

# **Psychology Department Program Review**

## **Undergraduate Psychology**

8/9/13

This document provides a systematic and in-depth review of the undergraduate psychology program at Chaminade University (CUH). It utilizes a series of reports generated over a number of years. Approximately 7 years of reports and data for the Psychology program regarding ongoing program review and assessment of program student learning outcomes can be found on the Chaminade WASC website under the links of 'Assessment Reports' and 'Evidence'. As such, this program review is evidence based and incorporates basic demographics, an external program review, curriculum review, student evaluation of advising, a review of the program by students, student evaluation of Course and Instructor, the Psychology program's contribution to the General Education program, and an analysis of program student learning outcomes.

On page 64 of the *WASC 2013 Handbook of Accreditation* Program review is defined as

.... a systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality and effectiveness and to support improvement. Historically, program review focused primarily on capacity and research output; more recently, educational outcomes and student success have been included. While student success and assessment of learning at the program level are an important part of program review, they should not be confused with the more encompassing process of program review.

### **Psychology Program**

Regarding the Psychology program the CUH catalog (CAT 2013) states

Psychology is the scientific study of how people think, feel and act as individuals and groups within a variety of interrelated environments. The Psychology program is student centered with the focus on the education of the whole person integrating cognitive, behavioral, emotional, and spiritual aspects within social contexts. Distinguishing features of the Psychology program are students from multi-cultural perspectives, dynamic and compassionate faculty, encouragement of self-awareness and exploration toward a deeper understanding of self, Asian perspectives in psychology, and fostering of the application of psychology to the self and others in the global community.

#### **Mission**

The Bachelor of Science degree in Psychology is designed to educate, within the context of Marianist educational values, students in both theoretical and applied aspects of psychology for the purpose of assisting them in adapting to various, interrelated environments.

The Major in Psychology at Chaminade University (CUH) requires a total of 51 credits, including PSY 101 General Psychology, PSY 200 Life Span Development, 42 upper division psychology course credits, and the Behavioral Sciences Division Requirement BS/CJ/ENV/PSY 327 Career Counseling. The specific upper division requirements can be found in the CUH catalog (CAT 2013).

There are three major cumulative assessment tools used by the psychology program, which are administered annually to students. They are used to assess the program's quality, effectiveness and efficiency, its program student learning outcomes, its strengths and challenges, and its need for change and improvement. These assessment tools are the comprehensive exam (declarative knowledge), the rubric based papers (procedural knowledge) and the exit evaluation regarding the students' attitudes and judgments about their experiences and development in the program (Gagne 1984).

The Minor in Psychology requires PSY 101 General Psychology and five upper division Psychology courses. Students are free to choose any five upper division psychology courses. Depending on their major and their interest in linking the Psychology minor to their major, students are presented with courses that best fit their major.

The Psychology program at Chaminade is a Chapter Member of the Psychology National Honor Society PSI CHI. Students who meet the requirements are eligible for induction.

As Chaminade University is a Catholic Marianist University its 5 Educational Values (MEV1999) are integrated throughout the program and assessed with both the comprehensive exam and the rubric for the Marianist Educational Values paper. These 5 Marianist Educational values can be found in Psychology Course Syllabi (MEV 1999).

### **Demographics**

There are currently 92 Majors and 31 Minors in Psychology. To get a more representative N size for gender, ethnicity and age, the data from the last three years of day students graduating with a major in psychology were combined. 75% of the students were female (N= 60). 75.4% are non-white with 8.8% identifying as Hawaiian (N=57). Average age was 22.96 with the youngest reported age being 20 and the oldest being 40 (N=59). The Psychology department has graduated 480 students ((Day Undergraduate (DUG) and Adult Evening Online Program (AEOP) combined) averaging 48 students a year from 2002-2012. It has consistently placed second in total graduates at CUH (DUG and AEOP combined) with only Criminal Justice producing more combined graduates (Nguyen 2013).

With the addition of one new full-time faculty member this year there are now 7 fulltime faculty members. Four tenured faculty hold the rank of full professor. There are 2 clinical faculty (non-tenure track) and the one new faculty member (tenure track). However, each faculty member is split ½ time between the undergraduate and graduate program (Master of Science in Counseling Psychology program or MSCP). There is one faculty member assigned to coordinating the DUG psychology program and advising students on their degree plan. Students are expected to come in for advising once a semester. There is one faculty member who staffs the AEOP courses. This faculty member plus the remainder of the faculty members only advise graduate students.

In regard to research and scholarship two faculty members are clinical (non-tenure track) and are not required to engage in these activities. Of the remaining 5 faculty members 4 are actively involved in research and scholarship. Two faculty members are currently in the second year of their three year grant on Suicide Prevention (see UPAC 2012).

All faculty complete and submit their Growth and Development Plans (GDP) in a timely manner to the Dean. The Dean reviews the GDPs and then sends on to the Provost prior to the due date.

In addition to the 7 faculty members, there is a full-time assistant to the Dean (who is a Psychology program faculty member) of the Behavioral Sciences Division, a ½ time secretary, and two internship placement directors who are assigned to the MSCP program.

### **External Program Review**

An external review of the undergraduate Psychology program occurred when the WASC Educational Effectiveness Review team visited Chaminade University in March of 2010 (WASC EER 2010). It was the only program that received an in-depth and thorough review of its program. Under the subheading of **Program Review** the EER Report of the WASC visiting team, which was received and endorsed by the WASC commission (WASC 2010), the authors state

The team reviewed three academic undergraduate programs—psychology, education and biology—both on- and off-campus and online. Documents were reviewed, and meetings and interviews were held. The team selected psychology for systematic, thorough, in-depth review; accordingly, an entire morning was dedicated to separate meetings with the psychology administration, faculty, staff and students.  
p. 18

The three programs were at different stages of review. Psychology was *highly developed*; . . . . The faculty often cited student learning outcomes in meetings and discussions. Many examples were given of the use of learning outcomes in pedagogy and the use of assessment results in revising pedagogy and curriculum. Improvements and changes were documented and discussed by faculty. (CFR 2.4, 2.7)

Proficiency levels, or standards, were clearly defined in psychology; . . . . In all three programs of psychology, biology and education, rubrics were used to evaluate capstone experiences of a portfolio or summative examination or both. The faculty were at ease and comfortable with the language of assessment and deeply engaged in disciplinary discussions of evaluation of student learning and the pedagogy required to ensure successful student learning outcomes. (CFR 2.2, 2.4)  
p. 19

By and large, desired levels and types of learning are measured by standards set by faculty. . . . In psychology, standards are benchmarked to internal proficiency levels devised by the faculty;  
p. 19-20

Through its reviews of various reports and documents, and discussions with faculty, staff, students and administrators, the team affirmed that a *culture of assessment* exists at CUH and includes program reviews, which are expected of all degree programs, including general education.  
p. 20

Under the **Scholarship and Creative Activity** subheading of the report, the authors state

The meetings with the biology and psychology faculty clearly demonstrated the links among scholarship, teaching, student learning and service.  
p. 25

In the meetings with the psychology, biology and education programs, the faculty and staff cited many situations that indicated they knew their students and, in word and deed, supported students' learning; and the students spoke eloquently of the faculty and staff's attention to their entire development, and not just in academics.  
p. 25-26

Under the **Standard IV: Creating an Organization Committed to Learning and Improvement** subheading of the report, the authors state

Data collected from assessment tools have resulted in a variety of program changes. In one example, the psychology faculty designed a comprehensive examination for the major, which produced an ongoing discussion on inter-rater reliability and resulted in the use of multiple choice questions on the test, as well as the required integrated research papers. The psychology program was able to produce approximately 10 years of assessment work.  
p. 32

Under the **Commitment to Learning and Improvement** subheading of the report, the authors state

The dean of behavioral sciences, who is a professor of psychology, has led the psychology department in forming an organizational learning system that is near highly developed. Faculty and departments across campus pointed to psychology as a model unit for assessment, and a number of units have called on the dean as a consultant. As evident in the extensive sample of measures, syllabi, rubrics and reports on the CUH WASC website, the department has produced multiple ways of measuring and assessing student learning, performance, and skill attainment regularly across a number of dimensions, and numerous rubrics in which strong inter-rater reliability has been established. The department routinely uses assessment results to improve the program. For example, using a rubric, four faculty raters evaluated final papers on *Psychology as an Integrated System* and *Specific Focuses in Psychology*. In the process, weaknesses in program learning outcomes were noted, which motivated the department to make program improvements and add a course on the integrative topic of evolutionary psychology. The faculty were very engaged in the evidence-based process. A faculty member stated, "It's a lifestyle and integrated into everything we do." The faculty even engaged in friendly intellectual debate on the merits of using highly reliable *objective* measures versus those that may be less reliable but more subjective and qualitatively valid.

The team met with graduate and undergraduate psychology students, all of whom were proud of their school and the education they received. They felt Chaminade is a place where faculty really cared about them as people, knew their names and were always helpful and accessible. Faculty, seen as interested in their students, "want us to build our own opinions . . . in a very open manner." Although the students admitted to having to

fill out numerous surveys, they were quick to point out that the faculty paid attention to their feedback. As one student put it, “What I’ve gained here is exceptional, everyone gains confidence and I feel everyone is a model student.” They were very proud to be Chaminade students!  
p. 36-37

In addition, the WASC EER report did not indicate any problems or concerns with the program capacity, processes, learning outcomes, the language used in program learning outcomes, or retention for the undergraduate psychology program.

