

**Westmont College Department of Psychology
Program Review Self-Assessment Report, 2006-2012**

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1. Executive Summary

A. Mission and Description of Department

Mission

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.

Academics. As a department in a liberal arts college, we have a natural and central focus on our academic program. The psychology department offers 3 major tracks: a Bachelor of Arts and a Bachelor of Science in Psychology, and a Bachelor of Science in Psychology with emphasis in Behavioral Neuroscience, which serve the needs of a wide range of student interests in psychology. The B.A. has a lower-unit-count that encourages integration with other disciplines. The B.S. tracks, which require more science courses, encourage pre-medical students and integration with the other natural sciences, and/or focus on the emerging field of neuroscience.

In addition to these 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.

Community. At the heart of the department's vision is a sense of community, and in particular its student community: A central datum on the health of a department is whether its students form an engaged, flourishing community. Such a community

necessarily encompasses faculty, staff, and alumni, as well as the department's sense of being embedded in the larger community. The department's curricular and co-curricular programs work together quite well to create and support a strong community of learners within the department, that is then embedded in the wider communities of which it is also part.

Facilities. In support of its academic and community vision, the department is strongly identified with its physical plant and facilities. These include 9 general-use and special-purpose research and teaching laboratory spaces, an excellent animal care facility, a student learning lounge surrounded by faculty and staff offices and seminar room, and a wide range of supporting instructional and scientific equipment.

Program Review, Assessment of Student Learning, and Strategic Planning. The department is committed to improving itself to better achieve its goals and vision, and thoughtfully pursues sustainability and excellence in its critical self-reflection, the use of student learning assessment and program review methods and data, and the application of strategic planning.

Missional Frame. The department is intentional about its mission to serve the communities in which it is embedded, looking outside of itself in service to the college, the Santa Barbara community, the church, and the world.

B. Notable Findings

One notable finding was the number of external and internal obstacles that the department met and overcame during the 2006-2012 program review cycle, including the loss of the department offices and lab in the 2008 Tea Fire; a move into temporary housing for two years; the move into Winter Hall in 2010; a 40% reduction in support staff beginning the 2009 academic year; and faculty departures and failed searches. As a result, the department experienced a dearth of tenured faculty to do the work of the department. The department is stronger as a result of these events, however, and our 2011-2012 program review revealed the following notable findings:

- **Student Learning.** We have now settled into a departmental and institutional understanding of institutional and departmental goals and outcomes that has allowed us to create a meaningful set of program learning goals (2007-08) and associated student learning outcomes (2011-2012). Although assessment and program review have felt like moving targets, we believe that these redefined goals and outcomes will allow us to conduct efficacious assessment of student learning over the next review cycle. Our assessment of the departmental Knowledge-Base Goal in 2010-2011 is a good example of this; along with our earlier and 2011-2012 assessment of written and oral communication, we concluded that our students are doing very well in these areas, but that there are specific areas for improvement. We are now involved in closing the loop to implement and reassess these improvements. A modicum of evidence relating to our other program goals provides an adequate baseline from which to begin more systematic assessment of the remaining learning goals.
- **Curriculum Structure.** The department's self-assessment of its degree track structure, introductory-through-capstone course trajectories and specific course offerings suggests that we are very strong in these areas, relative to who we want to be as a department and institution and to other North American bachelors-level psychology programs. The breadth of our offerings and the coverage of psychology's major subject areas with our five tenure-track faculty makes us a very strong program for our small size.
- **Advising.** We have made a variety of large and small changes to our advising practices, including the creation and ongoing maintenance of projected four-year plans for all of our advisees. These changes allow us to collect necessary data for staffing and planning course offerings, and help our students more meaningfully construct the best major for their interests and purposes.
- **Alumni and Graduate School Acceptance.** Based on data collection efforts over the past two years with graduates from 2005-2012, we have a comprehensive database of our graduates' acceptance to and enrollment in graduate training of various sorts. With over 40% of our graduates in that period attending graduate school of some sort, and many of those in PhD and medical programs, we are confident that we are preparing our graduates well for the critical thinking, scientific skills, and psychological knowledge base that will make them competitive leaders in the global marketplace.
- **Faculty Research and Professional Activity.** Scholarly productivity and professional activity have been outstanding for our junior faculty, but less than desirable for our senior faculty. With junior faculty moving up through the tenure and promotion ranks, we look forward to a broader distribution of departmental responsibilities and greater productivity across all of the faculty.

C. Important Next Steps

- **Staffing**
 - Hire and train a new administrative assistant (50% time); use this opportunity to update Secretary Handbook (Summer/Fall 2012)
 - Train full-time laboratory coordinator and develop a Laboratory Coordinator Handbook

- **Curriculum and Co-Curricular Support**
 - Implement planning grant activities for writing/tutoring center and learning community, and pursue external funding to continue beyond 2012-2013

- **Program Review**
 - External review of department (Funding requested for 2013-2014)
 - Begin work on a “strategic planning” process for the department. Many elements are in place or emerging, but we need to be more intentional and systematic in our near-term (3-6 year) planning efforts. (2012-2013)

- **Assessment of Student Learning**
 - Implement national standardized testing for seniors (Funding requested for 2013-2014)
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2. Description of Department

A. Contribution to College Mission

Psychology is an important academic department in a liberal arts college, focusing as it does on questions of personhood, meaning, and human flourishing. The Westmont psychology department's mission and vision resonate naturally with the college's mission statement, and particularly with the five distinctive characteristics articulated in that statement and in the *Philosophy of Education*: Christian, liberal arts, residential/relational, global, and undergraduate. We also find ourselves well represented in the other foundational documents of the college, including the *Statement of Faith* and *What Do We Want For Our Graduates?* As a department, we have been very intentional about reviewing these documents during our annual end-of-year retreats and regular departmental meetings, a part of our departmental life made even more natural and meaningful by our faculty's involvement on Faculty Council, Academic Senate, the Strategic Planning Committee and other college-wide committees and task forces charged with thinking about the college vision.

The structure of the three major tracks offered in our department (described more fully in Section 3.A below) offers rigorous undergraduate training in scientific psychology and, in addition to the Minor in Psychology, offer academic program options for a wide variety of student interest 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, and the Behavioral Neuroscience B.S. offers a rigorous interdisciplinary experience with core training in research psychology.

At the individual course level, the department contributes to the mission of the college with General Education courses serving up to 300 students per year in sections of approximately 40 students in General Psychology, approximately 20-25% of our departmental teaching load. In addition, it offers courses that support other majors and programs (e.g., pre-medical, liberal studies/education, and kinesiology).

The department graduates between 17 and 30 majors each year (see Table 7), approximately 3-8% of the graduating class (5% average, 2006-2012). Those graduates

who begin their undergraduate work at Westmont experience a coherent trajectory of courses beginning with General Psychology (PSY 001, typically in their first year) through rigorous and developmentally well-structured methods and core psychology courses to a senior-year capstone experience that involves History and Systems of Psychology (PSY 111) where the major discipline, philosophy, theology and other disciplines are integrated in a historical context, and either a year-long original research (PSY 197/8) or in-depth practicum (PSY 196) course. We believe that these trajectories offer an excellent and coherent liberal arts experience, encouraging students to draw upon their General Education and other college and life experiences in ways that help them become life-long learners.

As is reflected in our Student Learning Outcomes, we attend not only to developing a knowledge base in the contemporary field of psychology, but also to scientific and critical thinking, to written and oral communication skills, to the application of psychology to real-world concerns, and to the development of values and character consistent with a Christian liberal arts ideal.

The department also contributes to the college in a wide variety of other ways. We have maintained a particularly strong presence in college-wide and faculty committees and governance, and the research topics and productivity of the faculty have made many meaningful contributions to the intellectual and community life of the college. Our clinical psychologists (Gurney and Rogers) are heavily involved and well-respected members of the clinical and counseling psychology community in the Santa Barbara area, and faculty consistently represent the college at regional and national conferences, in peer-reviewed publications, and in national and international research collaborations. We hope that the addition this year of the Center for Social Neuroscience will offer even more opportunities for contribution to the stimulating intellectual and community life of the college, and for research and collaborations in this exciting and growing field.

