Cathedral Oaks Road, Santa Barbara, CA 93110
- C. Supervisor: Ms. Sue Dumm
- D. Number of Positions: One
- E. Vocational Interest: Working with mentally retarded adults

II. Purposes and Characteristics: The Alpha Resource Center is a private day treatment facility serving developmentally disabled adults. The Center offers students a wide range of training programs including domestics, nursery/horticulture, special guidance, creative arts, workshop, and selective skills. Each student is carefully screened and evaluated to accurately assess his or her individual needs and capabilities to ensure proper placement. An individual program using behavior modification techniques is developed for any student who needs extra help in a given area. A weekly staff meeting with various consultants is offered to plan, evaluate and carry out each specific program.

III. Possibilities for the Student: The Alpha Resource Center works on behavior problems in addition to work training. In both areas there is a need for students to work on a one-to-one basis or in groups. Positions in the physical education program (including sensorimotor training), creative arts studio, workshop (both light and heavy assembly), domestic training, special guidance, horticulture department and survival skills are open to the student. Besides assisting the teacher and participating in related activities, the student is given the responsibility of observation and record taking. As the patients' families are an integral part of their treatment, particular focus may be taken by the practicum student on working with the family of a particular patient.

IV. Special Preparation, requirements prior to student beginning practicum experience: The practicum student needs to be firm, yet calm and patient because of the problems of the Alpha Resource Center students. The student must be a model for appropriate social behavior. In addition to the required Counseling (PSY 141) course (for all practicum students), Special Education (ED 130) and Developmental Psychology (PSY 115) are recommended.

HILLSIDE HOUSE

I. General Information

- A. Phone Number: (805) 687-0788
- B. Location: 1235 Veronica Springs Road, Santa Barbara, CA 93105
- C. Supervisor: Mr. Fred Barton, MAP
- D. Number of Positions: One per semester
- E. Vocational Interest: Working with developmentally disabled residents; many possible vocational opportunities in this field.

II. Purposes and Characteristics: Hillside House is the primary residence for up to fifty-nine developmentally disabled residents. Some disabilities include cerebral palsy and brain injury. In addition to meeting their daily needs, a goal to create personal programs of training for each resident to assist him or her in reaching a maximal level of independence.

Hillside House offers around-the-clock care provided by nurses, certified nurses aides, maintenance staff, dining staff, physical/occupational/recreational therapists, physical therapist technicians, and programming staff. The facility is comprised of administrative offices, programming offices, physical therapy area, swimming pool, activities room, privacy room, TV lounge area, nurse's station, and separate male/female four-bed rooms. There is also a spacious backyard for walks, gardening, basketball, and other outdoor activities.

III. Possibilities for the Student: Students will initiate communication/interaction with individual residents and small groups in order to establish trusting relationships. They will also interact with residents in meaningful activities. Students will be challenged to learn communication skills necessary to interact with nonverbal residents. Students will learn to interact appropriately with residents exhibiting behavioral problems. Students will also gain valuable insights from their observation of Hillside House staff interacting with residents in a variety of situations.

IV. Special Preparation, requirements prior to student beginning practicum experience: Student should have a sincere desire to work with the developmentally disabled population. Student must possess the ability to work independently with residents. If selected, student must coordinate proposed on-site schedule for the semester with the supervisor. Student must also complete a mandatory orientation and training period. Student's attire will conform to Hillside House policy at all times while at the facility.

PHOENIX OF SANTA BARBARA

I. General Information

- A. Phone Number: (805) 965-3434, (805) 965-3797
- B. Location: 107 E. Micheltoarena, Santa Barbara, CA 93101
- C. Supervisor: Jim Piekarski, MFT
- D. Number of Positions: 2 at Phoenix House, 2 at Ada's House
- E. Vocational Interests: Psychology, Rehabilitation, Recreation, Social Work, Program planning.

II. Purpose and characteristics of site: Phoenix of Santa Barbara's primary mission is to serve the rehabilitation needs of mentally ill adults. We have two residences where we provide rehabilitation services with the goal of helping clients return to independent living in the community and live more productive and happy lives. We work with the major mental health diagnoses, including: Schizophrenia, Schizoaffective Disorder, Major Depression, Bipolar Disorder, and Personality Disorders. We also treat people with these disorders who also have drug and alcohol problems—"dual diagnosis."

III. Possible work and learning activities for students: Students are given opportunities to work with clients in creating recreational activities, learning basic living skills, light counseling, sitting in group therapy situations, participating with staff and clients on outings, and working with clients on developing skills, such as computer, gardening, music, or art skills. Opportunities are available to help staff in managing the programs.

IV. Special preparation, requirements prior to student beginning practicum experience: An ability to get along with others and communicate well, interest in learning about psychiatric disorders, and a willingness to take initiative. Experience with the mentally ill or with substance abuse issues may be helpful.

REHABILITATION INSTITUTE AT SANTA BARBARA

I. General Information

- A. Phone Number: (805)-687-7444
- B. Location: 427 Camino del Remedio, Santa Barbara, CA 93110
- C. Supervisor: Ms. Libby Whaley
- D. Number of Positions: One
- E. Vocational Interest: Work with people with physical and cognitive disabilities.
- F. Requirements: Valid TB test.

II. Purpose and Characteristics: The Rehabilitation Institute at Santa Barbara is a regional hospital and outpatient center. Services are provided for individuals with stroke, brain injury, spinal cord injury and pain management. The Therapeutic Recreation Department is one of the therapies provided which addresses physical, psychosocial, and the cognitive needs of the patient.

III. Possibilities for the Student: The student works with the Recreation Therapist in various therapy groups using interventions such as Horticultural Therapy, Community Reintegration Training, adapted leisure skills, to mention a few. Through this process the patients not only improve physically, but are constantly working through the adjustment issues related to their disability. Individual and group counseling is part of the process.

SANCTUARY PSYCHIATRIC CENTER

I. General information

- A. Phone number: (805)-569-2785, ext. 218
B. Location: P.O. Box 551, Santa Barbara, CA 93102
(both residential and outpatient sites are located in downtown Santa Barbara; obtain directions from site supervisor)
C. Supervisor(s): Lisa B. Moschini, MA, MFT
D. Number of positions: Maximum 2 (Note that a 2- to 3-semester-minimum commitment is preferred.)
E. Vocational Interests: Mental Health Services, Psychosocial Rehabilitation, Psychology, Social Work, Psychiatry, Nursing, Facility Administration. General array of services and career opportunities available for working in the mental health field.

II. **Purposes and characteristics of site:** The primary mission of Sanctuary Psychiatric Center (non-profit-organization) is to provide clients with (12-bed) residential mental health treatment facilities and psychiatric care, as well as outpatient mental health programs. The Center was begun in 1976, and involves work with a variety of mental illnesses, including schizophrenia, depression, bipolar disorder, schizoaffective disorder, eating disorders, dual diagnosis disorders (i.e., combinations of mental illness and substance abuse), anxiety disorders, and dissociative disorders.

III. **Possible work and learning activities for students:** Students will have the opportunity to engage and interact with residents individually and in group situations. Students may assist staff and residents in a variety of daily activities depending on the hours students are present at Sanctuary Psychiatric Center. All hours available, including evening hours and weekends in residential setting and day hours are available Monday through Friday in the outpatient setting. A specialized training program has been prepared by staff at the Sanctuary Psychiatric Center for interns and practicum students.

IV. **Special Preparation, requirements prior to student beginning practicum experience:** Upper division status in psychology or other social sciences major; Counseling (PSY 141) required. The site states, "Experience with psychiatric disorders and/or chemical dependency a plus, although not mandatory. Willingness to be a team player, to take initiative, and to communicate well are important."

SANTA BARBARA COTTAGE HOSPITAL CHILDREN'S SERVICES

I. General Information:

- A. Phone Number: (805) 682-7111, ext 5390
- B. Location: P.O. Box 689/Pediatrics, Santa Barbara, CA 93102
- C. Supervisor: Jaynie R. Wood, MS, Child Life Specialist
- D. Number of Positions: Two
- E. Vocational Interest: Pediatrics; clinical work with children and adolescents

II. Purpose and Characteristics: Cottage Children's Hospital offers many specialized pediatric services that include therapy services, pediatric nurses, nutrition support, respiratory care practitioners, medical social services, and a child life specialist. Their facilities include a neonatal intensive care unit, a pediatric intensive care unit, a pediatrics unit, and a pediatric hematology-oncology program.

III. Possibilities for the Student: The practicum student will assist Ms. Wood in her work as a Child Life Specialist. This includes providing physical stimulation of infants in the neonatal unit, assessment of children and adolescents admitted to pediatric unit, and counseling and social work services to children, adolescents, and families. Students may also provide services to children with life-threatening illnesses or injury, as well as helping Ms. Wood in the pre-procedural preparation for children going into surgery. Contact Ms. Wood for more details.

IV. Special Preparation, requirements prior to student beginning practicum experience: Fundamentals of Clinical and Counseling Psychology (PSY 141) and Child Development (PSY 115) are required.

SOLUTIONS OF SANTA BARBARA

I. General Information

- A. Phone Number: (805) 683-1995
- B. Location: 1135 Patterson Ave., Santa Barbara, CA 93111
- C. Supervisor: Ms. Laura Woods (Physical Therapist)
- D. Number of Positions: One or two
- E. Vocational Interest: Work with people with physical and cognitive disabilities, and with individuals recovering from trauma and adjusting to its consequences.
- F. Requirements: Arranged with site supervisor.

II. Purpose and Characteristics: Solutions of Santa Barbara is a residential and day treatment facility serving the purpose of a step-down program from inpatient rehabilitation care. Services are provided for individuals with conditions including stroke, traumatic brain injury, spinal cord injury and pain management. Therapies provided address physical, psychosocial, and the cognitive needs of the patient, and include physical therapy, occupational therapy, speech therapy, and neuropsychological assessment and follow-up. Many patients additionally receive outpatient psychotherapy at separate facilities. (Note: Solutions of Santa Barbara also has “sister” facilities in Orange County and San Jose).

III. Possibilities for the Student: The student works with his or her supervisor at Solutions of Santa Barbara to arrange a weekly schedule to incorporate exposure to the various types of rehabilitative therapies provided at the facility. Individual ‘patient contact within the treatment milieu is also a general part of the student’s placement. The student may be present to observe individual therapy sessions (e.g., PT, OT, speech therapy) or to observe and participate in the varied group therapy sessions. Through the combined processes of various therapies and participation in the treatment milieu, the patients not only improve physically, but are constantly working through the adjustment issues related to their disability.