### **Curriculum Review**

In the Spring of 2012, Dr. Tracy Trevorror, a tenured, full professor in the Chaminade Psychology Department was asked to review the Psychology major course requirements at Chaminade University (CUH). The specific coursework required by the Psychology Department can be found in the CUH Undergraduate Catalog (CAT 2013). Dr. Trevorror’s (2012) report/memo was forwarded to the members of the Psychology Department at CUH. He compared CUH’s Psychology Program curriculum to the American Psychological Association’s (APA) Guidelines for the Undergraduate Psychology Major. His memo was sent to all members of the members of the Psychology Department. He notes in his report/memo (2012) regarding the APA guidelines

It is not prescriptive in stipulating what courses should be required. The report leaves institutions the latitude to offer a variety of course offerings, recognizing that institutions will stress areas of the discipline based on local factors, faculty backgrounds, and institutional mission. What the report does outline are 10 “Learning Goals” and states that undergraduate psychology majors should be exposed to coursework and learning experiences that would ensure that these goals are met. The Learning Goals are divided into five that are specific to psychology and its application and five that are more general, addressing broader skills and development of the self and career preparation.

Dr. Trevorror also compared CUH’s Psychology program curriculum to the curriculum of the Psychology departments at the University of Hawaii (UH), Hawaii Pacific University (HPU), and Brigham Young University Hawaii (BYU). He notes

It’s hard to make direct comparisons between our program and other local universities regarding the psychology major requirements, as UH and HPU require their students, in part, to choose amongst a list of courses (see attached Table). Our program requires 13 courses, the highest number of required courses for psychology majors; 7 more courses than UH, 5 more courses than BYU, and 2 more courses than HPU. As such, courses that are required at CUH such as Organizational Psychology, Health and Stress, Evolutionary Psychology, and Career Development are not required at the other universities. Conversely, we do not require Biological Bases of Behavior as a requirement although it is required by BYU, HPU, and satisfies a requirement for UH. Only HPU offers Learning and Cognitive Processes and this course is a requirement for a psychology major.

Based on his analysis, Dr. Trevorror concludes

I think we have strengths integrating Eastern philosophies into the psychology curriculum. We also have a number of courses with a clinical focus and students can elect to gain hands-on research experience in a psychology lab. I believe we only briefly cover the history of the field (in PSY 101) and this

area may be reviewed in other courses. We do not appear to be matching APA Guidelines in the areas of Learning and Cognition (which is not offered) and Biological Bases of Behavior (offered only as an elective).

It seems that several of our required courses are not typically required by other institutions and are not strongly indicated by APA Guidelines as warranting a required status, i.e., Organizational Psychology, Health and Stress (both have an applied focus meeting Learning Goal 4, but this is already met by requiring Counseling Psychology), Evolutionary Psychology, and Career Development. We may want to reclassify these courses as electives.

Given Dr. Trevorrow's memo/report a number of areas needed to be addressed. The career development course was added as a requirement to address both CUH's concern and WASC's concern with preparing students for a career after graduating. The evolutionary psychology course was added as a requirement after surveying students and receiving input from faculty teaching the course. The evidence from both the students and the faculty indicated that students did not have the depth or breadth in the area of evolutionary psychology to adequately address a major requirement in PSY 490 capstone course: utilizing a common thread that integrates the program learning outcomes in the undergraduate Psychology program. As a result, the students recommended that the evolutionary psychology class be a required course. In addition the evolutionary psychology class strongly integrates psychology with the natural sciences. While the counseling psychology course clearly is an applied course it is too narrow in its application. The organizational course, which helps prepare students for the work world, and the stress management course, which is a significant concern not only in the work world but also in life itself, adds breadth and depth to the applied domain which appears, given the 2013 WASC Standards, to be the current focus. In addition the APA (2012) Stress in America survey conducted in 2011 notes on page 5

Researchers have long known that there is a strong link between stress and overall health. Year after year, findings from the Stress in America™ survey have reinforced this research. Participants' responses have revealed high stress levels, reliance on unhealthy behaviors to manage stress and alarming physical health consequences of stress — a combination that suggests the nation is on the verge of a stress-induced public health crisis.

This concern with public well-being is clearly reflected in the WASC 2013 Handbook of Accreditation (2013) on page 3 where it is noted

A hallmark of U.S. higher education in the 21st century is the enormous diversity of its institutions, their missions, and the students they serve. Common across this diversity, however, is a widespread understanding that higher education represents both a public good and a private benefit. According to this understanding, higher education fosters individual development and serves the broader needs of the society and nation. Higher education has created the conditions for improving quality of life, solving problems, and enabling hope, which are essential to supporting economic prosperity and sustaining democracy in the United States. Accreditation is committed to the application of standards of performance, while affirming that high-quality education, irrespective of the different purposes of individual institutions, is in itself a contribution to the public good.

This holistic concern with physical and psychological well-being and the common good is also expressed in Chaminade's Marianist Educational Values (MEV 1999) where it states

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities.

The Marianist approach to higher education is deeply committed to the common good.

Although the other psychology program curriculums which were reviewed require fewer courses, the CUH Psychology program is not simply a follower of what other programs deem as the appropriate number of required courses. Guided by its Marianist Educational Values, the APA’s guidelines, and input from faculty, staff and students, it sets its own direction for the breadth, depth and quality of education in the field of psychology.

It is clear however, based on Dr. Trevorrow’s analysis, that coursework in both learning/cognition and biological basis of behavior, should probably be required. He notes

We appear to fall short of the APA guidelines by not offering coursework in Learning and Cognition and by not having Biological Bases of Behavior a required course.

In addition, given the APA guidelines, a course in the history of psychology should probably be included. Nonetheless, not having enough faculty and incorporating these new courses into the AEOP presents a challenge that needs to be discussed.

### **Student Evaluation of Advising**

As noted above, there is one faculty member assigned to coordinating the Psychology program and advising students on their degree plan. Students are expected to come in for advising once a semester.

After students have been advised they fill out an advising survey form in which they evaluate the quality of their advising. This form is filled out anonymously without the advisor in the room. It is then folded in half and given to the secretary or the Assistant to the Dean. The advisor does not see the individual forms. All input into SPSS and subsequent analysis is performed by the Assistant to the Dean.

The reliability of this tool is **.926**. This is an excellent reliability. The survey form is a Likert scale with the following 4 choices

Strongly Disagree	Disagree	Agree	Strongly Agree
1-----	2-----	3-----	4

The analysis below of each of the 9 items on this form, covering 9/09-7/13, clearly indicates that the students are quite satisfied with the quality of their advising provided by their advisor (Advising 2013).

- 1. It was easy for me to set up an appointment with my advisor.**

Nsize	240
Mean	3.8292
% Agree/Strongly Agree	98.8%
  
- 2. I was able to meet with my advisor during my scheduled appointment.**

Nsize	240
Mean	3.8917
% Agree/Strongly Agree	99.6%
  
- 3. My advisor was knowledgeable about my topic or request.**

Nsize	240
Mean	3.8792
% Agree/Strongly Agree	100%
  
- 4. My advisor was helpful in addressing my topic or request.**

Nsize	240
Mean	3.8833
% Agree/Strongly Agree	100%
  
- 5. My advisor answered all of my questions regarding my topic or request.**

Nsize	240
Mean	3.8708
% Agree/Strongly Agree	100%
  
- 6. My advisor discussed relevant requirements concerning my topic or request.**

Nsize	240
Mean	3.8917
% Agree/Strongly Agree	100%



**7. My advisor demonstrated concern for me as an individual requesting assistance.**

Nsize	240
Mean	3.7875
%Agree/Strongly Agree	99.2%

**8. My advisor spent adequate time with me to address my topic or request.**

Nsize	240
Mean	3.8042
%Agree/Strongly Agree	99.2%

**9. I am satisfied with the advising experience I had with my advisor.**

Nsize	240
Mean	3.8208
%Agree/Strongly Agree	99.2%

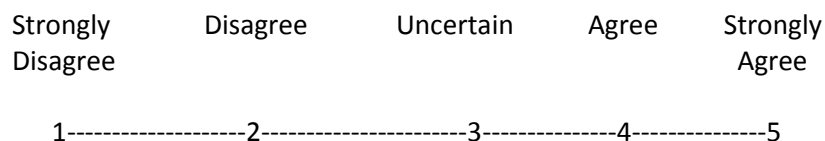
### **Exit Evaluation**

At the end of capstone course students (day (DUG) and evening (AEOP)) are required to anonymously fill out an Exit Evaluation Survey (CUH 2013) evaluating their experience and what they have gained in the undergraduate Psychology program at Chaminade University. It consists of 33 items plus 2 items that provide overall evaluation of the Undergraduate Psychology program. The survey not only covers the students course work but also covers their attitudes, sensitivity, interpersonal skills, critical thinking, what they have learned about themselves and others, linking to general education requirements, linking to Marianist Educational Values, and preparation for the future after they graduate from Chaminade with a degree in Psychology.