B. Contribution to General Education

The department's primary contribution to General Education for non-majors is our General Psychology PSY 001 course, which satisfies the Life Sciences Common Inquiry requirement (See Table 12).

For our majors, we also offer a required Writing/Speech Intensive lecture and laboratory course (Experimental Psychology PSY 013) that is intentionally integrated within a writing curriculum that begins in PSY 001 and continues into upper-division laboratory and senior capstone courses.

Majors also satisfy Competent and Compassionate Action requirements in their Capstone Senior Practicum PSY 196 (integrating the major discipline, serving society; enacting justice) and/or Capstone Senior Research PSY 197/8 (integrating the major discipline, research).

C. Support for Other Programs

Our PSY 001 General, PSY 131 Abnormal, and PSY 141 Clinical and Counseling Psychology courses support the pre-medical program directly, and a number of our other courses (e.g., PSY 125 Behavioral Neuroscience) support it indirectly. We offer an extra section of PSY 115 Developmental Psychology than we normally would to support the education/liberal studies' state-mandated course in this area, and have worked closely with that department over the years to maintain the required curriculum.

Our department supports off-campus programs indirectly by making off-campus planning an integral part of our advising practices, and we have contributed directly with faculty leadership in Summer 2009 (Westmont in the Middle East) and the Spring 2013 semester (Westmont in Jerusalem), with courses in Cultural/Narrative Psychology and the Israel-Palestine conflict.

Westmont supports other programs by requiring courses of all of our majors in mathematics (statistics). In addition, our B.S. and B.S. Behavioral Neuroscience majors are required to take courses in mathematics (Calculus, and others), computer science (Computer Programming), biology (Biology I and II), chemistry (Chemistry I and II), and physics (General Physics I and II). Our students can also earn internship credit for participation in the San Francisco Urban Program.

3. Statistical Information, Psychology Program: Discussion and Analysis

Introduction to Department. As of Fall 2012, the Psychology Department comprises 4.66 FTEs (four full-time and one two-thirds-time tenure track faculty), one half-time 10-month administrative assistant, and one full-time 10-month laboratory coordinator due to external funding acquired for this purpose. Chart 1 summarizes data about the tenure-track faculty members who have served in the department over the past six years, and indicates excellent ethnic and gender diversity. The disciplinary specializations of the faculty (also in Chart 1) provide excellent coverage of the breadth of the discipline and are well suited to the needs and interests of our students, and to the goals of the department to provide a high quality Christian liberal arts education in psychology.

Significant Issues and Changes. The Psychology department has faced several significant hurdles over the past six years. In Fall 2008, the department lost its offices and part of its laboratory space in the Tea Fire, and moved into temporary office space for two years before moving into Winter Hall in Fall 2010.

Second, the move into the Winter Hall facilities has required substantial time and energy. Occupying almost five times the square footage that existed before the fire (approx. 1600 sq. ft. to approx. 7,750 sq. ft.) has been an enormous gain to the department but it has also taken enormous effort to complete and occupy the space.

Third, the move into Winter Hall was complicated by the loss of 40% of our administrative support in 2009 when our administrative assistant resigned at the beginning of the college's hiring freeze. We will regain this departmental staff support this Fall, with an increase in hours for our lab coordinator position, made possible by external funding for the Center for Social Neuroscience.

Finally, the department has been short-staffed in senior faculty as well. New faculty members were hired in 2005, 2006, 2008, and 2012 at the assistant professor level (one of which resigned after her second year). We have enjoyed the excitement of a young faculty as well as the challenges of multiple adjuncts, a difficult and emotionally charged resignation, and a small number of tenured faculty to provide leadership for the department. Two maternity leaves (three, including our in-house adjunct instructor), a

retirement, medical leaves, two years with a department member serving as vice chair of the faculty, and three different administrative assistants have further complicated our ability to be together meaningfully as a community of faculty, staff, and students and provide thoughtful, sustained, and sustainable direction to the department.

Curriculum. As summarized in Section 2.A. above, the department offers a B.A., General B.S., and Behavioral Neuroscience B.S. and has conceptually organized common “trajectories” through the coursework in these major tracks to help our students progress from initial to mastery stages in their undergraduate education. We have strategically opted not to offer tracks or trajectories organized around content or specialization areas of psychology (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 coursework required for each of our major degree tracks is described on our departmental web site and in the college catalog, and summarized in Table 1. Frequencies and cumulative percentages of students graduating in these major degree tracks across the 2006-2012 review cycle are shown in Table 2 and Figures 1 and 2.

An examination of Table 1 shows that all students complete a common set of introductory courses (introductory psychology, statistics, methods lecture with laboratory); select from a menu of core content and lecture-with-laboratory courses; and complete a capstone experience comprising a required history of psychology course and either a senior research course sequence or senior practicum course.

Both B.S. General and Behavioral Neuroscience students must also complete a number of courses outside the major in other departments within Natural and Behavioral Sciences division. B.S. Behavioral Neuroscience students are also required to take the Behavioral Neuroscience with Laboratory course and to complete a sophomore- or junior-year independent research and a senior research project in some area of behavioral neuroscience.

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
<i>Independent Research. (192)</i>			1
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	65
% Required	33%	33%	38%
% Menu	42%	53%	49%
% Mandated*	75%	87%	88%
% Elective	25%	13%	12%

* Both required and menu courses are considered mandated.

B.S. General and B.S. Behavioral Neuroscience students must complete senior research as part of their capstone experience, but B.A. students may choose either senior practicum or senior research as part of their capstone experience. Many of our students choose both research and practicum regardless of track (See Table 4).

We compared our program with its number of required units and percentages of required, mandated (defined as required or “menu” courses), and elective courses with other U.S. psychology programs at the bachelors level (Stoloff et al., 2010).

Stoloff et al. categorized psychology programs as minimally, moderately, highly, or fully structured. Our programs fall within Stoloff et al.’s “moderately structured” (B.A.) and “highly structured” (B.S. General and Behavioral Neuroscience) categories. Forty-five

percent of the 374 schools surveyed in the Stoloff et al. study fell in the “moderately structured” and 27% fell in the “highly structured” categories. On the basis of these numbers and the Stoloff et al. discussion, we concluded that our three programs are structured and sequenced in ways that meet disciplinary expectations, maximize our ability to meet a wide range of student needs, and offer a very rigorous education.

Table 2. Major Track Frequencies and Percentages, 2005-2012

	2005	2006	2007	2008	2009	2010	2011	2012	TOTAL
Frequencies									
Total	19	17	21	17	17	18	30	16	155
B.A. General	10	7	15	13	15	13	19	13	105
B.S. General	5	4	3	1	0	3	8	3	27
B.S. Neuroscience	4	6	3	3	2	2	3	0	23
Total B.S.	9	10	6	4	2	5	11	3	50
Percentages									
B.A. General	53%	41%	71%	76%	88%	72%	63%	81%	68%
B.S. General	26%	24%	14%	6%	0%	17%	27%	19%	17%
B.S. Neuroscience	21%	35%	14%	18%	12%	11%	10%	0%	15%
Total B.S.	47%	59%	29%	24%	12%	28%	37%	19%	32%

