



# QUADRENNIAL: PSYCHOLOGY

Central Christian College of Kansas

Summer of 2022

Submitted in compliance with the Academic Office.

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## INTRODUCTION

This report is submitted in compliance with the Institutional Assessment Plan (IAP) and represents a comprehensive review of the psychology program based on the criteria included in the IAP.

The purpose of this process is to provide a means through which the program can provide data to demonstrate compliance with each standard or provide a remediation plan when data does not support the standard. In response to each standard, there will be a brief narrative articulating compliance. Each statement is supported through specific data, artifacts, or evidences that validate the statement, as applicable. In cases where there is inadequate evidence to support assertion, the report will provide action steps identifies to address the deficiency.

Due to the interim nature of program leadership and COVID, this report, which was designed to be submitted in 2021, is being submitted during the summer of 2022. Psychology program staff apologize for the late belated nature of the report. The presence of COVID presented a number of obstacles that were difficult to overcome and made the collection and review of evidences more difficult.

During this process, the following action points were identified. They are listed here for easy reference.

Action #	Title	Target
1A1.1	Update Catalog to align with program documents and Web Page	October 2022
2.B1.1	Update Catalog to more clearly designate credentials, illustrating the field of student associated with	January 2023
2.B1.2	Update the Catalog to ensure that required credit hours are clearly demarcated.	Fall 2023
3.A3.1	Develop minimum required objectives in the Psychology Program Source Document, which can	Spring 2023
3.A3.2	Prescribe the use of <i>copied</i> CANVAS courses, which will ensure consistency and collect artifacts directly, in real time.	Fall 2024
3.C3.1	<ul style="list-style-type: none"> <li>• Inclusion of annual lists, illustrating assigned teaching duties</li> <li>• Inclusion of completed professional development</li> <li>• TIGERS Scores</li> </ul>	Spring 2023
3.C3.2	Verification of official transcripts. In a limited number of cases, copies of transcripts are in the file. However, there is no note whether an official was presented.	Spring 2023
4.B2.1	Work with the Dean of SPE to review course outcomes to ascertain where drift has occurred and take corrective action.	Spring 2023

## CRITERION 01

### 1.A1 & 1.A5

PROVIDE THE PROGRAM'S MISSION STATEMENT (PURPOSE STATEMENT) AND EXPLAIN HOW IT FITS WITHIN THE CONTEXT OF OUR INSTITUTION. PROVIDE EVIDENCE THAT THE MISSION IS CLEARLY ARTICULATED THROUGH PUBLIC INFORMATION, SUCH AS PURPOSE, VISION, VALUES, GOALS, PLANS OR PRIORITIES

Prior to this review, the psychology program fell under the authority of the Social Science Department, which maintained an overarching mission statement for the programs associated with its administration.

In 2020, the psychology program came under the authority of the Division of Human Services. As a result, the psychology program adopted an updated purpose statement in 2021, which will be used in marketing and promotional materials moving forward. The purpose statement is part of a larger statement, elucidating the design of the program.

“In the beginning God created...” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop – all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning. Psychological studies at Central Christian are designed to help you see the unique interplay between science and faith – not as an integrative model, but as an essential component of existence.

The Psychology program at Central Christian College of Kansas seeks to honor God by educating and empowering students concerning the interplay of our unique God-given nature and the unique environment in which we are nurtured. Appreciating this theological perspective, ***the purpose of the Psychology Program is to engage students in experiences that allow them to discern the unique interplay between soul, mind, brain, and behavior, in order to collaboratively discover the redemptive potential of the human condition.***

The student is challenged to view the study of psychology as a theological pursuit; One in which the created (humanity) marvels at the wonders of the Creator (God) and the creation (Existence). It is through this discipline that the student learns the redemptive application of psychological theory in light of theological truth. Ultimately, the student is invited to understand the discipline of psychology in light of Biblical revelation, Christian orthodoxy and scientific methodology.

As such, the psychology program appreciates the unique interplay of faith and learning, based on the Wesleyan model of Scripture, Reason, Tradition, and Experience, which aids in the fulfillment of the Mission Statement of Central Christian College to provide a Christ-Centered Education for Character. This program is aligned with the institutional strategy to enhance character by focusing on the four character dispositions outlined in the CORE4, these include Mind (academic competence), Heart (socially responsibility), Strength (service oriented), and Spirit (spiritually mature). These statements can be found on the CCK website.

The linkage to the mission is embedded in the Program Outcomes:

- **MIND (VERSATILE SKILL):** We believe graduates should demonstrate reasoned and productive lifestyles, filled with the “Spirit of God, with wisdom, with understanding, with knowledge, and with all kinds of skills.”
  - Demonstrate an understanding of basic principles of behavioral science by academically applying, reapplying, or combining behavioral science terminology and theories when provided with information about human behavior, mental processes, and the socio-cultural environment, and demonstrate an understanding of behavioral science research methodology by manipulating and analyzing observable facts to arrive at an informed conclusion.
    - [PSY3]...explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.
    - [PSY5]...design and execute an experiment or research initiative to answer a psychological question.
    - [PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.
    - [PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.
- **HEART (VIRTUOUS CITIZENSHIP):** We believe that graduates should demonstrate civic and moral leadership, in order “to do good; seek justice, and correct oppression.”
  - Demonstrate intercultural competence and civic responsibility by engaging regional, national, and global communities while utilizing the methods, principles, and perspectives of behavioral science.
    - [PSY1]...facilitate APA guidelines for the ethical treatment of human and nonhuman research participants.
    - [PSY2]... adapt psychological principles and modalities in response to diverse cultures and worldviews.
- **STRENGTH (VIGOROUS SERVICE):** We believe graduates should demonstrate dispositional strength and behavioral readiness so that they “never tire of doing what is good”.
  - Demonstrate psychological reasoning and therapeutics to enhance overall health and wellness both individually and communally, including a secure identity of self, emotional stability, and hardiness.
    - [PSY4]...distinguish various etiologies and treatments related to normative and non-normative behavior.
    - [PSY9]...devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning
- **SOUL (VIBRANT FAITH):** We believe graduates should demonstrate an appreciation for the Lordship of Christ, “not lagging in diligence, fervent in spirit, serving the Lord.”
  - Demonstrate familiarity with the unique nature and design of the human brain and its effect on human functioning and behavior, including the interplay between mind and spirit.
    - [PSY6]...evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).

Aspects of these statements can also be found in the College Catalog. In completing this review, discrepancies between program documents, the web page, and the Catalog were noted. These are

partially explained by the lag time between document revisions, but must remain a priority for the department. The Web Page received a preliminary update with the writing of this report.

**Figure 1.A1.1**

Screenshot from CCK Website

ACADEMICS ▾ ONLINE DEGREES ▾ ADMISSIONS & AID ▾ STUDENT LIFE ▾

PSYCHOLOGY Home » Academics » Divis

## START YOUR PSYCHOLOGY CAREER TODAY

“In the beginning, God created...” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop – all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning.

Appreciating a theological perspective, the purpose of the Psychology Program is to engage students in experiences that allow them to discern the unique interplay between soul, mind, brain, and behavior, in order to collaboratively discover ways to improve the human condition.

The student is challenged to view the study of psychology as a theological pursuit; One in which the created (human) marvels at the wonders of the Creator (God) and His creation. It is through this discipline that the student learns the redemptive application of psychological theory in light of theological truth. Ultimately, the student is invited to understand the discipline of psychology in light of Biblical revelation, Christian orthodoxy, and scientific methodology.

As such, the psychology program engages its work through the Wesleyan model that considers the role of Scripture, Reason, Tradition, and Experience when seeking to discover or discern truth. In this way, the program supports the College’s mission to provide a Christ-centered Education for Character.

The psychology major is intended to provide students with a comprehensive overview of the area of psychology while also giving them the knowledge required to flourish in the area. Depending on a student’s job or educational ambitions, studying psychology at Central Christian can offer several doors of opportunity. Our comprehensive approach to education will offer students the skills they need to excel in their educational efforts.

Start your journey today - Tell Me More!

Retrieved from: <https://www.centralchristian.edu/academics/humanservicesdivision/psychology/>

Action #	Title	Target
1A1.1	Update Catalog to align with program documents and Web Page	October 2022

## 1.B1

PROVIDE EVIDENCE OF ACTIONS AND DECISIONS THAT DEMONSTRATE THE DEPARTMENT AND RELATED PROGRAM'S SERVICE TO THE PUBLIC GOOD, NOT SOLELY THE INSTITUTION OR ANY SUPERORDINATE ENTITY.

The program, by design, is focused on helping students move on to vocational engagement or graduate studies. As such, the program both in focus (behavioral) and outcome (engagement) demonstrates a responsibility to deliver civic value and serve the public good. Graduates are prepared to work in number of human service professions including criminal justice, social work, counseling, ministry, education, management, and human resources. The skills provided through program participation also serve the public good through enhanced attention to empathetic listening, critical thinking, cross-cultural communication, and a keen understanding of human nature and behavior. psychology?

From a purely theological perspective, as articulated in the purpose for the program, the underlying assumption of the program recognizes that we (humanity) have a responsibility to steward knowledge to help humanity reach its redemptive potential. That many of the graduates move into career related to the behavioral sciences, further supports the notion that the program is focused on the public good. evidence?

Therefore, the program recognizes that the general education and major specific coursework plays a role in producing an educated citizenry that can promote and defend the good of the local community and beyond. Familiarity with topics including science, theology, mathematics, philosophy, arts, and the social sciences are important for maintaining a quality of life and enhancing the social fabric of society.

Specific to the Psychology Program, Henderson<sup>1</sup> proposed the idea that students trained in psychology might best benefit the public good as Citizen Psychologists. "Citizen Psychologists serve as leaders in their various communities who, through prolonged engagement in significant activities, contribute to improving the lives of all".<sup>2</sup> While not a specific program associated with the undergraduate program at CCK, the program does recognize that student, having gained exposure to a wide-range of psychological topics and skills, are more equipped to speak and act to issues within communities. This perspective, in alignment with character development and civic-engagement, help amplify the program's focus on the public good.

The program remains under the authority of the faculty associated with the program and the Faculty Senate. While outside sources may help inform the program, the program itself is focused on ensuring adherence to best practice and how effective it prepares students for educational or vocational pursuits.

## 1.C1

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS ENCOURAGE CURRICULAR AND CO-CURRICULAR ACTIVITIES THAT PREPARE STUDENTS FOR INFORMED CITIZENSHIP AND WORKPLACE SUCCESS.

In addition to those aspects already highlighted in 1.B1, the following would enhance ways in which the program encourages involvement in activities preparing students for informed citizenship and workplace success.

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<sup>1</sup> Henderson, J (2018). *Citizen Psychologist*. American Psychological Association.

<sup>2</sup> APA (2018). Citizen Psychologist Initiative. *American Psychological Association*. Retrieved from <https://www.apa.org/ed/precollege/ptn/2018/09/citizen-psychologist-initiative>.



The program maintains a partnership with Pi Gamma Mu. It is the oldest and preeminent international honor society in the social sciences. Their mission is to encourage and recognize superior scholarship in social science disciplines and to foster cooperation and social service among its members. While not necessarily a social service organization, induction of members at the KAPPA Chapter (CCCK) allow us to focus on the importance of community involvement. National events have allowed for local students to gain additional training in leadership, racial justice, and discrimination [[Pi Gamma Mu - International Honor Society in Social Sciences](#)].

how many students are engaged and what community service events are held ?

**1.C3**

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS FOSTER A CLIMATE OF RESPECT AMONG ALL STUDENTS AND FACULTY FROM A RANGE OF DIVERSE BACKGROUNDS, IDEAS, AND PERSPECTIVES?

TIGER Scores demonstrate that instructors associate with the psychology program foster a climate of respect among students, and helped challenge students concerning diverse ideas and perspectives. The scoring is based on a five-point Likert scale. All scores are above 4.00, with many above a 4.50, which indicates strong agreement among students.

**Table: 1.C31**

how many adjuncts?

T.I.G.E.R.S. Scores – Annual Averages for all Instructors	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21
My instructor was courteous to students.	4.70	4.61	4.51	4.27	4.46	4.18	4.89
This course challenged me to engage diverse ideas [Residential].	4.61	4.35	4.26	4.59	4.41	4.18	4.53
This course challenged me to engage diverse ideas [Online].	4.65	4.47	4.61	4.83	4.63	4.66	4.65

While first perceived as a negative aspect of having to rely on a number of adjuncts, the department also recognizes that having different adjuncts has allowed for a greater level of diversity, both in perspective and pedagogical approach.

See 3.B3 for further exploration concerning ways that the program seeks to foster respect concerning diverse backgrounds, ideas, and perspectives.

## CRITERION 02

### 2.A2

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAM ENSURE OPERATIONAL INTEGRITY IN REGARDS TO ITS FINANCIAL, ACADEMIC, HUMAN RESOURCES, AND AUXILIARY FUNCTIONS.

In this case, the lack of evidence to the contrary is the evidence supporting that the program operates with integrity. A review of the institutional complaint system and the fraud hotline demonstrate that no complaints have been recorded concerning the psychology program.

As for engaging procedures, the psychology program operates as an aspect of the Division of Human Services. As such it falls under the authority of this division. The program staff remain integral to the mission of the institution and its operations by ensuring the following.

- Financial reports demonstrate that the program has remained under budget, except for one outlier in FY2019.

**Table 2.A2.1**

Psychology Program – Budget vs. Actual

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Budgeted	1,000.00	3,000.00	\$3,000.00	\$1,000.00	\$1,000.00	\$1,100.00
Spent	\$315.61	\$2,172.00	\$1,345.19	\$1,329.22	\$749.67	\$130.00

- While not accredited by an outside agency, the program remains in alignment with APA related guidelines and standards.
- Faculty credentials are reviewed in accordance with the policy and process laid out by the academic office.
- Psychology syllabi are submitted annually, in accordance with requests made by the Academic Office.

**Figure 2.A2.1**

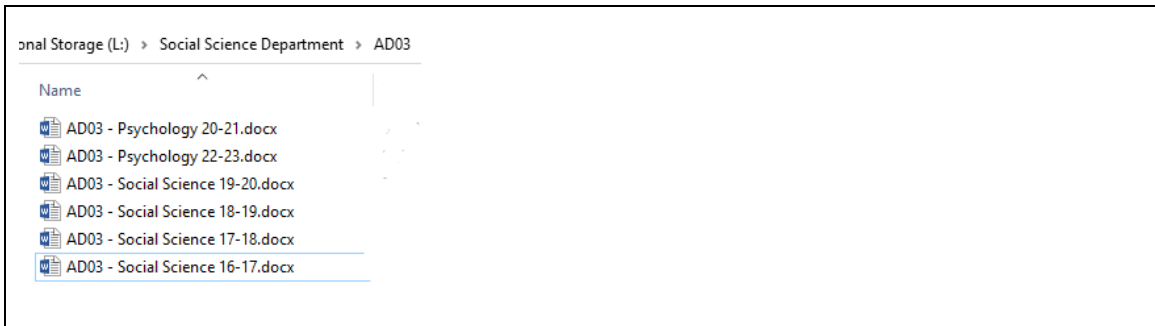
Screen Shot – Syllabi Dropbox (SP22)

Name	Date modified	Type	Size
SS-PY 493 Research Project.pdf	02/03/2022 4:50 PM	Adobe Acrobat D...	195 KB
SS-PY 498 Capstone.pdf	02/03/2022 4:39 PM	Adobe Acrobat D...	220 KB
SS-SO 202 Sociology Schedule SP 22.xlsx	01/10/2022 1:18 PM	Microsoft Excel W...	16 KB
SS-SO 202 Sociology Syllabus 2022.docx	01/10/2022 1:18 PM	Microsoft Word D...	45 KB

- Annual reports are submitted in accordance with Academic Policy

## Figure 2.A2.2

### Screen Shot – Syllabi Dropbox (SP22)



- Faculty remain in alignment with credentialing requirements and expectations related to professional development (See 3.C3).

## 2.B1

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS ARE PRESENTED CLEARLY AND COMPLETELY TO ITS STUDENTS AND THE PUBLIC WITH REGARD TO TIS PROGRAMS, REQUIREMENTS, FACULTY AND STAFF, COSTS TO STUDENTS, AND ACCREDITATION RELATIONSHIPS.

The Psychology pages (online and residential) are the primary means, outside of the Catalog, that provide public-facing information about the program. The web pages provide information about Program Outcomes, sample Course Descriptions, links to access more information. Additionally, the Catalog (and other associated web links) provide information of requirements, faculty, and costs.

The primary means through which the department makes itself known to the public is through the Catalog and specific webpages dedicated to psychology. Many of these pages include topics such as degree requirements, outcomes, course examples, purpose, and other general information designed to ensure that the psychology program is being presented clearly and completely.

- [Course Catalogs & Policies - Central Christian College of Kansas](#)
- [CCCK Psychology - Central Christian College of Kansas](#)
- [Bachelor of Science in Christian Psychology | Online Degree | Central Christian College of Kansas](#)

In completing this review process it was found that specific information concerning the required number of credit hours to earn the major was no longer present in the Catalog. While internal degree audits, embedded in CAMS does calculate in alignment with program expectations, they are no longer listed in the Catalog. This is seen as a deficiency and must be corrected in order to fully provide a transparent list of expectations. This has been added as an action point.