SUPPORTIVE HOUSING INITIATIVE ACT (SHIA)

I. General information

- A. Phone number: (805) 898-9555; Fax: (805) 898-9444
- B. Location: 22 W. Mission Ste. A, Santa Barbara, CA 93101
- C. Supervisor(s): Lindsey D. Geiger, MA [Lindsey_shia@wtpinc.org, or (805) 898-9555]
- D. To apply: Fax or e-mail resume and letter of interest to Lindsey Geiger
in order to set up an interview
- E. Vocational Interests: Counseling, Psychology, Social Work

II. Purposes and characteristics of site: Supportive Housing Initiative Act (SHIA) is a treatment program that provides comprehensive treatment to people with chronic mental illnesses. The program has an emphasis on social rehabilitation, assisting clients to move from residential and psychiatric treatment centers to their own apartments, and assisting them in maintaining independent living. SHIA uses a progressive model of treatment for these clients that has shown great success in keeping these clients out of hospitals and becoming productive members of society.

III. Possible work and learning activities for students: As an intern you will assist or observe one or more of the SHIA case managers in the following pieces of treatment: relationship building with the clients, social rehab/daily living skills (grocery shopping, social skills, use of public transportation), financial management (assist with simple budget planning and payment of bills as demonstrated by case manager), vocational support (assist with job search, minimal coaching of job skills). Other important pieces of the learning experience at SHIA include becoming familiar with wrap-around social services and solution-focused counseling approach, observing any crisis management that the case managers are handling during your shift, becoming familiar with people with several different kinds of mental illnesses, learning what goes into a treatment plan for our clients. Because the scope of our services is so broad, you will get a comprehensive idea of treatment in many different treatment settings. You will be supervised by Lindsey Geiger, MA, who has been working with both adults and children with severe mental illness since 1996. She is the Team Leader at SHIA, and is excited to wrap the interns into the team approach that is taken at SHIA.

IV. Special Preparation, requirements prior to student beginning practicum experience: Current enrollment in classes (preferably upper division) in Human Services (social work, psychology, counseling) in a college or university setting.

SWEENEY YOUTH HOMES

I. **General information**

- A. Phone number: (805) 566-1590; (805) 683-1241, Fax: (805) 681-3442
- B. Location: P.O. Box 1353, Goleta, CA. 93117
- C. Supervisor(s): Elise Blumenthal, Ph.D., MFT; Sharon Sweeney, Ph.D.
- D. Number of positions: negotiable
- E. Vocational Interests: Mental Health Services, Psychosocial Rehabilitation, Psychology, Social Work, Psychiatry, Nursing, Facility Administration, Law Enforcement, Forensic Psychology. General array of services and career opportunities available for working in the mental health field from the State to local levels.

- II. Purposes and characteristics of site:** The primary goal of Sweeney Youth Homes (non-profit organization) is to provide community based housing and residential treatment for emotionally disturbed adolescent clients aged 11 through 18 years. Some of these clients are delinquent or have committed sexual offenses. Residents are accepted who have been placed through the Department of Probation, the Department of Children's Services, the Department of Mental Health, and Adoptions. The agency is licensed by Community Care Licensing, Department of Social Services, State of California. Sweeney Youth Homes has three homes for boys (Santa Barbara, Lompoc, and Carpinteria). There is one home for girls in Santa Maria. This home serves girls in trouble due to running away, drugs, defiance, truancy, and abuse issues.

The mission of Sweeney Youth Home is to stop the generational cycle of abuse by helping the whole family if at all possible. Counseling is offered for parents, the victim in the family, and the resident. In addition, a goal is to teach the resident about his or her future responsibility as an adult toward his or her own children.

- III. Possible work and learning activities for students:** Students will have the opportunity to engage and interact with residents individually and in group situations. Students may assist staff and residents in a variety of daily activities depending on the hours students are present at the site. A specialized training program has been prepared by staff at Sweeney Youth Homes for interns and practicum students.

- IV. Special Preparation, requirements prior to student beginning practicum experience:** Upper division status in psychology or other social sciences major. Counseling (PSY 141) required. Background check is required.

PACIFIC NEUROSCIENCE MEDICAL GROUP, INC.

I. General information

- A. Phone number: (805) 278-4148
- B. Location: 1701 Solar Drive, Oxnard, CA. 93030
- C. Supervisor(s): James Sutton, M.D.
- D. Number of positions: Negotiable

II. Purposes and characteristics of site: Pacific Neuroscience Medical Group is a neurology clinic that provides diagnostic and therapeutic services to those affected by neurological illness; as well as conducts research to find the cause of and cure for disorders of the brain and nervous system.

III. Possible work and learning activities for students: Students may assist Dr. Sutton and his research team on clinical research trials, neuropsychological assessment, and medical assistance

IV. Special Preparation, requirements prior to student beginning practicum experience: Counseling (PSY 141) is required and courses in neuropsychology or the neurosciences are preferred, although not necessary.

OTHER POSSIBLE PRACTICUM SITES

TRUE NORTH LEADERSHIP, INC

I. General Information:

- A. Phone Number: (805) 683-1066
- B. Location: 1170 Camino Meleno, Santa Barbara, CA 93111
- C. Supervisor: Relly Nadler, Psy.D.
- D. Number of Positions: One
- E. Vocational Interest: Industrial/Organizational Psychology

II. Purpose and Characteristics: True North Leadership, Inc. is an executive and organizational development program that provides innovative management training solutions and executive leadership training program, utilizing Emotional Intelligence (EI) tools and practices. It is composed of management training providers and leadership development speakers who strive to meet company and personal leadership training objectives throughout their entire relationship with an organization. They personally meet with the key participants to determine which management training provider services and/or leadership development speaking engagements and services will provide maximum benefit to a specific organization.

III. Possibilities for the Student: The practicum student will assist Dr. Nadler in preparing organizational presentations, conducting research for leadership seminars, and consulting with businesses and organizations to provide management and leadership training. Contact Dr. Nadler for more details.

IV. Special Preparation, requirements prior to student beginning practicum experience: Fundamentals of Clinical and Counseling Psychology (PSY 141) is required.

REALITY SANTA BARBARA CHURCH

I. **General Information:**

- A. Phone Number: (805) 403-6635
- B. Location: 10 East Yanoli, Santa Barbara, CA 93101
- C. Supervisor: Chelsey Clark
- D. Number of Positions: Negotiable
- E. Vocational Interest: Biblical counseling

II. Possibilities for the Student: The practicum student typically learns the principles and techniques of Biblical counseling, including possibilities for sitting in on and facilitating individual and marital counseling sessions. Contact Chelsey for more details.

III. Special Preparation, requirements prior to student beginning practicum experience: Fundamentals of Clinical and Counseling Psychology (PSY 141) is strongly encouraged.

Additional sites sometimes become available during any academic year. Students are encouraged to check with the Psychology Department for the latest information on these possibilities. Contact Dr. Rogers or Dr. Gurney to discuss new possibilities for practicum sites.

Appendix 12b
Rubric for practicum evaluation

WESTMONT



PSYCHOLOGY DEPARTMENT

Capstone Senior Practicum

Name of Student: _____

Name of Supervisor: _____ Name of Site: _____

Please check the box that best describes the student on the following criterion *relative to other undergraduate trainees*:

	Excellent	Good	Average	Needs Improvement	N/A
Professionalism:					
Treated colleagues with respect					
Punctuality					
Responsibility & follow through					
Dress & appearance					
Overall Professionalism					
Clinical Skills:					
Sensitivity to cultural issues					
Awareness of clinical theories					
Appropriate use of clinical interventions					
Ability to establish rapport with clients					
Overall Clinical Skills					
Character:					
Self-awareness					
Emotional maturity					
Initiative					
Teachability					
Overall Character					

Describe the student's strengths:

Please comment on areas for growth:

By signing below, we acknowledge that we have met and reviewed the above evaluation.

Student's Signature Date

Supervisor's Signature Date

Appendix 13 Faculty and student research activity

2018

Abstracts and Proceedings

Grenko L, **Rogers SA** (2018) *Annual Convention of the American Psychological Association*, San Francisco, CA: "Can response inhibition help differentiate the level of functional impairment in Parkinson's disease?"

Mahdavi KD, **Rogers SA** (2018) *Annual Convention of the American Psychological Association*: "Investigating the effects of anxiolytics on the cognitive abilities of Parkinson's patients."

Mahdavi KD, **Rogers SA** (2018) *Annual Convention of the International Neuropsychology Society*, Washington, DC: "Poor punctuality reflects cognitive impairment in neurology patients."

Ogata K, **Rogers SA** (2018) *Annual Convention of the American Psychological Association*, San Francisco, CA: "Gender differences in Parkinson's disease."

VandeBunte AM, **Rogers SA** (2018) *Annual Convention of the International Neuropsychology Society*, Washington, DC: "The effect of depression on the cognition of those with Alzheimer's disease."

VandeBunte AM, **Rogers SA** (2018) *Annual Convention of the International Neuropsychology Society*, Washington, DC: "The effect of depression on the cognition of those with Parkinson's disease."

Saad CS (2018) Feeling good while insecure: Match between one's cultural attachment style and cultural attachment norms enhances mood. *Society for Personality and Social Psychology Conference*, Atlanta, GA.

Gibbs WC, **Saad CS** (2018) The Christianity-prejudice link: The moderating effect of right-wing authoritarianism. *Association for Psychological Science Annual Convention*, San Francisco, CA.

Gibbs WC, **Saad CS** (2018) The effect of cultural attachment anxiety on cognitive performance. *Society for Personality and Social Psychology Annual Convention*, Atlanta, GA.

Invited Conference and Colloquium Presentations

See RE, International Conference on Learning and Memory, Huntington Beach CA, 4/21/18: "The conditioned cue-induced model of relapse: Revealing the persistence of memories in addiction"

See RE, Brain Awareness Week, University of Ljubljana, Slovenia, 3/12/18 – 3/16/18: Series of guest lectures in neuroscience.

Saad CS, Lead Where You Stand Conference, Westmont College, Santa Barbara, CA, 06/06/18: "Hidden in Plain Sight: The Powerful Influence of Implicit Bias on Our Leadership"

Saad CS, From caregivers to culture: Biological, social, emotional, and cognitive implications of attachment. Chair and speaker. Association for Psychological Science Convention, San Francisco, CA.

Saad CS, Downtown Lecture Series, Westmont College, Santa Barbara, CA, 04/12/18: "Hidden Prejudices: How Implicit Bias Affects Our Work and Relationships"

Saad CS, Department of Psychology, University of Santa Barbara, CA, 03/16/18: "Addressing the Achievement Gap: Breaking the Bias Habit in the Classroom"

Major Student Honors Projects

Mahdavi K (2018) Exploring the moderating effects of antidepressants on cognition among Parkinson's patients.