The trend over the last three years is quite consistent with the Psychology program receiving a strong, high, positive evaluation by the students over almost every area. The only exceptions are research, statistics, and cross-cultural psychology where the trends are somewhat inconsistent or are moving downward (cross-cultural). Further exploration is deemed necessary in these areas. While there is a required Career course, it is not directly addressed in the Exit Evaluation Survey. Faculty and staff will be asked this school year for their input regarding including a question or two about the Career class in the survey.

The reliability for the Exit Evaluation Survey is obtained with each year or term the survey is administered and ranges from .89 to .939. This is an excellent reliability. The Exit Evaluation Survey uses the Likert scale below. The entire survey with analysis is below.

The following scale of one (1) to five (5) was used to answer the questions below.



***Because of my coursework in psychology at Chaminade, I am able to demonstrate an understanding of:***

1. human growth and development (life span development).

AEOP

Spring 2013	Nsize = 8	Mean = 4.125	Std. Deviation = 1.3562	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.4	Std. Deviation = .89443	80% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.3333	Std. Deviation = .50000	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.4000	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.6667	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .49237	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.55	Std. Deviation = .51042	100% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.1429	Std. Deviation = .35857	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.3684	Std. Deviation = .49559	100% agree/strongly agree

2. social foundations of behavior.

AEOP

Spring 2013	Nsize = 8	Mean = 4.25	Std. Deviation = .70711	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.3333	Std. Deviation = .50000	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.5000	Std. Deviation = .52705	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0000	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.2500	Std. Deviation = .44227	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.45	Std. Deviation = .51042	100% agree/strongly agree
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Spring 2012	Nsize = 21	Mean = 4.0476	Std. Deviation = .38421	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.4211	Std. Deviation = .50726	100% agree/strongly agree

3. cross-cultural foundations of behavior.

AEOP

Spring 2013	Nsize = 8	Mean = 4.375	Std. Deviation = .74402	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.0000	Std. Deviation = .70711	77.8% agree/strongly agree
Spring 2012	Nsize = 9	Mean = 4.6000	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 3.6667	Std. Deviation = .57735	66.5% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .65134	91.4% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.1	Std. Deviation = .71818	80% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.0952	Std. Deviation = .53896	90.5% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.3684	Std. Deviation = .49559	100% agree/strongly agree

4. psychopathology (abnormal psychology).

AEOP

Spring 2013	Nsize = 8	Mean = 4.5	Std. Deviation = .53452	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.4444	Std. Deviation = .52705	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.5000	Std. Deviation = .52705	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.3333	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.4167	Std. Deviation = .51493	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.35	Std. Deviation = .87509	85% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.2857	Std. Deviation = .56061	95.2% agree/strongly agree
Spring 2011	Nsize = 18	Mean = 4.6667	Std. Deviation = .48507	100% agree/strongly agree

5. stress management.

AEOP

Spring 2013	Nsize = 8	Mean = 4.875	Std. Deviation = .35355	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean= 4.5556	Std. Deviation = .52705	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.8000	Std. Deviation = .42164	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0000	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5000	Std. Deviation = .52223	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.7	Std. Deviation = .47016	100% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.4286	Std. Deviation = .50709	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.842	Std. Deviation = .37463	100% agree/strongly agree

6. human behavior from a *biological* perspective

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.0000	Std. Deviation = .50000	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.3000	Std. Deviation = .48305	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 3.6667	Std. Deviation = .57735	66.7% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.1667	Std. Deviation = .57735	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.3	Std. Deviation = .65695	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 3.7619	Std. Deviation = .53896	81% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.0	Std. Deviation = .57735	84.2% agree/strongly agree

7. human behavior from a *psychological* perspective.

AEOP

Spring 2013	Nsize = 8	Mean = 4.5	Std. Deviation = .53452	100% agree/strongly agree
Winter 2013	Nsize = 8	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.2222	Std. Deviation = .44096	100% agree/strongly agree

Spring 2012	Nsize = 10	Mean = 4.5000	Std. Deviation = .52705	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.3333	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .49237	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.45	Std. Deviation = .51042	100% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.3810	Std. Deviation = .49761	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.4737	Std. Deviation = .51299	100% agree/strongly agree

8. human behavior from a *social* perspective.

AEOP

Spring 2013	Nsize = 8	Mean = 4.375	Std. Deviation = .74402	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.4444	Std. Deviation = .52705	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.7000	Std. Deviation = .48305	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.6667	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .65134	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.35	Std. Deviation = .48936	100% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.1429	Std. Deviation = .35857	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.5263	Std. Deviation = .51299	100% agree/strongly agree

9. human behavior from a *cross-cultural* perspective.

AEOP

Spring 2013	Nsize = 8	Mean = 4.125	Std. Deviation = .99103	62.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 3.8889	Std. Deviation = .78174	66.7% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.7000	Std. Deviation = .48305	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 3.3333	Std. Deviation = .57735	33.3% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.2500	Std. Deviation = .62158	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.1	Std. Deviation = .71818	80% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.0	Std. Deviation = .54772	85.7% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.2632	Std. Deviation = .56195	94.7% agree/strongly agree

10. personality.

AEOP

Spring 2013	Nsize = 8	Mean = 4.25	Std. Deviation = 1.03510	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 3.8889	Std. Deviation = .50000	100% agree/strongly agree
Spring 2012	Nsize= 10	Mean = 4.4000	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.6667	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .49237	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.7	Std. Deviation = .47016	100% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.3333	Std. Deviation = .48305	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.6316	Std. Deviation = .49559	100% agree/strongly agree

11. individual behavior.

AEOP

Spring 2013	Nsize = 8	Mean = 4.375	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.3333	Std. Deviation = .50000	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.6000	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0000	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.2500	Std. Deviation = .45227	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.45	Std. Deviation = .68633	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.1905	Std. Deviation = .40237	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.4211	Std. Deviation = .50726	100% agree/strongly agree

12. the scientific method and its application.

AEOP

Spring 2013	Nsize = 8	Mean= 4.375	Std. Deviation = .74402	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.4	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.1111	Std. Deviation = .78174	77.8% agree/strongly agree
Spring 2012	Nsize = 10	Mean= 4.4500	Std. Deviation = .49721	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.0000	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.1667	Std. Deviation = .57735	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.25	Std. Deviation = .63867	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.0476	Std. Deviation = .38421	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.3158	Std. Deviation = .82007	89.5% agree/strongly agree

13. research methods.

AEOP

Spring 2013	Nsize = 8	Mean = 4.125	Std. Deviation = .83452	75% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.0000	Std. Deviation = .50000	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.3500	Std. Deviation = .66875	90% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.0000	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.2500	Std. Deviation = .62158	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.0	Std. Deviation = .72548	75% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.0952	Std. Deviation = .30079	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.2105	Std. Deviation = .71328	84.2% agree/strongly agree

14. statistical methods.

AEOP

Spring 2013	Nsize = 8	Mean = 4.125	Std. Deviation = .83452	75% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 3.4444	Std. Deviation = .52705	44.4% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.3000	Std. Deviation = .48305	100% agree/strongly agree

Winter 2012	Nsize = 3	Mean = 4.0000	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 3.9167	Std. Deviation = .79296	83.3% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 3.8	Std. Deviation = .95145	65% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 3.8095	Std. Deviation = .40237	81% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 3.6842	Std. Deviation = .88523	63.2% agree/strongly agree

15. critical thinking.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.0000	Std. Deviation = .50000	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.5000	Std. Deviation = .70711	90% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.6667	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .49237	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.25	Std. Deviation = .78640	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.1429	Std. Deviation = .57321	90.5% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.4737	Std. Deviation = .61178	94.7% agree/strongly agree

16. the application of ethics to the field of psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.4444	Std. Deviation = .52705	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.6000	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.6667	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5000	Std. Deviation = .52223	100% agree/strongly agree



DAY

Spring 2013	Nsize = 20	Mean = 4.45	Std. Deviation = .82558	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.2381	Std. Deviation = .43644	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.3684	Std. Deviation = .59726	94.7% agree/strongly agree

17. cross-cultural issues in the field of psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.375	Std. Deviation = .74402	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.1111	Std. Deviation = .78174	77.8% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.8000	Std. Deviation = .42164	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 3.6667	Std. Deviation = .57735	66.7% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.1667	Std. Deviation = .71774	83.3% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.3	Std. Deviation = .80131	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 3.9524	Std. Deviation = .66904	85.7% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.3684	Std. Deviation = .59726	94.7% agree/strongly agree

18. theoretical aspects of psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.375	Std. Deviation = .74402	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.1111	Std. Deviation = .78174	77.8% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.4000	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.0000	Std. Deviation = 1.0000	66.7% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.2500	Std. Deviation = .45227	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.25	Std. Deviation = .71635	85% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.0476	Std. Deviation = .58959	85.7% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.0526	Std. Deviation = .62126	84.2% agree/strongly agree

19. applied aspects of psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.25	Std. Deviation = .70711	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.4444	Std. Deviation = .52705	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.6	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 3.6667	Std. Deviation = .57735	66.7% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .49237	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.4	Std. Deviation = .68056	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.1905	Std. Deviation = .51177	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.3158	Std. Deviation = .67104	89.5% agree/strongly agree

20. *attitudes and sensitivities* necessary to relate effectively with others (individuals and groups) in a wide variety of situations/contexts.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.5556	Std. Deviation = .52705	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.8	Std. Deviation = .42164	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5	Std. Deviation = .52223	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.55	Std. Deviation = .60481	95% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.3	Std. Deviation = .47016	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.5263	Std. Deviation = .51299	100% agree/strongly agree

21. *interpersonal skills* necessary to relate effectively with others (individuals and groups) in a wide variety of situations/contexts.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.5556	Std. Deviation = .52705	100% agree/strongly agree

Spring 2012	Nsize = 10	Mean = 4.8	Std. Deviation = .42164	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3810	Std. Deviation = .49761	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.5	Std. Deviation = .60698	95% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.381	Std. Deviation = .49761	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.5789	Std. Deviation = .50726	100% agree/strongly agree

22. *critical thinking skills* necessary to relate effectively with others (individuals and groups) in a wide variety of situations/contexts.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.2222	Std. Deviation = .66667	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.6	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.6667	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.4167	Std. Deviation = .51493	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.35	Std. Deviation = .58714	95% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.4286	Std. Deviation = .59761	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.4737	Std. Deviation = .51299	100% agree/strongly agree

23. My coursework in psychology at Chaminade has allowed me to develop the skills and competencies for integrating cognitive, emotional, behavioral, social, cultural and spiritual perspectives relative to health and stress management.