The program relies on the institution to relay information concerning tuition pricing, admission expectations, and enrollment requirements. These are located online:

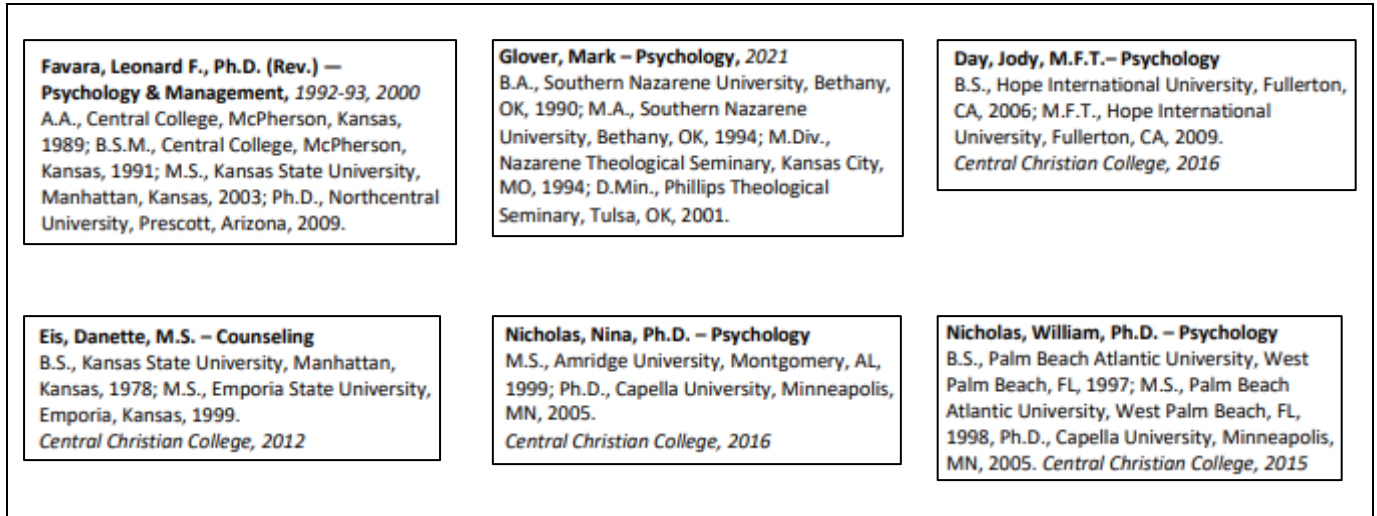
- Residential Admission: [CCCK Admissions - Central Christian College of Kansas](#)
- Online Admission: [FAQs | Central Christian College](#)
- Online Tuition: [Tuition | Central Christian College Online](#)

- Residential Tuition: [Tuition & Costs - Central Christian College of Kansas](#)
- Scholarships: [CCCK Scholarships - Central Christian College of Kansas](#)

Faculty, and related credentials are specifically delineated in the Academic Catalog, under the Faculty Section. There are times when new faculty adjuncts are hired, but no addendum to the Catalog is forthcoming – leaving a gap in which some faculty credentials are not articulated publically.

**Figure 2.B1.1**

Screenshots from 2021-2022 Academic Catalog pp. (205-208)



Annually, a representative of the psychology program meets with admissions staff to review any changes in the program, provide program talking points, and discuss graduate achievements and outcomes. This process allows for admission’s staff to clarify assumptions and ensure that marketing materials are in alignment with how the program functions.

Currently, the program has no other accreditor relationship other than through Higher Learning Commission (HLC), which accredits the institution as a whole. The College maintains compliance with the Commission through a verification tool located on the *About* page of the website [[About Central - Central Christian College of Kansas](#)].

Action #	Title	Target
2.B1.1	Update Catalog to more clearly designate credentials, illustrating the field of student associated with advance degrees.	January 2023
2.B1.2	Update the Catalog to ensure that required credit hours are clearly demarcated.	Fall 2023

**2.D**

PROVIDE EVIDENCE OF YOUR DEPARTMENT’S COMMITMENT TO ACADEMIC FREEDOM AND FREEDOM OF EXPRESSION IN THE PURSUIT OF TRUTH IN TEACHING AND LEARNING.

The Institution maintains policies on Freedom of Expression and Academic Freedom. The primary policies are articulated in the Academic Catalog, which is a public facing document. In addition, the Faculty manual maintains an amplified/explanatory statement specifically related to Faculty.

In alignment with these policies, the psychology department is committed to freedom of expression and the pursuit of truth in teaching and learning. An analysis of complaints filed with the College finds that no (zero) complaints have been filed against the psychology program or its faculty, concerning academic freedom or freedom of expression.

Additionally, the Academic Office provides a syllabus template, which includes statements to include in course syllabi [[Syllabus-Admin-policy-and-Academic-integ..pdf \(netdna-ssl.com\)](#)]. Each faculty member, in keeping with institutional policy, is to include a Freedom of Expression statement in syllabi and foster a classroom experience to support this position. A review of available syllabi, demonstrates that this is being done consistently through all modes of delivery.

T.I.G.E.R.S. results demonstrate that faculty, associated with the program, maintain a commitment to academic freedom and freedom of expression. The scoring is based on a five-point Likert scale, submitted by students. All scores are above 4.00, with many above a 4.50, which indicates strong agreement among students.

**Table: 2D1**

T.I.G.E.R.S. Scores – Annual Averages for all Instructors

	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21
My instructor allowed freedom of expression [Residential]	4.75	4.58	4.53	4.33	4.55	4.09	4.88
My instructor allowed freedom of expression [Online]	4.71	4.64	4.69	4.81	4.69	4.84	4.71
The instructor promoted discussion [Residential]	4.73	4.52	4.37	4.43	4.52	4.18	4.38
The instructor promoted discussion [Online]	4.54	4.31	4.49	4.66	4.40	4.62	4.54

Students have been allowed to pursue academic inquiry in alignment with respective learning objectives. A sampling of research projects demonstrates various points of inquiry that might illustrate uncensored biases or perspectives<sup>3</sup>:

- Opioid Addiction Rural Appalachia
- Depression in African American Women
- Self-Medicating Behavior in Veterans
- Depression in Black Males
- Under-Reporting of Mental illnesses in the African American Community
- Effects of Absentee Parents on Children?
- Racial Bias and Patrol Officers

<sup>3</sup> Psychology Data Tracker

## 2.E2

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS PROVIDE EFFECTIVE SUPPORT SERVICES TO ENSURE THE INTEGRITY OF RESEARCH AND SCHOLARLY PRACTICE CONDUCTED BY THEIR FACULTY, STAFF, AND STUDENTS?

While CCK is not currently a research focused institution, it has embedded appropriate levels of emphasis on academic integrity and research based endeavors. Foremost is the focus placed on Academic Integrity as an aspect of the CORE4 program and character development. Faculty are required to place statements related to academic integrity in syllabi. Specific language is provided in the Syllabi Template maintained on the T:Drive [[Syllabus-Admin-policy-and-Academic-integ..pdf \(netdna-ssl.com\)](#)].

In alignment with APA expectations, research related concerns have been embedded into the program outcomes. The Psychology Course Map provides an illustrative look into how these issues are incorporated, with a scaffold approach focusing on introducing (I), reinforcing (R), and Assessing (A).

**Table 2.E2.1**

Research Related Outcomes as Embedded in Psychology Program Outcomes

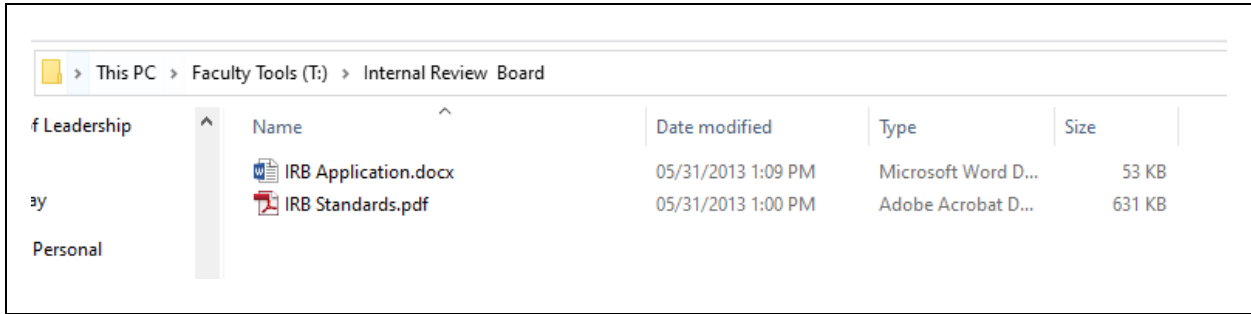
	General Psychology	APA writing Seminar	Human Growth	Social Psychology	Statistics	Human Sexuality	Personality Psych	Christian Counseling	Counseling	Abnormal Psychology	Cognitive Psychology	Physiological Psychology	Research Methods	Research Project	Senior Capstone
Program Objective															
[PSY1]...facilitate APA guidelines for the ethical treatment of human and nonhuman research participants.	I		I	I					R	R			R	A	A
[PSY5]...design and execute an experiment or research initiative to answer a psychological question.	I			I	R								R	A	
[PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.	I				I/A								R	A	
[PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.	I	I	R	R	R	R	R	R	R	R	R	R	R	A	A

Retrieved from Psychology Program Source Document

In addition, the College maintains an Internal Review Board designed to address specific research, if and when it is conducted. Maintained in the T:Drive, faculty have access to information concerning the Internal Review Board.

**Figure 2.E2.1**

Public Access IRB Documents



Screenshot from T:Drive>Internal Review Board

The standards manual provides an overview of the IRB process. Specifically stated in the manual, “All proposals coming to the IRB from students must have a faculty sponsor who is familiar with the project and the methodology. Supporting documentation from an off-site sponsor may be included, but a faculty member must be the primary sponsor”.

**2.E3**

EXPLAIN HOW YOUR DEPARTMENT PROVIDES STUDENTS WITH GUIDANCE IN THE ETHICS OF RESEARCH AND USE OF INFORMATIONAL RESOURCES.

The ethics of research and use of information resources is embedded in the outcomes of the program, as illustrated below.

**Table 2.E3.1**

Information Use Related Outcomes as Embedded in Psychology Program Outcomes

	General Psychology	Human Growth	Social Psychology	Counseling	Abnormal Psychology	Research Methods	Research Project	Senior Capstone
[PSY1]...facilitate APA guidelines for the ethical application of research and information resources.	I	I	I	R	R	R	A	A

The program first introduces (I) concepts related to the ethics of research and use of information resources in the General Psychology course. The topics is highlighted in the text and assessed through assessment related to the chapter. The topic is then expanded upon as perspectives of the subject are discussed. Finally, the topics are again reviewed as part of the APA paper, introduced in the course.

While issues of ethics of research and use of information resources are discussed in a number of courses, the concepts are specifically reinforced (R) in counseling related courses, and then synthesized and finally assessed (A) in senior level courses including Research Project and Senior Capstone.

An example of how students in the senior level Research Project review their understanding of the topic can be seen in Figure 2.E3.1.

**Figure 2.E3.1**

Example of Ethics Related Assignment Embedded in SS-PY 493

Checkpoint Assignment 3.2: Ethical Considerations Published Edit ⋮

**Assignment Overview**

While this course is not requiring you to do original research, it is designed to reinforce what you have learned about research and the ethical realities associated with research. It may be that some of the sources you are referencing in your Literature Review have addressed the issue of ethical constraints or considerations with the sample or population the researcher was working with.

To further develop this theme, you will need to go to the American Psychological Association website and familiarize yourself with the nine areas of Responsible Conduct of Research (RCR). Be sure to click on all the available resources under each section to increase your understanding.

Please use the link below.

<https://www.apa.org/research/responsible/index>

↪ **Completing the Assignment**

Once you have completed your research of the topics, **prepare a two-page paper** summarizing your understanding of the important ethical considerations in research and how you as a researcher will facilitate these guidelines.

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OF KANSAS

In the final research paper, submitted by senior level students, the rubric specifically seeks to assess how well students were able to describe and evaluate ethical issues. This same rubric is used on the completion of the SSJR in the General Psychology course, creating a linkage between the requisite fundamental psychology course and the capstone. The specific rubric element is illustrated below.

**Table 2.E3.2**

Rubric Element from Research Paper Focused on Ethics in Research.

Method: Procedure & Ethics	Description of procedure is missing or unclear, with many major details absent.	Description of procedure is present and may address ethical considerations. The description is not in order or difficult to follow, or a few major details are absent.	Description of procedure is appropriate and addresses ethical concerns, though some minor details may be missing, or some procedural aspects could be explained more clearly.	Description of procedure is appropriate, in order, with enough detail that a reader could replicate the study; instructions and protocol are included. Ethical issues are clearly addressed.
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2.E4

PROVIDE AN EXPLANATION AND/OR EVIDENCE OF HOW YOUR DEPARTMENT ENFORCES THE INSTITUTION'S POLICIES ON ACADEMIC HONESTY AND INTEGRITY.



In alignment with institutional policies outlined in the Academic Catalog the program enforces policies on academic honesty and integrity. Faculty are provided a membership with Turnitin so that they can submit assignment for review. [would membership be accurate?](#)

A request was sent to the Academic Office to inquire about adjudicate cases of Academic Integrity. The response indicated that there were two cases of academic dishonesty were report for the program/department for this last cycle of review. The nature and response are illustrated in Table 2.E4.1.

**Table 2.E4.1**

*Academic Dishonesty Cases Brought to Adjudication – Social Science*

	Date		Type	Result	Appeal	Final Result
Case 1	8/19/20	Online	Plagiarism	Failed Assignment	No	
Case 2	4/17/21	Residential	Plagiarism (Multiple)	Failed Assignment & FX for Class	Yes	F in class; Plagiarism Awareness Assignment Required.

Interviews with faculty members suggest that other infractions of academic integrity occurred during this assessment cycle, but were addressed on an individual level as part of a restorative justice process.

## CRITERION 03

### 3.A1:

PROVIDE EVIDENCE THAT COURSES AND PROGRAMS WITHIN YOUR DEPARTMENT ARE CURRENT AND REQUIRE LEVELS OF STUDENT PERFORMANCE APPROPRIATE TO THE CREDENTIAL AWARDED.

As it applies to the currency of the courses offered through the psychology program, the program continually assesses its offerings in alignment with best practice. An example of this process is illustrated below, which provides a comparative matrix with other institutions that CCK uses as best-practice benchmark institutions.

**Table 3.A1.2**

Psychology Major Comparative Matrix

Central Christian College of Kansas		Direct Competitor	AFEMI Competitor	#1 Midwest Regional (USAToday)
Online	Residential			
General Psychology		R	R	R
Developmental Psychology		R	R	R
Statistics				R
Life Coaching	E			
Human Sexuality	E			
Social Psychology		R	E	E
Research Project		R	R	R
Abnormal Psychology		R	R	R
Personality Psychology		R		E
Counseling				
Physiological Psychology	E	R	R	R
Christian Counseling	E	R	R	
Organizational Behavior	E			
Human Sexuality	E			
	Seminar	R	R	R
Research Methods			R	R
Capstone			R	
		History & Systems	R	R
E	E	Learning/Cognitive	E	E

If listed (assume REQUIRED); R=Required; E=Elective or Soft Required

Based on the matrix above, there is one distinct difference, the requirement for a History & Systems type course. In a review of alumni, it was discovered that the absence of this course was negligible related to the success of graduates completing advanced work in psychology. While the presence of this course (and a course of cognitive psychology) may have assisted the department in raising scores on the Major Field Test, feedback from alumni indicated a preference to broader options.

Recognizing that a desired outcome of students matriculating through the psychology program is successful entry into a graduate program, current course offerings assessed in light of expectations for entry into respective graduate programs. Commonly, students entering a graduate psychology program must demonstrate adequate breadth of preparation in psychology and related disciplines, with specific coursework in:

- psychological statistics/research methodology;
- learning, physiological psychology, or perception/cognitive psychology;
- developmental, social, or personality/abnormal psychology.

A review of the current course offerings demonstrates alignment with these expectations.

In keeping with requirements articulated in the Faculty Manual, the Psychology Major (Residential) requires a minimum of 40 credit hours. The Bachelor of Science in Psychology (online) requires 45 hours. The key differences between the two programs are partially explained by the degree type and the focus of each program. The online program, in keeping with its designation as a Bachelor of Science in Psychology, is prescriptive in scope, providing a comprehensive overview of psychology related topics and material. It is specifically designed to introduce students to the field of psychology in general, providing a broad overview of psychology. The residential program is designed in alignment with a liberal studies approach, providing students with core coursework in the discipline, but greater flexibility to choose courses that align with educational goals.

**Table 3.A1.2**

Psychology Major Requirements by Degree Type

Online	Residential
Required (45 Hours)	Required [28 Credits]
SS-PY 110 General Psychology	SS-PY 110 General Psychology
SS-PY 201 Developmental Psychology	NS-MA 209 Statistics
SS-PY 210 Statistics for the Social Sciences	SS-PY 201 Developmental Psychology
SS-PY 226 Introduction to Life Coaching	SS-PY 310 Research Methods/Applied Statistics
SS-PY 305 Human Sexuality	SS-PY 312 Personality Psychology
SS-PY 310 Research Methods/Applied Statistics	SS-PY 320 Social Psychology
SS-PY 312 Personality Psychology	SS-PY 330 Abnormal Psychology
SS-PY 320 Social Psychology	SS-PY 493 Research Project [Psychology]
SS-PY 325 Counseling	SS-PY 498 Capstone [Psychology]
SS-PY 327 Christian Counseling	SS-AP 291 Scientific Writing Seminar: APA
SS-PY 330 Abnormal Psychology	<i>Additional SS-PY or approved courses to equal or exceed 45 credit hours.</i>
BS-MG 355 Organizational Behavior	
SS-PY 403 Physiological Psychology	
SS-PY 483 Research Project [Psychology]	
SS-PY 498 Capstone [Psychology] [WI]	

Residential students are free to pursue either degree type. However, online students are only provided access to the BS in Psychology due to course options currently available in the LMS in alignment with the term length.