Senior Research Projects

Kennedy Mahdavi (2018) Exploring the moderating effects of antidepressants on cognition among Parkinson's patients.

Brittany Bland-Boyd (2018) Exploration of Coping Strategies in Black Individuals Experiencing Interpersonal Racism in the Context of Cross-Race Peer Relationships.

Hope Geisinger (2018) Neuroticism, Openness to Experience and Extraversion Compared in College Athletes vs. Non-Athletes for Different Class Ranks.

Lydia Grenko (2018) Attachment and Empathy.

Savannah Richey (2018) Anxiety Levels for Functions of Conscious and Subconscious Lying Tasks.

Anupa Thomas (2018) The Association Between Social Media Use and Anxiety.

Rhea Williams (2018) Is God Colorblind? Exploring the Intersection of Racial Attitudes and Evangelical Faith.

2017

Published Articles (Peer reviewed)

Leong KC, Freeman LR, Berini CR, Ghee SM, **See RE**, Reichel CM (2017) Oxytocin reduces cocaine cued fos activation in a regionally specific manner. *International Journal of Neuropsychopharmacology*; 20:844-854.

Cox BM, Bentzley BS, Regen-Tuero H, **See RE**, Reichel CM, Aston-Jones G (2017) Oxytocin acts in nucleus accumbens core to attenuate methamphetamine seeking and demand. *Biological Psychiatry*; 81:949-958.

Abstracts and Proceedings

Harrison, CE, & **Rogers, SA** (2017) Annual Convention of the International Neuropsychology Society, New Orleans, LA: "Specifying the nonverbal memory impairments that characterize Parkinson's disease."

Mahdavi, KD, & **Rogers, SA** (2017) Annual Convention of the American Psychological Association, Washington, D.C.: "Examining the effects of antidepressants on cognition among those with Parkinson's disease."

Mahdavi, KD, & **Rogers, SA** (2017) Annual Convention of the International Neuropsychology Society, New Orleans, LA: "Examining the effects of anxiety on cognition among those with Parkinson's disease."

Mahdavi, KD, & **Rogers, SA** (2017) Annual Convention of the American Psychological Association, Washington, D.C.: "What are the effects of anxiety on the cognitive abilities of those with Parkinson's disease?"

Rogers, SA (2017) Annual Convention of the International Neuropsychology Society, New Orleans, LA: "Cognition and older adults' agreeableness: Is there a relationship?"

Rogers, SA, & Harrison, CE (2017) Annual Convention of the International Neuropsychology Society, New Orleans, LA: "Clarifying the types of memory deficits in Alzheimer's disease."

VandeBunte, AM, & **Rogers, SA** (2017) Annual Convention of the American Psychological Association, Washington, D.C.: "Do the cognitive abilities of patients with Parkinson's disease vary with levels of depression?"

VandeBunte, AM, & **Rogers, SA** (2017) Annual Convention of the International Neuropsychology Society, New Orleans, LA: "The effect of depression on the cognition of those with Parkinson's disease."

Leong KC, Weber R, **See RE**, Reichel CM (2017) Oxytocin alters cue-induced reinstatement of cocaine seeking and fos activation in a regionally specific manner within the addiction circuit. *American College of Neuropsychopharmacology Annual Meeting* 56

Saad CS, Kim HS (2017). The moderating effect of bicultural identity integration on cultural frame switching of a math memory task. Society for Personality and Social Psychology Conference, San Antonio, TX.

Gibbs WC, **Saad CS** (2017) The relationship between bicultural identity blendedness and cultural identification as a function of social context. Society for Personality and Social Psychology Annual Convention, San Antonio, TX.

Thomas A, **Saad CS** (2017). The relationship between bicultural identity integration and cultural attachment. Association for Psychological Science Convention, Boston, MA

Invited Conference and Colloquium Presentations

See RE, College of Pharmacy, University of South Carolina, Columbia SC, 10/10/17: "Mechanisms of oxytocin in the attenuation of psychostimulant addiction"

See RE, Department of Psychology, California State University, San Bernardino CA, 5/10/17: "New uses for an old hormone: Oxytocin as a potential treatment for psychostimulant addiction"

Saad, C. S., Partnership for Excellence Conference sponsored by The Santa Barbara Foundation, Fess Parker Doubletree Resort, Santa Barbara, CA, 04/13/17: "Implicit Bias"

Saad, C. S., Lead Where You Stand Conference, Westmont College, Santa Barbara, Santa Barbara, CA, 05/31/17:

“Understanding Difference: Implicit Bias and Its Impact on Our Leadership”

Saad, C. S., Gibbs, W. C., & Hahn, A. (2017). Joining forces: Combining self-affirmation and prediction to control the consequences of bias. Chair and speaker. Association for Psychological Science Convention, Boston, MA.

Gibbs, W. C., & **Saad, C. S.** (2017). Prediction of bias increases acknowledgement of positive stereotypes. Association for Psychological Science Convention, Boston, MA.

Saad CS, Fuller Seminary President’s Implicit Bias Workgroup, Fuller Theological Seminary, Pasadena, CA, 04/02/17: “Implicit Bias in Christian Contexts”

Major Student Honors Projects

VandeBunte, AM (2017) The effect of depression on the cognition of those with Alzheimer's and Parkinson's diseases.

Senior Research Projects

Jade Chambers (2017) How Does the Impact of Threat Affect Performance on Cognitive Tasks?

Branon C. Eusebio (2017) Social Support as a Buffer Against Cognitive Deficiencies.

Kaitlin Kinney (2017) How Music’s Ability to Decrease Stress is Altered When Music Preference is Taken into Account.

2016

Published Articles (Peer reviewed)

Malcolm R, Myrick H, Li X, Henderson S, Brady KT, George M, **See RE** (2016) Regional brain activity in abstinent methamphetamine dependent males following cue exposure. *Journal of Drug Abuse*; 2:1-7.

Taheri S, Xun Z, **See RE**, Joseph JE, Reichel CM (2016) Cocaine and methamphetamine induce opposing changes in BOLD signal response in rats. *Brain Research*; 1642:497-504.

Cox BM, Cope ZA, Parsegian A, Floresco SB, Aston-Jones G, **See RE** (2016) Chronic methamphetamine self-administration alters cognitive flexibility in male rats. *Psychopharmacology*; 233(12):2319-2327.

Leong KC, Zhou L, Ghee SM, **See RE**, Reichel CM (2016) Oxytocin decreases cocaine taking, cocaine seeking, and locomotor activity in female rats. *Experimental and Clinical Psychopharmacology*; 24(1):55-64.

Bernheim A, **See RE**, Reichel CM (2016) Chronic methamphetamine self-administration disrupts cortical control of attention and memory. *Neuroscience and Biobehavioral Reviews* 69:36-48.

Abstracts and Proceedings

Borrajo, DL, & **Rogers, SA** (2016) American Psychological Association Annual Convention, Denver, CO: “Married, widowed, single, or divorced? How Big 5 characteristics are associated with marital status.”

Fisher, J, & **Rogers, SA** (2016) International Neuropsychology Society Convention, Boston, MA: “How important is it to distinguish between specific visuospatial abilities in PD and AD?”

Harrison, C, & **Rogers, SA** (2016) International Neuropsychology Society Convention, Boston, MA: “Identifying the specific frontal-executive and processing speed deficits in Parkinson’s disease.”

Tzouris, T, & **Rogers, SA** (2016) American Psychological Association Annual Convention, Denver, CO: “The effects of agreeableness on the cognition of older adults.”

Tzouris, T, & **Rogers, SA** (2016) International Neuropsychology Society Convention, Boston, MA: “The effects of hallucinations on cognition in Alzheimer’s and Parkinson’s disease.”

Tzouris, T, & **Rogers, SA** (2016) International Neuropsychology Society Convention, Boston, MA: “The effects of hallucinations and delusions on the cognition of older adults.”

Zhou L, Sun WL, McGinty JF, **See RE** (2016) Oxytocin reduces cocaine seeking and reverses chronic cocaine-induced changes in GluA1 via Akt/GSK3 signaling. *Society of Biological Psychiatry 71st Annual Meeting*

Saad, C. S. (2016). The calming effect of cultural cues: Identity harmony moderates biculturals’ affective responses to cultural cues. Poster presented at the Association for Psychological Science Convention, Chicago, IL.

Saad, C. S. (2016). Stress-induced self-control depletion and implicit bias. Poster presented at the Society for Personality and Social Psychology Conference, San Diego, CA.

Songer, K. A.*, & **Saad, C. S.** (2016). The effect of bicultural identity harmony on cultural descriptions. Poster presented at the Association for Psychological Science Convention, Chicago, IL.

Stangeland, K.*, & **Saad, C. S.** (2016). Bicultural identity harmony as a function of social context. Poster presented at the Association for Psychological Science Convention, Chicago, IL.

VandeBunte, A.*, **Saad, C. S.**, & Eom, K. (2016). Biculturalism and abstract thinking. Poster presented at the Association for Psychological Science Convention, Chicago, IL.

Invited Conference and Colloquium Presentations

See RE, 30th CINP World Congress of Neuropsychopharmacology, Seoul, Korea, 7/5/16: "Oxytocin attenuates drug seeking in a model of psychostimulant addiction and relapse"

See RE, Department of Psychological & Brain Sciences, University of California, Santa Barbara CA, 1/7/16: "Oxytocin reduces motivated drug seeking for cocaine and methamphetamine"

Senior Research Projects

Danielle Borrajo (2016) Gender Differences and Similarities in Academic Performance; Is the Stereotype True?

Alysha Kim (2016) The Neuropsychology of Language in an Increasingly Globalized World: The Benefits of Bilingualism.

Jillian Lathrop (2016) Comparing Stress Modulated Cognitive Task Performance in College Students Based on Class Standing.

Jordan E. Petersen (2016) An Assessment of Positive Feedback and Stereotype Threat.

Cally M. Smith (2016) "I feel you": What Role Does Sensation Play in the Empathetic Response?

Talia A. Tzouris (2016) The Effects of Nature on Cognition and Prosociality.

2015

Published Articles (Peer reviewed)

Zhou L, Ghee SM, **See RE**, Reichel CM (2015) Oxytocin differentially affects sucrose taking and seeking in male and female rats. *Behavioural Brain Research*; 283:184-190.