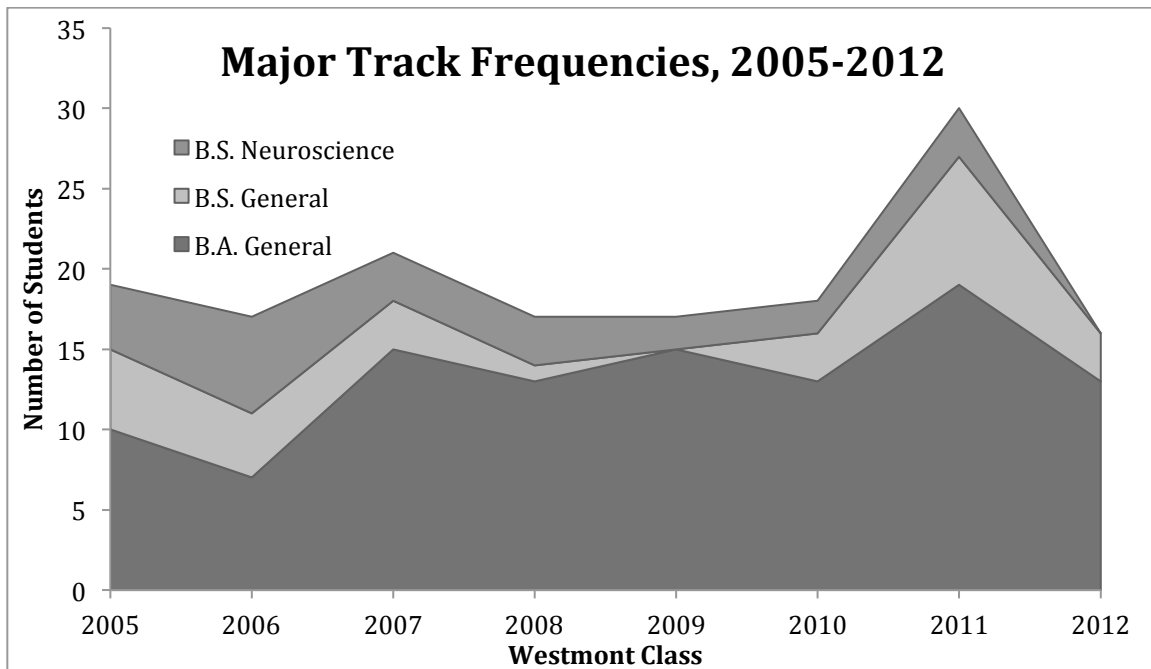


Figure 1. Number of students in psychology department major degree tracks, 2005-2012.

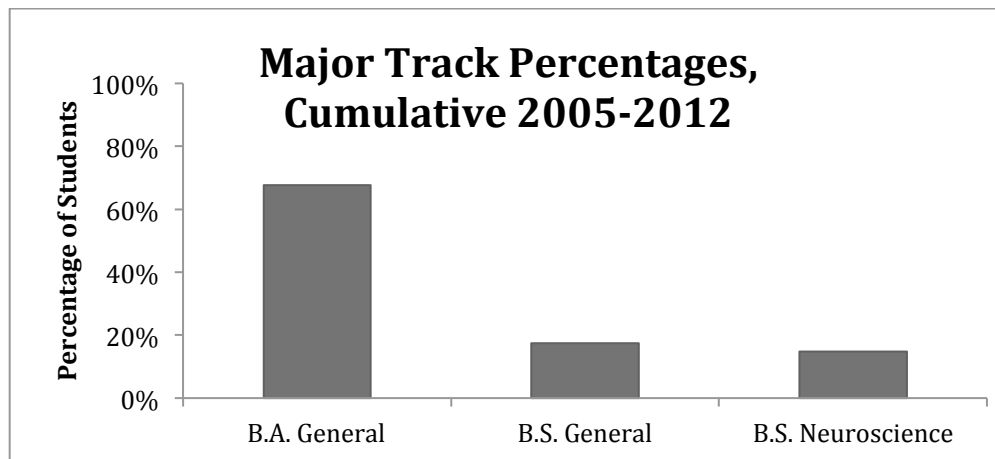


Figure 2. Percentage of student in psychology major degree tracks, cumulative 2005-2012.

We also compared our course offerings to the most commonly offered courses in psychology departments across the country, using data collected by Stoloff et al. (2006, 2012). The results of this comparison are summarized in Table 3. Our department's offerings compare very favorably for the most frequently offered courses, showing Westmont regularly offering all courses that are offered at 50% or more of U.S. schools with the notable exceptions of industrial/organizational psychology and courses on gender. Although Westmont did offer an industrial/organization course in 2007-2008 with a visiting professor, this is not an area of specialization for Westmont faculty, or an area in which we intend to focus resources in the future.

The department is concerned, however, about the lack of offerings on gender-related issues, and plans to think strategically about how to remedy this over the next assessment cycle. Some possible ways to do this include course offerings, more intentional inclusion of gender curriculum in existing courses (as is done with diversity topics), or collaboration with other departments that already offer gender courses).

In summary, the evidence shows that the psychology department offers an excellent range of courses spanning the traditional and contemporary breadth of the discipline, a fact that is particularly notable for a five-person department.

Table 3. Most Frequently Offered Courses at U.S. Schools offering B.S. or B.A. in Psychology

<i>Course/Area Title</i>	<i>% Offering</i>	<i>Westmont Course No.</i>	<i>Lab</i>
Research methods and statistics area	100	MA-005, PSY 013	L
Developmental area	99	PSY 115	
Introductory	99	PSY 001	
Abnormal	98	PSY 131	
Social	98	PSY 122	
Personality	96	PSY 140	
Independent study	90	PSY 192, 194, 195, 199	
Physiological psychology area	89	PSY 125	L
History and systems	83	PSY 111	
Practicum or field experience	82	PSY 196, 190	
Learning and memory area	80	PSY 121	L
Cognitive	79	PSY 120	L
Sensation and perception area	75	PSY 124	L
Industrial/Organizational area	66		
Gender area	61		
Counseling	51	PSY 141	
Adolescent	49		
Health	48		
Honors thesis	44	PSY 199	
Clinical	40	PSY 141	
Drugs and behavior	38		
Human sexuality	38		
Cultural area	33	PSY 150*	
Adult	33		
Integrative capstone	31	PSY 111, 196, 197/8	
Behavior modification	30		
Motivation and emotion area	30		
Aging	30		
Group dynamics	30		
Child psychopathology	29		
Neuropsychology	18	PSY 123	L
Computer Programming in Psych.	--	PSY 150**	L

Source for non-Westmont data: Stoloff et al. (2010). N = 374 colleges.

** PSY 150 Cultural/Narrative Psychology offered as part of off-campus program, Sp2013*

*** PSY 150 Computer Programming offered on trial basis Sp2010, Sp2012*

The department has also improved the ways in which information about its course offerings are made available to students. We now plan our course offerings for each semester four to five years in the future, and make these available and salient to our

students on the departmental web site

(http://www.westmont.edu/_academics/departments/psychology/coursesequencing.html). This has helped us plan for sabbaticals, chair rotations, and course sequencing, and has helped our students plan intelligently for off-campus programs and meaningful course trajectories through our departmental curriculum. In particular, it has helped our students think in a more functional and goal-oriented way about their capstone experience and the ways in which they prepare themselves for it. While few of our courses are offered every semester (PSY 001, 115, 196), most are offered each year (PSY 013, 122, 131, 140, 141, 120, 121, 125, 111, 197/8), and only a few, dictated by student interest as indicated by historical enrollment patterns, are offered bi-annually (PSY 150s, 123, 124).

An important recent improvement in our department's conceptualization of our curriculum has been the ways in which the introductory and capstone experiences have been integrated into meaningful student trajectories through the curriculum. The three overlapping Introduction-Through-Capstone trajectories are shown in Figure 3. Although we are careful to work with transfer students who do not take their introductory courses at Westmont, we conceive of our students' experience beginning in the PSY 001 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 PSY 111 History and Systems of Psychology and either PSY 196 Senior Practicum or PSY 197/8 Senior Research.

Practicum offers a 100-hour placement in an applied setting within the Westmont community under a site supervisor and weekly meetings with other practicum students and our clinical psychology faculty, and Research offers a year-long mentoring experience developing and completing an original research project in psychology and weekly meetings with other research students and the course instructor.

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.

