This annual progress report covers the department's assessment efforts from Fall, 2007 through Spring, 2008. The student learning outcomes on which we have been working originated in the department's self-study that was completed May, 2000. This year, besides assessing two of our existing student learning outcomes, we identified new student learning outcomes that we will be working on in the coming years. We also developed a mission statement.

I. Mission Statement, Student Learning Goals, and Student Learning Outcomes

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

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

B. Existing Student Learning Outcomes (SLOs)
This year we focused on two SLOs, improving students' writing performance and reducing plagiarism in students' work.

SLO 1: Improve Students' Writing Performance

Review of Goal Rationale and Strategies:
In 2000, faculty found that most students generally performed poorly on writing assignments at any level of the program and on many dimensions, including the following:
- basic writing skills such as grammar and clear, meaningful communication;
- ability to distinguish among writing genres and choose the appropriate one for psychology assignments;
- familiarity with and use of APA writing style (scientific style of communication) and APA editorial style (formatting guidelines); and
- ability to evaluate, analyze, and synthesize information from a number of sources.

Programming and Pedagogical Strategies (Inputs)
Since 2000, the department has implemented a program of improvement by focusing first on General Psychology. In these course sections, writing assignments were developed that explicitly required basic writing skills and the APA styles.

Outcomes—Data and Interpretation
Instructors' Impressions. In General Psychology, students continue to be about as poor as they've always been on their first papers, with deficiencies in all the skill areas listed in the *Rationale* section, above. By the end the semester, however, many students show improvement in writing

and formatting skills.

In the upper division courses, students are better writers than they have been in the past. There are fewer instances of information organized into the wrong section in lab reports, and fewer formatting errors. These improvements are also occurring in History & Systems (PSY 111) and Senior Research (PSY 197/198). In these latter courses, however, instructors are still not seeing much analysis, critique, or evaluation in students' papers, and there are still more APA formatting errors than there should be in papers of experienced writers.

Writing Grades. In the General Psychology sections that use a standard grading criterion as the students get additional practice, scores on students' papers do not necessarily improve from the first paper assignment to the last. In one instructor's sections, students' scores decreased, on average, almost 1 percentage point from the first to the last assignment. A breakdown of scores by grade earned indicates that the percentage of As earned decreased 11% from the first to the last assignment, although the percentage of Ds also decreased, by 2%. In another section of General Psychology, 22 students improved from the first to the last assignment; 5 remained the same; and 3 declined in performance.

Finally, in an upper division (PSY 140) course, scores on two writing assignments increased 3 percentage points from the first to the second.

This year, faculty also reviewed student papers from different sections of General Psychology and other courses in their annual assessment department meeting. The purpose of this exercise was to consider similarities and differences in grading and written comments among the instructors (see department meeting minutes, shared drive, Hanalei/PsychDeptShare/PsychDept/Dept Meetings/DeptMtg5-7-08.doc).

What Have We Learned and What Do We Do Next (Closing the Loop)?
Assignments that let students practice improving their papers based on feedback from previous assignments seem to be most effective.

We're seeing some increased proficiency in the use of APA style as students move through a course and their academic program, but this improvement is not consistent across all sections of General Psychology.

In addition, focus should probably be shifted to the upper division courses where not much analysis, critique, or evaluation is occurring in students' papers. Ways to improve these aspects of students' writing should be identified and discussed.

SLO 2: Reduce Plagiarism in Students' Work

Review of Goal Rationale and Strategies:
Plagiarism is a problem among all ranks of students. Since 2004, the department has been using the College policy on plagiarism. The primary focus is on General Psychology, although developmental steps were defined in the May, 2004, program review proposal.