#### Course Modifications

Course instructors (residential) and facilitators (online) are asked to review course materials and suggest modifications that might enhance the program and ensure alignment with current research and discoveries. Based on feedback and analysis received from the use of the Comprehensive Case Study Rubric, modifications were made. These modifications reflect a more general approach to the Case

Study, recognizing that not all psychology students are clinically focused or are seeking to prepare for a career in counseling.

**Table 3.A12**

*Course Modification Example – Senior Capstone Coursework*

Pre 2017	Post 2017
<p>Student took Senior Seminar, which only include the preparation of a research proposal. The actual execution of the research project was dependent on voluntary enrollment in a separate senior level research course. No comprehensive case study was required.</p>	<p>Students are now required to take a two-course sequence (Research Project &amp; Capstone). In this sequence students investigate and review published research, and complete a comprehensive Case Study analysis.</p>

**3.A3**

HOW DOES YOUR DEPARTMENT ENSURE THAT PROGRAM QUALITY AND LEARNING GOALS ARE CONSISTENT ACROSS ALL MODES OF DELIVERY AND ALL LOCATIONS (MAIN CAMPUS, ONLINE, AND DUAL CREDIT).

As part of the Quadrennial process, program staff request copies of current syllabi and artifacts that have been collected by the academic office. A review of the documents provided during this review demonstrates that there has been drift in course objectives and inconsistencies have emerged in required assignments.

While some of these elements are acceptable in light of academic freedom, there are elements that are prescribed by the Psychology Program Source Document. These elements are essential for comparative assessment. Program staff are partnering with the Academic Office to address these concerns by specifically mandating:

- Greater accountability of Dual-Credit partners to use specified institutional syllabi and not derivatives.
  - It seems the local facilitators are trying to merge the local high-school syllabi with aspects of CCCK's, which is not in alignment with best practice. This could be addressed if all dual-credit programs were required to use our CANVAS interface to access course related resources and submit assignments.
- Final sign-off of updated online courses, before they go live, in order to have final verification that the course is in alignment with the Psychology Program Source Documents.

This past year, the School of Professional Education facilitated meetings with current SME's and Psychology Program staff to ensure that courses currently being updated in the online program have consistency with program expectations. This has been extremely helpful and in some cases has aided the SME's because they were able to use course content from some of the residential course work that is now embedded in CANVAS.

The most significant concern remain with the dual-credit courses. The concern is not so much that the dual-credit offerings (three current schools) are incongruent with program quality or outcomes, but that distinctive aspects of the residential and online program are omitted. This will be a target of the next cycle. what is in place now to start the process?

As it relates directly to quality, at least concerning the role of the instructor, the Academic Office does require that all local facilitators are required to complete the T.I.G.E.R.S., which are analyzed as part of regular program assessment. In general T.I.G.E.R.S. scores are within expected parameters, except for one variable, “The course challenges me to develop spiritually”, which is a concern, especially in light of the fact that our current dual-credit partnerships only include like-minded institutions. It is hypothesized that requiring the use of CANVAS check, which includes specific discussion assignments that focus on this aspect of our outcomes, are embedded.

Action #	Title	Target
3.A3.1	Develop minimum required objectives in the Psychology Program Source Document, which can serve as a reference for SME’s and instructors when developing syllab1.	Spring 2023
3.A3.2	Prescribe the use of <i>copied</i> CANVAS courses, which will ensure consistency and collect artifacts directly, in real time.	Fall 2024

### 3.B1

HOW DOES THE GENERAL EDUCATION PROGRAM APPROPRIATELY SUPPORT YOUR DEPARTMENT'S PURPOSES, CONTENT AND INTENDED LEARNING OUTCOMES?

Recognizing that the assumed responsibility of the general education program is to provide a basic exploration of the collective insights of humanity and prepares student to engage subjects through critical thought and communication the psychology program remains confident in the general education programs ability to support program related outcomes<sup>4</sup>.

The general education program, as it currently stands, takes on scaffold approach to the development of knowledge and skills (Trivium) focused on:

- an introduction to bodies of knowledge (Grammar)
- development of critical reason (Logic)
- creative communication and functioning (Rhetoric)

This foundational approach prepares students with the skills necessary for scholarly reading, investigation, writing, and discourse. In addition, in alignment with the mission, the General Education program recognizes the influence of the CORE4 outcomes (and associated Cardinal Virtues) that both

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<sup>4</sup> 2021-2022 Academic Catalog (pp. 93-94)

align with the liberal arts approach and the outcomes of the College and embody the mission of the college.

- Heart: Relational & Cultural: Socially Responsible
- Soul: Spiritual & Affectual: Spiritually Mature
- Mind: Intellectual & Vocational: Academically Competent
- Strength: Motivational & Effectual: Service Oriented

Exposure to these aptitudes provides a compendium of knowledge providing a common language through which to engage scholarly discovery and exploration. The general education experience provides the opportunity to gain specific knowledge (assessed at the course level) as well as integrative knowledge as students discover the interconnectedness of ideas, perspectives, and knowledge, all of which support the psychology program.

From the Psychology Program Outcomes Document [[Psychology Program Outcomes](#)]:

*The General Education Core at Central Christian College of Kansas is based on an appreciation for the Liberal Arts and the development of critical thinking skills associated with these disciplines. These skills are obtained by introducing the student to the interrelated thread of truth spanning subjects like history, social science, mathematics, English, art, science, wellness, and many more. Although the average student is much more interested in courses that pertain directly to his or her major or area of interest, a solid base in the Liberal Arts can provide a student with the needed edge to be successful in the modern workplace. The National Association of Colleges and Employers<sup>5</sup> has reported that many employers are looking for students with good communication and critical thinking skills; the very attributes that can be obtained through classes like Writing, Psychology, Speech, Philosophy, History, and Contemporary Culture & Worldview. Along with a declared major, the Liberal Arts perspective can uniquely prepare student to meet the demands of modern culture.*

### 3.B3

PROVIDE EVIDENCE OF YOUR DEPARTMENT'S EDUCATION RECOGNIZING DIVERSITY AND PROVIDING STUDENTS WITH GROWTH OPPORTUNITIES AND LIFELONG SKILLS TO LIVE AND WORK IN A MULTICULTURAL WORLD.

Recognizing the limitations of the current faculty make-up, current faculty have developed unique approaches to ensuring that the psychology program recognizes diversity and provides for roles in a multi-cultural society. These approaches have included increasing the use of images and language in alignment with the student population and amplifying issue that focus on diverse perspectives or concerns.

Image & Language: Increasing the usage of images and descriptions that portray individuals from diverse and underrepresented people groups. This process is sometimes difficult due to the predominance of images and pictures that utilize Caucasian individuals as a focal point. Additionally, facilitators and subject matter experts try to incorporate names and subjects that might be more familiar with those

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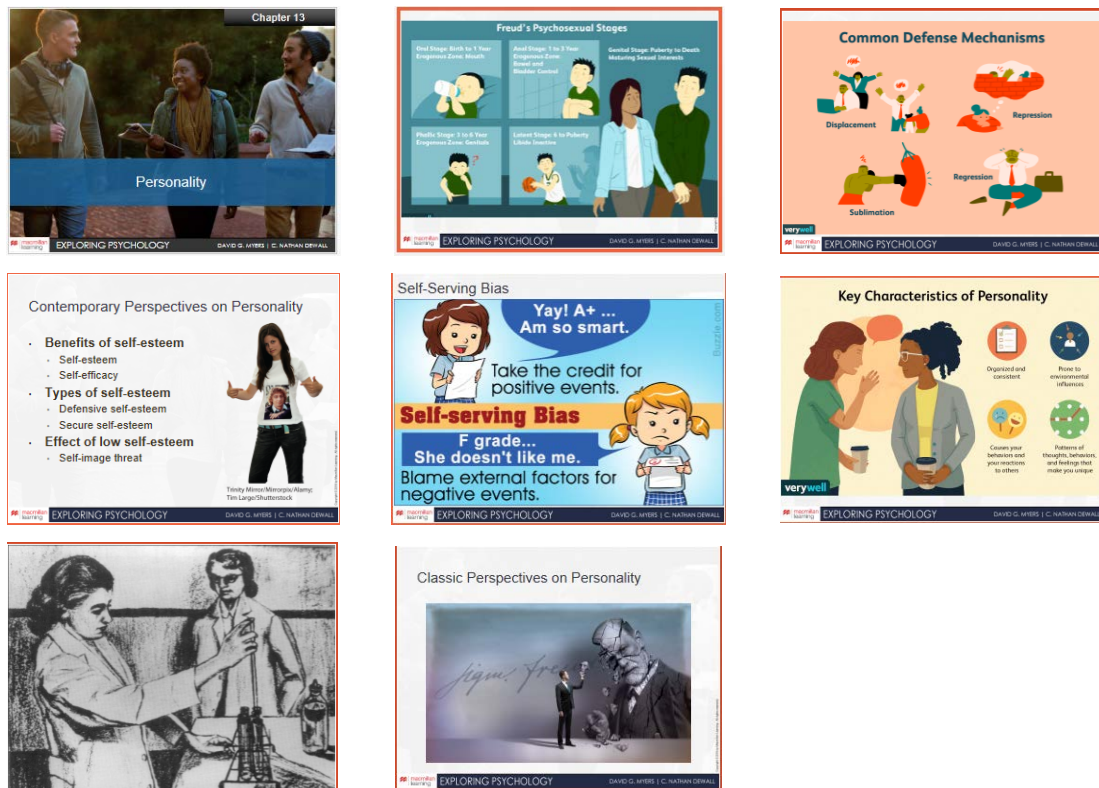
<sup>5</sup> Jenkins, R (2011, July). *The liberal arts are work force development*. The Chronicle of Higher Education

from diverse and underrepresented populations. This is an intentional process, which many times requires replacing images provided through vendor resources.

Example: In the slide deck used to cover Personality in the General Psychology Course the use of slides reflects eight (8) images with faces. Of those, 50% use images of diverse or mixed race. The remaining slides include feature females, with one image of Freud.

**Figure 3.B3.1**

General Psychology Slide Deck Figures (Personality)

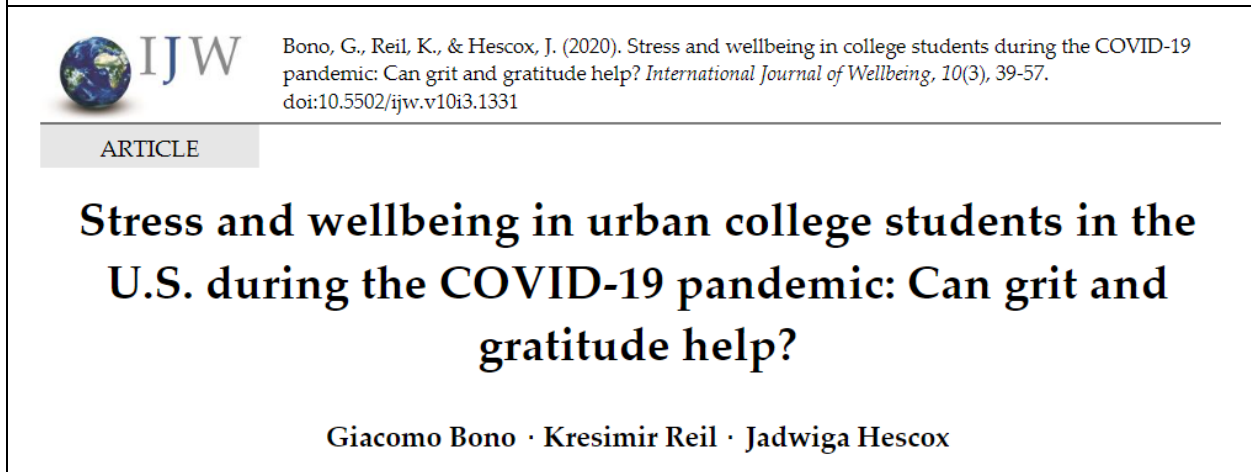



In addition to this, as appropriate and applicable, course designers have made intentional efforts to utilize videos that feature individuals from diverse or underrepresented populations and perspectives. This allows coursework to highlight multicultural and gender related perspectives. An example of this is in General Psychology, which features 15 videos embedded in the coursework. Thirty-three percent of those feature an individual from a diverse population. Sixty percent of the videos feature females.

Amplification: Coursework in psychology provides opportunities to amplify issues focused on multicultural concerns. As opportunity arises, course facilitators can emphasize studies and issues that address or highlight the involvement of those who represent the student population. An example of this is in the SSJR Journal Assignment, which is required of all psychology majors. Students complete the assignment by reading a research report. This report was intentionally chosen because it focuses on Black student concerns.

**Figure 3.B3.2**

Screen Shot of Article Used to Complete SSJR Assessment



 Bono, G., Reil, K., & Hescoc, J. (2020). Stress and wellbeing in college students during the COVID-19 pandemic: Can grit and gratitude help? *International Journal of Wellbeing*, 10(3), 39-57.  
doi:10.5502/ijw.v10i3.1331

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ARTICLE

## Stress and wellbeing in urban college students in the U.S. during the COVID-19 pandemic: Can grit and gratitude help?

Giacomo Bono · Kresimir Reil · Jadwiga Hescoc

The Comprehensive Case Study, completed as part of the Senior Capstone Course, specifically requires that the student address cultural topics [Case Study Matrix].

**Figure 3.B3.3**

Screen Shot of Step Three of Checkpoint Assignment 2.1, Case Study Interpretation

### Step Three

Now, let's write it up.

Based on your Rubric, the Interpretation Section of this analysis should address each of the topic/issues below.

Rubric Topic	Layman's Terms
Symptoms & Diagnosis	Explains what is wrong
Etiology	Explains what might be causing or caused the problem and why (theory)
Holistic Perspective	Provides insight into how the interplay of mind, body, soul, and strength might have a role.

Things to keep in mind (and help) as you develop your Interpretation Section:

- Some issues may be comorbid (co-occurring). If you believe that there are comorbid issues, it will be essential that you describe the etiology and diagnosis for both, including a description of how the two orders may exacerbate each other.
- Be sure to discuss the psychosocial and environmental factors that may be influencing the client. One of the things you have learned through your interaction with the College is our focus on a holistic understanding of people (Heart, Mind, Strength, and Soul). It is no different here. If there are issues that are influencing the well-being of the person, it is your task to recognize and articulate those, describing the possible effects.
- **Have you considered the cultural perspective? Symptomology can be affected by our cultural heritage. It may also affect how we interpret the behaviors of others. In other words, are you ensuring that the culture of the client is being considered?**
- You will need to justify your psychological perspective and highlight how that perspective influences your diagnosis. Different schools of thought about psychology (covered in a number of your classes) may lead to a different diagnosis or at least provide different reasons for the behavior. You might find the following sites helpful to refresh your memory:
  - <http://surviveapppsychology.weebly.com/schools-of-thought.html/>
  - <https://counseling.northwestern.edu/blog/five-counseling-theories-and-approaches/>
- When discussing psychological perspectives, be sure to cite your sources. This will help you in justifying your approach, as well as help the Facilitator understand your interpretation.
  - a. **EXAMPLE:** Applying Erikson's Psychosocial Stage of Development (CITE), the client is struggling through the Generativity vs. Stagnation phase. Specifically, the client wrestles with feelings of inadequacy, pride in accomplishment, and a sense of unity with fellow coworkers and peers. This has led to anxious behavior and depressive ideology.

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OF KANSAS

In the final analysis of the Comprehensive Case Study, the ability of the student to address the cultural aspect of the case is assessed, with specific language embedded in the rubric.



**Table 3.B3.1**

**Portion of Comprehensive Case Study Rubric**

Holistic Perspective	The cultural or worldview aspects of the case are not addressed. No consideration is given to the balance of heart, mind, soul, and strength.	The cultural or worldview aspects of the case are minimally addressed. There is little to no discussion concerning the CORE4 or provides limited explanation as to how heart, mind, soul, and strength may affect the case.	The cultural or worldview aspects of the case are recognized, but specific adaptations concerning approach or modality are limited. The response addresses all four aspects of the CORE4. Though the interconnectivity of the model lacks a comprehensive analysis.	Specific references concerning the adaptation of principles, modalities, or approaches in response to the unique cultural needs of the client are provided. Using the CORE4, all aspects of the case are addressed in a balanced manner. Spiritual perspectives are applied to the case.
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**3.B4**

HOW DOES YOUR DEPARTMENT'S FACULTY AND STUDENTS CONTRIBUTE TO SCHOLARSHIP, CREATIVE WORK, AND THE DISCOVERY OF KNOWLEDGE TO THE EXTENT APPROPRIATE TO THEIR PROGRAMS AND THE INSTITUTION'S MISSION?