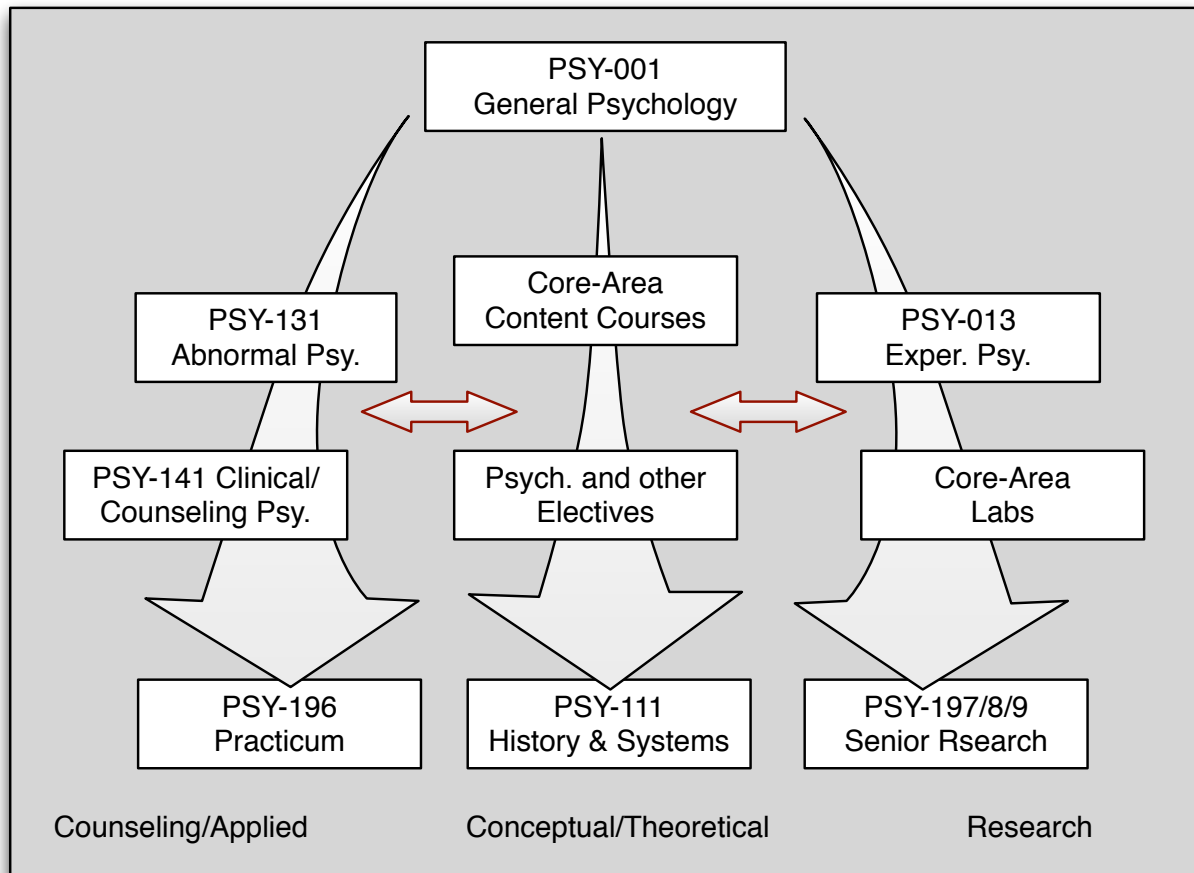


Figure 3. Introduction-Through-Capstone trajectories through the psychology course curriculum common to all degree tracks. PSY 111, 196, and 197/8/9 comprise the capstone experience, which represents a set of proximal goals to help our students think strategically and functionally about the courses and course sequencing. Our goal is to emphasize both the sequential and hierarchical nature of the curriculum (i.e., that certain courses will help prepare you for others) as well as the integrated nature of the curriculum (represented by the horizontal arrows), and to increase our students' ability to plan towards their educational goals. Students' trajectories can overlap any or all of the tracks.

Over the past few years we have documented our students' enrollment preferences in Research and Practicum (See Table 4). Over the 2006-2012 review cycle, a majority (81%) of our students took Practicum and 36% took the Research sequence, possibly reflecting a preference for the applied side of the discipline. Since Practicum is a single semester

course, however, it is also the primary choice for students who graduate after their junior year or first semester of their senior year. Notably, 18% of our students between 2006 and 2012 took both capstone options, a number that has steadily grown since 2006. The department is satisfied with these proportions.

Table 4. Psychology Department Data on Research and Practicum Capstone Course Enrollments, 2006-2012

<i>Year</i>	<i>Frequencies</i>					<i>Percentages</i>		
	<i>Total Grads</i>	<i>Research</i>	<i>Practicum</i>	<i>Both</i>	<i>Neither</i>	<i>Research</i>	<i>Practicum</i>	<i>Both</i>
2006-2007	21	7	13	1	0	33%	62%	5%
2007-2008	18	5	12	1	0	28%	67%	6%
2008-2009	17	1	12	4	0	6%	71%	24%
2009-2010	18	2	13	3	0	11%	72%	17%
2010-2011	30	2	16	12	0	7%	53%	40%
2011-2012	18	4	10	3	1	22%	56%	17%

Advising. The department's advising load is represented in Chart 1 and summarized in Table 5. According to these data, average advising load for the current department members, calculated for years in which they were not on reduced advising load (sabbatical, leave, or first-year faculty) is 26 advisees. The mean total number of advisees/year for the department was 96 over the 2006-2012 period, ranging from 81 (2006-2007) to 110 (2010-2011). The department continues to work hard to provide high-quality academic advising, continuing its practices of an introductory group advising presentation for incoming students prior to the start of each academic year led by the chair and attended by all faculty; email reminders for advising meetings each semester summarizing preparations that students need to have made; and ongoing discussion among the faculty about advising problems, strategies, and best practices.

During this review cycle we instituted the consistent use of a 4-year planning form for all students, and have used this to great advantage for pedagogical purposes with our advisees and for data collection about projected student enrollments (especially in

Table 5. Advising Load Data, 2005-2011

Instructor	YEAR							MEAN
	2005	2006	2007	2008	2009	2010	2011	
Cleveland, C.				9	9			9
Fikes, T.	38	26	17	26	26	30	34	28
Gurney, A.		7	23	17	17	19	10	16
Little, W.	2							2
Paloutzian, R	25	21						23
Rogers, S.			15	28	28	30	24	25
Smith, B.	28	27	26	18	18	31	23	24
Total	93	81	81	98	98	110	91	93

capstone and laboratory courses). The latter function has helped us deal more effectively with the fluctuating enrollments that occur in a small school and department such as ours.

Data obtained from the Registrar and the Academic Advising Office indicated that the department is doing a good job advising its students, and there are no areas in which the department needs to make improvements in its advising practices. Nevertheless, academic advising is a high priority for the department, and will continue to be a focus for development and improvement: We are currently working on updating the web resources for advising on our department's site, and look forward to the mutually beneficial exchange that will occur this year as the department works with new faculty member Carmel Saad with regard to advising at Westmont.

Diversity in Faculty, Staff, and Students. The department has worked hard to understand its ethnic and gender diversity situation, and to maximize both our diversity and the sustainability of that diversity. Tables 6 and 7, Figures 4-7 and Chart 3 summarize our recent and current situation with respect to student gender and ethnicity. Chart 1A summarizes these data for full-time faculty.

Our numbers look very good for a department of our size and relative to the student population from which we draw. Over the 2006-2012 review cycle, the faculty has comprised 4 female and 3 male full-time faculty (currently, 3 female and 2 male; all but one female faculty are now tenured, and one of each gender are full professors). In terms of ethnicity, 4 of the department's 7 full-time faculty over the 2006-2012 period identify as

Caucasian, two as of Middle-Eastern descent, and one as African-American. Administrative assistants and laboratory coordinators have been exclusively Caucasian and female.