Programming and Pedagogical Strategies (Inputs)
The following strategies were identified as ways to help reduce plagiarism in our courses, although not all have been implemented.
- In General Psychology, instructors:
    a) Put a standard statement about plagiarism in their syllabus (all) and discuss consequences with students
    b) Teach what plagiarism is, how students can avoid plagiarizing and how they can detect it in their

own work (all)
c) Require students to download and read the new document, and sign an agreement that they acknowledge the consequences and would abide by the policy. (some)
d) Develop exercises in recognizing plagiarism, proper paraphrasing, and acknowledging sources properly (some)
e) Structure assignments so as to encourage the development of good habits of note-taking, checking for plagiarism, and acknowledging sources properly (some)
f) Provide enough assignments that students can practice developing their skills throughout the semester (all)

Assessment Strategies:
- Evaluate results of exercises in recognizing plagiarism, proper paraphrasing, and acknowledging sources properly
- Evaluate papers for presence of plagiarism (numbers of papers that are plagiarized)

Outcomes—Data and Interpretation
Writing Assignments, General Psychology. Examination of the data in a section of General Psychology in Fall, 2007, verify, as was discovered earlier, that students do need instruction in what plagiarism is and how to avoid it. Almost 28% of students plagiarized on their first writing assignment. This number is significantly lower than in previous semesters (at least 72%). It is unknown whether this is specific to this General Psychology section or whether students are better informed about plagiarism.

Most instances of plagiarism would be classified as "minimal" (See definitions in Westmont's Plagiarism Policy). On the second assignment, 25% plagiarized, and when allowed to rewrite the paper, only 4 (10%) persons plagiarized again. On a third assignment, with no opportunity for rewriting, 4 (10%) plagiarized, and 3 were repeat offenders.

What Have We Learned and What Do We Do Next (Closing the Loop)?
The department supports the existence of an explicit, clear policy on plagiarism, but the data show that this is not sufficient. Knowing about plagiarism isn't enough to help students avoid plagiarism, as shown by the fact that quite a few students plagiarize on their first assignment, even after being instructed. The evidence suggests that two things seem to reduce (and, together, perhaps even eliminate) plagiarism:
- Repeated practice in avoiding plagiarism throughout a course for which the policy is consistently applied; and
- Explicit teaching and re-teaching on the topic (rather than simply expecting that students will read and learn it).

During the 2007-2008 academic year, department members used the services of turnitin.com to evaluate its plagiarism-checking abilities. This service continues to be a time-saver for the summary of APA formatting and is helpful in picking up instances of student-to-student plagiarism. Student reviewers were used again this year and their work was more consistent both within and across student papers.

C. New Student Learning Outcomes Set by the Department in May, 2008 (see department meeting minutes, shared drive, Hanalei/PsychDeptShare/PsychDept/Dept Meetings/DeptMtg5-7-08.doc and DeptMtg5-8-08.doc)

1. **Knowledge Base**. Students will be able to articulate both (a) the structure of the academic discipline of psychology and (b) the key elements of content within a wide variety of areas within psychology, integrating them with each other, with other academic disciplines, and with the Christian faith. Students will also be familiar with career/vocation options in psychology and psychology-related fields.

2. **Scientific Research Methods and Skills**. Students will be able to recognize, describe, and implement a wide variety of research methods and skills common to the psychological sciences.

3. **Written and Oral Communication Abilities**. Students will be able to read, write, and speak in genres appropriate to the academic discipline of psychology.

4. **Values and Character**. Students will value, appreciate, and welcome, through understanding and demonstrative action,
   a. *scientific methods*. Students will see empirical, evidence-based methods as essential and as complementary to other methods of knowing.
   b. *ethics*. Students will be committed to high ethical standards, including professional, discipline-specific domains and their own personal lives.
   c. *faith*. Students will understand the role of faith in shaping worldviews (both their own and others'), appreciating the importance of sound theological thinking and the centrality of the Christian faith.
   d. *diversity and variability*. Students will understand the importance and desirability of a diversity of perspectives and backgrounds (including ethnic, sociocultural, and gender diversity).
   e. *ambiguity*. Students will embrace (or at least tolerate) ambiguity, being comfortable without closure or black-and-white answers, and valuing questions as much as answers.