AEOP

Spring 2013	Nsize = 8	Mean = 4.875	Std. Deviation = .35355	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.2222	Std. Deviation = .97183	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.7	Std. Deviation = .48305	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5833	Std. Deviation = .51493	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.65	Std. Deviation = .58714	95% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.4762	Std. Deviation = .51177	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.6842	Std. Deviation = .47757	100% agree/strongly agree

24. My course in psychology at Chaminade has allowed me to apply psychological principles to organizational structures.

AEOP

Spring 2013	Nsize = 8	Mean = 4.5	Std. Deviation = .53452	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 3.8889	Std. Deviation = .60093	77.8% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.9	Std. Deviation = .31623	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.3333	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.6667	Std. Deviation = .49237	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.35	Std. Deviation = .93330	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.2381	Std. Deviation = .53896	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.4737	Std. Deviation = .61178	94.7% agree/strongly agree

25. My coursework in psychology at Chaminade has provided me with a solid foundation in psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.75	Std. Deviation = .46291	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.3333	Std. Deviation = 1.0	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.9	Std. Deviation = .31623	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5833	Std. Deviation = .51493	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.6	Std. Deviation = .68056	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.4286	Std. Deviation = .50709	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.5263	Std. Deviation = .61178	94.7% agree/strongly agree

26. My coursework in psychology at Chaminade has helped to prepare me for my future endeavors after I graduate.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.5556	Std. Deviation = .52705	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.8	Std. Deviation = .42164	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.6667	Std. Deviation = .49237	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.5	Std. Deviation = .68825	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.4286	Std. Deviation = .59761	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.7895	Std. Deviation = .41885	100% agree/strongly agree

27. I have learned about myself through the psychology courses I have taken at Chaminade.

AEOP

Spring 2013	Nsize = 8	Mean = 4.25	Std. Deviation = 1.03510	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.6667	Std. Deviation = 1.0	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.9	Std. Deviation = .31623	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.75	Std. Deviation = .45227	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.8	Std. Deviation = .52315	95% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.4286	Std. Deviation = .59761	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.8947	Std. Deviation = .31530	100% agree/strongly agree

28. I have learned about how people interact with each other through the psychology courses I have taken at Chaminade.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.6667	Std. Deviation = .5	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.9	Std. Deviation = .31623	100% agree/strongly agree

Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5833	Std. Deviation = .51493	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.7	Std. Deviation = .47016	100% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.5714	Std. Deviation = .59761	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.8947	Std. Deviation = .31530	100% agree/strongly agree

29. My coursework in psychology at Chaminade has provided me with the skills to integrate the various sub-disciplines (personality, abnormal, organizational, etc.) of psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.3333	Std. Deviation = 1.0	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.7	Std. Deviation = .48305	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5833	Std. Deviation = .51493	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.65	Std. Deviation = .48936	100% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.5238	Std. Deviation = .51177	100% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.6316	Std. Deviation = .49559	100% agree/strongly agree

30. My coursework in psychology at Chaminade has allowed me to integrate Marianist Values with the discipline of psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.75	Std. Deviation = .46291	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.4	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.2222	Std. Deviation = .66667	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.6	Std. Deviation = .51640	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.4167	Std. Deviation = .66856	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.45	Std. Deviation = .68633	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.2857	Std. Deviation = .71714	95.2% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.7368	Std. Deviation = .45241	100% agree/strongly agree

31. I am able to see the relationship between my general education core classes at Chaminade and my major in psychology.

AEOP

Spring 2013	Nsize = 8	Mean = 4.375	Std. Deviation = .74402	87.5% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.6667	Std. Deviation = .5	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.8	Std. Deviation = .42164	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.6667	Std. Deviation = .57735	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.5833	Std. Deviation = .51493	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.55	Std. Deviation = .60481	95% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.2381	Std. Deviation = .53896	95.2% agree/strongly agree
Spring 2011	Nsize = 18	Mean = 4.3889	Std. Deviation = .69780	88.9% agree/strongly agree

32. Because of my coursework in psychology at Chaminade, I am able to write a research paper that integrates the various sub-disciplines of psychology (personality, abnormal, organizational, etc.).

AEOP

Spring 2013	Nsize = 8	Mean = 4.625	Std. Deviation = .51755	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.6	Std. Deviation = .54772	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.3333	Std. Deviation = .5	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.9	Std. Deviation = .31623	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 5.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.3333	Std. Deviation = .65134	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.45	Std. Deviation = .75915	95% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.381	Std. Deviation = .66904	90.5% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.5789	Std. Deviation = .50726	100% agree/strongly agree

33. Because of my coursework in psychology at Chaminade, I am able to demonstrate the relationship between an identified problem, a hypothesis, a literature review, data analysis, and conclusion in a research paper.

AEOP

Spring 2013	Nsize = 8	Mean = 4.5	Std. Deviation = .53452	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.1111	Std. Deviation = .33333	100% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 4.7	Std. Deviation = .48305	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 4.0	Std. Deviation = 1.0	66.7% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 4.1667	Std. Deviation = .57735	91.7% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.35	Std. Deviation = .75915	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.2381	Std. Deviation = .70034	85.7% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 4.6316	Std. Deviation = .49559	100% agree/strongly agree

34. I would recommend the Psychology program at Chaminade to others.

AEOP

**Scale Used FE11-SE12; SD2011: 1 = Yes 2 = No**

Spring 2013	Nsize = 8	Mean = 4.875	Std. Deviation = .35355	100% agree/strongly agree
Winter 2013	Nsize = 5	Mean = 4.8	Std. Deviation = .44721	100% agree/strongly agree
Fall 2012	Nsize = 9	Mean = 4.3333	Std. Deviation = 1.32288	88.9% agree/strongly agree
Spring 2012	Nsize = 10	Mean = 1.0	Std. Deviation = 0	100% agree/strongly agree
Winter 2012	Nsize = 3	Mean = 1.0	Std. Deviation = 0	100% agree/strongly agree
Fall 2011	Nsize = 12	Mean = 1.0	Std. Deviation = 0	100% agree/strongly agree

DAY

Spring 2013	Nsize = 20	Mean = 4.5	Std. Deviation = .82717	90% agree/strongly agree
Spring 2012	Nsize = 21	Mean = 4.2381	Std. Deviation = .76842	81% agree/strongly agree
Spring 2011	Nsize = 19	Mean = 1.0526	Std. Deviation = .22942	94.7% agree/strongly agree





- The courses are well planned, structured, and delivered
- The academic requirements are challenging
- The instructor is prepared, knowledgeable about the subject, and teaches at a high level
- The students gained a significant amount of knowledge

It is clear from the results that the quality of the coursework offered by the Psychology Department across both programs is quite high. The individual results for both Psychology programs can be found below and at the CUH WASC website (Course 2012). It is important to note that the overall results of all psychology classes, with the exception of the capstone course Psy 490 Senior Seminar, reflect not only Psychology majors but also include students who are not major in psychology.