The psychology program is an undergraduate program, so does not *require* original research to complete the program. However, the program does place on emphasis on the development of discovery and scholarship appropriate to the undergraduate level. While highlighted throughout the program research related pursuits are specifically emphasized in<sup>6</sup>:

- SS-PY 310 Research Methods/Applied Statistics (3) Designed to introduce students to the use of statistical models and formulas used in research methodology and design. This research process will be investigated by actively involving the student in developing research questions, hypotheses development, evaluating ethical issues, collecting and analyzing data, and reporting research results. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics.
- SS-PY 493 Research Project [Psychology] (3): This guided study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty member.
- SS-PY 498 Capstone [Psychology] (3): The capstone course provides the student with the opportunity to demonstrate mastery of the knowledge, skills, and abilities obtained through his or her academic journey. The outcome of the course will include two artifacts to include in the student portfolio. The first is a continuation of the Research Project, which will result in the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question. The second is a Comprehensive Case Study applying therapeutic techniques, theories, and perspectives. This course is the educational capstone for those majoring in the psychology/social sciences. It is designed to integrate the learning experience in preparation for further educational endeavors or professional placement.

A review of topics investigated as a part of the research process demonstrates varied scholarly interests<sup>7</sup>:

- Bipolar Disorder
- Borderline Parent Child Relationships

<sup>6</sup> 2021-2022 Academic Catalog (p. 209)

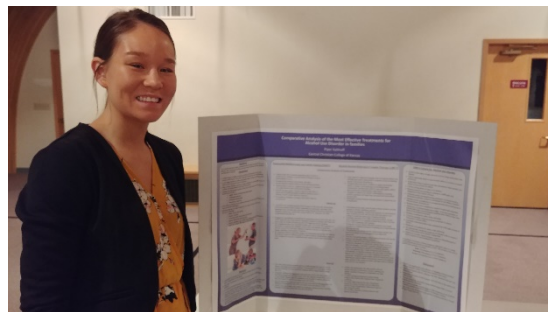
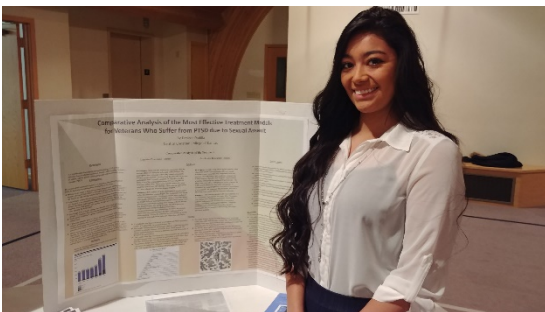
<sup>7</sup> Psychology Data Tracker

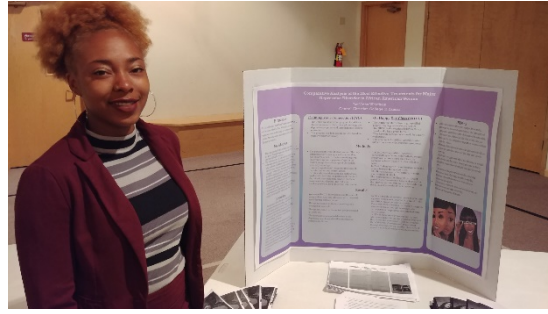
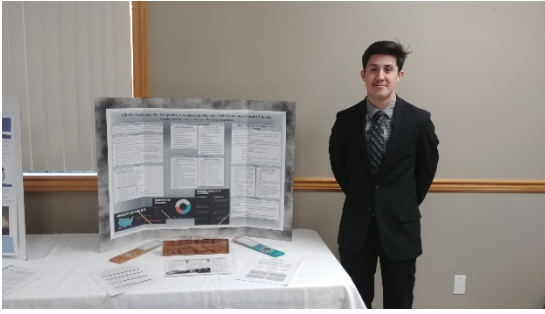
- Opioid Addiction Rural Appalachia
- Alcohol Use Disorder within Families
- PTSD in Trauma Victims
- Depression in African American Women
- Self-Medicating Behavior in Veterans
- Depression in Black Males
- Pornography Addiction in Marriage
- ODD in Male Boys
- Addiction Counseling
- An explanation of the correlation between cognitive development, academic success and recess
- Under-Reporting of Mental illnesses in the African American Community
- Effects of Absentee Parents on Children?
- Child Reactive Attachment Disorder and Long-Lasting Attachment?
- Depression and Diabetes: How does it affect compliance?
- Does Equine-Assisted Therapy assist Adult Patients with Cognitive Disorders?
- Domestic Violence and how it affects the Brain Development of Children
- Social Media: Impact on Self Image
- Is Adult Antisocial Personality Treatable Psychotherapeutically?
- Understanding Autistic and Emotionally Disturbed Behavior in School Age Children
- Leadership Communication
- Smart Devices and Toddler's Minds
- Social Media Effects on Mental Health for Woman and Young Girls
- Racial Bias and Patrol Officers
- Teacher-Child and Peer Interactions and the Influence on Early Childhood Development
- Psychological and Physiological Effects of Music

While suspended out of concerns for COVID, Residential student are able to present their findings as part of a Poster Session. While not specifically required, it provides an option for students to exhibit their research and provide a narrative to guests. The picture below are provided as evidence of this poster session.

**Figure 3.B4.1**

*Poster Session Photos*





### 3.C1

WHAT STEPS DOES YOUR DEPARTMENT TAKE TO ENSURE THE OVERALL COMPOSITION OF ITS FACULTY AND STAFF REFLECTS HUMAN DIVERSITY AS APPROPRIATE WITHIN ITS MISSION AND FOR THE CONSTITUENCIES IT SERVES?

Recognizing the geographical limitations of diversity in rural Kansas, the College intentionally seeks to assist the program in finding qualified candidates that represent the level of diversity represented in the student body. As maintained by the institution, position announcements are posted in places that may promote applicants from diverse or underrepresented populations. However, these actions have not yet resulted in greater diversification of program staff.

However, the presence of COVID has helped stimulate the institutions comfort with the use of adjunct and online facilitation, which has opened up opportunities for greater diversity since geographical barriers do not limit staffing. This is being explored as a possible resource for diversity expansion.

Evidence of how the department is attempting to identify and secure diverse faculty can be obtained through the Office of the President. This office posts job openings in compliance with the Policy and Procedures Manual, which requires posting the position in such a way as to attract diverse applicants (Figure 3.C1.1).

**Figure 3.C1.1**

Diverse Job Posting Requirement from Policy & Procedures Manual

#### **5.2.2 Job Postings**

Central Christian College of Kansas affirms the benefits of a diverse and talented employees. In recognizing this value, the College intentionally seeks to consider individuals of diversity in its hiring process. This is specifically done by advertising all full-time positions on appropriate diverse job listing resources. A copy of the advertisement must be submitted to the Chief of Staff to ensure compliance.

### 3.C1

PROVIDE EVIDENCE THAT THE PROGRAM HAS SUFFICIENT NUMBERS AND CONTINUITY OF FACULTY MEMBER TO CARRY OUT BOTH THE CLASSROOM AND NON-CLASSROOM ROLES OF FACULTY, INCLUDING OVERSIGHT OF THE CURRICULUM AND

EXPECTATIONS FOR STUDENT PERFORMANCE, ASSESSMENT OF STUDENT LEARNING, AND ESTABLISHMENT OF ACADEMIC CREDENTIALS FOR INSTRUCTIONAL STAFF?

The psychology program currently relies heavily on the use of adjunct instructors. Just prior to COVID, the full-time program employee transitioned out of the position. The College has not yet been able to identify a replacement. This is largely due to a lack of qualified candidates to fulfill the position. [what is the evidence here?](#)

Currently, a chief administrator is acting as the primary program director, providing student advisement, oversight of curriculum, assessment of student learning, and review of academic credentials. In addition two-other full-time employees also have the credentials and experience to teach within the program. While this adds diversity of perspective and stability within the program, it is not viewed as a viable long-term solution.

In the meantime, the combined experience of those working with the program suggests that the program has sufficient oversight and continuity to oversee assessment and operations.

### 3.C3

PROVIDE EVIDENCE THAT ALL INSTRUCTORS WITHIN YOUR DEPARTMENT ARE APPROPRIATELY QUALIFIED, INCLUDING THOSE IN DUAL CREDIT, CONTRACTUAL, AND CONSORTIAL PROGRAMS

The Academic Office maintains communication with the appropriate Division Chair to approve faculty assigned to the program. This includes all modalities.

**Table 3.C3.1**

Faculty Credentials Compliance Chart

Names	Degree	Subject	18 Hours	Other
<b>Residential</b>				
Favara, L	MS; Ph.D.	Organizational Psychology	-	
Whitehouse, J	MS	Marriage & Family Therapy		
Muntz, P	ME	Educational Psychology		
Glover, M	DMin	Counseling	-	Licensure
<b>Online</b>				
Day, J	MA	Marriage & Family Therapy		Licensure
Donaldson, M	EDD	NO - Education	32	Certificate
Donaldson, P	EDD	NO - Unknown ?	48	
Eis, D	MS	Counselor Education		
Kroeker, C	MA	Marriage & Family Therapy		
Nicholas, N	M.S., Ph.D.	Psychology		
Nicholas, W	M.S., Ph.D.	Psychology		
Rardon, J	MA	No - Human Services: Marriage & Family	18	
Sidorovich, R	MA	Counseling Psychology		
<b>Dual-Credit</b>				
Houghton, L	MSW	Social Work		Approved for Gen Psych only
Stickler, J	MA	Secondary Education (Social Science)		
Price, T	M.Ed	Educational Psychology		

In reviewing the Credentialing Files, the following enhancements might improve the review process. These suggestions include:

- Inclusion of annual lists, illustrating assigned teaching duties, which would allow for a quicker review of compliance.
- Inclusion of completed professional development or inclusion of Annual Report illustrating compliance with Professional Development requirements.
- TIGERS Scores

Action #	Title	Target
3.C3.1	<ul style="list-style-type: none"> <li>• Inclusion of annual lists, illustrating assigned teaching duties</li> <li>• Inclusion of completed professional development</li> <li>• TIGERS Scores</li> </ul>	Spring 2023
3.C3.2	Verification of official transcripts. In a limited number of cases, copies of transcripts are in the file. However, there is no note whether an official was presented. <i>an official what was present?</i>	Spring 2023

### 3.C4

PROVIDE EVIDENCE OF YOUR DEPARTMENT'S INSTRUCTORS BEING REGULARLY EVALUATED IN ACCORDANCE WITH ESTABLISHED INSTITUTIONAL POLICIES AND PROCEDURES.

The primary means through which instructors are evaluated is through the Teacher Instruction and General Evaluation Rating Survey (TIGERS). These surveys provide feedback from students concerning general performance and feedback on the course. This form is used for online, residential, and dual-credit faculty. Summary TIGER data is illustrated below:

**Table 3.C3.1**

Residential Faculty T.I.G.E.R.S scores

	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21
My Instructor...							
...allowed freedom of expression.	4.75	4.58	4.53	4.33	4.55	4.09	4.88
...answered all of my questions.	4.71	4.50	4.54	4.45	4.46	4.09	4.77
...discussed current developments.	4.58	4.52	4.46	4.39	4.42	4.55	4.23
...encouraged excellence.	4.73	4.60	4.61	4.55	4.56	4.27	4.63
...engaged students in the course.	4.71	4.48	4.60	4.61	4.56	4.27	4.61
...explained the subject matter.	4.72	4.51	4.59	4.49	4.54	4.27	4.63
...graded my work fairly.	4.76	4.45	4.59	4.47	4.50	4.18	4.73
...helped me engage with the subject.	4.67	4.43	4.54	4.39	4.44	4.36	4.60
...promoted discussion.	4.73	4.52	4.37	4.43	4.52	4.18	4.38
...provided adequate feedback on my assignments.	4.59	4.37	4.24	4.41	4.39	4.09	4.10

...provided timely feedback on my assignments.	4.47	4.43	3.99	4.33	4.32	4.18	4.48
...shared Christian perspectives.	4.77	4.48	4.54	4.33	4.44	4.27	4.13
...was accessible to me.	4.72	4.55	4.42	4.25	4.36	4.18	4.88
...was courteous to students.	4.70	4.61	4.51	4.27	4.46	4.18	4.89
...was enthusiastic about the subject.	4.70	4.60	4.48	4.51	4.59	4.55	4.77
Overall, I rate this instructor as excellent.	4.75	4.52	4.49	4.74	4.53	4.18	4.56
Overall, I rate this course as excellent.	4.61	4.45	4.17	4.63	4.33	4.09	4.64
Overall, I learned a great deal in this course.	4.60	4.41	4.17	4.54	4.41	4.18	4.75
This course enhanced my vocational/educational goals.	4.52	4.20	3.98	4.57	4.36	4.09	4.09
The text was helpful to my learning experience.	4.49	4.33	4.18	4.59	4.32	4.09	4.09
The course challenged me to engage diverse ideas.	4.61	4.35	4.26	4.59	4.41	4.18	4.53
The course challenged me to think critically.	4.61	4.39	4.42	4.65	4.44	4.09	4.75
The course challenged me to develop spiritually.	4.42	4.19	4.19	4.16	4.04	3.91	4.55
The course challenged me to develop skills and proficiencies.	4.61	4.41	4.32	4.63	4.33	4.18	4.60
Classroom technology enhanced my course experience.*	3.98	4.20	4.20	4.09	4.17	4.91	4.80

**Table 3.C3.2**

SPE Faculty T.I.G.E.R.S scores

	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21
The instructor allowed freedom of expression.	4.71	4.64	4.69	4.81	4.69	4.84
The instructor answered all of my questions.	4.53	4.28	4.56	4.65	4.52	4.59
The instructor discussed current developments.	4.31	4.19	4.27	4.60	4.24	4.48
The instructor encouraged excellence.	4.59	4.43	4.58	4.75	4.58	4.81
The instructor engaged students in the course.	4.42	4.22	4.50	4.62	4.37	4.58
The instructor explained the subject matter.	4.45	4.35	4.53	4.65	4.44	4.61
The instructor graded my work fairly.	4.64	4.63	4.66	4.87	4.61	4.80
The instructor helped me engage with the subject.	4.35	4.22	4.42	4.57	4.36	4.59
The instructor promoted discussion.	4.54	4.31	4.49	4.66	4.40	4.62
The instructor provided adequate feedback on my assignments.	4.47	4.22	4.50	4.64	4.41	4.50
The instructor provided timely feedback on my assignments.	4.46	4.29	4.56	4.51	4.28	4.56
The instructor shared Christian perspectives.	4.37	4.22	4.48	4.67	4.37	4.51
The instructor was accessible to me.	4.48	4.26	4.61	4.63	4.49	4.64
The instructor was courteous to students.	4.67	4.51	4.77	4.83	4.67	4.87
The instructor was enthusiastic about the subject.	4.59	4.36	4.59	4.74	4.51	4.72
I rate this instructor as excellent.	4.45	4.36	4.53	4.72	4.47	4.65
I rate this course as excellent.	4.31	4.24	4.40	4.75	4.55	4.61
On average, how many hours per week did you spend working on coursework INSIDE (online) the classroom i.e. posting to discussion boards, reviewing digital content while online, and attending ZOOM sessions?	12.80	8.97	8.75	9.36	9.70	9.71

On average, how many hours per week did you spend working on coursework OUTSIDE (offline) of the classroom i.e., library reading, writing, and studying?	13.06	9.85	10.12	10.09	10.75	10.54
Course assessment (exams, quizzes, & graded assignments) corresponded to the material covered in the course.	4.66	4.65	4.59	4.83	4.66	4.78
The syllabus and course expectations were clear.	4.70	4.68	4.70	4.79	4.64	4.83
The Class Live lectures were helpful and enhanced my learning experience.	4.31	4.11	4.27	4.57	4.04	4.42
Directions provided for assignment and activities were clear.	4.55	4.41	4.46	4.67	4.51	4.60
The course challenged me to engage diverse ideas and viewpoints.	4.65	4.47	4.61	4.83	4.63	4.66
The course challenged me to think critically.	4.74	4.55	4.69	4.89	4.72	4.78
The course challenged me to develop spiritually.	4.34	4.15	4.24	4.64	4.40	4.44
The course challenged me to develop skills & proficiencies.	4.63	4.46	4.65	4.83	4.67	4.75

No evidence of peer-evaluation or administrative evaluation was on record for this review cycle. [because?](#)

### 3.C5

PROVIDE EVIDENCE THAT THE PROGRAM HAS PROCESSES AND RESOURCES FOR ASSURING THAT INSTRUCTORS ARE CURRENT IN THEIR DISCIPLINE AND ADEPT IN THEIR TEACHING ROLES AND CONTEXT FOR HOW THE DEPARTMENT SUPPORTS THEIR PROFESSIONAL DEVELOPMENT.

It is expected that faculty engage in professional development. The institution collects this data a part of the A01 process, which requires faculty members to record professional development activities for the year.

Each year, as part of the beginning of the academic year, the Academic Office provides trainings that primarily focus on cyclical topics such as FERPA, Copyright, Academic Integrity, PII, Title IX, Drugs & Alcohol Policy, and Advising. In addition to these cyclical subjects, the *workshop week* provides additional opportunities for professional development and interaction.

In addition, the Academic Office, in alignment with the Faculty Senate, provide additional opportunities for professional development. Specific offerings are identified by an appropriate committee and developed by the Academic Office. Recent residential professional development offerings include:

- Mental Health First Responders: Train Faculty & Staff to Identify At-Risk Students
- Assessment Workshop
- CANVAS: "Using Canvas On-Ground: You Got This!"
- Faculty Focused Student Engagement: Reinventing and Reimagining the Classroom

Budget allocations, provide funding for professional development at the departmental level. This amount largely helps cover membership related fees, which provides access to resources and trainings. Past memberships have included Society for Teaching Psychology, American Psychological Association, and the Society of Industrial and Organizational Psychologists.