5. **Applications**. Students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include:
   a. *personal* (personal development, relationships, personal experience, career choice, etc.)
   b. *family and community*
   c. *societal/global concerns and issues*
   d. *faith and theology*
   e. *integration of other academic disciplines*

In addition to identifying these outcomes, the department also selected benchmarks, based on Dunn, McCarthy, Baker, Halonen and Hill (2007) to pinpoint different levels of development (See Table 1, next page, for details). Besides the benchmarks for each student learning outcome, benchmarks were also identified for each of the subgoals within each outcome (see Tables 2-6). Using these benchmarks, the department can easily characterize an individual student's progress on that outcome, or "averaging" across students, can characterize the program for that outcome.

Dunn, D. S., McCarthy, M. A., Baker, S., Halonen, J. S., & Hill, IV, G. W. (2007). Quality benchmarks in undergraduate psychology programs. *American Psychologist, 62*(7), 650-670.

Table 1. Benchmarks for Psychology Department Student Learning Outcomes

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

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

Student Learning Outcome	Underdeveloped	Developing	Effective	Distinguished
Structure of Discipline	Recognizes few subdsciplines of psychology	Recognizes some major traditional subdisciplines of psychology	Can describe major traditional subdisciplines of psychology	Can describe a wide variety of traditional and emerging subdisciplines of psychology
Key Content Elements	Recognizes few of the core concepts, theories, classic experiments, and historical milestones of psychology	Recognizes some core concepts, etc., in a small number of areas of psychology	Can describe major core concepts, etc., in several areas of psychology	Can articulate a wide variety of core concepts, etc., with depth and clarity
Integration Of Subdisciplines	Shows little awareness of connections between subdisciplines of psychology	Recognizes connections between some major traditional subdisciplines	Can describe interrelations between most major traditional subdisciplines	Can creatively and thoughtfully describe interrelations of multiple subdisciplines
Integration With Other Fields	Shows little awareness of the relationship between psychology and other academic fields	Recognizes points of contact between psychology and a small number of other fields	Can articulate points of contact between psychology and several other academic disciplines	Thoughtfully, creatively, and critically articulates points of contact between psychology and a wide variety of academic disciplines
Integration with Christian Faith	Minimal ability to articulate traditional areas of interaction between faith/theology and psychology	Recognizes a small number of traditional areas of interaction between faith/theology and psychology	Can articulate many areas of interaction between faith/theology and psychology	Thoughtfully, creatively, and critically articulates wide variety of points of contact between faith/theology and psychology
Career/Vocational Options	Is generally unaware of career or graduate school options for psychology majors	Recognizes primary career and graduate school options for psychology majors	Can describe a wide variety of career and graduate school options for psychology majors	Can describe a wide variety of career paths inside and outside of psychology appropriate for psychology majors

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

Student Learning Outcome	Underdeveloped	Developing	Effective	Distinguished
Statistics	Cannot recognize, describe or interpret basic descriptive and inferential statistics	Recognizes, describes, interprets basic descriptive statistics; can apply learned skills under identical situations, but is still learning to apply appropriate inferential statistics	Recognizes, describes, understands, interprets inferential and descriptive statistics; can implement a variety of statistical methods	Recognizes, describes, interprets, and implements a variety of statistical methods, including those that are more advanced.
Research Designs	Cannot develop basic research designs; cannot distinguish between different types of variables; unable to recognize confounding variables; cannot operationalize psychological constructs	Can develop and apply basic research designs under identical situations; can identify confounding variables and operational definitions with guidance	Can develop basic research designs; can distinguish between different types of variables; able to recognize confounding variables; can operationalize psychological constructs	Develops innovative and elegant research designs; can develop complex designs and operational definitions when appropriate
Data Presentation	Cannot develop a clear and concise poster presentation; is unable to summarize efficiently; unable to field questions	Can develop a clear and concise poster presentation with guidance; able to summarize when given guidance; able to field familiar questions	Can develop a clear and concise poster presentation; can summarize for both lay people and experts	Develops a creative, clear and concise poster; articulately summarizes and fields questions from both lay people and experts
Research Questions and Hypotheses	Unable to glean research questions from theory; unable to translate question into hypothesis	Able glean unimaginative research questions from theory; able to translate questions in to hypothesis within familiar situations with guidance	Able to glean interesting and original research questions from theory; able to create hypotheses from these questions.	Gleans creative, thoughtful and original research questions from theory; can create creative hypotheses from these questions