#### Fall 2011 – PSY (DUG)

##### Q1 – Course requirements were clearly stated

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
320	190	103	20	4	3	4.48	92%

##### Q2 - Class time was used productively

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
320	176	108	24	7	5	4.38	89%

##### Q3 – The instructor was consistently well prepared for class sessions

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
320	194	88	27	9	2	4.45	88%

##### Q4 – Academic requirements for this course were challenging

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
320	169	109	29	10	3	4.35	87%

##### Q5 – The instructor demonstrated knowledge of the subject

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
319	224	76	13	4	2	4.62	94%

**Q6 – Overall the quality of the instructor’s teaching was high**

<b>Nsize</b>	<b>St Ag</b>	<b>Ag</b>	<b>Neu</b>	<b>Dis</b>	<b>St Dis</b>	<b>Mean</b>	<b>% StAg/Ag</b>
<b>320</b>	<b>191</b>	<b>90</b>	<b>23</b>	<b>10</b>	<b>6</b>	<b>4.41</b>	<b>88%</b>

**Q7 – I gained a significant amount of knowledge from this course**

<b>Nsize</b>	<b>St Ag</b>	<b>Ag</b>	<b>Neu</b>	<b>Dis</b>	<b>St Dis</b>	<b>Mean</b>	<b>% StAg/Ag</b>
<b>319</b>	<b>174</b>	<b>98</b>	<b>31</b>	<b>10</b>	<b>6</b>	<b>4.33</b>	<b>85%</b>

**Q8 – Overall I feel this was a good course**

<b>Nsize</b>	<b>St Ag</b>	<b>Ag</b>	<b>Neu</b>	<b>Dis</b>	<b>St Dis</b>	<b>Mean</b>	<b>% StAg/Ag</b>
<b>320</b>	<b>187</b>	<b>90</b>	<b>30</b>	<b>7</b>	<b>6</b>	<b>4.39</b>	<b>87%</b>

**Q9 – I would recommend this instructor’s course to another student**

<b>Nsize</b>	<b>St Ag</b>	<b>Ag</b>	<b>Neu</b>	<b>Dis</b>	<b>St Dis</b>	<b>Mean</b>	<b>% StAg/Ag</b>
<b>320</b>	<b>192</b>	<b>81</b>	<b>27</b>	<b>11</b>	<b>9</b>	<b>4.36</b>	<b>85%</b>

The N size for the AEOP psychology classes are significantly lower as results for the psychology online classes have been difficult to obtain and are thus not included.

**Fall 2011 – PSY (AEOP)**

**Q1 – Course requirements were clearly stated**

<b>Nsize</b>	<b>St Ag</b>	<b>Ag</b>	<b>Neu</b>	<b>Dis</b>	<b>St Dis</b>	<b>Mean</b>	<b>% StAg/Ag</b>
<b>46</b>	<b>38</b>	<b>8</b>				<b>4.83</b>	<b>100%</b>

**Q2 - Class time was used productively**

<b>Nsize</b>	<b>St Ag</b>	<b>Ag</b>	<b>Neu</b>	<b>Dis</b>	<b>St Dis</b>	<b>Mean</b>	<b>% StAg/Ag</b>
<b>46</b>	<b>34</b>	<b>11</b>	<b>1</b>			<b>4.72</b>	<b>98%</b>

**Q3 – The instructor was consistently well prepared for class sessions**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
46	39	7				4.85	100%

**Q4 – Academic requirements for this course were challenging**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
46	36	8	2			4.74	96%

**Q5 – The instructor demonstrated knowledge of the subject**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
46	41	5				4.89	100%

**Q6 – Overall the quality of the instructor’s teaching was high**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
46	38	7	1			4.80	98%

**Q7 – I gained a significant amount of knowledge from this course**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
46	37	8	1			4.78	98%

**Q8 – Overall I feel this was a good course**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
46	35	10	1			4.74	98%

**Q9 – I would recommend this instructor’s course to another student**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
46	38	8				4.83	100%

**Psychology Program’s Contributions to the General Education Program**

The Psychology program contributes to the General Education program in two ways. The first is that the Introduction to Psychology course (PSY 101) is one of the choices students have under the Behavioral Science requirement for the General Education program. Student Learning Outcomes have been constructed and analyzed. Dr. Ficklin for DUG analysis concludes

The analysis of the data for assessing the General Education Behavioral Science Division SLO's in PSY 101, General Psychology classes in Spring 2013, indicates that students have demonstrated an understanding of the three student learning outcomes. The average total score of 8.643 represents an overall passing score of 72%. Using a higher standard, with 75% or 3 out of 4 questions answered correctly considered "passing" for each SLO, 67% passed SLO #1, 79% passed SLO #2 and 69% passed SLO #3.

A comparison of this current administration (Spring 2013) to the most recent previous administration (Fall 2012, N = 120) revealed an increase in total score means from 7.8 to 8.6. The standard deviations were similar with only a slight difference (SD = 2.22 in Fall and 1.75 in Spring). The changes in SLO score means were also minimal (SLO#1 = 2.67 to 2.90, SLO#2 = 2.86 to 3.02 and SLO#3 = 2.29 to 2.71. Slight increases in scores were noted on all SLO's. The Spring sections were both taught by the same instructor and had a much smaller N value than the Fall semester. This might account for the slight differences.

Regarding the AEOP program, Dr. Ficklin notes

In order to continue to assess the General Education student learning outcomes for the AEOP (Adult Evening and Online Programs), the same series of 12 multiple choice questions (four per student learning outcome) which had been utilized for the Day Undergraduate Program previously was administered during the final exam in two sections of the Spring AEOP semester (N = 20). Only two evening, in-class sections were selected because of difficulties in maintaining test security for online administration. The questions were again drawn from 4 different chapters in the same "Exploring Psychology" textbook (CH's 1, 4, 11 & 15). This was not the textbook used for the class by either of the two instructors.

Out of 12 possible correct answers, a mean total score of 8.75 (72.9%) with a standard deviation of 1.41 was obtained from the 20 student respondents. The KR20 reliability coefficient for the instrument was reported as 0.36 which is similar to the Day sections.

The entire report for this course and its learning outcomes can be found at the CUH WASC website under the reports and evidence sections (Ficklin 2013).

The second area is that upper division psychology courses can be used by non-psychology majors to meet the requirement for the General Education Upper Division Courses Outside of Your Major. There is no real way to measure this other than the satisfaction level that students report in their course/instructor evaluations that are obtained at the end of the semester. With the exception of PSY 490, any student can take an upper division psychology course. While there is no way to determine who is responding it is clear that given the course enrollment it is quite likely there are numerous non-psychology majors in psychology courses.

### **Analysis of the Undergraduate Psychology Program Student Learning Outcomes**

The undergraduate Psychology program Student Learning Outcomes are assessed on an annual basis in the capstone course PSY 490 Senior Seminar. The undergraduate Psychology program has 7 Program Student Learning Outcomes. Six are assessed with a 55 item multiple choice test: the Comprehensive Exam. This exam is essentially assessing declarative knowledge. Program Learning Outcome 6: **Psychology as an Integrated System** assumes the declarative knowledge and understanding of the other program learning

outcomes but essentially is an assessment of procedural knowledge through the construction of an integrated paper to which a rubric is applied.

The Psychology Program Student Learning Outcomes are

Student will demonstrate an understanding of

**1. The Scientific Method and its Application in the Field of Psychology**

- a. Skills and competencies in this area are primarily developed in the required courses of PSY 315 Statistics and PSY 316 Research Methods in Psychology. They are also addressed in all psychology courses. **Six Credits.**

**2. Life Span Development**

- a. Skills and competencies in this area are primarily developed in the required courses of PSY 200 Life Span Development, PSY 321 Personality, and PSY 424 Abnormal Psychology. **Nine Credits.**

**3. Applied Psychology**

- a. Skills and competencies in this area are primarily developed in the required courses of PSY 434 Organizational Psychology and PSY 451 Health and Stress Psychology. **Six Credits.**

**4. Counseling Theory**

- a. Skills and competencies in this area are primarily developed in the required course of PSY 406 Counseling Psychology. **Three Credits.**

**5. Social and Cross-Cultural Psychology**

- a. Skills and competencies in this area are primarily developed in the required course of PSY 322 Social Psychology. With the exception of PSY 315 Statistics, cross-cultural issues are discussed in all classes. **Three Credits.**

**6. Psychology as an Integrated System**

- a. Skills and competencies in this area are primarily developed in the required courses of PSY 464 Evolutionary Psychology and PSY 490 Senior Seminar in Psychology. **Three Credits.**

**7. Specific Focuses in Psychology**

- a. Skills and competencies in this area are primarily developed in the three required elective courses in Psychology. **Nine Credits.**

**Declarative Knowledge Comprehensive Exam**

At the end of the Spring Day term, undergraduate students majoring in psychology (DUG) are assessed on their cumulative comprehension and theoretical knowledge (declarative knowledge) of the Psychology program Student Learning Outcomes (PLO). A 55 item multiple choice comprehensive exam is used to assess overall performance and specific scale performance (PLOs). The

comprehensive exam has a total score and scale scores. Each scale score represents a specific program learning outcome. The reliability of this comprehensive exam is an acceptable .78 for the DUG program.

An examination of the last three years of the DUG program shows the average total raw score moving upward (Comp 2013) after having dropped 6 points (2012). At this point no real trend can be determined. In general the average raw scale scores (individual PLOs) are fairly consistent. The goal is to return to the 2011 mean.

Unlike the DUG program, which is offered in the traditional two semester format, the Adult Evening and Online Program (AEOP) is offered in an accelerated format consisting of four terms (not quarters) a year. Depending on the need, AEOP undergraduate students majoring in psychology are assessed on their cumulative comprehension and theoretical knowledge (declarative knowledge) of the Psychology program Student Learning Outcomes (PLO) during various terms with the same exam as the DUG students. The reliability for the AEOP students on this exam is an acceptable .83.

An examination of the trend over the last two years (5 terms) of the AEOP Psychology program shows the average total raw score increasing and appearing to stabilize (Winter 2013 and Spring 2013) when compared to the previous administrations of the exam (Winter 2012, Spring 2012, and Fall 2012). This mean raw score is consistent with the mean raw score of the DUG program. The goal is to get the mean raw score to 40. In general the AEOP average raw scale scores (individual PLOs) are fairly consistent. The immediate goal is to improve the performance on the Applied Psychology scale.