Annually, Faculty can apply for additional professional development funds (T:Drive –Professional Development Grant Application). As part of the “Campaign for the 21st Century”, an endowment was raised for the purpose of faculty development. This endowment provides funds each academic year to be used for attendance at approved professional development events (e.g. national meetings, workshops, conferences, etc.). The amount to be used for these grants is determined during the budgeting process. While the program has not sought to leverage these funds, they are available.

All online instructors are required to attend regular professional development options. Recent online professional development offerings, which are also available to residential faculty, include:

- Racial Bias and Sensitivity for the Online Classroom
- “Level Up” in Canvas: Skills for Enhancing Your Online Course
- Self-Care for the CCK Online Professor: Recognizing and Preventing Stress and Burnout
- Current Perspectives on Online Teaching and Learning: Celebrating 10 years of Online at CCK
- Using Video in the Classroom: Panopto and Best Practices

### 3.C6

PROVIDE EVIDENCE THAT YOUR DEPARTMENT'S INSTRUCTORS ARE ACCESSIBLE FOR STUDENT INQUIRY.

In accordance with policy, instructors maintain specific office hours for student inquiry. Adjunct instructors, which the program has had to rely heavily on during this interim period, communicate ways through which students can make contact with the instructor or facilitator.

The use of CANVAS has significantly assisted student-facilitator interaction, as students can query instructors within the system. In this way, instructor can access course records and documents as the same time as making contact with the students.

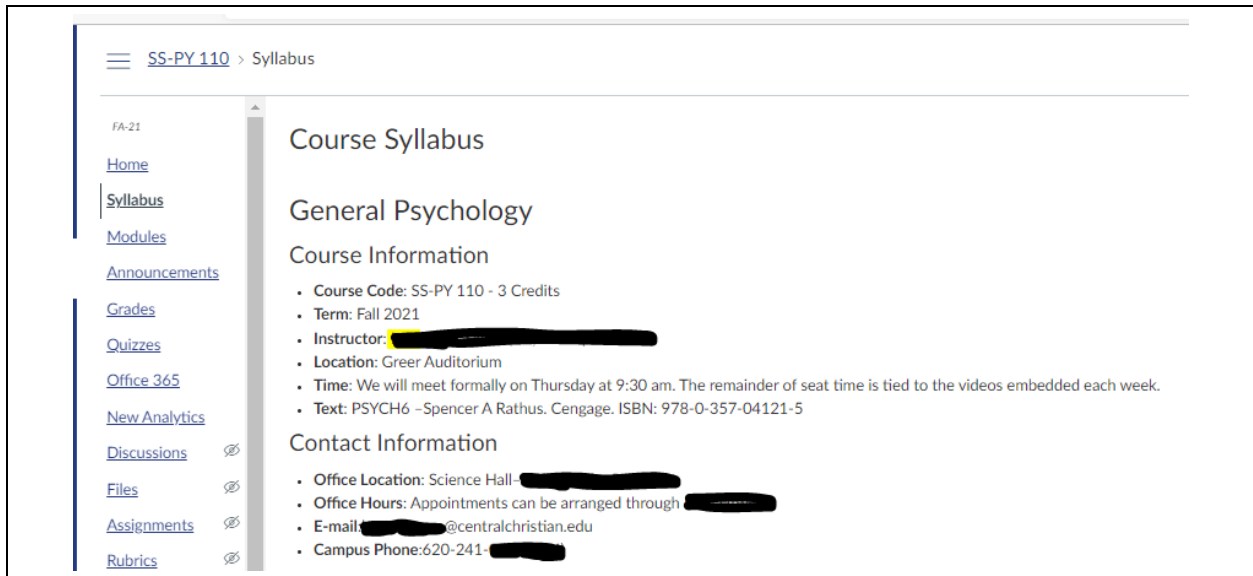
In the online format, facilitators are contracted (through the MOU) to host weekly synchronous interactions with the students enrolled in the course. While this time is not always *required* for students, it does provide a consistent, pre-announced time through which students can make direct contact with the facilitator.

The course syllabus template, provided by the Academic Office, specifically asks instructors to identify office hours, location, and contact information.



**Figure 3.C6.1**

Example of Program Related Syllabus illustrating Faculty Contact Information



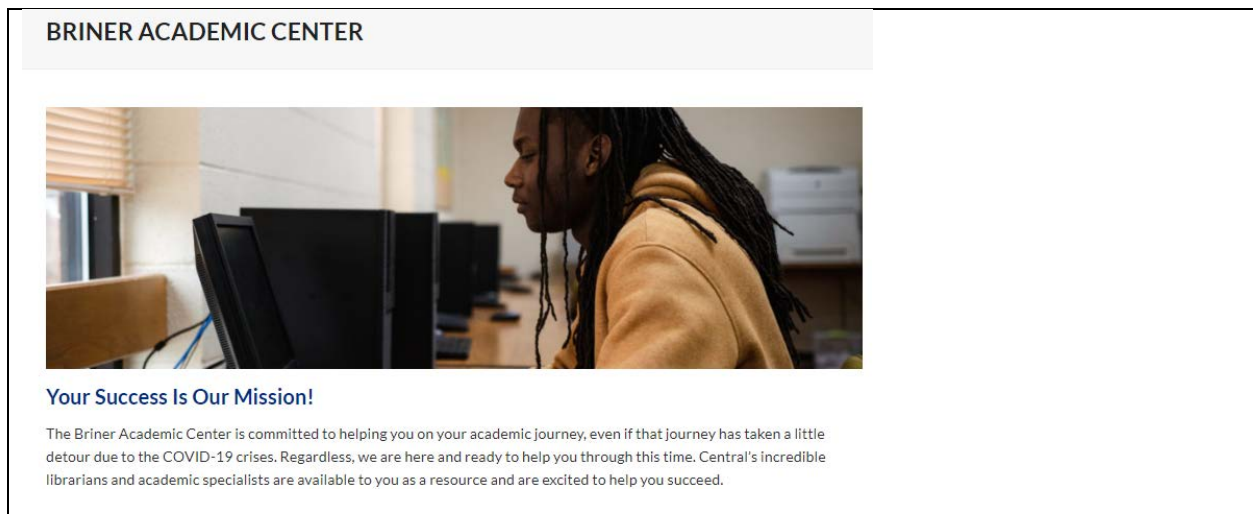
### 3.D1

WHAT SUPPORT SERVICES DOES THE INSTITUTION PROVIDE THAT ARE SUITED TO MEET THE NEEDS OF YOUR DEPARTMENT'S STUDENT POPULATION?

The Briner Academic Center process student support including tutoring, academic coaching, advising, IEP Assessment, registration, information literacy, and library services. The Center maintains an online interface so student can make contact with specialists.

**Figure 3.D1.1**

Screenshot from CCK Website: Library

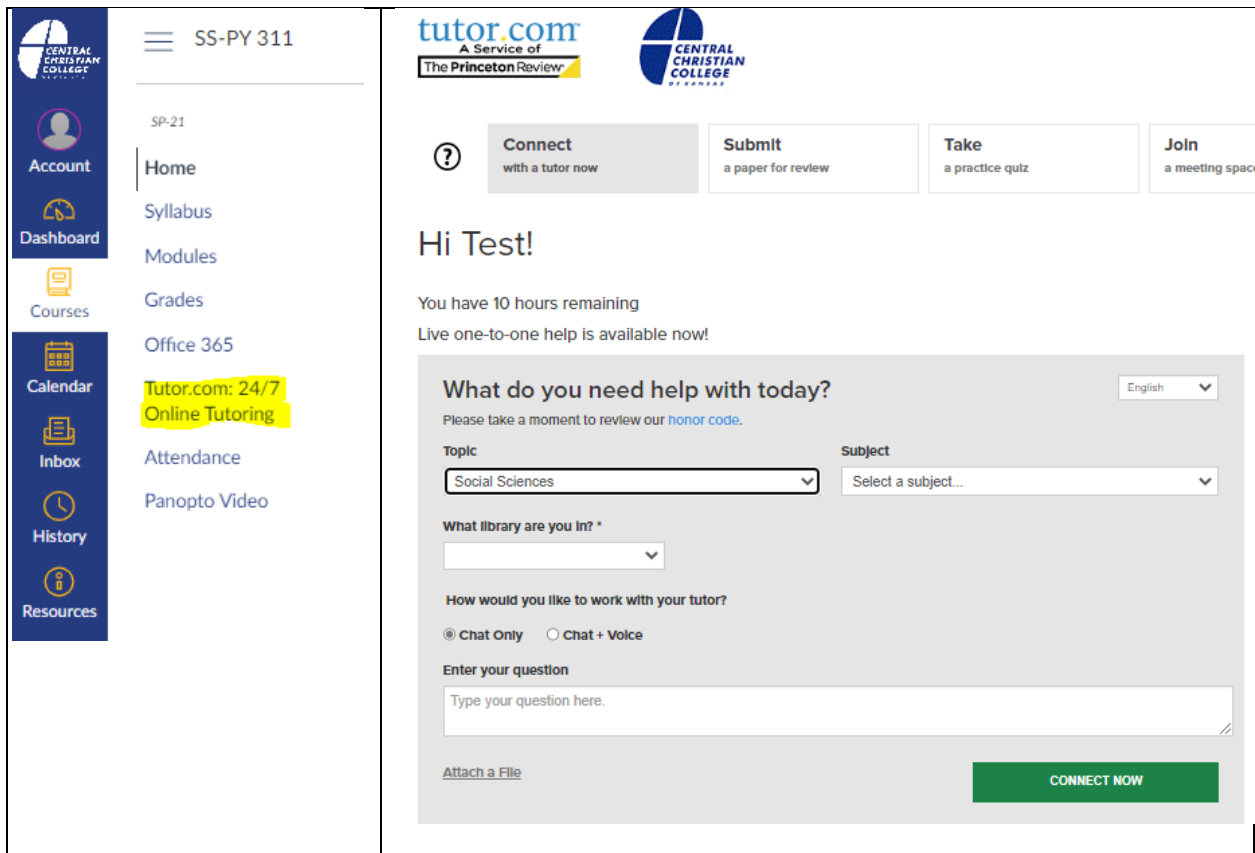


Tutor.com is a service that provides students with 24/7 access to tutoring resources, which is significant in light of the student population at CCK, which includes traveling athletes and online students who otherwise might not be able to utilize on-campus resources. The multimodal support preference allow students to choose a learning interface that works best for the student. In addition, the service allows for student to submit papers for review.

Each student automatically receives 10 free hours when he or she first accesses the system. The College will provide additional hours, at no cost to the student. The 10 hour limit provides a system through which the institution can recognize students who have high need or demand, allowing the Center to collaborate with other services.

**Figure 3.D1.2**

Screen Shot from CANVAS Highlighting Accessibility of Tutor.Com



Hot Link through CCK CANVAS

**3.D3**

PROVIDE EXAMPLES OF HOW YOUR DEPARTMENT PROVIDES ACADEMIC ADVISING THAT IS TAILORED TO MEET YOUR STUDENTS' NEEDS.

Residential

Students, declaring psychology as a major, are assigned to a member of the psychology teaching staff. While this practice fluctuated for about one year, in the absence of a full-time psychology instructor, an

adjunct, who was once a full-time psychology instructor and advisor, has taken on the role of advisee. Having had experience with advising psychology students, this transition has provided consistency for the students who were feeling a bit orphaned.

The institution intentionally provides time for advisor and advisee interaction, which includes a meeting prior to the beginning of the new academic year, a fall registration day, and spring registration day. During these meetings, students review progress on the Degree Audit, which is maintained in CAMS.

#### Online

The College maintains full-time Success Coordinator. This individual, in collaboration with the Office of the Registrar, provides academic advising and support. Because online students follow a prescribed set and sequence of courses, registration needs are significantly carried by the College. The primary purpose of online advising is focused on student success and retention. The coordinator monitors attendance, participation, and student performance.

### 3.D4

#### WHAT HAS THE INSTITUTION PROVIDED TO THE FACULTY AND STUDENTS OF THIS DEPARTMENT IN TERMS OF INFRASTRUCTURE AND NECESSARY RESOURCES TO SUPPORT EFFECTIVE TEACHING AND LEARNING?

The program is provided a budget to secure needs projected through the budget process. In addition...

- The library provides books, databases, and other resources to support research and scholarship.
- Classroom and lecture space is sufficient. During COVID, the institution provided additional technology to assist live and virtual facilitation.
- The institution maintains a Turnitin.com service, which allows facilitators to quickly check academic integrity.
- Panopto.com allows students and facilitators to use video to record and interact with recordings.

## CRITERION 04

### 4.A1

PROVIDE EVIDENCE THAT THE PROGRAM PRACTICES REGULAR PROGRAM REVIEWS AND ACT UPON ITS FINDINGS?

The Academic Office prescribes regular systems of assessment and review. These include:

- AD03a Reports: These annual reports are submitted by a program representative to the Academic Office. The design of the report supports data driven decision-making processes and provides evidence of closed-loop assessment. It also provides an annual record related to the Institutional Assessment Plan and the Quadrennial Assessment Process. Topics include:
  - Budget Analysis
  - Graduate Placement
  - Graduate Performance
  - Department Profile (Headcount, Faculty-Student Ratio, Course offerings, etc.)
  - Assessment Summary
- Quadrennial Reports: These reports, submitted every four years are intended to provide a comprehensive overview of assessment occurring at the program level.

The Assessment Summary (embedded in the AD03a) requires the program staff to provide an evaluation of the implementation of action plans (deriving from the Quadrennial Review Process or other form of assessment) and a summary of current or planned assessment and implementation initiatives.

The program has submitted these forms in compliance with directives (AD03-21, AD03-22). In the 2023 report it is noted:

*While the 2016 assessment suggested a Comparative Analysis approach to the Senior Research Project, all attempts to adjust this course have failed. This is actually a positive result, since such an adjustment would have severely hampered the ability of the program to assess specific outcomes. In alignment with the 2022 Quadrennial, the Senior Research project and Rubric are being updated and better aligned with outcomes.*

In response, the rubric has received a comprehensive review and modified. This modification is being applied to current coursework, including the rewrite of the senior capstone associated with the online course.

In addition, earlier reports sought to discover if there was an alignment between GPA and Major Field Test scores. In the 2023 ADO3 it was noted that a correlational analysis did not support this assumption.

### 4.A4a

HOW DOES YOUR DEPARTMENT MAINTAIN AND EXERCISE AUTHORITY OVER THE PREREQUISITES FOR COURSES, RIGOR OF COURSES, EXPECTATIONS FOR STUDENT LEARNING, ACCESS TO LEARNING RESOURCES, AND FACULTY QUALIFICATIONS FOR ALL ITS PROGRAMS.

Oversight of such matters are assigned to the Division Chair or Program Director, as outlined in the Faculty Manual and administered by the Academic Office. This is also reflected in expectations memorialized in the Governance Manual and Integrated Planning Manual.

Specific evidence is difficult to ascertain as much of this occurs through regular channels of communication such as email, discussions, and interactions.

The primary evidence for this subcomponent is provided within the context of this very report, which allows the program to assess and determine if current policies and procedures, which are designed to protect program integrity, remain intact.

In addition, there are tools that are used by the program to assist the program when measuring compliance with expected rigor. One example of this is the Seat-Time Audit, which provides an assessment of seat-time in alignment with expected course rigor. The audit utilizes an Excel spreadsheet with built in formulas. The worksheet is protected, so that course designers or faculty using the form can only fill in specific parameters. Which produces an estimated calculation of seat-time (Figure 4.A4a.1).

**Figure 4.A4a.1**

Screen Shot for Seat Time Audit (General Psychology)

Name of Course	General Psychology		Target Minutes	6750
Course Code	SS-PY 110		Estimated Minutes	7128
Assigned Credit Hours	3			
How Many Weeks Does The Course Meet	6		<input checked="" type="checkbox"/> This course MEETS or EXCEEDS seat-time expectations	

Ancillary Material			Discussion Posts			Assignments			
<i>Please indicate if these elements are being used in the course</i>									
<b>Introduction/Overview</b>			<b>Main Text Reading Assignments</b>			<b>Reflection/Writing Assignments</b>			
Announcements	Yes	30	Number Original Posts/Week	2	540	Number of Quizzes/Tests (Total)	3	180	
Welcome Post	Yes	20	Required Original Post Length (Words)	150		Case Studies (Total)	0	0	
Syllabus Review	Yes	30	Number Response Posts/Assignment	2	720	Portfolio Development	No	0	
Course Overview	Yes	10	Required Response Post Length (Words)	100		Presentation(s) (Total mins. of all presentations)	0	0	
Pre-Test	No	0	Reviewing classmates' Posts		540	<b>Final Assignments</b>			
Post-Test	No	0	Total DPs requiring additional video/reading	6	380	Number Writing Assignments (Total)	5	120	
TIGERS - Course Evaluations	Yes	30	How many weeks require reading?	6	###	Average Number of Required Pages	2	165	
Academic Integrity Review	Yes	30	Approximate Number of Pages per Week	70		Type of Writing Assignment	Position	825	
Faculty Bio	Yes	15	Approximate Page Density	Textbook	280	Do you Provide Feedback to Students?	Yes	100	
<b>Course Enhancements</b>			Depth of Material (Difficulty)	Unfamiliar/New	285	<b>Lectures/Interactions</b>			
Weekly Devotional	No	0	Purpose	Survey	0	Final Paper - Number of Pages	3	300	
Weekly Overview	Yes	30	<b>Additional Readings</b>			Final Presentation - Minutes	0	0	
Weekly Summary	No	0	Approximate Minutes of Additional Reading/Week	0	0	Final Portfolio	0	0	
<b>Additional Considerations</b>									
Use the space below to describe additional activities or experiences that have not been calculated above. Include an estimated number of minutes associated with these learning experiences.								38	38
Weekly videos total: 38 min.									