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

Student Learning Outcome	Underdeveloped	Developing	Effective	Distinguished
Empirical Research Report	Can write the bare outlines of a research report but does not organize the information into the appropriate sections	Writes a research report that is somewhat rambling in presentation; attempts to get information into the proper sections but isn't always successful	Is concise and focused in presentation; is organized appropriately; the proper information is in the proper sections for the most part	Is concise and focused in presentation; is organized appropriately; presentation is creative but appropriate; the proper information is in the proper sections
Review Paper	Does not know how this differs from an empirical research report;	Is unsure of how to write a review paper but can follow directions to write a paper that summarizes the literature	Writes a review paper that mostly summarizes the literature but has some elements of evaluation, synthesis, and analysis	Reviews literature creatively using summation, evaluation, synthesis, and analysis
Popular Scientific Writing	Does not know how the genre differs from review papers or empirical research reports	Has some understanding of how the genre differs from the others; paper can be written with direction but is not adjusted for the audience	Understands how the genre differs from the others; can write a paper that is adjusted for the audience for the most part	Understands how the genre differs from the others; paper is well-written and creative; adjusts presentation appropriately to the audience
Poster Presentation	Poster is amateurish in presentation and missing critical information; presenter is unprepared, and cannot answer questions coherently	Poster is amateurish in presentation and missing some information; presenter shows lack of preparation, and has difficulty answering questions	Poster approaches professional presentation but is overly detailed or missing information; oral presentation is informative, and presenter answers questions adequately	Poster is professional: content is well-organized, not overly detailed and displayed aesthetically; oral presentation is informative and coherent
Oral Paper Presentation	Presentation is rambling and incoherent; presenter is unsure of him- or herself and unprepared	Presentation is rambling; presenter does not use notes, is too informal and shows lack of preparation	Presentation is organized, sequenced, and informative for the most part; presenter is mostly prepared	Presentation is well-organized, sequenced well, and informative; presenter is prepared, poised and confident
Basic APA Style/Formatting	Does not know what APA formatting is	Is aware of APA formatting but does not apply it consistently	Generally uses APA formatting; misses details	All papers are formatted appropriately even in the details

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

Student Learning Outcome	Underdeveloped	Developing	Effective	Distinguished
Scientific Methods	Is generally averse to or unaware of scientific methods	Minimally tolerates and understands scientific methodology, including the value of empirical, evidence-based methods	Tolerates, appreciates, and understands the essential nature of scientific methods and the value of empirical, evidence-based methods	Embraces and values scientific and empirical, evidence-based methods through demonstrative action and nuanced understanding. This includes understanding and appreciating how these methods are complementary to other methods of knowing.
Ethics	Is generally averse to or unaware of ethics	Minimally tolerates and understands ethics, with a minimal commitment to ethical standards	Tolerates, appreciates, and understands ethics, with an adequate and appropriate commitment to ethical standards	Embraces and values ethics through nuanced understanding and demonstrative action. This includes a strong commitment to high ethical standards in professional, discipline-specific domains and their own personal lives.
Faith	Is generally averse to or unaware of issues related to faith	Minimally tolerates and understands faith, including sound theological thinking, the role of faith in shaping worldviews, and the centrality of the Christian faith	Tolerates, appreciates, and understands faith, including sound theological thinking, the role of faith in shaping worldviews, and the centrality of the Christian faith	Embraces and values faith through nuanced understanding and demonstrative action. This includes understanding the role of faith in shaping worldviews and appreciating sound theological thinking and the centrality of the Christian faith.