Table 6. Gender Frequencies and Percentages for Graduates, 2005-2012

	2005	2006	2007	2008	2009	2010	2011	2012	TOTAL
Frequencies									
Total	19	17	21	17	17	18	30	16	155
Female	14	13	15	15	13	11	24	13	118
Male	5	4	6	2	4	7	6	3	37
Percentages									
Female	74%	76%	71%	88%	76%	61%	80%	81%	76%
Male	26%	24%	29%	12%	24%	39%	20%	19%	24%

Table 7. Ethnicity Frequencies and Percentages, 2005-2012

	2005	2006	2007	2008	2009	2010	2011	2012	TOTAL
Frequencies									
Total	19	17	21	17	17	18	30	16	155
Total Non-white	1	3	4	7	9	2	5	6	37
White	18	14	17	10	8	16	25	10	118
Hispanic	1	2	1	1	6	0	2	2	15
Nat. Amer./Alask.	0	1	1	3	0	0	0	1	6
Black	0	0	1	0	0	0	0	1	2
Asian/Pac. Is.	0	0	1	2	2	0	2	2	9
Unknown	0	0	0	1	1	2	1	0	5
Percentages									
Total Non-white	5%	18%	19%	41%	53%	11%	17%	38%	24%
White	95%	82%	81%	59%	47%	89%	83%	63%	76%
Hispanic	5%	12%	5%	6%	35%	0%	7%	13%	10%
Nat. Amer./Alask.	0%	6%	5%	18%	0%	0%	0%	6%	4%
Black	0%	0%	5%	0%	0%	0%	0%	6%	1%
Asian/Pac. Is.	0%	0%	5%	12%	12%	0%	7%	13%	6%
Unknown	0%	0%	0%	6%	6%	11%	3%	0%	3%

With respect to students' gender and ethnic diversity, our department seems to do well, and student demographics reflect those of the college as well as national trends. Our cumulative data for the 2006-2012 review cycle shows 76% female and 24% male (the department would like to attract more male students than this). We also show 76% identifying as White, and 24% identifying with non-white categories (disaggregated as

Asian, Black, Native American/Pacific Islander, and Hispanic; see Table 7 and Figures 6 and 7).

Assessment data for our Knowledge Base learning outcome, 2010-2011, was disaggregated on gender (but not on ethnicity), and showed that male and female students were performing equally overall and very similarly over the 18 different specialty areas of psychology that were assessed. Despite the difference in numbers, both male and female students thrive equally in our department.

One area of concern for us is the retention of faculty of color. Exit interviews with our African-American junior faculty member (who resigned after her second year) indicated that she felt that the college was oppressive for faculty of color, and that she had felt particularly uncomfortable as an unmarried, African American woman. Westmont no doubt embodies cultural norms and biases (at least at an institutional if not individual or intentional level), and this was felt and articulated strongly by both of the two black professors at the college during the 2006-2012 period. The department remains concerned not only because of the experience of our department member, but also because we have just hired a female Egyptian-American professor at the assistant level, and are not sure that the college has adequately addressed the institutional ethos that factored into the earlier resignation. College and departmental exit interviews at that time indicated that the department was generally a warm and accepting place, and that the difficulties were in the larger college community. The department is committed to remaining vigilant of our own behavior and the college community climate on behalf of our new department member.

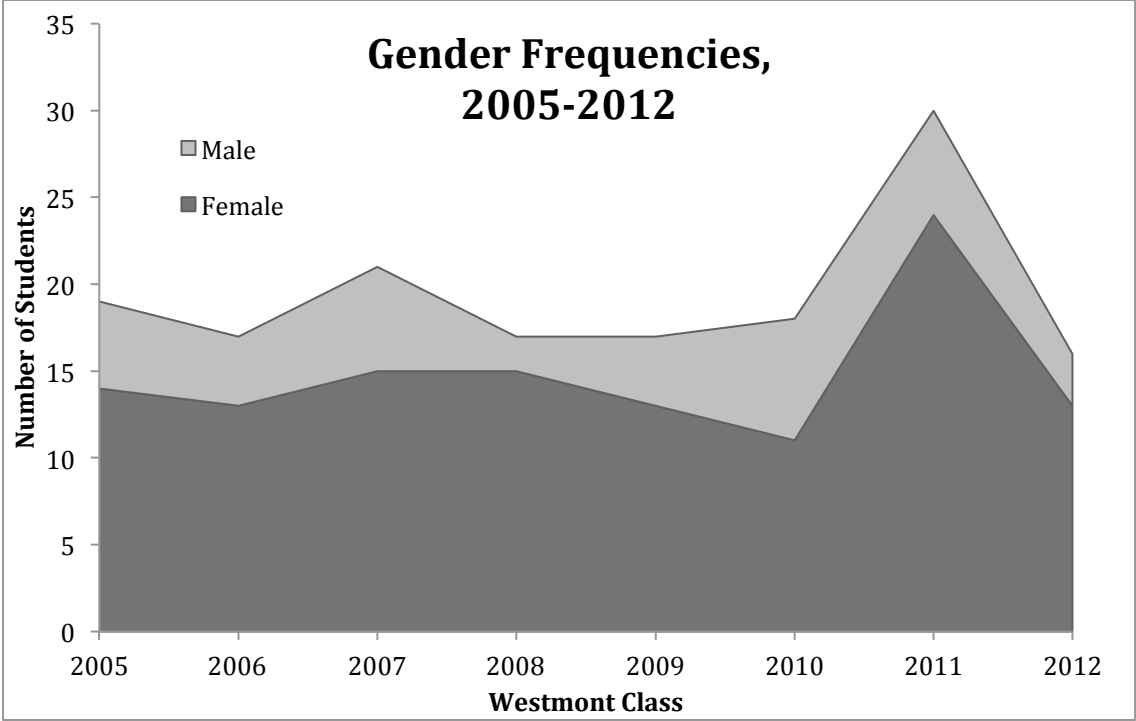


Figure 4. Numbers of Male and Female Psychology Majors, 2005-2012.

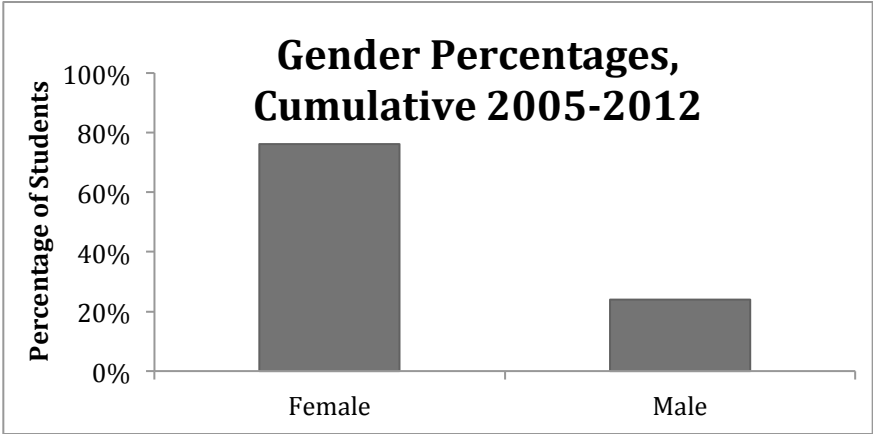


Figure 5. Cumulative Percentages of Male and Female Psychology Majors, between 2005-2012.