Scofield MD, Trantham-Davidson H, Schwendt M, Leong KC, Peters JL, **See RE**, Reichel CM (2015) Failure to recognize novelty after extended methamphetamine self-administration results from loss of long-term depression in the perirhinal cortex. *Neuropsychopharmacology*; 40(11):2526-2535.

Saad, C. S., Meyer, O. L., Dhindsa, M., & Zane, N. (2015). Domain identification moderates the effect of positive stereotypes on Chinese American women's math performance. *Cultural Diversity and Ethnic Minority Psychology*, 21, 162-167.

Hughes, S., Lyddy, F., Kaplan, R., Nichols, A. L., Miller, H., **Saad, C. S.**, Dukes, K., & Lynch, A., (2015). Highly prevalent but not always persistent: Undergraduate and graduate students' misconceptions about psychology. *Teaching of Psychology*, 42, 34-42.

Abstracts and Proceedings

Harrison CE, & **Rogers SA** (2015) International Neuropsychology Society Convention, Denver, CO: "How do exercise and leisure differentially relate to frontal functions of older and younger adults?"

Limkeman R, & **Rogers SA** (2015) International Neuropsychology Society Convention, Denver, CO: "Ease up, study up, or forget about it: How neuroticism relates to learning, memory, and cognitive decline in older adults."

Nicodemus NE, & **Rogers SA** (2015) International Neuropsychology Society Convention, Denver, CO: "Does anxiety modulate the effect of education on older adults' cognitive abilities?"

Nicodemus NE, & **Rogers SA** (2015) American Psychological Association Annual Convention, Toronto, Canada: "How do the various features of depression impact verbal learning and memory?"

Rogers SA, Allen B (2015) International Neuropsychology Society Convention, Denver, CO: "Are older couples more similar or different in cognition?"

Rogers SA, Knevelbaard A (2015) International Neuropsychology Society Convention, Denver, CO: "The counterintuitive relationship between sleep quality and neuropsychological functioning in older adults."

Rogers, SA, Lowe, DA, & Albert, E (2015) International Neuropsychology Society Convention, Denver, CO: "How does a history of depression influence the current neuropsychological functioning of older adults?"

Cox BM, Bentzley BS, **See RE**, Reichel CM, Aston-Jones G (2015) Systemic oxytocin acts within the nucleus accumbens core to attenuate methamphetamine seeking. *American College of Neuropsychopharmacology Annual Meeting 54*

Saad, CS (2015) Bicultural identity harmony moderates the effect of cultural cues on cognitive depletion. Society for Personality and Social Psychology Conference, Long Beach, CA.

Mukai KJ, **Saad CS** (2015) And the beat goes on: Exploring potential effects of music tempo on the cognitive performance of introverts and extraverts. American Psychological Association Convention, Toronto, Ontario, Canada.

Invited Conference and Colloquium Presentations

Rogers SA (2015) American Psychological Association Annual Convention, Toronto, Canada: Chair of "Neurological disorders and religion" symposium.

Harrison CE, & **Rogers SA** (2015) International Neuropsychology Society Convention, Denver, CO: "Effects of leisure on cognition among older adults."

See RE, Drugs of Abuse and Mental Disease Conference, Fondazione Zardi Gori, Milan, Italy, 11/6/15: "Oxytocin as a potential pharmacotherapy for psychostimulant addiction"

Senior Research Projects

Elizabeth Cormode (2015) Testing theories of brain fatigue and ego depletion; A physiological approach using EEG.

Brianna Hardt (2015) The Effect of Disgust on Implicit Homosexual Bias.

Jennifer M. Jay (2015) Identifying Emotions: Studying the Ability to Distinguish and Identify Emotions Through Visual and Audio Stimuli.

Zaiah Jones (2015) Boys, Men, Manhood: Investigating the Influence of Spirituality on Male Identity Formation and Perceptions of Masculinity.

Victoria C. Kauffman (2015) Activating Mirroring Activity in Response to Emotionally Evocative Music.

John W. Miller Jr (2015) Investigating the Multicultural Experience-Creativity Link Using EEG.

Andrea Sargent (2015) The Impact of Religious Orientation and Gratitude on Prosocial Behavior.

2014

Published Articles (Peer reviewed)

Rogers, SA, & De Los Santos, H (2014) A stage-based model for understanding the psychology of revolts and revolutions. In J. H. Ellens, (Ed.), *Winning Revolutions: The Psychology of Successful Revolts for Freedom, Fairness, and Rights*. Westport, CT: Praeger.

Abstracts and Proceedings

Albert, E, & **Rogers, SA** (2014) American Psychological Association Convention, Washington, D.C: "Does a history of depression influence neuropsychological functioning among older adults?"

Allen, BL, & **Rogers, SA** (2014) American Psychological Association Convention, Washington, D.C: "Are married couples more similar or different in cognition?"

Allen, BL, & **Rogers, SA** (2014) International Neuropsychology Society Convention, Seattle, WA: "The relationship between the factors of the Beck Anxiety Inventory and executive functioning."

Mukai, K, & **Rogers, SA** (2014). American Psychological Association Convention, Washington, D.C: "Looking for a link between personality traits and face memory."

Rogers, SA (2014) International Neuropsychology Society Convention, Seattle, WA: "The cognitive benefits for older adults to be open to new experience."

Rogers, SA (2014) American Psychological Association Convention, Washington, D.C: "Does being open to new experience have cognitive benefits for older adults?"

Zuidema, ET, & **Rogers, SA** (2014) American Psychological Association Convention, Washington, D.C. *Learning to slow down, slowing down to learn: How leisure activities relate to neuropsychological functioning in older adults.*

Zuidema, ET, & **Rogers, SA** (2014) International Neuropsychology Society Convention, Seattle, WA: "Learning to slow down, slowing down to learn: How leisure activities relate to neuropsychological functioning in older adults."

Saad, C. S. (2014). Biculturalism from around the world: How various bicultural groups compare on bicultural identity integration. Society for Personality and Social Psychology Conference, Austin, TX.

Invited Conference and Colloquium Presentations

Zuidema, ET, & **Rogers, SA** (2014) American Psychological Association Convention, Washington, D.C: "The relationship between sleep and neuropsychological functioning in older adults."

Milner, C., Wilson, J, & **Gurney, AG**, Christian Society for Kinesiology and Leisure Studies, Messiah College, Mechanicsburg, PA, 2014: "The Science of Gratitude: Physical, Psychological, Spiritual and Pedagogical Benefits of Practicing Gratitude."

Saad, C. S. (2014). Implicit attitudes and motives: New correlates, measurement, and analysis of the IAT. Chair and speaker. American Psychological Association Convention, Washington, D.C.

Benet-Martínez, V., **Saad, C. S.**, & Moons, W. (2014). Differential affective responses to cultural cues by low and high harmony biculturals. Invited speaker for symposium "New Frontiers in Work and Management Research" (Chair: Steve Frenkel), Australia School of Business, University of New South Wales, Sydney, Australia.

Senior Research Projects

Ciara N. Turner (2014) How Emotional Load Affects Implicit Racial Attitudes and Behavior.

Jose Valle (2014) Does Socioeconomic Status Influence Willingness to Help Members of the Outgroup?

Mariana Marques Cheski (2014) No Way José: Hispanic Immigration and Modern Racism.

Katelyn J. Mukai (2014) And the Beat Goes On: Exploring Potential Effects of Music Tempo on the Cognitive Performance of Introverts and Extraverts.

Emily Petty (2014) The Effects of Aggression Primes and Attachment on Aggressive Behavior.

Annabelle Thomson (2014) The Effect of Race on Empathy Towards Female Victims of Sex Trafficking.

2013

Published Articles (Peer reviewed)

Gurney, AG (2013). Counseling Psychology. In N.P, Azari & A. Runehov (Eds.), *Encyclopedia of Sciences and Religions*. Germany: Springer.

Rogers, SA (2013) Do heaven and hell matter? How a Christian perspective on heaven and hell shapes our psychology. In J. H. Ellens, (Ed.), *Heaven, Hell, and the Afterlife: Eternity in Judaism, Christianity, and Islam*. Westport, CT: Praeger.

Rogers, SA, & Lowe, DA (2013) Neuropsychology. In N. P. Azari & A. Runehov (Eds.), *Encyclopedia of Sciences and Religions*. Germany: Springer.

Saad, C. S., Damian, R. I., Benet-Martínez, V., Moons, W. G., & Robins, R. W. (2013). Multiculturalism and creativity: Effects of cultural context, bicultural identity, and ideational fluency. *Social Psychological and Personality Science*, 4, 369-375.

Abstracts and Proceedings

Burns, C, & **Rogers, SA** (2013) American Psychological Association Convention, Honolulu, HI: "Importance of personal wellness: How exercise and leisure activities relate to memory."

Burns, C, & **Rogers, SA** (2013) American Psychological Association Convention, Honolulu, HI: "The differential effects of exercise and leisure on the personality, mood, and frontal executive functioning of younger and older adults."

Burns, C, & **Rogers, SA** (2013) International Neuropsychology Society Convention, Waikoloa, HI: "Importance of personal wellness: How exercise and leisure activities relate to memory."

Fox, S, & **Rogers, SA** (2013) International Neuropsychology Society Convention, Waikoloa, HI. "A look at the effects of marital status on global cognitive functioning in a non-clinical sample of elderly adults."

Lazor, B, & **Rogers, SA** (2013) International Neuropsychology Society Convention, Waikoloa, HI: "Does depression affect attention and processing speed in older adults?"

Rogers, SA (2013) International Neuropsychology Society Convention, Waikoloa, HI: "Does cognitive status influence older adults' spiritual importance?"

Saad, C. S., & Benet-Martínez, V. (2013). The mediating role of emotion regulation on the well-being of highly integrated biculturals. American Psychological Association Convention, Honolulu, HI.

Saad, C. S., Moons, W. G., & Benet-Martínez, V. (2013). Cultural cues, bicultural identity, and affect. Society for Personality and Social Psychology Conference, New Orleans, LA.

Invited Conference and Colloquium Presentations

Rogers, SA (2013) American Psychological Association Convention, Honolulu, HI: "Mapping the religious symptoms of schizophrenia."

Major Student Honors Projects

Harrison, CE (2013) Understanding the religious symptoms of schizophrenia.

Senior Research Projects

Michael J. Kwan (2013) Implicit and Explicit Similarity Attraction Effect Between Male and Female Caucasians.

Steven Hoon Lee (2013) The Effect of Minimizing Contextual Stimuli on Tolerance for Caffeine.

Joseph L. Sidebotham (2013) The Effects of Self-Efficacy on Cognitive Processing Speed and Executive Functioning.

Kristin L Swanson (2013) Programming in MATLAB to Facilitate Experimental Psychology Research.