<b>DUG</b>	<b>Student N Size</b>	<b>Item Total</b>	<b>Mean</b>	<b>Standard Deviation</b>
Spring 2013	20	55	37.35	6.16
Spring 2012	21	55	34.71	6.39
Spring 2011	19	55	40.79	4.06

<b>DUG</b>	<b>Student N Size</b>	<b>Life Span</b>	<b>Scientific Method</b>	<b>Applied Psy</b>	<b>Counseling Theories</b>	<b>Social/Cross Cultural</b>	<b>Integrated Systems</b>	<b>Marianist Ed Values</b>
Spring 2013	20	9/13	9/12	7/11	4/7	5/6	1/1	3/5
Spring 2012	21	7/13	8/12	7/11	4/7	5/6	1/1	3/5
Spring 2011	19	9/13	9/12	8/11	5/7	5/6	1/1	4/5

AEOP	Student N Size	Item Total	Mean	Standard Deviation
Spring 2013	8	55	36.5	7.33
Winter 2013	5	55	36.0	4.15
Fall 2012	9	55	30.11	5.15
Spring 2012	10	55	32.0	6.69
Winter 2012	3	55	31.67	3.30

AEOP	Student N Size	Life Span	Scientific Method	Applied Psy	Counseling Theories	Social/Cross Cultural	Integrated Systems	Marianist Ed Values
Spring 2013	8	10/13	8/12	5/11	5/7	5/6	1/1	4/5
Winter 2013	5	9/13	9/12	5/11	5/7	5/6	1/1	2/5
Fall 2012	9	8/13	8/12	3/11	5/7	3/6	0/1	3/5
Spring 2012	10	8/13	9/12	5/11	4/7	4/6	0/1	3/5
Winter 2012	3	9/13	8/12	4/11	5/7	3/6	1/1	3/5

### Procedural Knowledge Comprehensive Exam

As part of the assessment process of undergraduate program student learning outcomes in Psychology, Psychology majors are required to write two papers in their capstone course PSY 490, which is usually taken during the last semester of their Senior year. The papers, which are assessed with a rubric, address the Program Student Learning Outcome of **Psychology as an Integrated System** and how the Chaminade Mission Statement, as expressed by the Five Marianist Educational Values, are integrated within the Psychology program. One paper integrates Marianist Educational Values with the Psychology program student learning outcomes. The second paper integrates and links the Psychology program student learning outcomes with the thread of evolutionary psychology. Both of these papers, while dependent upon declarative knowledge (theory) regarding the program student learning outcomes in Psychology, are essentially about demonstrating procedural knowledge (**how to**). Thus, within the context of writing two papers in APA format, which is itself an example of procedural knowledge, students are required to demonstrate **how** (procedural knowledge) to integrate evolutionary psychology with program student learning outcomes in Psychology and **how** (procedural knowledge) to integrate the Five Marianist Educational Values with program student learning outcomes in Psychology .

The PSY 490 capstone class is offered every Spring for the Day program students. The PSY 490 capstone class is usually offered 2 to 3 times a year in the Adult Evening and Online Program (AEOP). All faculty members who teach the PSY 490 course and assess the



papers through a rubric (10 categories = total score) have been subject to and assessed with the rubric for inter-rater reliability. Inter-rater reliability for both papers is good (Marianist paper = **.8581** and evolutionary thread paper = **.7468**).

Given the below rating scale, the **meets standard total score** is **20** points for both papers. The **meets standards score** for each of the categories is **2** points.

**Does Not Meet Standards Meets Standards Exceeds Standards**  
**1-----2-----3**

The last three assessments for the **total score** for both the Day and AEOP programs are fairly consistent, within and between groups, for both papers (Comp 2013a). 100% of the students over the last three years meet or exceed the passing total score of 20 points. Percent of students obtaining a **meets standards** or **exceeds standards** score is noted for each of the 10 items across the term/semester.

Information from the rubrics from both papers provides the instructor with data regarding the strengths and weaknesses of student performance and areas that need to be addressed within the context of the course and overall program. A major change in the program curriculum as a result of the analysis of rubrics was the making of Evolutionary Psychology a required course (Fall 2010) in the Psychology major. While the Evolutionary Psychology class was an elective until Fall 2010 for the Day program, it was not really offered in the AEOP program. Thus its inclusion in AEOP has required some adjustment.

Analyses for both the AEOP and Day (DUG) programs for the rubric for each paper, across the total score and 10 categories, for the last three years can be found below. The **PTS=** above the **3 category description** is where the instructor puts the points for each category for each student in the rubric.

**Marianist Educational Values Paper**

**TOTAL SCORE**

<b>AEOP</b>	<b>Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 24.625</b>	<b>Std. Deviation = 2.6152</b>
	<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 23.2</b>	<b>Std. Deviation = 4.91935</b>
	<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 23.5556</b>	<b>Std. Deviation = 3.94053</b>
	<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 22.4</b>	<b>Std. Deviation = 3.89301</b>
	<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 26.0</b>	<b>Std. Deviation = 3.46410</b>
	<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 21.1667</b>	<b>Std. Deviation = 5.39079</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 26.65</b>	<b>Std. Deviation = 2.059</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 25.8421</b>	<b>Std. Deviation = 2.65127</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 23.4444</b>	<b>Std. Deviation = 3.34703</b>

**Does Not Meet Standards**                      **Meets Standards**                      **Exceeds Standards**  
 1-----2-----3

**1. INTRODUCTION**

**PTS=**

Introduction is not present; if present, it does not clearly indicate focus of paper	Introduction is present; is at least two sentences in length; focus of paper is clearly indicated	Introduction is at least three sentences in length; Introduction is clearly indicated; focus of paper is clearly indicated and expanded upon
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.75</b>	<b>Std. Deviation = .46291</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.6</b>	<b>Std. Deviation = .54772</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.7778</b>	<b>Std. Deviation = .44096</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.8</b>	<b>Std. Deviation = .42164</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .49237</b>	<b>% of Students Scored 2/3 = 100%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.9444</b>	<b>Std. Deviation = .23570</b>	<b>% of Students Scored 2/3 = 100%</b>

**2. INTEGRATIVE THREAD OF MARIANIST VALUES**

**PTS=**

Marianist value thread is not present, or is present but not clearly defined	Marianist thread is present, is clearly defined, and is at least two sentences in length	Marianist thread is present, is clearly defined; Marianist thread is clearly linked to program learning outcomes
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .53452</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.6</b>	<b>Std. Deviation = .54772</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.2222</b>	<b>Std. Deviation = .83333</b>	<b>% of Students Scored 2/3 = 77.8%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 1.6</b>	<b>Std. Deviation = .69921</b>	<b>% of Students Scored 2/3 = 50%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 1.6667</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 66.7%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.0833</b>	<b>Std. Deviation = .66856</b>	<b>% of Students Scored 2/3 = 83.3%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.8333</b>	<b>Std. Deviation = .38348</b>	<b>% of Students Scored 2/3 = 100%</b>

**3. PROGRAM LEARNING OUTCOMES**

**PTS=**

Program learning outcomes are not indicated. Not <b>all</b> program learning outcomes are indicated	All program learning outcomes are indicated	All program learning outcomes are indicated and expanded upon
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.375</b>	<b>Std. Deviation = .51755</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .44721</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = .70711</b>	<b>% of Students Scored 2/3 = 88.9%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 1.9</b>	<b>Std. Deviation = .73786</b>	<b>% of Students Scored 2/3 = 70%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 1.8333</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 75%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.59</b>	<b>Std. Deviation = .22361</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.6842</b>	<b>Std. Deviation = .67104</b>	<b>% of Students Scored 2/3 = 89.5%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.2778</b>	<b>Std. Deviation = .75190</b>	<b>% of Students Scored 2/3 = 83.3%</b>

**4. NARRATIVE**

**PTS=**

Program learning outcomes as operationalized through respective courses are not integrated with Marianist values thread; program learning outcomes as operationalized through respective courses are only partially integrated with Marianist values thread	Program learning outcomes as operationalized through respective courses are integrated with Marianist values thread	Program learning outcomes as operationalized through respective courses are integrated with Marianist values thread and expanded upon
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.375</b>	<b>Std. Deviation = .51755</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .70711</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = .5</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .78881</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .62158</b>	<b>% of Students Scored 2/3 = 91.7%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.95</b>	<b>Std. Deviation = .22361</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.9474</b>	<b>Std. Deviation = .22942</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.5556</b>	<b>Std. Deviation = .61570</b>	<b>% of Students Scored 2/3 = 94.4%</b>

**5. ANALYSIS**

**PTS=**

No analysis of the importance of integrating program learning outcomes as operationalized by respective courses with Marianist values	Minimal analysis of the importance of integrating program learning outcomes as operationalized by respective courses with Marianist values	Expanded analysis of the importance of integrating program learning outcomes as operationalized by respective courses with Marianist values
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<b>AEOB – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .53452</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.6</b>	<b>Std. Deviation = .54772</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = .5</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .63246</b>	<b>% of Students Scored 2/3 = 90%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .73855</b>	<b>% of Students Scored 2/3 = 75%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.85</b>	<b>Std. Deviation = .36635</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.4737</b>	<b>Std. Deviation = .51299</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.2222</b>	<b>Std. Deviation = .42779</b>	<b>% of Students Scored 2/3 = 100%</b>