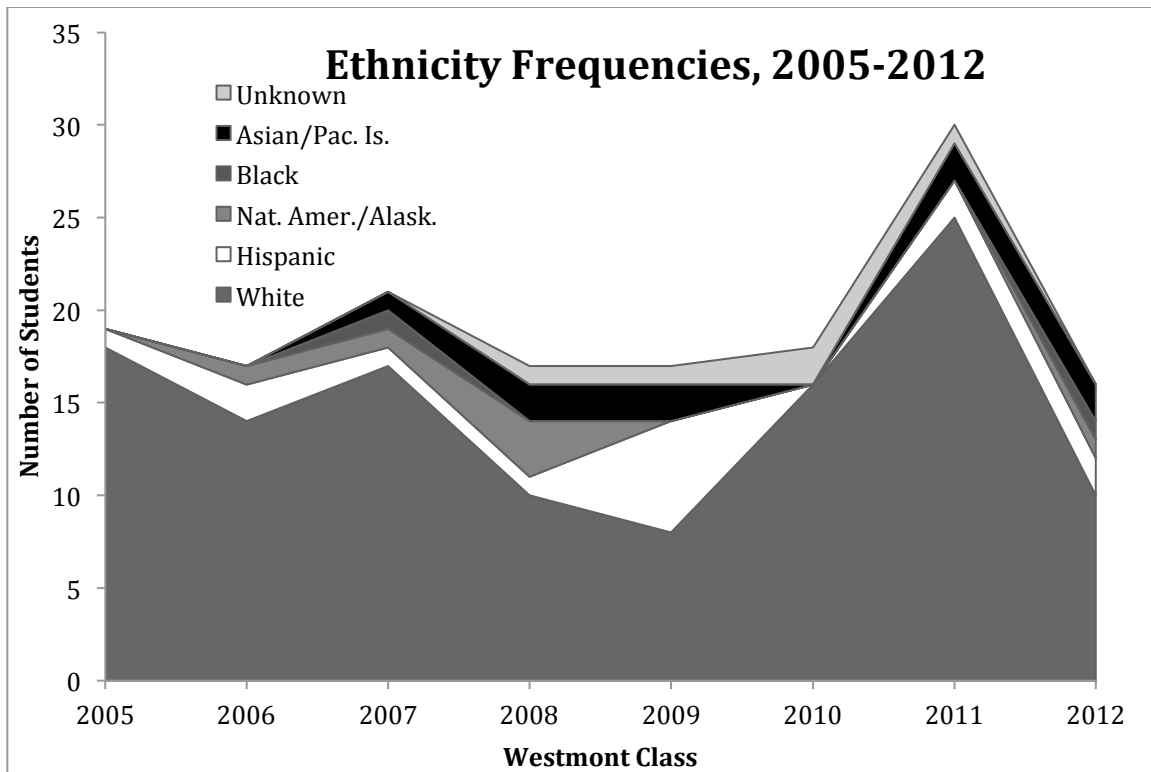


Figure 6. Ethnicity of Psychology Majors, Disaggregated by Year, from 2005-2012.

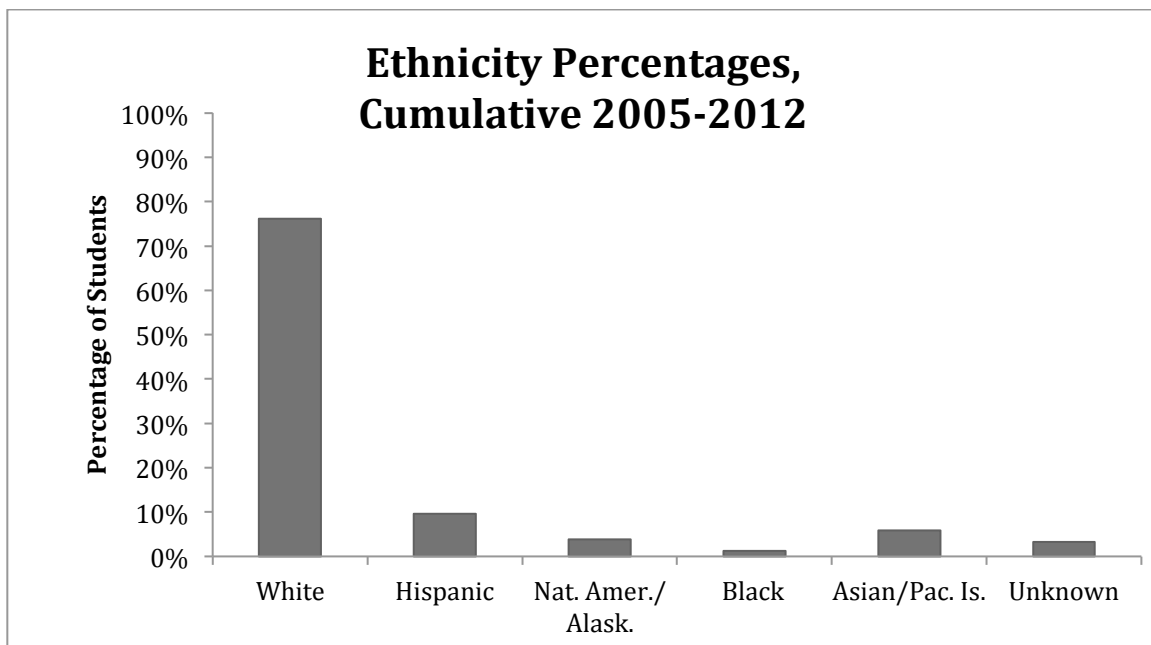


Figure 7. Cumulative Percentages of Psychology Majors' Ethnicity, from 2005-2012.

Alumni Profile. In 2010-2011, the department began collecting data on alumni going back to 2005, including information about graduate school acceptance and enrollment. Because preparation for graduate studies is an important part of the department's identity, we focused on these alumni data first, and intend to expand the database to keep track of contact information, career and vocation, and other data. Table 8 and Figures 8 and 9 summarize the profile of our graduates with respect to graduate study.

Table 8. Graduate School Acceptance Frequencies, 2005-2012

	2005	2006	2007	2008	2009	2010	2011	2012	TOTAL
Frequencies									
Total Graduates*	19	17	21	17	17	18	30	16	155
Total Grad School	9	6	9	8	6	10	10	3	61
Masters	3	2	4	4	2	7	7	1	30
PhD, PsyD	4	1	2	1	3	3	3	2	19
MD, DO	2	3	3	3	1	0	0	0	12
Percentages									
Total Grad School	47%	35%	43%	47%	35%	56%	33%	19%	39%
Masters	16%	12%	19%	24%	12%	39%	23%	6%	19%
PhD, PsyD	21%	6%	10%	6%	18%	17%	10%	13%	12%
MD, DO	11%	18%	14%	18%	6%	0%	0%	0%	8%

Notable in our data is the fact that, surprising to us, nearly 40% of our graduates since 2005 have gone on to graduate school, and in 4 of these years, more than 40% did. Observing the trends across this time period, the number of students pursuing medical school has declined. Nearly 15% applied between 2005 and 2008 but none of our majors have, since 2010. This is most likely attributable to the loss of the Neuroscience Major as a distinct major at the college and its assimilation into the psychology department as a major track in 2008. Fewer medical-school-bound students are interested in a psychology degree compared to a neuroscience degree, even if the content of the degree is essentially the same.

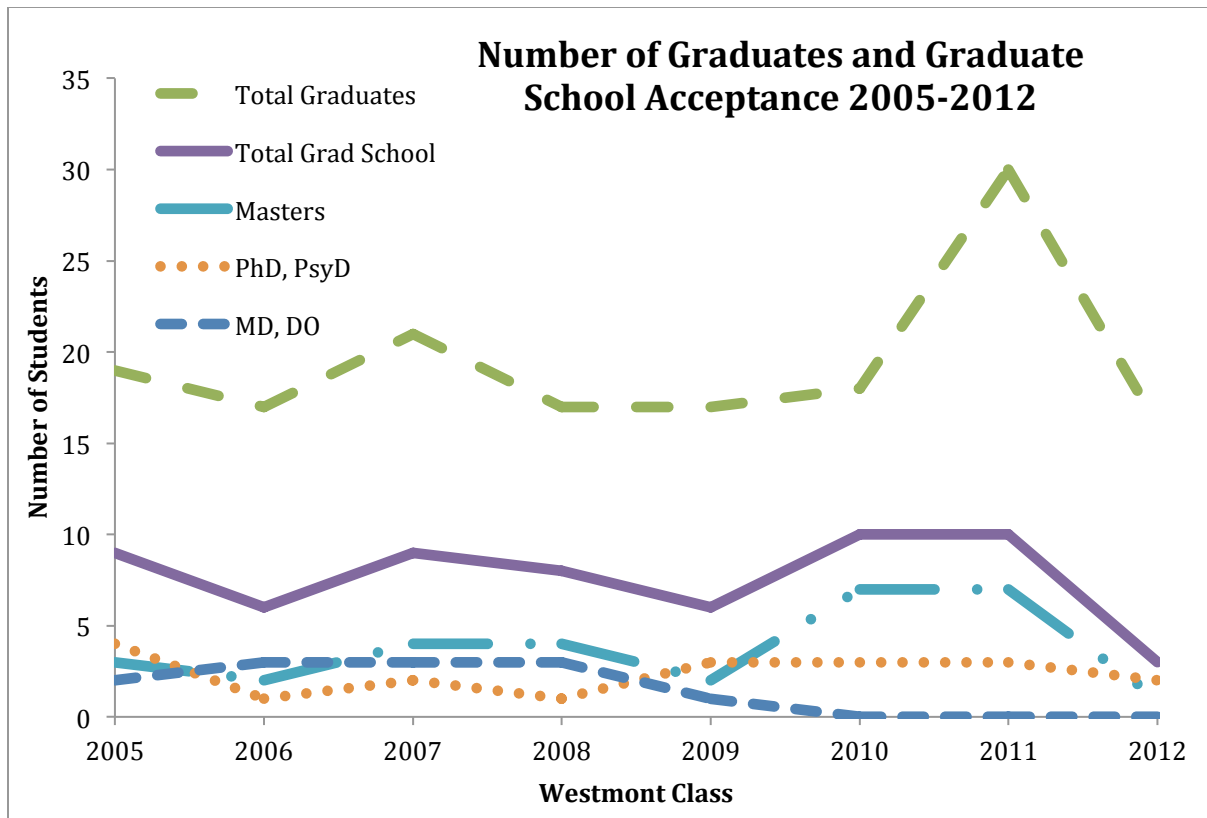


Figure 8. Number of graduates and graduate school acceptance, 2005-2012.