Yiannoula Vlachos (2013) Color Psychology: The Effects of Emotionally Contrasting Colors, Images, and Words.

2012

Published Articles (Peer reviewed)

Kang, C, Lee, GJ, Yi, D, McPherson, S, **Rogers, SA**, Tingus, K, & Lu, PH (2012) Normative data for healthy older adults and an abbreviated version of the Stroop Test. *The Clinical Neuropsychologist*, 27:276-289.

Rogers, SA, Steen, L, & McGregor, K (2012) Acceptance. In D. F. Walker, (Ed.), *Spiritually-oriented interventions in child and adolescent psychotherapy*. American Psychological Association.

Saad, C. S., Sue, S., Zane, N., & Cho, Y. I. (2012). The relationship between education and ethnic minority factors in income among Asian Americans. *Asian American Journal of Psychology*, 3, 66-78.

Sue, S., Cheng, J., **Saad, C. S.**, & Chu, J. P. (2012). Asian American mental health: A call to action. *American Psychologist*, 67, 532-544.

Abstracts and Proceedings

Anders, M, & **Rogers, SA** (2012) Fuller Theological Seminary's Annual Integration Symposium, Schizophrenia and Human Flourishing: Science, Service, Community, and Church, Pasadena, CA: "Mental illness and spirituality."

Humes, SH, **Rogers, SA**, & Lowe, DA (2012) Annual Convention of the American Psychological Association, Orlando, FL: "Do diagnostic change and personality influence spiritual importance in older adults?"

Humes, SH, **Rogers, SA**, & Lowe, DA (2012) Annual Convention of the International Neuropsychological Society, Montreal, Canada: "Is there a connection between quality of life, personality, and frontal-executive functioning? Implications for cognitive impairment and preventative measures"

Lazor, B, **Rogers, SA**, & Lowe, DA (2012) Annual Convention of the American Psychological Association, Orlando, FL: "Personality differences and organizational strategy among older adults."

Lowe, DA, & **Rogers, SA** (2012) Annual Convention of the International Neuropsychological Society, Montreal, Canada: "Age differences in depressive symptoms among cognitively intact older adults."

Lowe, DA, & **Rogers, SA** (2012) Annual Convention of the International Neuropsychological Society, Montreal, Canada: "Extroversion impacts older adults' intelligence and frontal-executive functioning."

Lowe, DA, & **Rogers, SA** (2012) Annual Convention of the American Psychological Association, Orlando, FL: "Relationship of extroversion to intellectual and executive skills in older adults."

Rogers, SA, & Lowe, DA (2012) Annual Convention of the International Neuropsychological Society, Montreal, Canada: "Is there a relationship between spirituality and frontal-temporal functioning?"

Walker, DF, **Rogers, SA**, & McGregor, K (2012) Annual Convention of the American Psychological Association, Orlando, FL: "Spiritually-oriented interventions in child and adolescent psychotherapy."

Wolff, KL, **Rogers, SA**, & Lowe, DA (2012) Annual Convention of the International Neuropsychological Society, Montreal, Canada: "Influence of personality on diagnosis of cognitive impairment in older adults."

Yeatman, C, **Rogers, SA**, & Lowe, DA (2012) Annual Convention of the International Neuropsychological Society, Montreal, Canada: "Does gender buffer against visuospatial decline?"

Gabriel Saad, C. S., Benet-Martínez, V., Robins, R. W., & Moons, W. G. (2012). The effects of cultural frame switching and bicultural identity integration on ideal affect among biculturals. Society for Personality and Social Psychology Conference, San Diego, CA.

Invited Conference and Colloquium Presentations

Burns, C, & **Rogers, SA** (2012) Southern California Conferences for Undergraduate Research, CSU Channel Islands: "Importance of personal wellness: How exercise and leisure activities relate to memory."

Saad, C. S., Damian, R. I., Benet-Martínez, V., Moons, W. G., & Robins, R. W. (2012). Moderators and mediators of the link between biculturalism and creativity. Chair and speaker. American Psychological Association Convention, Orlando, FL.

Senior Research Projects

Hector F. De Los Santos (2012) The Intersection between Exercise and Self Control.

Lauren Lask (2012) Comparing the Cognition-Depleting Effects of Emotion Regulation and Self-Control of Eating.

Gretchen Ramos (2012) The Cholo's Redemption: The Reasons Gang Members Leave their Gangs.

Brianna Renfrow (2012) Cookies and Confessions: Does Ego-Depletion Affect the Likelihood of False Confessions?

Stephen Wertheimer (2012) Characterizing Sustained Attention Using the P300 and the Influence of Personality and Social Interactions on Vigilance Decrement.

Kelsey Wolff (2012) Self-Esteem Reserves and the Anti-Fat Bias.

Chase W. Yeatman (2012) Distributed vs. Massed Practice in Rats on the 5-CSRTT.

Appendix 14a

Psychology Department Survey 2018

Please answer as honestly and with as much detail as possible.

1. What year are you going to be in Fall of 2018?

Mark only one oval.

- Sophomore
 Junior
 Senior

2. How well does the department represent the different fields of Psychology?

Mark only one oval.

- Very well
 Well
 Ok. I would like to see more
 Poorly
 Very poorly

3. Do you feel there is a sufficient number of opportunities for student research?

Mark only one oval.

- Yes
 No
 Don't care
 Other: _____

4. What matters most to you about the laboratory courses in the Psychology department? (check all that apply)

Check all that apply.

- Learning to use SPSS, Excel, and other programs
 Learning to write APA-style reports
 Gaining experience with research methods
 The fact that the labs reinforce what's being taught in lecture
 Spending time with classmates in another setting
 Other: _____

5. How often do you see your psychology professors during office hours?*Mark only one oval.*

- Never
- 1-5 times a semester
- 6-10 times a semester
- 11-15 times a semester

6. If you use office hours, when do you tend to use them? (check all that apply)*Check all that apply.*

- When I have questions about assignments
- When I have questions about tests
- When I have advising questions or appointments
- When I want or need to discuss personal issues
- N/A
- Other: _____

7. How easily have you been able to see your professors when you need their help?*Mark only one oval.*

	1	2	3	4	5	
Not at all easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very easily

8. Did you attend the department Thanksgiving dinner this past year?*Mark only one oval.*

- Yes
- No
- I couldn't make it, but I wanted to be there

9. Would you like to see more opportunities for the department to get together as a group (like Thanksgiving dinner)?*Mark only one oval.*

- Yes
- Maybe
- No

10. Did you attend the curriculum vitae (CV) workshop this year?*Mark only one oval.*

- Yes
- No
- I couldn't make it, but I wanted to be there
- Other: _____

11. Did you attend the "Opportunities for Students to Get Involved" night with the laboratory coordinator?

Mark only one oval.

- Yes
- No
- I couldn't make it, but I wanted to be there
- Other: _____

12. Did you attend the "Career Night" with the faculty?

Mark only one oval.

- Yes
- No
- I couldn't make it, but I wanted to be there
- Other: _____

13. Do you feel the department provides enough opportunities for students to learn outside of the classroom? (e.g., Thanksgiving dinner, career night, UCSB speakers, etc.)

Mark only one oval.

- Yes
- Maybe
- No

14. If you answered "Maybe" or "No" in the previous question, what other opportunities would you like to see offered?

15. What do you think are the greatest strengths of the psychology department? (check all that apply)

Check all that apply.

- Professors
- Lecture courses
- Lab courses
- Research experiences
- Internship experiences
- Opportunities outside of the classroom

16. What do you think are the greatest weaknesses of the psychology department? (check all that apply)

Check all that apply.

- Professors
- Lecture courses
- Lab courses
- Research experiences
- Internship experiences
- Opportunities outside of the classroom
- Other: _____

17. What other comments would you like to pass along to the psychology department, so your program can be improved?

18. How much have you grown as a person as a result of being part of the Psychology program at Westmont?

Mark only one oval.

- Not at all
- A little
- Moderate amount
- A lot
- Extremely

Powered by



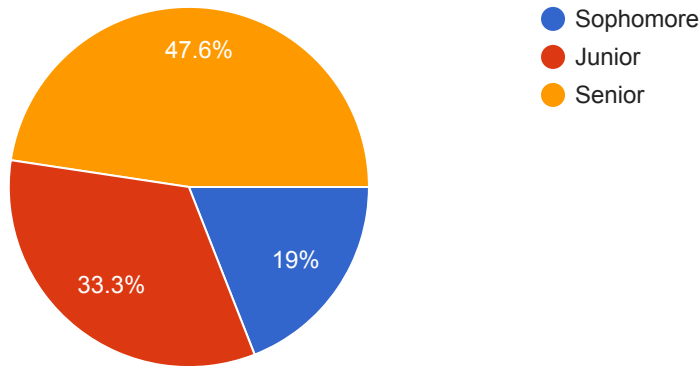
Appendix 14b

Psychology Department Survey 2018

21 responses

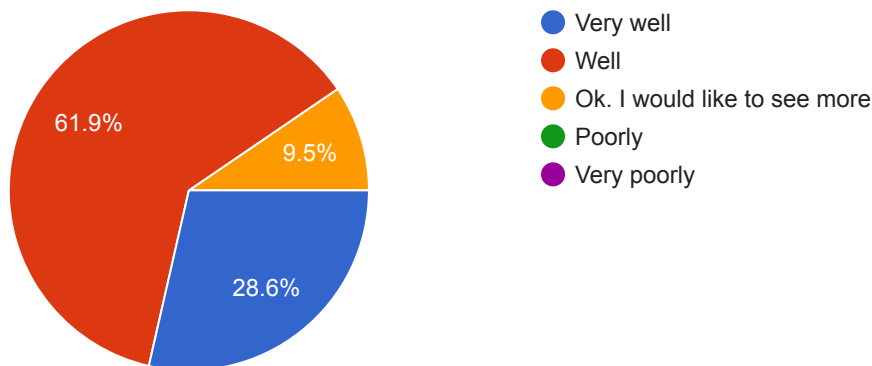
What year are you going to be in Fall of 2018?