**6. ORGANIZATION**

**PTS=**

Narrative is disorganized and lacks coherence and sequencing	Narrative is organized and demonstrates logical coherence, sequencing and has minor organizational errors	Narrative is organized and demonstrates logical coherence, sequencing and has no organizational errors
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<b>AEOB – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .53452</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.8</b>	<b>Std. Deviation = .44721</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.4444</b>	<b>Std. Deviation = .52705</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .52705</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 1.9167</b>	<b>Std. Deviation = .66856</b>	<b>% of Students Scored 2/3 = 75%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.95</b>	<b>Std. Deviation = .22361</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.2778</b>	<b>Std. Deviation = .66911</b>	<b>% of Students Scored 2/3 = 88.9%</b>

**7. GRAMMAR**

**PTS=**

	Numerous grammar and spelling	Minimal grammar and spelling errors (2-4)	No grammar or spelling errors	
<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .83666</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .5</b>	<b>% of Students Scored 2/3 = 88.9%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.6</b>	<b>Std. Deviation = .51640</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.1667</b>	<b>Std. Deviation = .71774</b>	<b>% of Students Scored 2/3 = 83.3%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.4</b>	<b>Std. Deviation = .50262</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .33333</b>	<b>% of Students Scored 2/3 = 94.7%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 1.9444</b>	<b>Std. Deviation = .23570</b>	<b>% of Students Scored 2/3 = 94.4%</b>

**8. MECHANICS**

**PTS=**

	No abstract. (Does not use correct font of 12 and 1" margins, not doubled spaced, pages are not numbered, no cover page) Paper does not meet full 10 page requirement (Page length does not include abstract, cover page or reference page). All of the above must be present. Paper is not professional in appearance.	Meets use of abstract, correct font of 12 and 1" margins, doubled spaced, pages are numbered, cover page, page length of minimal full 10 pages. Paper is professional in appearance (no whiteouts, no hand written components or changes, etc.)	Meets use of abstract, correct font of 12 and 1" margins, doubled spaced, pages are numbered, cover page, and exceeds page length of minimal full 10 pages (12-15 pages). Paper is professional in appearance (no whiteouts, no hand written components or changes, etc.)	
<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .46291</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 8</b>	<b>Mean = 1.6</b>	<b>Std. Deviation = .54772</b>	<b>% of Students Scored 2/3 = 60%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 1.7778</b>	<b>Std. Deviation = .66667</b>	<b>% of Students Scored 2/3 = 66.7%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .66667</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .73855</b>	<b>% of Students Scored 2/3 = 75%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.6</b>	<b>Std. Deviation = .59824</b>	<b>% of Students Scored 2/3 = 95%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.5789</b>	<b>Std. Deviation = .60698</b>	<b>% of Students Scored 2/3 = 94.7%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.5556</b>	<b>Std. Deviation = .51131</b>	<b>% of Students Scored 2/3 = 100%</b>

**9. REFERENCES**

**PTS=**

APA reference format not used, APA reference used in narrative but not in reference page, or APA used in reference page but not in narrative. Does not meet minimal credible reference requirement of eight references (professional journals, professional texts, valid internet sites- <b>Wikipedia is not acceptable</b> )	APA reference used in narrative and used in reference page. Meets minimal credible reference requirement of eight references (professional journals, professional text, valid internet sites- <b>Wikipedia is not acceptable</b> )	APA reference used in narrative and used in reference page. Exceeds minimal credible reference requirement of eight references (ten or more) (professional journals, professional texts, valid internet sites- <b>Wikipedia is not acceptable</b> )
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .53452</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .70711</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .70711</b>	<b>% of Students Scored 2/3 = 88.9%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.1</b>	<b>Std. Deviation = .73786</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 1.75</b>	<b>Std. Deviation = .62158</b>	<b>% of Students Scored 2/3 = 66.7%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .71635</b>	<b>% of Students Scored 2/3 = 85%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.3158</b>	<b>Std. Deviation = .82007</b>	<b>% of Students Scored 2/3 = 78.9%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 1.8889</b>	<b>Std. Deviation = .67640</b>	<b>% of Students Scored 2/3 = 72.2%</b>
<b>Spring 2010</b>	<b>Nsize = 8</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .88641</b>	<b>% of Students Scored 2/3 = 75%</b>

**10. CONCLUSION**

**PTS=**

No conclusion or conclusion does not adequately tie together focus of paper or conclusion does not meet minimum of three relevant paragraphs	Conclusion is present, adequately ties together focus of paper and is three relevant paragraphs in length	Conclusion is present, adequately ties together focus of paper and exceeds three relevant paragraphs in length (five or more relevant paragraphs)
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.875</b>	<b>Std. Deviation = .35355</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.6</b>	<b>Std. Deviation = .54772</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .70711</b>	<b>% of Students Scored 2/3 = 88.9%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .52705</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .52223</b>	<b>% of Students Scored 2/3 = 100%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 1.7</b>	<b>Std. Deviation = .97872</b>	<b>% of Students Scored 2/3 = 35%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 1.8421</b>	<b>Std. Deviation = 1.0145</b>	<b>% of Students Scored 2/3 = 42.1%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 1.9444</b>	<b>Std. Deviation = .87260</b>	<b>% of Students Scored 2/3 = 61.1%</b>

**Integrative Paper**

**TOTALS**

<b>AEOP –</b>	<b>Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 24.0</b>	<b>Std. Deviation = 5.47723</b>
	<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 20.8</b>	<b>Std. Deviation = 5.21536</b>
	<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 21.1111</b>	<b>Std. Deviation = 2.75882</b>
	<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 21.60</b>	<b>Std. Deviation = 3.09839</b>
	<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 23.6667</b>	<b>Std. Deviation = 2.08167</b>
	<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 19.4167</b>	<b>Std. Deviation = 4.73782</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 26.2</b>	<b>Std. Deviation = 2.1176</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 24.3158</b>	<b>Std. Deviation = 3.41651</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 24.9444</b>	<b>Std. Deviation = 2.68924</b>

**Does Not Meet Standards**                      **Meets Standard**                      **Exceeds Standards**  
 1-----2-----3

**1. INTRODUCTION**

**PTS=**

Introduction is not present; If present, it does not clearly indicate focus of paper	Introduction is present; is at least two sentences in length; focus of paper is clearly indicated	Introduction is at least three sentences in length; Introduction is clearly indicated; focus of paper is clearly indicated and expanded upon
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<b>AEOP –</b>	<b>Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.75</b>	<b>Std. Deviation = .46291</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.8</b>	<b>Std. Deviation = .44721</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.8889</b>	<b>Std. Deviation = .33333</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = 1.15470</b>	<b>% of Students Scored 2/3 = 66.7%</b>
	<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .52223</b>	<b>% of Students Scored 2/3 = 100%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.9444</b>	<b>Std. Deviation = .23570</b>	<b>% of Students Scored 2/3 = 100%</b>

**2. INTEGRATIVE THREAD OF EVOLUTIONARY THEORY**

**PTS=**

Integrative thread is not present, or is present but not clearly defined	Integrative thread is present, is clearly defined, and is at least two sentences in length	Integrative thread is present, is clearly defined; Integrative thread is clearly linked to program learning outcomes
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .70711</b>	<b>% of Students Scored 2/3 = 87.5%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 1.6</b>	<b>Std. Deviation = .54772</b>	<b>% of Students Scored 2/3 = 60%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 1.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 0</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 1.2</b>	<b>Std. Deviation = .63246</b>	<b>% of Students Scored 2/3 = 10%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 1.6667</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 66.7%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 1.75</b>	<b>Std. Deviation = .62158</b>	<b>% of Students Scored 2/3 = 66.7%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.9475</b>	<b>Std. Deviation = .22942</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.8889</b>	<b>Std. Deviation = .32338</b>	<b>% of Students Scored 2/3 = 100%</b>

**3. PROGRAM LEARNING OUTCOMES**

**PTS=**

Program learning outcomes are not indicated. Not <b>all</b> program learning outcomes are indicated	All program learning outcomes are indicated	All program learning outcomes are indicated and expanded upon
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .7071</b>	<b>% of Students Scored 2/3 = 87.5%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .83666</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.5556</b>	<b>Std. Deviation = .72648</b>	<b>% of Students Scored 2/3 = 88.9%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.5</b>	<b>Std. Deviation = .70711</b>	<b>% of Students Scored 2/3 = 90%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 1.5833</b>	<b>Std. Deviation = .51493</b>	<b>% of Students Scored 2/3 = 58.3%</b>

<b>DAY</b>	<b>Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.95</b>	<b>Std. Deviation = .22361</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.6842</b>	<b>Std. Deviation = .47757</b>	<b>% of Students Scored 2/3 = 100%</b>
	<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .59409</b>	<b>% of Students Scored 2/3 = 94.4%</b>