In addition, the Academic Office provides a series of forms to assist the program in upholding expectations, striking a balance between program oversight and Faculty Senate oversight. The specific forms are illustrated in Figure 4.A4a.2.

**Figure 4.A4a.2**

Screen Shot from Faculty Manual (19.2.1) – Description of Forms

**19.2.1 Forms related to Academic Development**

- Form A01: Request for Administrative Approval
- Form A02: Proposal for New Program
- Form A03: Proposal for New Course
- Form A04: Proposal for a Change in an Existing Program
- Form A05: Proposal to Eliminate Program, Course(s), or Requirement
- Form A06: Petition to Pilot Course

Though initiated by the department, each A0-Form requires a different level of response. This ensures consistency in how academic issues are addressed across all programs. The level of response is illustrated in

**Figure 4.A4a.3**

Screen Shot from Faculty Manual (19.2) – Academic Proposal Chart

Table 1.1<sup>13</sup>

Academic Proposal Resource Chart: Illustrating the level of permissions needed to process academic business, and the corresponding documentation needed to process the request.

Type of Change <sup>14</sup>	Form	Approving Body					
		Dept.	AAAC	Faculty	Chief Academic Officer	Cabinet	Board
Change Course Title	A01	Vote	Notify	Notify	Approve	No Action	No Action
Change Course Description	A01	Vote	Notify	Notify	Approve	No Action	No Action
Alter Course Hours	A01	Vote	Vote	Notify	Approve	No Action	No Action
Change Program Title	A01	Vote	Vote	Notify	Approve	No Action	No Action
Change Course Level	A04	Vote	Vote	Notify	Approve	No Action	No Action
New or Altered Policy (Institutional)	A01	Vote	Vote	Notify	Approve	No Action	No Action
Modify Requirement/Prerequisite	A04	Vote	Notify	Notify	Approve	No Action	No Action
New Course	A03	Vote	Vote	Notify	Approve	No Action	No Action
Drop Course	A05	Vote	Vote	Notify	Approve	No Action	No Action
New Degree	A02	Vote	Vote	Vote	Approve	Approve	Approve
New Major	A02	Vote	Vote	Vote	Approve	Approve	Notify
Drop Degree	A05	Vote	Vote	Vote	Approve	Approve	Approve
Drop Major	A05	Vote	Vote	Vote	Approve	Approve	Notify
New Minor	A02	Vote	Vote	Vote	Approve	No Action	No Action
Drop Minor	A05	Vote	Notify	Notify	Approve	No Action	No Action
Add Emphasis/Concentration	A02	Vote	Vote	Vote	Approve	Notify	Notify
Drop Emphasis/Concentration	A05	Vote	Vote	Notify	Approve	Notify	Notify
Pilot Course	A06	Vote	Notify	Notify	Approve	No Action	No Action

A review of program files demonstrates that three requests were processed by the program:

1. A01-SP19-056: Changing the name of Human Growth and Development to Developmental Psychology
2. A01-Sp22-067: Modifying Human Sexuality from a 2-hour course to a 3-hour course.
3. A02-FA18-020: Proposal for a Human Services major.

#### 4.A4b

HOW DOES YOUR DEPARTMENT ENSURE ITS DUAL CREDIT PROGRAMS ARE EQUIVALENT IN LEARNING OUTCOMES AND LEVELS OF ACHIEVEMENT IN ALIGNMENT WITH COURSES TAKEN DIRECTLY WITH THE COLLEGE?

As it pertains to dual-credit, the following are specific actions taken to ensure alignment between dual-credit offerings and those offered direct through the College:

1. All dual-credit facilitators are approved by the Program Director of the Psychology Program or the Divisions Chair. This ensures that dual-credit facilitators meet the teaching qualifications expected of those who teach in the social sciences:
  - a. Currently, there ## dual-credit facilitators.
    - i. Teacher 01: Degree/Hours
2. Annually, the Academic Office provides learning artifacts derived from assignments collected dual-credit institution. These artifacts allow program representatives to ascertain if dual-credit instructors and coursework is in alignment with program expectations.

#### 4.A5

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS MAINTAIN SPECIALIZED ACCREDITATION FOR ITS PROGRAMS AS APPROPRIATE TO ITS EDUCATIONAL PURPOSES?

The psychology program does not maintain any specialized accreditation, nor is it currently planning to seek specialized accreditation.

While not seeking accreditation, the program does rely on standards set forth by the American Psychological Association to help develop and assess the currency of its program. Source documents include:

- [psymajor-guidelines.pdf \(apa.org\)](#)
- [learning-goals.pdf \(apa.org\)](#)
- [APA Style](#)

#### 4.A6

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS EVALUATE THE SUCCESS OF ITS GRADUATES? WHAT INDICATORS IS YOUR DEPARTMENT LOOKING TO AS MEASURES (EMPLOYMENT RATES, ADMISSION RATES TO ADVANCED DEGREE PROGRAMS, INTERNSHIPS, ETC)?

Annually, the Office of Institutional Effectiveness issues a survey to graduates. This survey provides general feedback about graduate perceptions and success. In addition, the annual ADO3a report requires that graduate data is tracked for assessment purposes.

The specific points of data collection include identifying if a recent graduate is:

- Currently Employed or are beginning jobs by September
- Accepted or started in a graduate program
- Serving on the mission field, armed forces, or other serve organization
- Not found a job or graduate placement
- Status Unknown

This data is recorded annually in the ADO3a report and is referenced below (Table 4.A6.1). Current data indicates placement rates at or above 90%, which are deemed acceptable. [what is the benchmark?](#)

**Table 4.A6.1**

Placement Data (Psychology)

	2018	2019	2020*	2021	2022
Number of Graduates – COHORT: <u>2022</u>	10	6	ND	16	7
Currently Employed or are beginning jobs by September	4	3	ND	8	7
Accepted or started in a graduate program	5	2	ND	3	0
Serving on the mission field, armed forces, or other service organization		1	ND	1	0
Not found a job or graduate placement	1		ND		0
Unknown			ND	5	0

\*No Data was available for the Psychology Program (Missing Form). [missing because?](#)

**4.B1**

WHAT ARE YOUR DEPARTMENT'S PROCESSES FOR ASSESSMENT OF STUDENT LEARNING AND FOR ACHIEVEMENT OF LEARNING GOALS IN ACADEMIC AND CO-CURRICULAR OFFERINGS?

The assessment tools outlined in Table 4B1.1 are the primary ways through which the program assess student learning and achievement of academic performance.

**Table 4.B1.1**

Psychology Program Primary Assessment Foci

	2017-18	2018-19	2019-20	2020-21	2021-2022	Goal
Residential Program						
Senior Research Project	84%	87%	88%	89%	90%	85%
Senior Capstone [Case Study]	83%	77%	91%	91%	88%	85%
Major Field Test	148.5	140	139.7	142.5	135	=/> National Avg
Online Program						
Senior Research Project	96%	93%	93%	95%	91%	85%
Senior Capstone [Case Study]	93%	93%	95%	93%	91%	85%
Major Field Test	148.8	133.3	138.4	139.9	137.8	=/> National Avg

These assessment tools are given to psychology majors during the senior capstone course.



#### 4.B2

PROVIDE EVIDENCE OF WAYS THAT THE PROGRAM USES INFORMATION GAINED FROM ASSESSMENT TO IMPROVE STUDENT LEARNING?

Recognizing that the Quadrennial process represents a

1. Modifications to the Case Study rubric to align with the evolution of the Case Study Assignment, based on feedback and analysis received from facilitators.
2. Modifications to the Research Project to reflect its adjustment from original research expectations to an analysis of a current research project.
3. Modifications to program objectives to better align with CORE4 adjustments made in 2020 & 2021.
4. Modifications to course objectives to align *objective drift* that occurs as an outcome of academic freedom.
5. The NIH Certification was no longer available through .gov. The assignment requiring the completion of this certification was adjusted to APA resources.
6. Modifications were made in senior level rubrics due to inconsistencies with new APA writing standards.
7. Score ranges were added to the rubric to ensure proper application of scoring with the rubric. A review of student scores demonstrated differences in how the rubric was applied (scored), which has resulted in inconsistencies in grading, most evident in differences between residential and online scores on final research papers.

Action #	Title	Target
4.B2.1	Work with the Dean of SPE to review course outcomes to ascertain where <i>drift</i> has occurred and take corrective action.	Spring 2023

#### 4.B3

PROVIDE EVIDENCE THAT THE PROGRAM'S PROCESSES AND METHODOLOGIES TO ASSESS STUDENT LEARNING REFLECT GOOD PRACTICE, INCLUDE THE SUBSTANTIAL PARTICIPATION OF FACULTY, INSTRUCTIONAL, AND OTHER RELEVANT STAFF MEMBERS.

The assessment processes and methodologies used with the psychology program are embedded in the program, as outlined in the Psychology Program Source Document (Table 4.B3.1). These assignments are fixed assignments that can be pulled for assessment to ensure progression.

**Table 4.B3.1**

## Psychology Program Assessment Artifacts

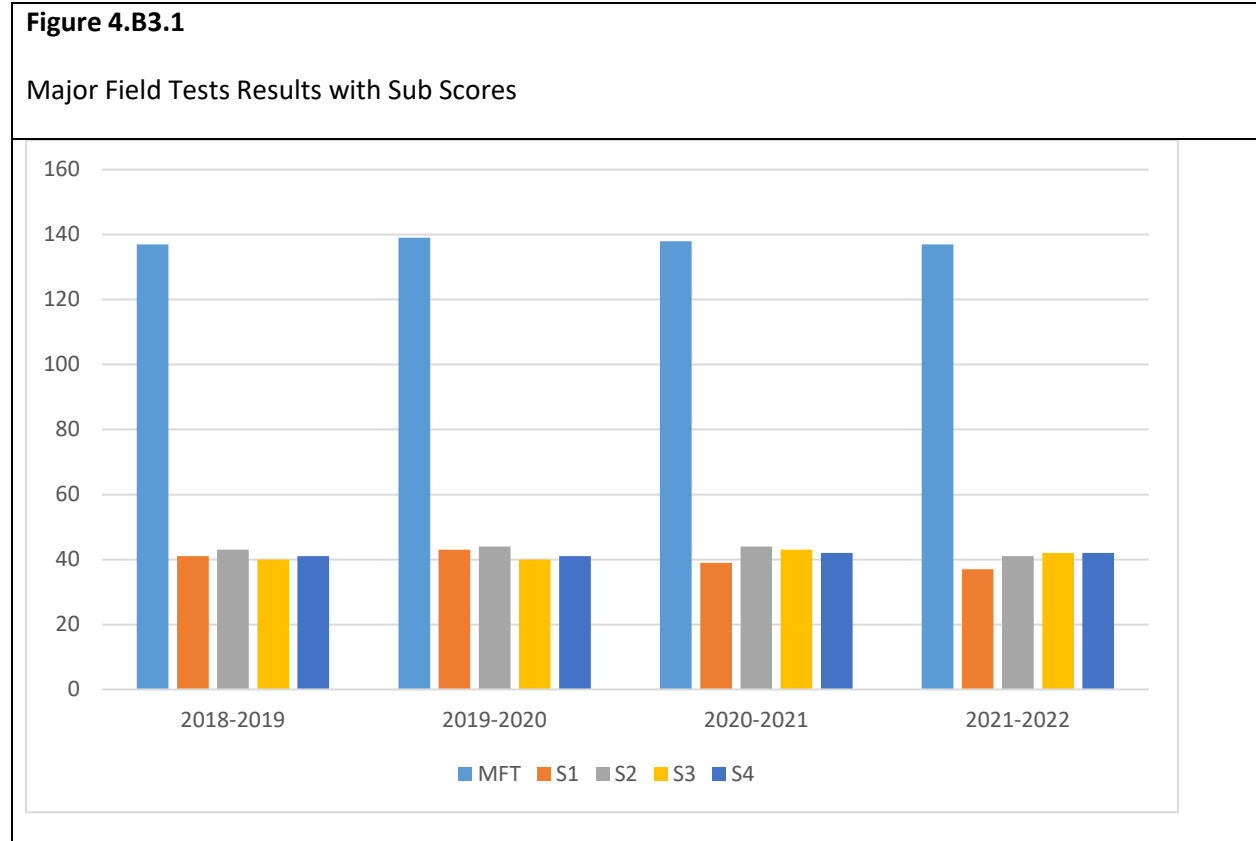
	<b>Introduced (Learned)</b>	<b>Reinforced (Applied)</b>	<b>Assessed (Synthesized)</b>
[PSY1]... facilitate APA guidelines for the ethical application of research and information resources.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Project) Goal: >85%
[PSY2]... adapt psychological principles and modalities in response to diverse cultures and worldviews.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Counseling Final Case Study (Counseling) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY3]...explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Case Studies (Personality Psychology) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY4]...distinguish various etiologies and treatments related to normative and non-normative behavior.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Case Studies (Personality Psychology)  Character Analysis (Abnormal Psychology) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY5]...design and execute an experiment or research initiative to answer a psychological question.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Capstone) Goal: >85%
[PSY6]...evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).	Developmental Autobiography (Human Growth and Development) Goal: >80%	Counseling Final Case Study (Counseling) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Capstone) Goal: >85%
[PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Capstone) Goal: >85%
[PSY9]...devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Case Studies (Personality Psychology)  Character Analysis (Abnormal Psychology) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%

In addition, and also embedded in the curriculum, students graduating from the psychology program are required to complete a Major Field Test ([ETS-MFT](#)). This test, developed by ETS assesses mastery of concepts, principles and knowledge by graduating psychology students. To ensure fairness and content relevance, the test is revised approximately every four to five years.

Experienced faculty members representing all the relevant areas of the discipline determine test specifications, questions and types of scores reported. ETS assessment experts subject each question to rigorous tests of sensitivity and reliability. Every effort is made to include questions that assess the most common and important topics and skills.

In addition to factual knowledge, the test evaluates students' abilities to analyze and solve problems, understand relationships and interpret material. Questions that require interpretation of graphs, diagrams and charts are included.

A Comparative Data Guide, published each year, contains tables of scaled scores and percentiles for individual student scores, departmental mean scores and any sub scores or group assessment indicators that the test may support. The tables of data are drawn from senior-level test takers at a large number of diverse institutions. Nearly 1,500 colleges and universities employ one or more of the Major Field Tests for student achievement and curriculum evaluation each year.



The use of internal and external assessment methods helps to ensure that there is comparative data helping to inform the currency and cogency of the curriculum. The fact that these assessment methods have been embedded in the curriculum ensures that there is substantial participation from those who facilitate the program. In addition, the program partners with the Office of Institutional Effectiveness to provide further analysis and data tracking.

#### 4.C1

PROVIDE EXAMPLES OF YOUR DEPARTMENT'S GOALS AND STRATEGIES TO IMPROVE RETENTION, PERSISTENCE, AND COMPLETION RATES WITHIN YOUR DEPARTMENT. INCLUDE EXAMPLES OF HOW THE PROGRAM COLLECTS, ANALYZES, AND USES INFORMATION ON STUDENT RETENTION, PERSISTENCE, AND COMPLETION.

Data submitted annually to the Academic Office is compiled by the Office of Institutional Effectiveness (OIE). In turn, this data is provided back to the department's/programs for use in planning.

**Table 4.C1.1**

## Retention and Graduation Rates for the Psychology Program

	2016-17	2017-18	2018-19	2019-20	2020-21
Total New Students in Program	33	44	56	24	26
Freshman - Traditional	7	5	9	5	5
Freshman - Online	6	11	15	7	7
Transfers - Traditional	3	2	4	2	4
Transfers - Online	17	26	28	10	10
<b>Retention Rate</b>					
Overall	<b>62%</b>	<b>38%</b>	<b>50%</b>	<b>58%</b>	<b>58%</b>
Traditional	71%	0%	78%	60%	60%
Online	50%	55%	33%	57%	57%
<b>On-Time Graduation Rates</b>	<b>31%</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
Traditional	43%	0%	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
Online	17%	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

The primary focus of this data has focused on the falling enrollment numbers with the residential program. Partially explained by the change of leadership, it is believed that the rate is most affected by advising. While there is no direct data to suggest that this correlation is predictive, it is a hypothesis. Thus why the program made the adjustments to have a former program advisor return to the role of advisor. It is believe that this level of familiarity with the program can provide students with an elevated advising experience, helping retention. In turn, the program has been able to increase the level of engagement with prospective students. The results of this transition will be played out over the next two years.

## CRITERION 05

### 5.A2

PROVIDE EVIDENCE THAT THE DEPARTMENT'S LEADERSHIP USE DATA TO REACH INFORMED DECISIONS THAT ARE IN THE BEST INTEREST OF THE DEPARTMENT?