21 responses



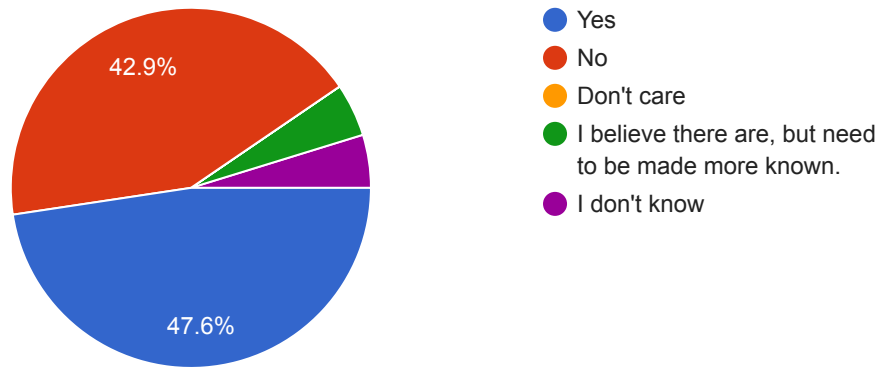
How well does the department represent the different fields of Psychology?

21 responses



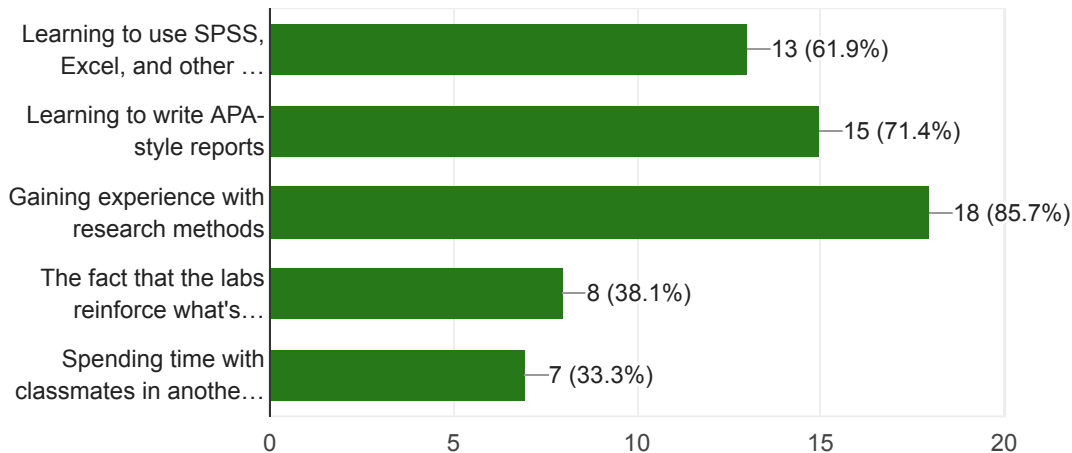
Do you feel there is a sufficient number of opportunities for student research?

21 responses



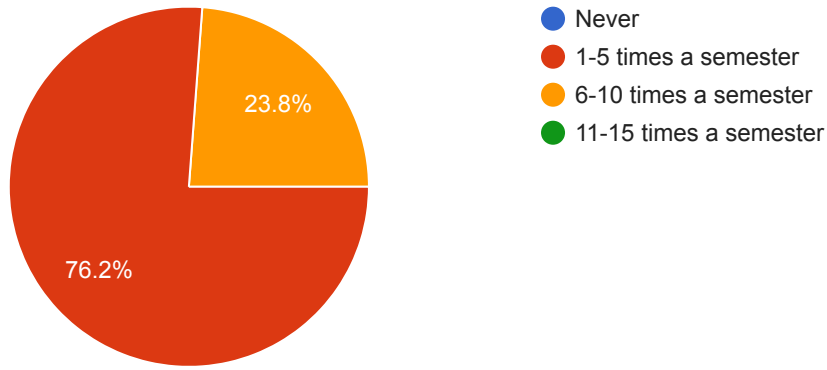
What matters most to you about the laboratory courses in the Psychology department? (check all that apply)

21 responses



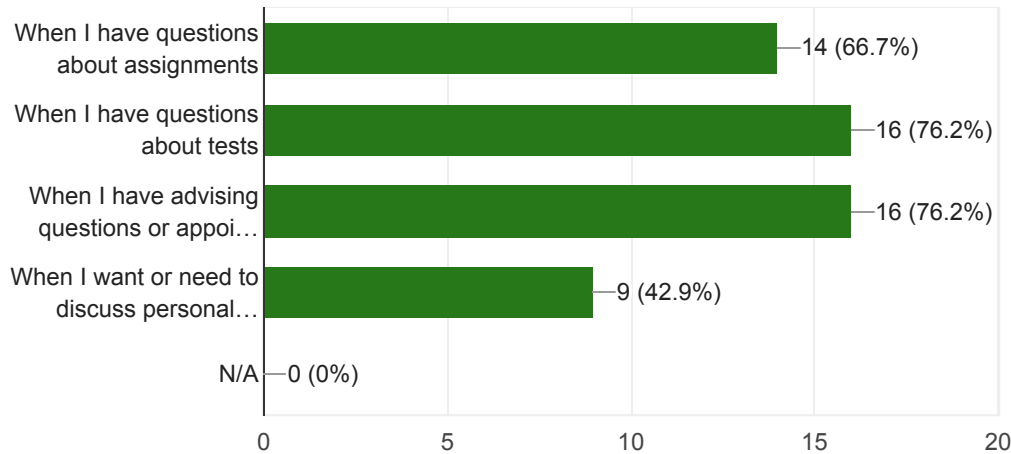
How often do you see your psychology professors during office hours?

21 responses



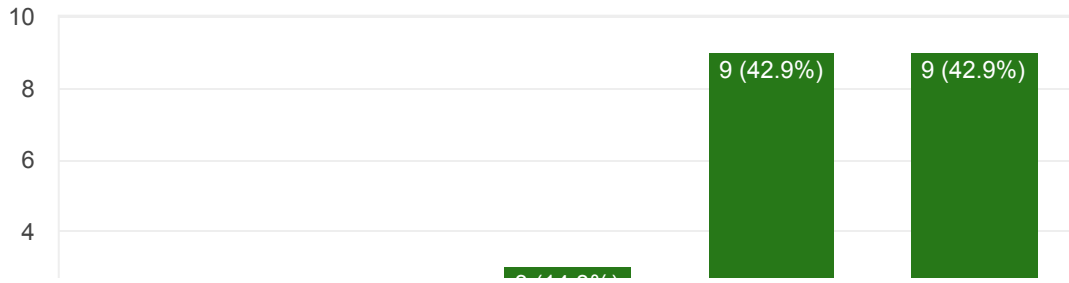
If you use office hours, when do you tend to use them? (check all that apply)

21 responses



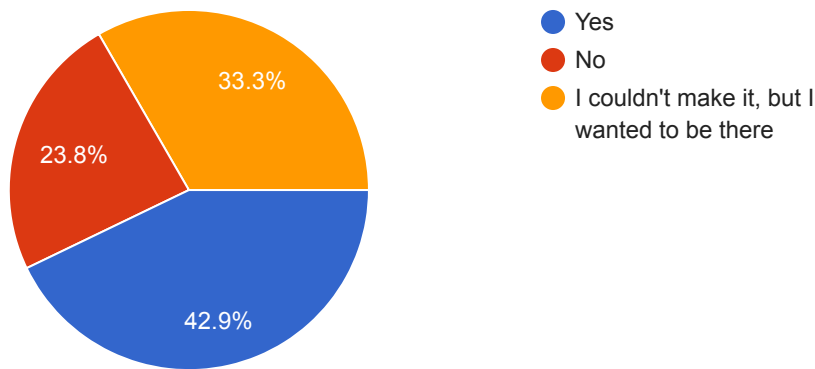
How easily have you been able to see your professors when you need their help?

21 responses



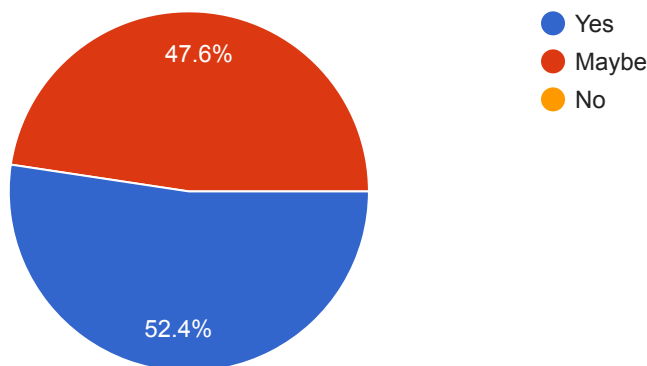
Did you attend the department Thanksgiving dinner this past year?

21 responses



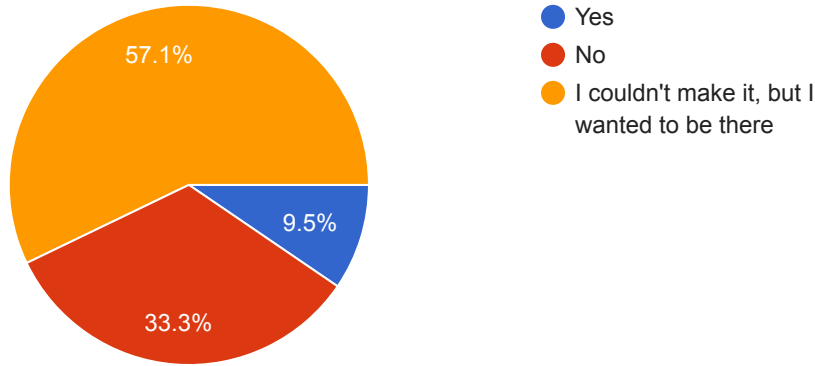
Would you like to see more opportunities for the department to get together as a group (like Thanksgiving dinner)?

21 responses



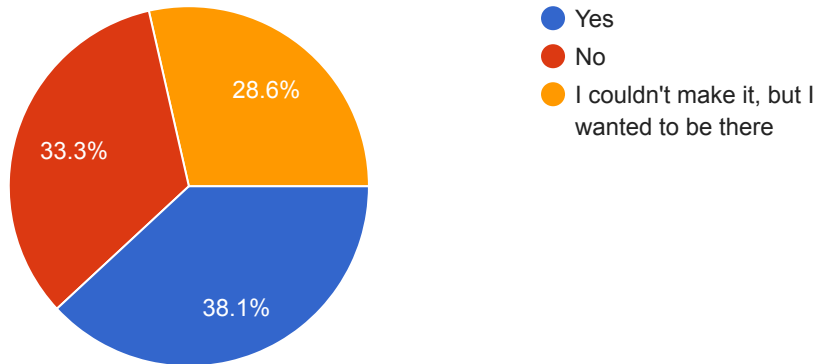
Did you attend the curriculum vitae (CV) workshop this year?