**4. NARRATIVE**

**PTS=**

Program learning outcomes as operationalized through respective courses are not integrated with evolutionary thread; program learning outcomes as operationalized through respective courses are only partially integrated with evolutionary thread	Program learning outcomes as operationalized through respective courses are integrated with evolutionary thread	Program learning outcomes as operationalized through respective courses are integrated with evolutionary thread and expanded upon
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.375</b>	<b>Std. Deviation = .91613</b>	<b>% of Students Scored 2/3 = 75%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 1.8</b>	<b>Std. Deviation = 1.09545</b>	<b>% of Students Scored 2/3 = 40%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 1.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 0</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 1.6</b>	<b>Std. Deviation = .69921</b>	<b>% of Students Scored 2/3 = 50%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.0833</b>	<b>Std. Deviation = .51493</b>	<b>% of Students Scored 2/3 = 91.7%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.7895</b>	<b>Std. Deviation = .41885</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.8889</b>	<b>Std. Deviation = .32338</b>	<b>% of Students Scored 2/3 = 100%</b>

**5. ANALYSIS**

**PTS=**

No analysis of the importance of integrating program learning outcomes as operationalized by respective courses with evolutionary theory	Minimal analysis of the importance of integrating program learning outcomes as operationalized by respective courses with evolutionary theory	Expanded analysis of the importance of integrating program learning outcomes as operationalized by respective courses with evolutionary theory
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .88641</b>	<b>% of Students Scored 2/3 = 75%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 1.4</b>	<b>Std. Deviation = .54772</b>	<b>% of Students Scored 2/3 = 40%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 1.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 0</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .66667</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 1.8333</b>	<b>Std. Deviation = .71774</b>	<b>% of Students Scored 2/3 = 66.7%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.9</b>	<b>Std. Deviation = .30779</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.5273</b>	<b>Std. Deviation = .51299</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.4444</b>	<b>Std. Deviation = .51131</b>	<b>% of Students Scored 2/3 = 100%</b>

**6. ORGANIZATION**

**PTS=**

Narrative is disorganized and lacks coherence and sequencing	Narrative is organized and demonstrates logical coherence, sequencing and has minor organizational errors	Narrative is organized and demonstrates logical coherence, sequencing and has no organizational errors
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.375</b>	<b>Std. Deviation = .51755</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .8366</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.3333</b>	<b>Std. Deviation = .5</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.8</b>	<b>Std. Deviation = .42164</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .57735</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.9167</b>	<b>Std. Deviation = .66856</b>	<b>% of Students Scored 2/3 = 75%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.7895</b>	<b>Std. Deviation = .41885</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>

**7. GRAMMAR**

**PTS=**

Numerous grammar and spelling	Minimal grammar and spelling errors	No grammar or spelling errors
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .46291</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .44721</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.1111</b>	<b>Std. Deviation = .60093</b>	<b>% of Students Scored 2/3 = 88.9%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.9</b>	<b>Std. Deviation = .31623</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .60302</b>	<b>% of Students Scored 2/3 = 83.3%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.35</b>	<b>Std. Deviation = .48936</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .33333</b>	<b>% of Students Scored 2/3 = 94.7%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>

**8. MECHANICS**

**PTS=**

No abstract. (Does not use correct font of 12 and 1" margins, not doubled spaced, pages are not numbered, no cover page) Paper does not meet full 10 page requirement (Page length does not include abstract, cover page or reference page). All of the above must be present. Paper is not professional in appearance.	Meets use of abstract, correct font of 12 and 1" margins, doubled spaced, pages are numbered, cover page, page length of minimal full 10 pages. Paper is professional in appearance (no whiteouts, no hand written components or changes, etc.)	Meets use of abstract, correct font of 12 and 1" margins, doubled spaced, pages are numbered, cover page, and exceeds page length of minimal full 10 pages (12-15 pages). Paper is professional in appearance (no whiteouts, no hand written components or changes, etc.)
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.375</b>	<b>Std. Deviation = .74402</b>	<b>% of Students Scored 2/3 = 87.5%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 1.8</b>	<b>Std. Deviation = .83666</b>	<b>% of Students Scored 2/3 = 60%</b>
<b>Fall 2012</b>	<b>Nsize = 9</b>	<b>Mean = 2.6667</b>	<b>Std. Deviation = .5</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Spring 2012</b>	<b>Nsize = 10</b>	<b>Mean = 2.2</b>	<b>Std. Deviation = .78881</b>	<b>% of Students Scored 2/3 = 80%</b>
<b>Winter 2012</b>	<b>Nsize = 3</b>	<b>Mean = 3.0</b>	<b>Std. Deviation = .0</b>	<b>% of Students Scored 2/3 = 100%</b>
<b>Fall 2011</b>	<b>Nsize = 12</b>	<b>Mean = 1.75</b>	<b>Std. Deviation = .62158</b>	<b>% of Students Scored 2/3 = 66.7%</b>
<b>DAY Spring 2013</b>	<b>Nsize = 20</b>	<b>Mean = 2.25</b>	<b>Std. Deviation = .91047</b>	<b>% of Students Scored 2/3 = 70%</b>
<b>Spring 2012</b>	<b>Nsize = 19</b>	<b>Mean = 2.5789</b>	<b>Std. Deviation = .60698</b>	<b>% of Students Scored 2/3 = 47.4%</b>
<b>Spring 2011</b>	<b>Nsize = 18</b>	<b>Mean = 2.0556</b>	<b>Std. Deviation = .72536</b>	<b>% of Students Scored 2/3 = 77.8%</b>

**9. REFERENCES**

**PTS=**

APA reference format not used, APA reference used in narrative but not in reference page, or APA used in reference page but not in narrative. Does not meet minimal credible reference requirement of eight references (professional journals, professional texts, valid internet sites- Wikipedia is not acceptable)	APA reference used in narrative and used in reference page. Meets minimal credible reference requirement of eight references (professional journals, professional text, valid internet sites- Wikipedia is not acceptable)	APA reference used in narrative and used in reference page. Exceeds minimal credible reference requirement of eight references (ten or more) (professional journals, professional texts, valid internet sites- Wikipedia is not acceptable)
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<b>AEOP – Spring 2013</b>	<b>Nsize = 8</b>	<b>Mean = 2.375</b>	<b>Std. Deviation = .74402</b>	<b>% of Students Scored 2/3 = 87.5%</b>
<b>Winter 2013</b>	<b>Nsize = 5</b>	<b>Mean = 2.0</b>	<b>Std. Deviation = 1.0</b>	<b>% of Students Scored 2/3 = 60%</b>

	Fall 2012	Nsize = 9	Mean = 2.7778	Std. Deviation = .66667	% of Students Scored 2/3 = 88.9%
	Spring 2012	Nsize = 10	Mean = 1.9	Std. Deviation = .73786	% of Students Scored 2/3 = 70%
	Winter 2012	Nsize = 3	Mean = 2.0	Std. Deviation = .0	% of Students Scored 2/3 = 100%
	Fall 2011	Nsize = 12	Mean = 1.6667	Std. Deviation = .49237	% of Students Scored 2/3 = 66.7%
DAY	Spring 2013	Nsize = 20	Mean = 2.1	Std. Deviation = .78807	% of Students Scored 2/3 = 75%
	Spring 2012	Nsize = 19	Mean = 2.3158	Std. Deviation = .82007	% of Students Scored 2/3 = 52.6%
	Spring 2011	Nsize = 18	Mean = 2.1111	Std. Deviation = .83235	% of Students Scored 2/3 = 77.8%

## 10. CONCLUSION

PTS=

	No conclusion or conclusion does not adequately tie together focus of paper or conclusion does not meet minimum of three relevant paragraphs	Conclusion is present, adequately ties together focus of paper and is three relevant paragraphs in length	Conclusion is present, adequately ties together focus of paper and exceeds three relevant paragraphs in length (five or more relevant paragraphs)		
AEOP –	Spring 2013	Nsize = 8	Mean = 2.75	Std. Deviation = .46291	% of Students Scored 2/3 = 100%
	Winter 2013	Nsize = 5	Mean = 2.8	Std. Deviation = .44721	% of Students Scored 2/3 = 100%
	Fall 2012	Nsize = 9	Mean = 2.7778	Std. Deviation = .66667	% of Students Scored 2/3 = 88.9%
	Spring 2012	Nsize = 3	Mean = 2.6667	Std. Deviation = .57735	% of Students Scored 2/3 = 60%
	Winter 2012	Nsize = 3	Mean = 1.6	Std. Deviation = .51640	% of Students Scored 2/3 = 100%
	Fall 2011	Nsize = 12	Mean = 2.3333	Std. Deviation = .49237	% of Students Scored 2/3 = 100%
DAY	Spring 2013	Nsize = 20	Mean = 1.7	Std. Deviation = .92338	% of Students Scored 2/3 = 40%
	Spring 2012	Nsize = 19	Mean = 1.8421	Std. Deviation = 1.01451	% of Students Scored 2/3 = 42.1%
	Spring 2011	Nsize = 18	Mean = 1.9444	Std. Deviation = .80237	% of Students Scored 2/3 = 66.7%

## Summary

This report addressed each issue of program review as defined by the WASC 2013 Handbook of Accreditation. This thorough, systematic, in-depth, evidenced based approach to the review of the undergraduate Psychology program integrated demographics, an external program review, a curriculum review, student evaluation of advising, student evaluation of the program, student evaluation of course and instructor, the Psychology program's contribution to the General Education Program, and an analysis of both declarative and procedural program student learning outcomes. Strengths and challenges in the program were indicated. Applications of the findings, where appropriate, were noted. In general, the psychology program, both DUG and AEOP, is a very robust and well received program.

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