TABLE 5. Benchmarks for *Values and Character* Student Learning Outcome, con't.

Diversity/ Variability	Is generally averse to or unaware of diversity and variability	Minimally tolerates and understands the importance and value of a diversity of perspectives and backgrounds	Tolerates, appreciates, and understands the importance and value of a diversity of perspectives and backgrounds	Embraces and values diversity and variability through nuanced understanding and demonstrative action. This includes understanding the importance and desirability of a diversity of perspectives and backgrounds.
Ambiguity	Is generally averse to or unaware of ambiguity	Minimally tolerates and understands ambiguity, with minimal comfort with the lack of closure	Tolerates, appreciates, and understands ambiguity, with an adequate comfort without closure or black-and-white answers	Embraces and values ambiguity through nuanced understanding and demonstrative action. This includes being comfortable without closure or black-and-white answers, and valuing questions as much as answers.

TABLE 6. Benchmarks for *Applications* Student Learning Outcome

Student Learning Outcome	Underdeveloped	Developing	Effective	Distinguished
Personal	Generally fails to examine personal development, experiences, and relationships in light of psychological knowledge	Has a minimal awareness of ways in which psychological principles applies to personal life, experiences, and relationships	Applies psychological principles to personal life in order to grow in self and in relationships with others	Is psychologically insightful and aware of ways in which psychological knowledge and principles applies to personal development and growth
Family and Community	Is unaware of ways in which psychological knowledge and skills can be applied to help those in one's community	Has an awareness that psychological principles can be applied and used to effect change in one's community	Appreciates and begins to apply psychological principles to bring about change in one's community	Creatively and effectively uses psychological knowledge and skills to promote growth and positive change in one's community
Societal/Global	Is unaware of applicability of psychological knowledge and skills to broader societal issues	Has a developing awareness of ways in which psychological principles relate to broader societal issues	Appreciates and begins to apply psychological principles to global and societal concerns	Uses psychological principles creatively and effectively to be a change agent on larger-scale societal concerns
Faith and Theology	Is unable to integrate and make connections between faith and psychology	Recognizes connections between faith and psychological principles and is beginning to see how one informs the other	Makes connections between psychological knowledge and faith, and effectively applies psychological principles to faith & theology	Insightfully applies and integrates relevant psychological principles to issues of faith and theology in a wide variety of situations
Integration of other Academic Disciplines	Generally fails to make connections between psychology and other academic disciplines	Is beginning to make connections between psychology and other academic disciplines	Connects and integrates psychology with other academic disciplines and sees ways in which psychology informs other disciplines and vice versa	Creatively and effectively connects, recognizes, and applies psychological principles other academic disciplines

IV. Data for Program Review

Profile of Full-Time Faculty

| Faculty Member | Date hired | Gender | Ethnicity | Rank | Tenure status | Teaching Load | | # advisees | Other dept'l responsibilities |
						Lower division	Upper division		
Tom Fikes	Aug-98	M	Caucasian	Professor	Tenured	1	5	17	Co-chair Dept'l search committee Preview Days Dept'l BBQ Sr. Tea
Andrea Gurney	Aug-05	F	Caucasian	Asst. Professor	Not tenured	2	4	29	Dept'l search committee Dept'l BBQ Sr. Tea
Steve Rogers	Aug-06	M	Caucasian	Asst. Professor	Not tenured	2	6	27	Dept'l search committee 2 Preview Days Psi Chi Induction Dept'l BBQ Sr. Tea
Brenda Smith	Aug-89	F	Caucasian	Professor	Tenured	1	5	30	Co-chair Dept'l search committee Program Review Psi Chi Faculty Advisor 2 Psi Chi Induction Phi Kappa Phi Induction Dept'l BBQ Sr. Tea Diversity Specialist