21 responses



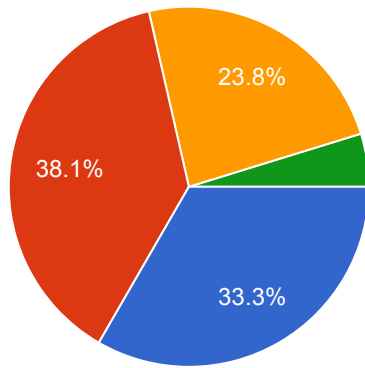
Did you attend the "Opportunities for Students to Get Involved" night with the laboratory coordinator?

21 responses



Did you attend the "Career Night" with the faculty?

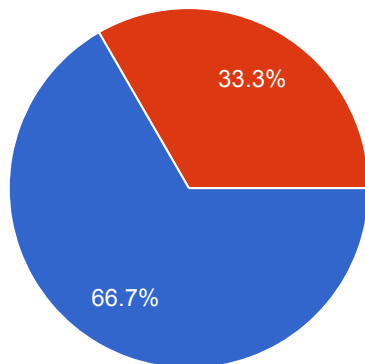
21 responses



- Yes
- No
- I couldn't make it, but I wanted to be there
- Didn't know about this one but would have loved to go!

Do you feel the department provides enough opportunities for students to learn outside of the classroom? (e.g., Thanksgiving dinner, career night, UCSB speakers, etc.)

21 responses



- Yes
- Maybe
- No

If you answered "Maybe" or "No" in the previous question, what other opportunities would you like to see offered?

3 responses

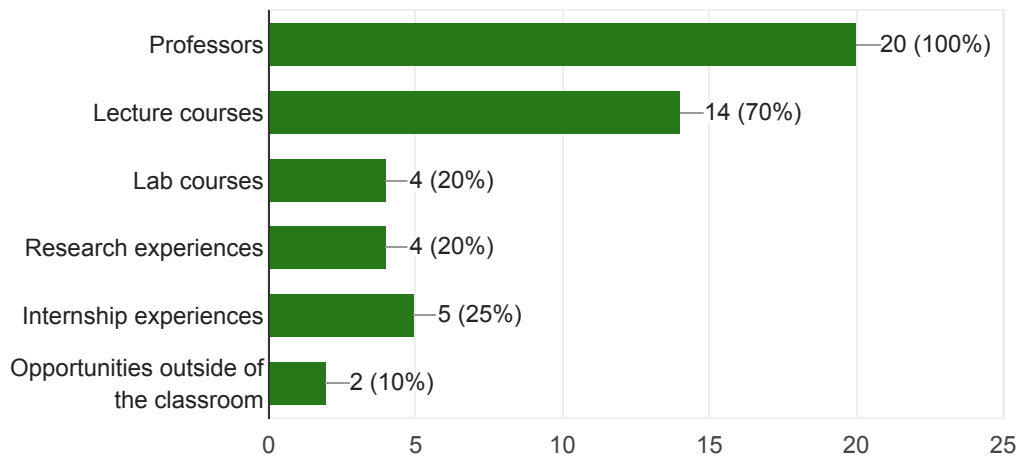
I don't think there were really any guest speakers to begin with. Dr. Sad is usually the only one who brings in guest speakers. It would be nice to have other speakers to speak on other fields in psychology

more department events throughout the semester, maybe events where the psychology professors all talk more about themselves and their specific experiences in the field

I would love to go to more career info night type events with people in different areas of psych- perhaps people who chose not to go to grad school or pursue research?

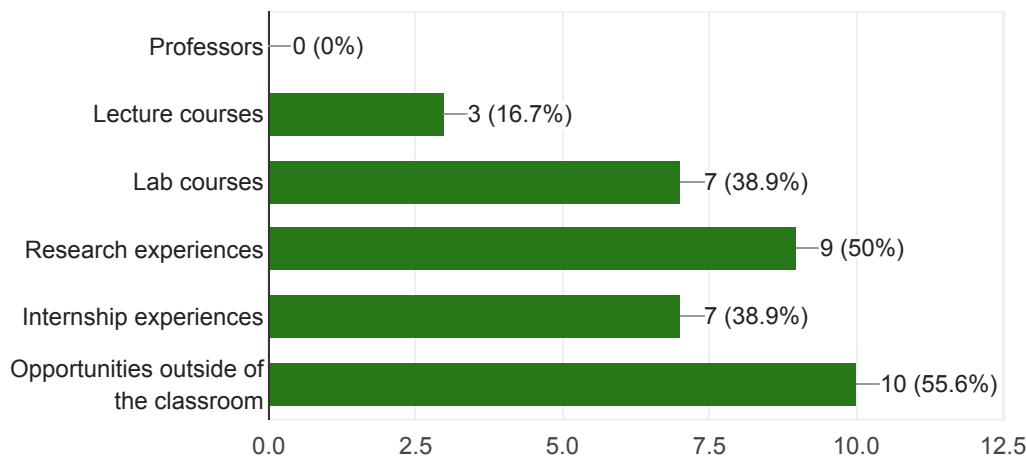
What do you think are the greatest strengths of the psychology department? (check all that apply)

20 responses



What do you think are the greatest weaknesses of the psychology department? (check all that apply)

18 responses



What other comments would you like to pass along to the psychology department, so your program can be improved?

4 responses

More help with finding practicum internships

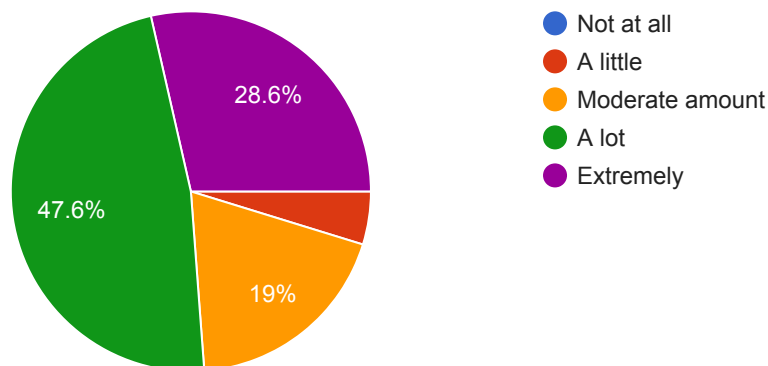
I think our department has some of the strongest faculty and student relationship opportunities - let's keep doing more! I'd also like to see more psychology discussions/panels talking about mental health and faith - I think active minds has done a great job with this.

The classes sometimes are just lectures and can be boring

In the labs it is crucial to learn how to use SPSS. We do not actually learn how to implement the analysis tool on our own in Experimental Psych. This makes it very difficult in other courses and I do not feel confident in my abilities for graduate school. This probably the biggest pitfall in the department. Also there should be more oral presentations. Even if they are one-on-one in the professors office hours (to save time). Ex: Each student researches a topic related to the course (various study, theory, famous psychologist, book review, etc.), writes a 3-4 page paper (4% of grade) and then they present the information in a 5-7 minute prepared speech (6% of grade). I don't care what the actual percentages are, but there should be more emphasis place on verbal communication aspect of the grade. Verbal communication skills (about psychology specific information) should developed over the years to hopefully increase the students ability to higher/deeper level issues or topics within their major.

How much have you grown as a person as a result of being part of the Psychology program at Westmont?

21 responses



Appendix 15 Review of library holdings

Liaison/Staffing:

The liaison for the Psychology Department has changed once over the last six years. Savannah Kelly was liaison until the end of 2013/14. After she left the College, Lauren Kelley took over as liaison.

Instruction:

The chart below shows the instruction sessions the Library has provided for the Department over the last six years.

	Total Sessions	Course Number	Semester	Course Title	Faculty Member	Librarian	Numbers of students	Notes
2017-2018	12	PSY-001	Spring	General Psychology	Carmel Saad	Jana Mayfield Mullen	37	
		PSY-001-1	Fall	General Psychology	Ron See	Lauren Kelley	39	
		PSY-001-1	Spring	General Psychology	Michael Klassen	Lauren Kelley	7	
		PSY-001-2	Spring	General Psychology	Michael Klassen	Lauren Kelley	21	
		PSY-001-3	Fall	General Psychology	Carmel Saad	Lauren Kelley	39	
		PSY-001-3	Spring	General Psychology	Carmel Saad	Lauren Kelley	37	
		PSY-013-1	Fall	Experimental Psychology	Carmel Saad	Lauren Kelley	37	
		PSY-111-1	Spring	History and Systems of Psychology	Ronald See	Lauren Kelley	23	
		PSY-121-1	Fall	Psychology of Learning	Brenda Smith	Lauren Kelley	8	
		PSY-122-1	Spring	Social Psychology	Carmel Saad	Lauren Kelley	21	
		PSY-132-1	Spring	Cultural Psychology	Carmel Saad	Lauren Kelley	18	
		PSY-001	May Term	General Psychology	Carmel Saad	Jana Mayfield Mullen	5	one-on-one research

								consultations
2016-2017	13	PSY 001-3	Fall	General Psychology	Sandra Kenny	Lauren Kelley		40
		PSY-001	Spring	General Psychology	Ronald See	Lauren Kelley		31
		PSY-001	May Term	General Psychology	Carmel Saad	Lauren Kelley		14
		PSY-001	Spring	General Psychology	Carmel Saad	Lauren Kelley		42
		PSY-001-1	Fall	General Psychology	Ronald See	Lauren Kelley		36
		PSY-001-2	Fall	General Psychology	C Saad	Lauren Kelley		39
		PSY-001-2	Fall	General Psychology	C Saad	Lauren Kelley		39
		PSY-001-3	Fall	General Psychology	Sandra Kenny	Lauren Kelley		40
		PSY-013-1	Fall	Experimental Psychology	C Saad	Lauren Kelley		37
		PSY-111	Spring	History & Systems of Psychology	Ronald See	Lauren Kelley		23
		PSY-121-1	Fall	Psychology of Learning	Brenda Smith	Lauren Kelley		5
		PSY-122	Spring	Social Psychology	Carmel Saad	Lauren Kelley		14
		PSY-132-1	Fall	Cultural Psychology	C Saad	Lauren Kelley		16
2015-2016	8	PSY-001-3	Fall	General Psychology	Ron See	Lauren Kelley		27
		PSY-001-4	Fall	General Psychology	Ron See	Lauren Kelley		12
		PSY-001-1	Fall	General Psychology	Brenda Smith	Lauren Kelley		34
		PSY-132	Fall	Cultural Psychology	Ron See	Lauren Kelley		21
		PSY-013	Fall	Experimental Psychology	Carmel Saad	Lauren Kelley		15
		PSY-001	Fall	General Psychology	Carmel Saad	Lauren Kelley		16
		PSY-001	Spring	General Psychology	Carmel Saad	Lauren Kelley		32