To clarify, decisions are made in the best interest of the mission and the student – these two points of reference are the primary considerations in program level decision-making. This ensures that deliberations are focused on the mission and student needs, rather than settling toward what is easiest for the program.

Training and development offered by the Office for Institutional Effectiveness are effective in helping the program assure that decisions are considering data. Specifically, trainings and interactives concerning annual TIGER scores, as well as additional session focused on the National Survey of Student Engagement (NSSE) and the Student Satisfaction Survey, have been helpful. Though these last two tools are institutional in scope, they do provide specific data that can be used at the program level. Examples include:

- NSSE Engagement indicators: In the past CCKK has scored low on Collaborative learning. In response the department is looking at way to combine senior level research and capstone experience, which were largely completed as independent study courses in the past.
- NSSE “Solving Complex Real-World Problem” scores: The program is finding ways to further highlight how the senior research opportunities provide a means through which student can address these issues.
- NSSE “Academic Performance” interaction: Based on scores, modifications to academic advising have focused on *discussion* about performance, rather than just updates, emails, or touch-base interactions.
- TIGERS “Engagement” scores: A period of lower scores, especially during COVID, prompted some changes in the coursework and how we as instructors engaged the students. This help raise scores back up over 4.5.

### 5.A3

PROVIDE EVIDENCE THAT THE DEPARTMENT'S FACULTY, AND WHEN APPROPRIATE, STUDENTS INVOLVED IN SETTING ACADEMIC REQUIREMENTS, POLICY AND PROCESSES THROUGH EFFECTIVE COLLABORATIVE STRUCTURES.

Student's primary involvement with academic requirements, policy, and processes are through student feedback mechanisms such as:

- T.I.G.E.R.S: Provided at the end of each course
- Alumni Feedback interviews and surveys
- NSSE
- MFT

Some of the sources provide indirect input, such as MFT and NSSE, which allow the program to assess general perspective and performance, which then can be translated by program faculty to determine possible modifications or enhancement to the program. Student survey mechanisms, such as T.I.G.E.R.S.

provide direct feedback related to courses, which also help guide modifications or enhancement to the program

A few examples of how this has happened in since the last program review include:

- Course feedback from students, enrolled in the new graduate program, have guided course enhancements. This is best illustrated in the first course LD-MG 500, which relies on a subject Matter Expert with proficiency in psychological testing and application. The course, built on the application and use of the Big-Five, leveraged a weekly apply assignment. Student feedback indicated that the assignments needed greater clarity and that the assignment, though beneficial, needed to be enhanced with other coursework relative to the topic of the course. Based on this feedback, the course was revamped for the July 2022.
- Based on graduate feedback, those alum going on for continued studies were focused on clinical aspects. Since the final project for the program was more focused on original research, coursework was shifted, allowing the program to assess research familiarity, but also added the use of a comprehensive case study, which was more in alignment with the direction of student interest.

### 5.B3

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS HAVE A WELL DEVELOP PROCESS IN PLACE FOR BUDGETING AND FOR MONITORING ITS FINANCES.

The psychology program falls under the Human Services division. Annually, the program works with the division chair to submit budget requests. This is traditionally done through an annual request process. Annually, the Academic Office provides an “Annual Strategic Goals and Budget Request” form, which allows the program to designate annual goals and budget. Budget requests are designated as “mission critical” or “mission enhancing”, so that the review committees can differentiate between those requests that are fundamental aspects of the program and those that the program would like the committee to consider as an enhancement. The form also allows for requests related to capital improvements that exist beyond budget related requests. The entire budget process is outlined in the Governance Manual and Integrated Planning guide.

Budget monitoring is provided through two sources. First, program participants can request budget updates from the Business Office at any time during the fiscal year. These report, which are basically spending reports, provide a current budget balance. In addition, the Chief Academic Officer receives reports for academic departments and programs. Specific lines that seem to be outpacing projected spending are asked to justify spending trends.

### 5.C

PROVIDE EVIDENCE THAT THE DEPARTMENT AND RELATED PROGRAMS ENGAGE IN SYSTEMATIC AND INTEGRATED PLANNING AND IMPROVEMENT (RESOURCE ALLOCATION, OPERATIONS EVALUATION, INSTITUTIONAL MISSION, EXTERNAL EFFECTS, AND STUDENT OUTCOMES)?

The primary ways that the psychology program participates in systematic and integrated planning include:

1. T.I.G.E.R.S. Forms, which provide course level assessment derived from student comments.

2. Course Feedback Form, which are primarily used with online courses to help determine if there are course development issues that need to be addressed immediately or during the next course review process.
3. Annual AD03a Form, which provides annual statistical data and snap-shots assessment.
4. Quadrennial Report, which provides for a comprehensive review of Learning Objectives, Assessment Measures, Evidence Collection, Analysis of Data, an Implementation of Improvements.
5. National and Regional Reports such as NSSE, SSI, Staff Satisfaction Surveys, and KICA interactions.
6. Major Field Tests, Writing Program Assessment, and Program Rubrics.

Examples of ways these tools have been used can be found throughout this report.

Beyond their specific use at the programmatic level, these tools provide substance for divisional and institutional wide planning and improvement. Specific examples might include data related to recruitment and retention, justification for budgetary requests (including personnel), alignment of general education courses, offered by the department, with the mission and CORE4 outcomes.

Residential faculty are invited to participate in the shared governance process as outlined in the Governance and Integrated Planning Manual and the Faculty Manual. Full-time faculty are voting members of the Faculty Senate. Other faculty (e.g., adjunct, pro-rata, etc.) are provided a voice through divisional representation. At the institutional level, personnel are invited to serve on committees and are included in discussions and planning sessions such as what occurred in the fall of 2021 during the Launch Week, where participants reviewed the Strategic Plan and were invited to modify the SWOT analysis and provide feedback on annual and long-term goals.

APPENDIX A  
**Psychology Program Source Document**



CENTRAL CHRISTIAN COLLEGE OF KANSAS  
PSYCHOLOGY PROGRAM SOURCE DOCUMENT

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## MISSION AND PURPOSE

“In the beginning God created...” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop – all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning. Psychological studies at Central Christian are designed to help you see the unique interplay between science and faith – not as an integrative model, but as an essential component of existence.

The Psychology program at Central Christian College of Kansas seeks to honor God by educating and empowering students concerning the interplay of our unique God-given nature and the unique environment in which we are nurtured. Appreciating this theological perspective, ***the purpose of the Psychology Program is to engage students in experiences that allow them to discern the unique interplay between soul, mind, brain, and behavior, in order to collaboratively discover the redemptive potential of human condition.***

The student is challenged to view the study of psychology as a theological pursuit; One in which the created (humanity) marvels at the wonders of the Creator (God) and the creation (Existence). It is through this discipline that the student learns the redemptive application of psychological theory in light of theological truth. Ultimately, the student is invited to understand the discipline of psychology in light of Biblical revelation, Christian orthodoxy, and scientific methodology.

As such, the psychology program appreciates the unique interplay of faith and learning, based on the Wesleyan model of Scripture, Reason, Tradition, and Experience, which aids in the fulfillment of the Mission Statement of Central Christian College to provide a Christ-Centered Education for Character. This program is aligned with the institutional strategy to enhance character by focusing on the four character dispositions outlined in the CORE4, these include Mind (academic competence), Heart (social responsibility), Strength (vigorous service), and Spirit (faithful devotion).

- **MIND (VERSATILE SKILL):** We believe graduates should demonstrate reasoned and productive lifestyles, filled with the “Spirit of God, with wisdom, with understanding, with knowledge, and with all kinds of skills.”
  - Demonstrate an understanding of basic principles of behavioral science by academically applying, reapplying, or combining behavioral science terminology and theories when provided with information about human behavior, mental processes, and the socio-cultural environment, and demonstrate an understanding of behavioral science research methodology by manipulating and analyzing observable facts to arrive at an informed conclusion.
    - [PSY3]...explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.
    - [PSY5]...design and execute an experiment or research initiative to answer a psychological question.
    - [PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.
    - [PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.
- **HEART (VIRTUOUS CITIZENSHIP):** We believe that graduates should demonstrate civic and moral leadership, in order “to do good; seek justice, and correct oppression.”
  - Demonstrate intercultural competence and civic responsibility by engaging regional, national, and global communities while utilizing the methods, principles, and perspectives of behavioral science.
    - [PSY1]...facilitate APA guidelines for the ethical treatment of human and nonhuman research participants.
    - [PSY2]... adapt psychological principles and modalities in response to diverse cultures and worldviews.
- **STRENGTH (VIGOROUS SERVICE):** We believe graduates should demonstrate dispositional strength and behavioral readiness so that they “never tire of doing what is good”.

- Demonstrate psychological reasoning and therapeutics to enhance overall health and wellness both individually and communally, including a secure identity of self, emotional stability, and hardiness.
  - [PSY4]...distinguish various etiologies and treatments related to normative and non-normative behavior.
  - [PSY9]...devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning
- **SOUL (VIBRANT FAITH):** We believe graduates should demonstrate an appreciation for the Lordship of Christ, “not lagging in diligence, fervent in spirit, serving the Lord.”
  - Demonstrate familiarity with the unique nature and design of the human brain and its effect on human functioning and behavior, including the interplay between mind and spirit.
    - [PSY6]...evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).

## LINKAGE WITH THE GENERAL EDUCATION PROGRAM

The General Education Core at Central Christian College of Kansas is based on an appreciation for the Liberal Arts and the development of critical thinking skills associated with these disciplines. These skills are obtained by introducing the student to the interrelated thread of truth spanning subjects like history, social science, mathematics, English, art, science, wellness, and many more. Although the average student is much more interested in courses that pertain directly to his or her major or area of interest, a solid base in the Liberal Arts can provide a student with the needed edge to be successful in the modern workplace. The National Association of Colleges and Employers<sup>1</sup> has reported that many employers are looking for students with good communication and critical thinking skills; the very attributes that can be obtained through classes like Writing, Psychology, Speech, Philosophy, History, and Contemporary Culture & Worldview. Along with a declared major, the Liberal Arts perspective can uniquely prepare student to meet the demands of modern culture.

This foundational approach prepares students with the skills necessary for scholarly reading, investigation, writing, and discourse. In addition, in alignment with the mission, the General Education program recognizes the influence of the CORE4 outcomes (and associated Cardinal Virtues) that both align with the liberal arts approach and the outcomes of the College and embody the mission of the college.

- Heart: Relational & Cultural: Socially Responsible
- Soul: Spiritual & Affectual: Spiritually Mature
- Mind: Intellectual & Vocational: Academically Competent
- Strength: Motivational & Effectual: Service Oriented

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<sup>1</sup> Jenkins, R (2011, July). *The liberal arts are work force development*. The Chronicle of Higher Education

# PSYCHOLOGY MAJOR – COURSE REQUIREMENTS

In keeping with requirements articulated in the Faculty Manual, the Psychology Major (Residential) requires a minimum of 40 credit hours. The Bachelor of Science in Psychology (online) requires 45 hours.

Table ##

Psychology Major Requirements by Modality

Online	Residential
Required (45 Hours)	Required [28 Credits]
SS-PY 110 General Psychology	SS-PY 110 General Psychology
SS-PY 201 Developmental Psychology	NS-MA 209 Statistics
SS-PY 210 Statistics for the Social Sciences	SS-PY 201 Developmental Psychology
SS-PY 226 Introduction to Life Coaching	SS-PY 310 Research Methods/Applied Statistics
SS-PY 305 Human Sexuality	SS-PY 312 Personality Psychology
SS-PY 310 Research Methods/Applied Statistics	SS-PY 320 Social Psychology
SS-PY 312 Personality Psychology	SS-PY 330 Abnormal Psychology
SS-PY 320 Social Psychology	SS-PY 493 Research Project [Psychology]
SS-PY 325 Counseling	SS-PY 498 Capstone [Psychology]
SS-PY 327 Christian Counseling	SS-AP 291 Scientific Writing Seminar: APA
SS-PY 330 Abnormal Psychology	Additional SS-PY or approved courses to equal or exceed 45 credit hours.
BS-MG 355 Organizational Behavior	
SS-PY 403 Physiological Psychology	
SS-PY 483 Research Project [Psychology]	
SS-PY 498 Capstone [Psychology] [WI]	

The key differences between the two programs are partially explained by the degree type and the focus of each program. The online program, in keeping with its designation as a Bachelor of Science in Psychology, is prescriptive in scope, providing a comprehensive overview of psychology related topics and material. It is specifically designed to introduce students to the field of psychology in general, providing a broad overview of psychology. The residential program is designed in alignment with a liberal studies approach, providing students with core coursework in the discipline, but greater flexibility to choose courses that align with educational goals.

## MODES OF ASSESSMENT - DESCRIPTIONS

1. Internship: Depending on the nature of the practicum/internship, the student's KSA's can be directly assessed related to the objectives and outcomes outlined above.
2. Senior Capstone requires students are required to analyze a professional research project and present findings and are required to complete a Comprehensive Case Study.
3. Exit Survey: Given to each graduating student in order to assess general attitudes and departmental practices.
4. Exit Assessment: This comprehensive assessment, utilizing the Major Fields Test (Educational Testing Services), given during the Senior Year, is designed to assess knowledge expansion related to the associated objectives/outcomes outlined above. This test allow for institution analysis, as well as national comparisons.
5. Alumni Tracking/Survey: Former Alumni are tracked and asked to complete an occasional survey. This information is used to assess long-term effectiveness of the program and applicability to further educational and career pursuits.

## COURSE SEQUENCE (RESIDENTIAL)

The following table outlines a two-year course sequence that can help guide the program director, the Registrar, and the Academic Office to ensure that students can complete the program in a timely manner.

YR-1-FA	YR-2-FA
SS-PY 110 General Psychology SS-PY 483 Research Project [Psychology] SS-PY 320 Social Psychology SS-PY 325 Counseling	SS-PY 110 General Psychology SS-PY 483 Research Project [Psychology] SS-PY 310 Research Methods/Applied Statistics SS-PY 330 Abnormal Psychology
YR-1-SP	YR-2-SP
SS-PY 498 Capstone [Psychology] [WI] SS-PY 201 Developmental Psychology SS-AP 291 Scientific Writing Seminar: APA SS-PY 312 Personality Psychology	SS-PY 498 Capstone [Psychology] [WI] SS-PY 403 Physiological Psychology SS-PY 325 Counseling
YR-1-Rotating (Staffing)	YR-2-Rotating (Staffing)
SS-PY 220 Stress Management SS-PY 226 Introduction to Life Coaching SS-PY 400 Sport & Exercise Psychology	SS-PY 211 Leadership Development SS-PY 305 Human Sexuality SS-PY 355 Organizational Behavior
<p><i>Available: These courses can be added to the rotation depending on staffing, either in addition to Rotating or to replace a Rotating course.</i></p> <p>SS-PY 307 Child &amp; Adolescent Development SS-PY 309 Adolescent Psychology SS-PY 311 Followership &amp; Servant Leadership SS-PY 327 Christian Counseling SS-PY 332 Developmental Psychopathology SS-PY 335 Industrial/Organizational Psychology SS-PY 341 Cognitive Psychology SS-PY 391 Readings in Psychology SS-PY 425 Systems &amp; Theories of Psychology SS-PY 431 Introduction to Art Therapy SS-PY 452 Psychology of Religion SS-PY 495 Internship [Psychology]</p>	
<p>Statistics is a co-op course than can be taught by the program (SS-PY 209), Business department, Natural Science department, or taken online (SS-PY 210).</p>	

# PSYCHOLOGY COURSE MAP

	CORE4	General Psychology	APA writing Seminar	Human Growth	Social Psychology	Statistics	Human Sexuality	Personality Psych	Christian Counseling	Counseling	Abnormal Psychology	Cognitive Psychology	Physiological Psychology	Research Methods	Research Project	Senior Seminar
[PSY1]...facilitate APA guidelines for the ethical application of research and information resources.	H	I		I	I					R	R			R	A	A
[PSY2]... adapt psychological principles and modalities in response to diverse cultures and worldviews.	H		I	I			R	R	R	R			R			A
[PSY3]...explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.	M	I		I	I		R	R	R	R	R	R	R		A	
[PSY4]...distinguish various etiologies and treatments related to normative and non-normative behavior.	ST	I		I	I		R	R	R	R	R		R			A
[PSY5]...design and execute an experiment or research initiative to answer a psychological question.	M	I			I	R								R	A	
[PSY6]...evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).	SP	I		I	I	I	R		R	R		R	R			A
[PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.	M	I				I/A								R	A	
[PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.	ST	I	I	R	R	R	R	R	R	R	R	R	R	R	A	A
[PSY9]...devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.	M	I		I	I		R	R	R	R	R	R	R			A

I = Introduced; R=Reinforced; A=Assessed

# PSYCHOLOGY MAJOR ASSESSMENT MAP

These assessments represent embedded assignments that are required in the curriculum. Each represents a point of assessment, which can be used to assess the effective application of scaffolding.