* Note that overall numbers of graduates are quite different than the institutional data, http://www.westmont.edu/_offices/institutional_portfolio/documents/2001-2011graduates.pdf, which appear to omit the Neuroscience major/track

Approximately 10-15% of our students each year pursue Ph.D. work, a number that has held relatively constant over the period. Similarly, the 20% or so of our students pursuing masters-level work has remained relatively constant. The department is pleased with these numbers, and would like to pursue additional information about the specific programs our students are attending and their satisfaction with the preparatory training they received at Westmont. We are also interested in knowing whether students who did not pursue graduate school have found a graduate-school-preparation based undergraduate education in psychology to have been beneficial, as the department has claimed in its long-standing philosophy of education.

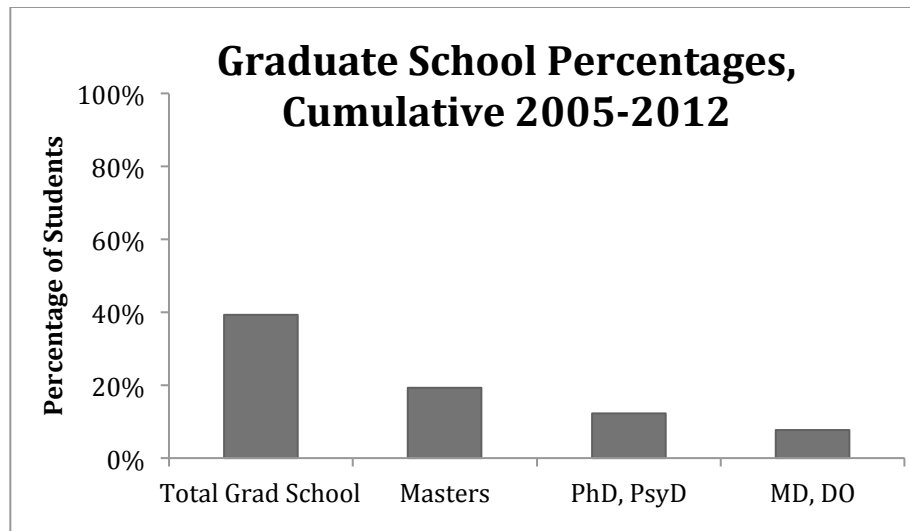


Figure 9. Percentage of psychology graduates accepted into graduate school, cumulative for 2005-2012. Data shown for overall percentage (Total Grad School) and disaggregated by type of graduate program.

Faculty and Student Research. The amount and type of faculty research varies widely across the department, with junior faculty being most prolific in this review cycle. Steve Rogers has been particularly productive in conference presentations and journal and book chapter publications, notably involving students to a high degree. The department devotes substantial resources to student-faculty research, supporting 3-5 student researchers each summer in the summer student research program. The majority of our professors also supervise independent student research and involve students in their own research projects during the academic year, which is reflected in the large number of PSY 192 Independent Research and PSY 199 Major Honors credits that do not contribute to teaching load; the PSY 197/198 Senior Research taught by Smith; and the informal research involvement with many departmental faculty. Active research laboratories include neuropsychology (Rogers), social psychology (Cleveland, now Saad), and psychophysiology and social neuroscience (Fikes).

The department hopes that with more tenured and senior level faculty, administrative load and duties will be more evenly distributed in the coming years. This, in combination with fewer fires, less construction of and no moves to new facilities, and no departmental searches, should provide more time for research and scholarly work by senior faculty.

Faculty Teaching. Instructional load data for tenure-track faculty is summarized in Tables 9 and 10, and in Chart 1B. Additional materials relating to faculty teaching, research and service are contained in Appendix 2. The department faculty is now comprised of five tenure track faculty members, with Smith, Fikes, Rogers, and Saad on typical load contracts and Gurney on a 2/3 time teaching load and special conditions regarding committee load and professional development.

According to the data maintained by the college and archived in the institutional portfolio, the department teaches approximately 4.5 – 5.5% of the total student credit hours at the college each year, offering an average of approximately 90 units of credit each year, for an average of 21 credit hours per unit of instructional load. Over the past 6 years, the department's ranking amongst the other 20 departments at the college has risen steadily from 12th to 4th on this statistic (see Table 9).

Table 9. Psychology Department Instructional Load Data, 2006-2012

Year	Student credit hrs. (% of total)	Instructional units of credit offered	Student credit hrs. per unit of instructional load	Dept. rank (out of 20)
2006-07	4.4%	96	17.1	12
2007-08	4.7%	84	20.6	8
2008-09	4.8%	93	19.6	9
2009-10	4.9%	78	23.9	4
2010-11	5.6%	92	23.3	4
2011-12*	n/a	n/a	n/a	n/a

Source: http://www.westmont.edu/_offices/institutional_portfolio/FacultyDemographics.html

* Not available at time of writing

Table 10 details faculty load by year and faculty member, according to the college's standard load calculation categories and metrics. In addition to the college data, Table 10 also includes three right-most columns that incorporate additional data on release and leave time kept by the department.

Comparing across faculty, the most straightforward numbers may be the percentages for each of the current faculty members in the TOTAL column. With 23% for Fikes, 24% each for Smith and Rogers, and 17% (approx. 2/3 of 24%) for Gurney, the load, as

measured by load credits, is equitably distributed across the department's tenure-track faculty.

With respect to upper- and lower-division teaching, the department thoughtfully considers this issue on a regular basis, and considers the distribution to be fair and equitable. Each of the faculty teaches at least one section of PSY 001 each year with the exception of Gurney, who teaches two sections of the PSY 115 course which is also a service course to the education department. Her remaining teaching load credits are needed by the department in the rotation of clinical and counseling courses. Each faculty member also teaches upper-division courses in his or her areas of specialization. With the completion of the tenure track faculty resulting from Saad's hire this year, we will begin discussion of load distribution and the possibility of rotating through special-topics seminars on a regular basis--a longstanding desire of the department.

Faculty Involvement in the College and Community. Department faculty are actively involved in the wider college and local communities. Tenure-track faculty committee involvement is presented in Chart 1B (see Notes column), and includes representation on Faculty Council (3 faculty; also vice chair of faculty), Academic Senate, Executive Senate, Academic Senate Review Committee, Institutional Review Board (2 faculty; also committee chair), General Education Committee, Student Life Committee (2 faculty), Long-Range and Strategic Planning Committees, Diversity Committee, Off-Campus Programs Committee, Athletics Committee, and the Experiential Education task force.

In addition to these standing committee and task force assignments, department faculty also contributed to a number of faculty search committees inside and outside the department, the provost search committee, and multiple major honors committees (both as chairs and committee members).

Faculty have planned and led off-campus programs (Mayterm 2009, Spring semester 2013), and participated in a wide variety of formal and informal college readings groups and ad-hoc committees. The department's senior faculty have also served regularly as official (appointed by the provost's office) and unofficial mentors to junior faculty of other departments.