		PSY-122	Spring	Social Psychology	Carmel Saad	Lauren Kelley	11	
2014-2015	12	PSY-013	Fall	Experimental Psychology	Carmel Saad	Lauren Kelley	26	
		PSY-121	Fall	Psychology of Learning	Brenda Smith	Lauren Kelley	8	
		PSY-001-1	Fall	General Psychology	Brenda Smith	Lauren Kelley	26	
		PSY-001-3	Fall	General Psychology	Wendy Eichler	Lauren Kelley	35	
		PSY-001-2	Fall	General Psychology	Carmel Saad	Lauren Kelley	33	
		PSY-001-2	Spring	General Psychology	Wendy Eichler	Lauren Kelley	33	
		PSY-111-1	Spring	History & Systems	Brenda Smith	Lauren Kelley	21	
		PSY-122-1	Spring	Social Psychology	Carmel Saad	Lauren Kelley	10	
		PSY-001-3	Spring	General Psychology	Carmel Saad	Lauren Kelley	36	
		PSY-150	Spring	Psychology of Emotion	Carmel Saad	Lauren Kelley	13	
		PSY-001	May Term	General Psychology	Carmel Saad	Lauren Kelley	15	
		PSY-001	Summer Scholars	General Psychology	Ron See	Lauren Kelley	14	
2013-2014	5	PSY-001	Fall	General Psychology	Carmel Saad	Savannah Kelly	not available	
		PSY-121	Fall	Psychology of Learning	Brenda Smith	Savannah Kelly	not available	
		PSY-122	Spring	Social Psychology	Carmel Saad	Savannah Kelly	not available	
		PSY-001	Spring	General Psychology	Carmel Saad	Savannah Kelly	not available	
		PSY-001	Spring	General Psychology	Brenda Smith	Savannah Kelly	not available	

2012-2013	9	PSY 001-1	May Term	General Psychology	Carmel Saad	Savannah Kelly	11	
		PSY 001-1	Spring	General Psychology	Carmel Saad	Savannah Kelly	29	
		PSY-001-3	Fall	General Psychology	Carmel Saad	Savannah Kelly	38	2 sessions
		PSY-013-1	Fall	Experimental Psychology	Carmel Saad	Jana Mayfield Mullen	22	
		PSY-111	Spring	History & Systems	Brenda Smith	Savannah Kelly	12	
		PSY-120	Spring	Cognitive Psychology	Brenda Smith	Savannah Kelly	12	
		PSY-121	Fall	Psychology of Learning	Brenda Smith	Savannah Kelly	10	
		PSY-122	Fall	Social Psychology	Carmel Saad	Savannah Kelly	22	

Resources purchased:

A discussion with the Psychology Department after their last Six Year Review brought to our attention the Department's desire for access to more journals. In order to meet this desire, the Library subscribed to an Elsevier Psychology Database in 2013/14 and dropped some individual journal subscriptions to accommodate for the increase in subscription costs. An evaluation of the print collection in the Library and currently purchased resources is scheduled for 2018/19 and it is hoped the Psychology Department will partner with the Library on this endeavor.

The charts below show the last six years of expenditures and total amount of titles purchased by the Library for the Psychology Department.

Year (total library book budget)	books/media (cost)	books/media (number)	standing orders (cost)	standing orders (number)	journals purchased (cost)	journals purchased (number)	eresources purchased (cost)	eresources purchased (number)
2017-2018 (42,000)	1,410.86	32	238	2	2543	4	7489.65	2
2016-2017 (42,000)	1,551.27	41	238	2	2283	4	7201.95	2
2015-2016 (45,000)	1,557.17	40	238	2	2219	5	6,274.32	2
2014-2015 (45,000)	1622.24	32	467.6	3	1979	5	21518.23	3
2013-2014 (41,000)	1,303.85	20	314.28	3	1979	5	8535.33	3

2012-2013 (47,800)	1,000.09	20	231	2	11897	14	5265.36	2
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	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Journals						
Child Development	685	727	727	822	872	970
Cognition	2095	dropped b/c in Elsevier package				
Cognitive Psychology	935	dropped b/c in Elsevier package				
Developmental Review	591	dropped b/c in Elsevier package				
Journal of Applied Behavior Analysis	110	dropped b/c in Elsevier package				
Journal of Clinical Psychology	1032	1094	1094	1236	1303	1465
Journal of Experimental Child Psychology	1816	dropped b/c in Elsevier package				
Journal of Memory and Language	1297	dropped b/c in Elsevier package				
Journal of Psychology and Christianity	97	102	103	105	108	108

Journal of Psychology and Theology	56	56	56	56	dropped b/c available online through databases	
Journal of the History of the Behavioral Sciences	537	dropped b/c in Elsevier package				
Mental Health Religion and Culture	1306	dropped b/c in Elsevier package				
Monographs of Society for Research in Child Development	c/w sub to Child Development	c/w sub to Child Development	c/w sub to Child Development	c/w sub to Child Development	c/w sub to Child Development	c/w sub to Child Development
Perception	1340	dropped b/c in Elsevier package				
Databases						
Elsevier Psychology Collection		2434.83 (prorated for the year dropped single Elsevier subscriptions)	15,485	moved to broader Elsevier collection, now out of general fund at 16,414.10		
ProQuest (CSA) PsycArticles	3,044.00	3,328.50	3,292.89	3,424.72	3964.8	4123.35
ProQuest (CSA) PsycInfo	2,221.36	2,772.00	2,740.34	2,849.60	3237.15	3366.3
standing Orders						
ADVANCES IN EXPERIMENTAL SOCIAL	231	238	238	238	238	238

PSYCHOLOGY						
INTERNATIONAL SERIES IN THE PSYCHOLOGY OF RELIGION		76.28				
MENTAL MEASUREMENTS YEARBOOK			229.6		dropped	
TESTS IN PRINT					dropped	

Appendix 16 - Annual Budget (2017-2018)

Unrestricted Balances

As of 5/31/2018

Object	Month-To-Date Actual	Year-To-Date Actual	Year-To-Date Encumbrances	YTD Actual + Encumbrances	Fiscal Year Adj. Budget	Variance Fav. / (Unfav.)
Fund 11 -- Operations						
Department 24800 -- Psychology						
Expenditures - Operations						
50113 -- Summer research fellowships	4,000.00	6,242.50	0.00	6,242.50	1,590.00	-4,652.50
51410 -- Student wages	210.10	5,669.82	0.00	5,669.82	6,447.00	777.18
52110 -- Printing and reprographics	33.00	2,257.09	0.00	2,257.09	3,330.00	1,072.91
52310 -- Postage	0.00	16.38	0.00	16.38	830.00	813.62
52410 -- Hospitality	2,102.11	4,033.12	0.00	4,033.12	2,020.00	-2,013.12
52610 -- Contracted services	963.33	2,601.12	0.00	2,601.12	-0.10	-2,601.22
52630 -- Equipment rental	0.00	0.00	0.00	0.00	60.00	60.00
52631 -- Media equipment rental	0.00	0.00	0.00	0.00	1,860.00	1,860.00
53010 -- Supplies and materials	107.74	493.92	0.00	493.92	0.00	-493.92
53012 -- System software and maint fee	0.00	0.00	0.00	0.00	0.00	0.00
53020 -- Supplies materials classroom	300.40	2,726.17	0.00	2,726.17	6,410.00	3,683.83
53028 -- Lab Supplies	0.00	1,883.09	0.00	1,883.09	0.00	-1,883.09
53110 -- Minor furniture and equipment	34.26	34.26	0.00	34.26	0.00	-34.26
54010 -- Professional development	0.00	0.00	0.00	0.00	0.00	0.00
54020 -- Business travel	28.41	839.87	0.00	839.87	570.00	-269.87
55050 -- Telephone long distance	0.00	0.00	0.00	0.00	250.00	250.00
58510 -- Outstanding advances	0.00	0.00	0.00	0.00	0.00	0.00
58910 -- Member dues and subscriptions	0.00	237.55	0.00	237.55	180.00	-57.55
60000 -- Transfers	0.00	-5,611.00	0.00	-5,611.00	-5,611.00	0.00
Total Expenditures - Operations	7,779.35	21,423.89	0.00	21,423.89	17,935.90	-3,487.99
Total Psychology	-7,779.35	-21,423.89	0.00	-21,423.89	17,935.90	-3,487.99
Total Operations	-7,779.35	-21,423.89	0.00	-21,423.89	17,935.90	-3,487.99

Selection Criteria: Fund = 11; Department = 24800 Filtered By: None

Appendix 17
Inventory of educational effectiveness indicators

Department or Program:

Psychology

Have formal learning outcomes been developed? (Y/N)

Yes

Where are these learning outcomes published?

<https://www.westmont.edu/departamental-program-reviews/program-review-psychology>

Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?

Outcome	Evidence
PLO #2 Scientific Research Methods and Skills	Students successfully performed multiple database searches when asked to refine research questions and identify answers within the literature when assessed in 2013-2014. Additionally, in 2016-2017 students recognized creative aspects of theory construction and experimental design and demonstrated creativity in their own disciplinary work.
PLO #4 Values and Character	A survey was administered and completed in 2012-2013 by recent psychology or neuroscience alumni and alumni indicated positive changes in their religious and spiritual beliefs, understandings, and practices while at Westmont and since graduation. In 2014-2015 internship site supervisors were interviewed about the psychology department student intern and results indicated that 97% of senior psychology students enrolled in the Capstone Practicum course were engaged and open to new experiences at their internships.
PLO #5 Applications	Evidence was gathered in 2015-2016 by constructing and administering a survey in one of the three psychology capstone courses; students rated themselves as displaying behavior that was civil and having a positive influence on the community.

Who interprets the evidence? What is the process?

The entire department is involved in interpreting the evidence. Depending upon the specific assessment, ratings are initially completed either separately or collectively and then discussed and vetted among all department members.

How are the findings used?

The assessment results give the department a more targeted and specific sense of our student's abilities and areas for growth, and thus, ways in which our courses, internships,

and research opportunities can be more targeted to increase student growth and development as scholars and citizens of a global world.

Outcome	Example Use of Findings
PLO #2	Beginning Fall of 2014, the department began providing students with additional training and explicit teaching on experimental design in our Capstone Senior Research Course.
PLO #4	Findings from assessing <i>Values and Character</i> prompted the department to think about further assessment of students' appreciation and value for the scientific method or their commitment to ethical standards.
PLO #5	Continue to provide a strong, holistic, multi-faceted engagement at the community level with our organized practicum and internship opportunities offered through the department

Date of last program review for this degree program?

September 2017