	<b>Introduced (Learned)</b>	<b>Reinforced (Applied)</b>	<b>Assessed (Synthesized)</b>
[PSY1]... facilitate APA guidelines for the ethical application of research and information resources.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Project) Goal: >85%
[PSY2]... adapt psychological principles and modalities in response to diverse cultures and worldviews.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Counseling Final Case Study (Counseling) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY3]...explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Case Studies (Personality Psychology) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY4]...distinguish various etiologies and treatments related to normative and non-normative behavior.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Case Studies (Personality Psychology)  Character Analysis (Abnormal Psychology) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY5]...design and execute an experiment or research initiative to answer a psychological question.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Capstone) Goal: >85%
[PSY6]...evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).	Developmental Autobiography (Human Growth and Development) Goal: >80%	Counseling Final Case Study (Counseling) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%
[PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Capstone) Goal: >85%
[PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.	SSJR Response (Introduction to Psychology) Goal: >75%	Research Proposal (Research Methods) Goal: >80%	Research Project (Senior Capstone) Goal: >85%
[PSY9]...devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.	Developmental Autobiography (Human Growth and Development) Goal: >80%	Case Studies (Personality Psychology)  Character Analysis (Abnormal Psychology) Goal: >80%	Comprehensive Case Study (Senior Capstone) Goal: >85%



# GRADING RUBRIC FOR SENIOR THESIS

This rubric will also be used to grade the any assignments prior to the Senior Research assignment as a point of comparative analysis (i.e. SSJR, Research Proposal). The final paper can be multiplied by a factor of two (2).

Topic	Poor Significant Attention Needed	Fair Continued Attention Warranted	Good Proficiency Established	Superior Mastery Evident
Title page	Title/RH is not appropriate for a scientific paper. Title page does not follow APA style.  ①①	Title/RH does not effectively convey all the variables in the study. Some needed elements may be missing.  ②	All relevant parts of the title page are included. Title is appropriate but may not be very concise.  ③	Title includes variables and some articulation of purpose. All relevant parts of the title page are included.  ④
Abstract	Abstract has some incorrect information or does not accurately portray the research. Three or more important elements are missing.  ①①	Abstract is missing essential information from two paper sections or is significantly over the word limit.  ②③	Abstract includes all essential information but is misleading due to a lack of concise sentence structure, or there may be some information missing (one paper section).  ④	Abstract includes research question, variables, number and type of participants, major results, and implications/limitations of those results stated clearly and concisely.  ⑤
Introduction: Topic & Context	Paper focuses immediately on the method, or no context for the topic is provided. The topic is not appropriate or is overly simplistic for the class level.  ①①	More clarity in the opening may be needed or the paper may begin with a definition of the topic but provide very little context for the idea (e.g., may begin immediately with review of previous research). The topic, while generally appropriate for the class, may be simplistic.  ②③	Paper starts somewhat broadly, and provides some theoretical or real-world context for the main concept in the study. An explanation of the key concept or question is provided, but it could be clearer. The topic is appropriate for the class but not necessarily novel in the field.  ④⑤	Paper (i.e., first paragraph or two) begins in a broad manner and clearly explains the problem to be investigated. Appropriate topic in level and in content (e.g., thesis makes novel contribution to field; cognitive development courses focus on cognitive issues, etc.).  ⑥⑦
Literature Review	Too few citations are included for the reader to be confident that that literature has been adequately reviewed. Much of the reviewed literature may be inappropriate or not reviewed in enough detail for the reader to be sure of its relation to other studies or to the relevant theoretical or methodological issues. Definition or discussion of key concepts may be improperly paraphrased.  ①①②	Some of the reviewed literature seems to be inappropriate or not well-linked to the topic. Literature may lack detail or connection to other studies or to the relevant theoretical or methodological issues or it may be one-sided, omitting contrasting viewpoints. The review may discuss key concepts from the literature without paraphrasing adequately (i.e., over-reliance on quotations).  ③④⑤⑥	Studies are generally described in enough detail so that their relation to other studies and to the relevant theoretical and methodological issues can be understood by the reader (although some sections could be more specific). The review may include unnecessary quotations or poor paraphrases of the original articles.  ⑥⑦⑧	Studies are described in enough detail so that their relation to other studies and to the relevant theoretical and methodological issues can be understood by the reader. The review is in the author's own words, and the focus is on the research, rather than the researchers. Limitations of prior research and contrasting views/positions are presented.  ⑨⑩
Introduction: Hypothesis	Hypothesis does not follow from the literature presented.  ①①	. A hypothesis with no justification may be included.  ②③	Hypotheses are stated clearly and directional predictions are made. It may be unclear how the hypothesis links to the literature.  ④	Hypotheses are all clearly stated, and directional predictions are made based on the previous literature. They are testable.  ⑤
Method: Design	The design of the study is missing or largely unclear.  ①①	The description of the design is not complete or the variables are made clear.  ②③	The design of the study is described, but incomplete Variables are identified, but direction and relationship remain unclear.  ④⑤	The design of the study is clearly and completely described. Variables are clearly identified.  ⑥⑦
Method: Participants	The description of the sample missing or incomplete. Participants are poorly described; replication would not be possible.  ①①	The description of the sample is present, but missing important elements such as recruitment criteria or proper description of categories.  ②③	The description of the sample is appropriate, though relevant characteristic of the participants may be missing from the description. Must include recruitment criteria or special arrangements.  ④⑤	The description of the sample is appropriate. Participant information includes number and all necessary characteristics. Exclusions are noted, as are any recruitment criteria or special arrangements (e.g., compensation).  ⑥⑦
Method: Materials	Description of materials is incomplete. They are not fully described or analysis of tools is not present.	Description of materials are incomplete or simplistic. The description is lacking in details	Description of materials are appropriate but not complete or researched beyond the	Description of materials are appropriate and expanded upon beyond the source

	①①	demonstrating that the student is well versed in the effective use of the tools. ②③	source document. The description is adequate but could use more detail. ④⑤	document. They are described with enough detail that a reader could replicate the study. ⑥⑦
<b>Method: Procedure &amp; Ethics</b>	Description of procedure is missing or unclear, with many major details absent. ①①	Description of procedure is present and may address ethical considerations. The description is not in order or difficult to follow, or a few major details are absent. ②③	Description of procedure is appropriate and addresses ethical concerns, though some minor details may be missing, or some procedural aspects need clarity. ④⑤	Description of procedure is appropriate, with enough detail that a reader could replicate the study; instructions and protocol are included. Ethical issues are clearly addressed. ⑥⑦
<b>Results: Inferential Statistics</b>	Results are reported incorrectly or some critical information is missing. The description of the statistical measures used are missing or inappropriately described. ①①	Results section includes the inferential statistics used in the study, but their description may be incorrect or incomplete. ②③	Results section includes a description of the inferential statistics used, but the description may be incomplete or not appropriate. ④⑤	The description of inferential analysis is appropriate and robust, demonstrating an understanding of appropriate measures. ⑥⑦
<b>Discussion: Interpretation &amp; Evaluation</b>	The discussion incorrectly states the results or is a rehash of the introduction without clearly tying the introduction with the current study. The take-home message of the study is not clear. ①①	The restatement of the results is not clear or is misleading. Only some results are explained and the links to previous literature simply restate the introduction. The author may inappropriately generalize beyond the data. ②③	The discussion includes a restatement of the findings, but the analysis may be weak or not well connected to the hypothesis. There may be lack of consideration for the broader psychological problem. Only some results are explained (esp. only positive), or the links to previous literature simply restate the introduction. Some ideas about future research may be present, but unclear. ④⑤	The discussion includes a restatement of the findings. Patterns in the data and relations among the variables are explained and conclusions do not go beyond the data. The interpretation is well connected to the hypotheses and to the broader psychological problem as represented in the introduction. The take-home message is clearly summarized at the end and future research is suggested ⑥⑦
<b>References</b>	Reference list is more like a bibliography of related sources. References may not be scholarly sources or otherwise not appropriate for the assignment (e.g., too many secondary sources), or they may not be current. ①①	Some references may not be appropriate for the assignment. Key references are clearly cited from other sources and not likely read by the student. Sources do not include a good mix of recent and classic, if necessary. ②③	Reference list may leave out some cited article or include one that was not cited. The articles are appropriately scholarly but may be somewhat tangential and were likely not read by the student. Sources include a good mix of recent and classic, as necessary. ④⑤	Reference page includes all and only cited articles. The articles are appropriately scholarly and appropriate to the topic. Sufficient recent sources make the review current, and classic studies are included if applicable and available. Original references were clearly read by the student. ⑥⑦
<b>Scientific Writing Style</b>	Organization is confusing. Transitions are missing or are very weak. Tone is consistently too informal. Punctuation and grammar mistakes throughout the paper. Sentences are not concise and word choice is vague. The author strings together quotations without enough original input. ①①②	Organization is less adequate, making the paper difficult to follow. Transitions are sometimes there, and those that are there could be improved. Tone is occasionally colloquial. Punctuation and grammar are usually correct, but there are consistent mistakes. Sentences are not always concise and word choice is sometimes vague. The author includes many quotes or improper "paraphrases" that may constitute unintentional plagiarism. ③④⑤⑥	Organization is effective although improvements could be made. Transitions are generally there, but are occasionally not smooth, and paragraphs may stray from the central idea. Tone is appropriately formal. Punctuation and grammar are almost completely correct. Sentences are generally concise and word choice is usually precise. Paraphrases are usually used, and quotation marks are used appropriately if necessary. ⑥⑦⑧	There is a clear organization to the paper, and transitions are smooth and effective. Tone is appropriately formal. Key ideas are explained/described as needed. Punctuation and grammar are almost completely correct, including proper tenses and voice. Sentences are concise and word choice is precise, with nonbiased language. Proper paraphrases are usually used, but quotation marks are used appropriately if necessary. ⑨⑩
<b>APA Style</b>	Four or more consistent style errors or many inconsistent style errors. Information is consistently included in the wrong sections (e.g., materials described in procedure; discussion included in results). ①①②	For the most part, information is included in the appropriately titled sections. Consistent APA style errors in referencing, spacing, or statistical copy. ③④⑤⑥	For the most part, information is included in the appropriately titled sections. Style is generally correct and must include correct spacing, fonts, and margins. Page breaks must be in appropriate places, and sections must be in order. May have minor mistakes in punctuation of references, in-text citations, statistical copy, or headers. ⑥⑦⑧	Information is included in the appropriately titled sections. Title page, in-text citations, paper format, and Reference page are in APA style with no mistakes. All headers, tables and figures, margins, captions, etc., are in APA style. ⑨⑩

# GRADING RUBRIC FOR COMPREHENSIVE CASE STUDY

This rubric will also be used to grade the any assignments prior to the Comprehensive Case Study as a point of comparative analysis (i.e. Case Studies, Character Analysis, and Final Case Study). The Final Case Study can be multiplied by a factor of two (2).

Topic	Poor Significant Attention Needed	Fair Continued Attention Warranted	Good Proficiency Established	Superior Mastery Evident
Writing Style	Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon, slang or conversational tone. Uses "I" or "me" throughout the paper  ①①	There are some errors throughout the paper in punctuation, spelling, and/or language. Language is somewhat professional; some conversational tone or "I"/"me" is occasionally used.  ②③	Rules of grammar, and punctuation are followed with minor errors. Spelling is correct. Language is mostly professional. Overall, the paper is comprehensive and easy to read.  ④	Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure. Professional language is used throughout the paper  ⑤
Format	Paper did not follow outline given. Paper lacks many elements of correct formatting. Paper is not in APA format. Format and/or flow make it difficult to follow the writing.  ①①	Paper followed some of the outline given. APA format has flaws, however, the general idea of how to format a paper in this structure comes across. Format and flow neither add to nor subtract from the readability of the paper.  ②③	Paper follows outline given. APA format is good, with few errors. Format and flow are good and deliberate.  ④	Paper follows outline given. Paper is in APA format, following all guidelines for structure, format, font, margins, and spacing. -Format and flow between paragraphs enhances readability of paper.  ⑤
Overview	The observation description is incomplete; there is minimal information on the background of the character. Biographical and/or observational information is non-existent or lacks depth.  ①①②	The writer includes aspects of observation. However it falls short of a comprehensive overview of the client. Demographic information is present including demographics, family, education, social support, financial status, and other obvious and pertinent aspects of the client's case  ③④⑤⑥	The observation is clearly stated and accurate. The overview addresses diverse areas of the character's life beyond observable demographics, including aspects such as emotional states, motivations, tone, posture, or other key elements.  ⑥⑦⑧	Overview information is clearly stated and accurate. The summary addresses moves beyond demographic and obvious observation, seeking to describe underlying motivations, influences, and factors.  ⑨⑩
Symptom & Diagnosis	Very few or no symptoms are identified. The student does not display an understanding of the relationship between symptoms and diagnoses. A diagnosis is not present, or lacking in several aspects.  ①①②	Some symptoms are included, with few examples, lacks organization. A diagnosis is present, but incomplete, incorrectly formatted, not well supported by symptoms or evidence, or lacking required information.  ③④⑤⑥	The symptoms the character/client is experiencing are stated, organized, and supported with examples. Symptoms are organized into diagnoses. The student acknowledges that some symptoms did not fall into diagnoses. A diagnosis is present and adequate.  ⑥⑦⑧	All symptoms are stated and clearly explained with ample examples. Symptoms are organized meaningfully into diagnoses. Symptoms that do not fall into a specific diagnosis are described. A suitable diagnosis is present, with all relevant codes and formatting, including psychosocial and medical factors, and possible comorbid symptoms.  ⑨⑩
Etiology	Causes of behavior(s) or cognition(s) are not addressed or are assumed. The "why's" are simply not fleshed out or explored. The response lacks any specific theoretical framework or perspective.  ①①②	An effort to highlight possible causes of behavior(s) or cognition(s) is evident. Some behaviors/cognitions are not addressed or are ignored in favor of a theoretical perspective. A theoretical perspective (framework) is implied, but not specifically addressed. There are limited references to specific theories, theorists, research, or data.  ③④⑤⑥	Causes of behavior(s) or cognition(s) are addressed, though tend to be limited to one theoretical perspective. Etiology lacks a comprehensive approach. The case communicates a theoretical approach by referencing specific theoretical perspectives, data, research or theories; appropriately applying it to the case.  ⑥⑦⑧	Causes of behavior(s) or cognition(s) are identified and discussed at length, including a discussion concerning how etiology may be explained by differing theoretical perspectives. The case communicates a theoretical approach by referencing specific theoretical perspectives, data, research or theories, appropriately.  ⑨⑩
Holistic Perspective	The cultural or worldview aspects of the case are not addressed. No consideration is given to the balance of heart, mind, soul, and strength.	The cultural or worldview aspects of the case are minimally addressed. There is little to no discussion concerning the CORE4 or provides limited explanation as to how heart, mind, soul, and strength may affect the case.	The cultural or worldview aspects of the case are recognized, but specific adaptations concerning approach or modality are limited. The response addresses all four aspects of the CORE4. Though the interconnectivity of the model lacks a comprehensive analysis.	Specific references concerning the adaptation of principles, modalities, or approaches in response to the unique cultural needs of the client are provided. Using the CORE4, all aspects of the case are addressed in a balanced manner. Spiritual perspectives are applied to the case.

	① ① ②	③ ④ ⑤ ⑥	⑥ ⑦ ⑧	⑨ ⑩
Treatment & Prognosis	Goals and objectives are nonexistent or not measurable and/or relevant to the identified problems. Interventions used are not relevant to the desired outcomes, and treatment recommendations are not appropriate for the symptoms	Some goals and objectives are measurable and relevant to the identified problems. Some interventions used are relevant to the objectives, and treatment recommendations are somewhat appropriate to the client's symptoms.	Most goals and objectives are measurable and relevant to the identified problems. Most interventions used are relevant to the objectives, and treatment recommendations within the continuum of care are mostly appropriate to the client's symptoms.	Includes measurable goals and objectives that are relevant to the identified problems. Includes interventions used that are relevant to the objectives, and treatment recommendations are appropriate to the client's symptoms and situation.

# LEARNING OBJECTIVES

The following are learning objectives prescribed by the program. Facilitators may add specific course level outcomes. However, these objectives should stand alone. *This process is being completed in alignment with the 2022 Quadrennial Report*

## GENERAL PSYCHOLOGY

Students who fully engage in all aspects of this course can expect to:

- Recall and employ knowledge related to psychologically informed theories and explanations for human behavior [PSY3; PSY4; PSY9]. *Assessed through quizzes and other examinations.*
- Entertain a general discussion about psychology from a holistic perspective, including the role of faith and the interplay of human commonality and individual diversity [PSY2; PSY6]. *Assessed through discussions threads and participation.*
- Draft an APA stylized document summarizing the methods, findings, and implications of a research initiative [PSY1; PSY5; PSY7; PSY8]. *Assessed through the SSJR*

## DEVELOPMENTAL PSYCHOLOGY

Students who fully engage in all aspects of this course can expect to:

- Define developmental milestones normative to the human lifespan, including how nature and nature influence the biological, cognitive, psychosocial, and spiritual aspects of development [PSY2; PSY3; PSY4; PSY6; PSY9]. *Assessed through quizzes and other examinations.*
- Apply developmental topics using qualitative and quantitative data to draw appropriate conclusions and assertions. [PSY1; PSY2; PSY4; PSY7; PSY8; PSY9]. *Assessed through the Developmental Autobiography*
- Describe the role of a teleological perspective in relation to differing developmental theories [PSY3; PSY4; PSY5; PSY9]. *Assessed through discussions threads and participation.*

[PSY1]... facilitate APA guidelines for the ethical application of research and information resources.
[PSY2]... adapt psychological principles and modalities in response to diverse cultures and worldviews.
[PSY3]...explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.
[PSY4]...distinguish various etiologies and treatments related to normative and non-normative behavior.
[PSY5]...design and execute an experiment or research initiative to answer a psychological question.
[PSY6]...evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).
[PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.
[PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.
[PSY9]...devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.