Profile of Part-Time Faculty

Faculty Member	Date Hired	Gender	Ethnicity	Number of hours		Total hours for the dept	Proportion of Total Departmental Hours
				Lower Division	Upper Division		
Michelle Hardley	Sep-02	F	Caucasian	12	0	12	0.125
Kathlea Vaughn	Jan-08	F	Caucasian	4	8	12	0.125

Faculty Sandwich Information for Andrea Gurney. **Year: 2007 - 2008**

Date of hire: August 2005

Ethnicity: Caucasian

Rank: Asst. Professor

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

Teaching Load: Full-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 001 PSY 115 PSY 141	42 22 16	26	Deptl Search Committee
Spring	PSY 001 PSY 115 PSY 196	29 22 10	28	Deptl Search Committee Sr. Tea Attended Deptl BBQ
Average load	3 courses			
Mayterm	N/A			
Independent S.	N/A			

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

Gurney, A. G., & Rogers, S. A. (2007). Object Relations and Spirituality: Revisiting a Clinical Dialogue. *Journal of Clinical Psychology.* Indianapolis, IN: Wiley Publishing.

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

Faculty Sandwich Information for Steve Rogers Year: 2007 - 2008

Date of hire: August 2006

Ethnicity: Caucasian

Rank: Asst. Professor

Tenure status: Not tenured.

Teaching Load: Full-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 001 PSY 150 PSY 192 PSY 196	40 15 2 2	25	Dept'l Search Committee Preview Days Psi Chi Induction
Spring	PSY 001 PSY 131 PSY 140 PSY 192	44 27 18 5	23	Dept'l Search Committee Preview Days Dept'l BBQ Sr. Tea
Average load	4 courses			
Mayterm	N/A			
Independent S.	PSY 192, fall 07 & spring 08			

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

Papers
Parsons, T. D., York, P., **Rogers, S. A.**, Rizzo, S. (in press). Virtual reality in pediatric rehabilitation: A critical review. *Pediatric Rehabilitation*.
Rogers, S. A. (2007). Where the moment meets the transcendent: Using the process as a

spiritual intervention in object relations psychotherapy. *Journal of Psychology and Christianity*, 26, 151-158.

Rogers, S. A., & Gurney, A. (2007). Object relations and spirituality: Revisiting a clinical dialogue. *Journal of Clinical Psychology, 63,* 1-17.

Book Chapters

Paloutzian, R. F., **Rogers, S. A.,** Swenson, E. L., & Lowe, D. A. (2008). Miracle attributions, meaning making, and neuropsychology. In J. H. Ellens (Ed.), *Miracles: God, Science, and Psychology in the Paranormal (Vol. 2).* Westport, CT: Praeger.

Rogers, S. A. (2008). Miracles in the frontal lobes: A neuropsychological approach to the way we make miracle attributions. In J. H. Ellens (Ed.), *Miracles: God, Science, and Psychology in the Paranormal (Vol. 3)*. Westport, CT: Praeger.

Professional Presentations

Grant, R., **Rogers, S. A.,** & Lowe, D. A. (2009). *Rey-O organization strategy and cognitive impairment among older adults*. Poster presented at the 2008 Summer Science Research Celebration, Westmont College, Santa Barbara, CA.

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

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

Risher, E., **Rogers, S. A.,** & Lowe, D. A. (2008). *The impact of gender and cognitive impairment on visuospatial performance*. Poster presented at the 2008 Summer Science Research Celebration, Westmont College, Santa Barbara, CA.

Rogers, S. A., McPherson, S., Lu, P. H., & Cummings, J. L. (2007). *Discriminative ability of WMS-III norms among older adults*. Poster presented at the 2007 Annual Convention of the American Psychological Association, San Francisco, CA.