Table 10. Faculty Unit and Load Credit Summary, 2006-2012

		<i>Units</i>		<i>Load Credits</i>					<i>TOTAL ***</i>
		<i>lower</i>	<i>upper</i>	<i>lower</i>	<i>upper</i>	<i>total*</i>	<i>release</i>	<i>leave**</i>	
2006-7	Fikes	8	16	8	17	29	4	0	29
	Smith	4	6	4	11	22.5	7.5	0	22.5
	Gurney	0	22	0	16	16	0	0	16
	Rogers	4	18	4	16	20	0	0	20
	Paloutzian	4	12	4	12	24	8	0	24
2007-8	Fikes	0	10	0	4	4	0	14	18
	Smith	4	12	4	17	25	4	0	25
	Gurney	8	16	8	16	24	0	0	24
	Rogers	8	18	8	18	26	0	0	26
2008-9	Fikes	4	13	4	16	24	4	0	24
	Smith	4	12	4	16	24	4	0	24
	Gurney	0	20	0	16	16	0	0	16
	Rogers	8	18	8	16	24	0	0	24
	Cleveland	0	10	4	4	24	16	0	24
2009-10	Fikes	0	14	0	14.5	18.5	4	4	22.5
	Smith	4	6	4	8.5	12.5	0	12	24.5
	Gurney	0	8	0	8	8	0	8	16
	Rogers	4	25	4	22.5	26.5	0	0	26.5
	Cleveland	8	8	12	4	24	8	0	24
2010-11	Fikes	0	19	2	17	21	2	4	25
	Smith	4	23	6	17	25	2	0	25
	Gurney	4	12	4	12	16	0	0	16
	Rogers	8	24	8	16	24	0	0	24
2011-12	Fikes	4	10	6	14.5	20.5	0	4	24.5
	Smith	4	20	6	17	27	4	0	27
	Gurney	0	0	0	0	0	0	16	16
	Rogers	4	22	4	22.5	26.5	0	0	26.5
Sum	Fikes	26	72	20	83	117	14	26	143
	Smith	24	79	28	87	136	22	12	148
	Gurney	12	78	12	68	80	0	24	104
	Rogers	36	125	36	111	147	0	0	147
Total Dept. Percent	Fikes	100	394	116	368.5	552	67.5	62	614
	Smith	26%	18%	17%	23%	21%	21%	42%	23%
	Gurney	24%	20%	24%	23%	25%	32%	19%	24%
	Rogers	12%	20%	10%	18%	14%	0%	39%	17%
	Rogers	36%	32%	31%	30%	27%	0%	0%	24%

* Includes courses (but not major honors, research, tutorial) and releases (professional development, chair, program review, special); but not leaves (maternity, sabbatical). Not consistent across years.

** Based on department records; all other data as per College-supplied Load Reports. Comments for each entry available in original spreadsheet (2006-2012 Load Report Summary.xlsx)

*** Includes all courses, releases, and leaves

Department members maintain an active presence in the local Santa Barbara and greater community, both professionally and as members of local churches. Professional activities include membership in the Santa Barbara Psychological Association, Christian Association of Psychologists, the Santa Barbara Response Network, Western Psychological Association Council, UCSB's Psychological Assessment Center, pro-bono counseling services (e.g., post Tea Fire), and regular presentations at local school, parent, and community groups. Gurney and Rogers both maintain active private practices. Church involvement includes music leadership; weekly small-group leadership; leadership and involvement in a variety of special activities; and active general involvement in church life.

Department members also serve as ad-hoc reviewers for peer-reviewed journals and are members of national and regional professional associations that include the American Psychological Association, Cognitive Neuroscience Society, and others.

Faculty Development Plan Summaries.

- **Saad.** Saad will establish the Biculturalism Laboratory in Fall 2012, which will focus on researching the growing population of biculturals in the United States and how they respond to cultural cues in their environment. She will examine bicultural identity integration, or biculturals' abilities to integrate their distinct cultural identities into a cohesive sense of self. She will examine the relationships between bicultural identity integration, emotion, creativity, and well-being. She will continue to publish her work in peer-reviewed journals and present it at national conventions (Society for Personality and Social Psychology, American Psychological Association). She will engage in collaborations with researchers at UC Davis and UC Santa Barbara to examine the mental and physical consequences of bicultural individuals' inability to successfully integrate both of their cultural identities. She will involve undergraduate students in her research and convention presentations. Additionally, she will teach full-time at Westmont for the next several years, incorporating cultural diversity issues into her courses as well as introducing new courses that examine more fully ethnic minority psychology and the bicultural experience.
- **Rogers.** In addition to teaching his full complement of courses, Rogers will engage in several areas of professional development. In terms of research, he will continue as the director of the Westmont Neuropsychology Laboratory, collaborating with students on projects (a) longitudinally assessing the cognitive, emotional, and spiritual functioning of older adults, as well as (b) examining the interaction between religion and the symptoms of schizophrenia. He will continue publishing the results of this research in journals and present at national conventions (International Neuropsychology Society, American Psychological Association). Other writing endeavors will include book chapters focusing on object-relations

and Jungian psychotherapy, neuropsychology and religion, and the psychology of religion. On a clinical level, he will continue to provide psychotherapy and assessment services at Hope Counseling Center, serve as the lead neuropsychologist at the Pacific Neuroscience Medical Group, and supervise graduate students at UCSB's Psychology Assessment Center.

- **Gurney.** Gurney will teach full-time in the 2012-2013 academic year as well as serve as Co-Chair of the department. She will develop and teach a new course in Spring 2013, Lifespan Development. She will continue to maintain her private practice, providing short and long-term psychotherapy to individuals, couples, and families in the greater Santa Barbara area as well as consult with various schools and organizations, offering in-services and clinical presentations. Gurney also serves as an adjunct faculty at UCSB as she supervises graduate students in Hosford's Clinic Psychological Assessment Center. Gurney plans on submitting her sabbatical work for publication in the next several years.
- **Fikes.** Fikes will begin as the director of the new Center for Social Neuroscience in Fall 2012, continuing EEG research on interpersonal rapport and relationality and extending this work into spiritual formation and leadership. In Spring 2013 he will co-lead an off-campus program in the Middle East, further developing teaching and research interests in cultural/narrative psychology and the Israel-Palestine conflict. He intends to visit the Franz laboratory at the University of Otago, NZ again in 2014-2015 where he helped to establish an EEG laboratory in 2007. He intends to continue conference attendance and presentations in cognitive and social neuroscience, and to submit research for publication. He also continues to participate in faculty reading groups, interdepartmental research collaborations, and will be participating in Departments Without Borders (Iba, Fisk, et al.), and continuing collaborations with President Beebe on the neuroscience of leadership. Mutual mentoring group activity (Hunter, Dunn, W. Rogers) will also continue.
- **Smith.** Smith will oversee the psychology department planning grant during 2012-2013, evaluating whether a peer tutoring program is feasible. She will also continue mutual mentoring activities that began last year. Her research on college students' moral development will involve administering the DIT to senior students who were first assessed in 2009-2010 and developing an instrument that measures moral sensitivity. In the teaching arena, ways to contribute more directly to the Gender Studies minor will be investigated, and alternative pedagogies identified and implemented in courses that presently are mostly lecture-oriented.

Facilities. With the move into Winter Hall in 2010, departmental facilities are now one of the major strengths of the department. After the Tea Fire in Fall 2008, the department moved in December 2008 from Bauder Hall to a modular office building (approx. 700 sq. ft. each) but continued to teach labs and conduct research in the modular Psychology Neuroscience lab (approx. 800 sq. ft.). In August 2010, we occupied the new Winter Hall

facilities, with psychology's office, laboratory, and student lounge space totaling over 7,700 sq. ft. (See Table 11 for an overview of psychology facilities in Winter Hall. Floor plans with psychology space highlighted are included in Appendix 4).

The department's facilities are now sufficient to support a very strong science-oriented liberal arts program in psychology. Along with this five-fold increase space, however, comes an equal increase in cost and time to maintain the facilities. With a simultaneous decrease in departmental support staff, this burden has fallen on the department chair and department faculty who teach laboratory courses and conduct laboratory research. This is not sustainable. The department continues to request that the college develop standards, in consultation with the affected departments, for support staff in the sciences, and provide staff and extra-departmental support and resources commensurate with the facilities and pedagogical tasks of the departments.