Rogers, S. A., Miller, K. J., Siddarth, P., Eroli, L., & Small, G. W. (2007). *Verbal memory deficits and changes among those at risk for Alzheimer's disease*. Poster presented at the 2007 Annual Convention of the National Academy of Neuropsychology, Scottsdale, AZ.

Rogers, S. A., Paloutzian, R. F., & Lowe, D. (2007). *The spiritual and evolutionary role of schizophrenia.* Paper presented at the 2007 Annual Convention of the American Psychological Association, San Francisco, CA.

Faculty Sandwich Information for Tom Fikes Year: 2007 - 2008

Date of hire: August 1998

Ethnicity: Caucasian

Rank: Professor

Tenure status: Tenured

Teaching Load: Full-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	SABBATICAL NES 199 PSY 094	1 1	2	Dept'l Search Committee
Spring	NES 198 NES 199 PSY 111	2 1 10	15	Department co-chair Dept'l Search Committee Preview Days Dept'l BBQ Sr. Tea
Average load	2.5 courses			
Mayterm	N/A			
Independent S.	NES 198, Spring 08			

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

Soulish Bodies: Chrisitian and Neuroscientific Conceptions of the Person. **Book manuscript under revision; under contract with Baker Academic.**

Faculty Sandwich Information for Brenda Smith Year: 2007 - 2008

Date of hire: August 1989

Ethnicity: Caucasian

Rank: Professor

Tenure status: Tenured

Teaching Load: Full-time

	Classes	Number of students	Number of advisees	Other departmental responsibilities
Fall	PSY 001 PSY 121 PSY 197 NES 198	34 7 2 3	29	Department chair Program Review Psi Chi Faculty Advisor Psi Chi Induction
Spring	PSY 120 PSY 198	4 1	24	
				Department co-chair Program Review Psi Chi Faculty Advisor Psi Chi Induction Phi Kappa Phi Induction Dept'l BBQ Sr. Tea Diversity Specialist
Average load	3 courses			
Mayterm	N/A			
Independent S.	N/A			

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

Readings in moral development from the Kohlberg/Rest perspective

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

The primary task to be accomplished in the next 6 years is to begin assessing our new student learning outcomes. The next page outlines the work to be done for each outcome; the years in which we plan to assess those outcomes, to the extent that we were able to predict these tasks; and the courses, survey, or interview in which those outcomes will be assessed.

Outline for Completion of the 6-Year Report

Student Learning Outcome	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Means of Assessment
Knowledge Base					Report Due	
Key Content Elements	X	X	X			Pre PSY 1 & Post PSY 111
Integration of Subdisciplines		X	X			?
Integration with other Fields			X			?
Integration with Christian faith			X			PSY 123, Sr. Interview
Career/Vocational Options			X			Sr. Interview, Alumni Survey
Scientific Research Methods and Skills						
Statistics		X	X			Pre PSY 013 & Post PSY 198
Research Designs		X	X			Pre PSY 013 & Post PSY 198
Data Presentation		X	X			Pre PSY 013 & Post PSY 198
Research Qs and Hypotheses		X	X			Pre PSY 013 & Post PSY 198
Written and Oral Communication						
Empirical Research Report		X	X			Lower & upper division lab reports
Review Paper	X	X	X			PSY 198?
Popular Scientific Writing		X	X			PSY 124, PSY 125
Poster Presentation	X	X	X			PSY 192, PSY 198
Oral Paper Presentation	X	X	X			PSY 120, 198, 196?
Basic APA Style/Formatting	X	X	X			PSY 001, PSY 111, 198
Values and Character						
Scientific Method	X	X	X			PSY 001, 013
Ethics	X	X	X			PSY 198, 196?
Faith						Sr. Interview
Diversity/Variability	X	X	X			PSY 131
Ambiguity	X	X	X			
Applications						
Personal						PSY 140, PSY 196
Family & Community			X			Alumni Survey
Societal/Global		X	X			PSY 122, Alumni Survey
Faith & Theology						PSY 196?
Integration of other Academic Disciplines						PSY 196?