



Program Review of the Bachelors of Science in
Psychology and Family Studies
2020

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1. Mission Fit

The Mission of Barclay College:

To prepare students in a Bible-centered environment for effective Christian life, service, and leadership.

The Psychology and Family Studies program is in alignment with the mission of the college in the following ways:

- a) In each course of our program, there is an emphasis on integrating secular psychological theories with a Biblical worldview. In this way, we are in alignment with preparing students in a Bible-centered environment.
- b) Through courses designed to promote personal growth (e.g., Interpersonal Relations and Marriage and Family), our program prepares our students for effective Christian lives.
- c) Our program prepares our students to serve families and individuals by bringing psychological healing to individuals and their relationships.
- d) Through courses in research design and statistics, our program also prepares our students to provide leadership in the field of psychology.

Institutional Outcomes:

Students should be able to:

1. Exhibit immersion in the Father, Son, and Holy Spirit
2. Model the Life and Teaching of Jesus Christ
3. Discern their ministry calling within and outside their culture
4. Articulate the distinct path of Friends
5. Interpret and apply Scripture
6. Critically evaluate diverse perspectives
7. Form and answer questions to advance knowledge
8. Communicate effectively in written and oral forms
9. Team with others to accomplish goals

Program Outcomes:

Upon completion of the Psychology and Family Studies program, the student will meet the institutional outcomes of the college, as well as additional outcomes particular to this major:

Students shall be able to:

1. Integrate biblical Christianity and scientific Psychology
2. Explain the origins and development of Psychology
3. Demonstrate effective use of psychological theories
4. Form relationships that heal and encourage

Psychology and Family Studies Program Curriculum Map

Associated Pillars of Purpose	Institutional Outcomes. Students should be able to.....	Program Outcomes. Students should be able to.....	Course(s) Addressing this Program Outcome
Bible Centered, Leadership	5. Interpret and apply Scripture 6. Critically evaluate diverse perspectives	1. Integrate biblical Christianity and scientific Psychology	PY100 General Psychology PY224 Developmental Psychology PY331 Abnormal Psychology PY334 Theories of Personality PY337 Integ. of Psych & Christianity PY341 Social Psychology PY352 Human Sexuality PY405 Senior Forum (Fall)
Leadership	6. Critically evaluate diverse perspectives 7. Form and answer questions to advance knowledge	2. Explain the origins and development of psychology theories	PY100 General Psychology PY224 Developmental Psychology PY333 Test & Measurements PY337 Integ. of Psych & Christianity PY405 Senior Forum (Fall)
Service, Leadership	6. Critically evaluate diverse perspectives 7. Form and answer questions to advance knowledge 8. Communicate effectively in written and oral forms.	3. Demonstrate effective use of psychology theories	PY313 Culture and Psychology PY318 Techniques of Counseling PY331 Abnormal Psychology PY334 Theories of Personality PY341 Social Psychology PY342 Family Systems PY381 Intro to Family Therapy PY405 Senior Forum (Fall) PY412 Intro to Research Methods MA478 Statistics
Christian Life, Service	8. Communicate effectively in written and oral forms. 9. Team with others to accomplish goals	4. Form relationships that heal and encourage	PY242 Interpersonal Relations PY313 Culture and Psychology PY341 Social Psychology PY342 Family Systems PY352 Human Sexuality PY409 Practicum

2. Program Description

a. Bachelor of Science: Psychology and Family Studies

The Barclay College program in psychology and family studies offers students the opportunity to become acquainted with the principles of psychology in an environment that specifically encourages the critical evaluation of those principles in light of the Bible and God's desire for man's redemption and holiness.

The Psychology and Family Studies major offers an emphasis in family systems, equipping the graduate for ministry to modern families. Graduates from the Barclay program will find themselves with an excellent foundation for careers in various ministries, social service institutions, and to pursue graduate studies in psychology. In 1996 the first three students graduated from the program. Since then, 180 students have graduated with a Bachelor's of Science in Psychology and Family Studies.

1) Description of the requirements for the program.

PSYCHOLOGY AND FAMILY STUDIES Required Courses

I. Division of Bible and Ministry [33 hours]

Division Core

Part I. Bible Concentration:

20 hours

BI205	Bible Study Methods	3 hours
NT102	New Testament Survey	3 hours
OT101	Old Testament Survey	3 hours
TH302	Doctrine of Holiness	2 hours
TH300	Teachings of Friends	3 hours
3 hours chosen from:		3 hours

NT211 Transformational Life/Leadership of Christ

NT241 Synoptic Gospels

NT346 Writings of John

NT362 Acts

3 hours chosen from: 3 hours

OT252 Old Testament Poetry

OT322 Pentateuch

OT333 Historical Books

OT351 Prophets

Part II. Foundations for Ministry:

9 hours

CM104	Personal Evangelism Seminar	1 hour
MI2083	Intercultural Ministry	3 hours
SL101	Spiritual Formation I	3 hours
WA101	Introduction to Worship	2 hours

Additional Bible/Theology:

4 hours

TH105	Basic Beliefs	2 hours
TH304	Apologetics	2 hours

II. Division of General Studies [37 hours]

Division Core

Communications:

12 hours

EN100	College Writing	3 hours
EN200	Research and Writing	3 hours
IT100	Introduction to Computer Applications	3 hours
SP200	Fundamentals of Speech	3 hours

Humanities:

8 hours

LI200	Introduction to Literature	3 hours
PH100	Critical Thinking	2 hours
PH205	Introduction to Philosophy	3 hours

Social and Behavioral Sciences:

10 hours

BC199	Orientation for Success at BC	1 hour
PY100	General Psychology	3 hours
6 hours chosen from:		6 hours

Social Science Elective

<i>Science and Mathematics:</i>	7 hours
3 hours chosen from:	3 hours
Math Elective	
3 hours chosen from:	4 hours
Science Elective + Lab	

III. Division of Arts and Sciences [39 hours]

Professional Courses	39 hours
MA478 Statistics	3 hours
PY224 Developmental Psychology	3 hours
PY242 Interpersonal Relations	3 hours
PY331 Abnormal Psychology	3 hours
PY333 Tests and Measurements	3 hours
PY334 Theories of Personality	3 hours
PY337 Integration of Psychology and Religion	3 hours
PY342 Family Systems	3 hours
PY381 Introduction to Family Therapy	3 hours
PY404 Senior Forum (Spring)	3 hours
PY405 Senior Forum (fall)	1 hour
PY409 Practicum	2 hours
PY412 Introduction to Research Methods in Psychology	3 hours
Either of the following:	3 hours
PY313 Culture and Psychology (3 hours)	
PY341 Social Psychology (3 hours)	

IV. Additional Requirements [6 hours]

6 hours chosen from literature (LI), Juniors Global, or social science electives	6 hours
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V. Unrestricted Electives [13 hours]

13 hours chosen from courses in any division	13 hours
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128 total hours**Professional Core Course Descriptions****PY100 General Psychology 3 hours**

A study of the fundamental principles of behavior with attention to maturation, motivation, emotions, thinking, and the learning process. An introductory course designed to provide knowledge and tools whereby the principles of psychology may be applied to meaningful life experiences.

PY200 Marriage and Family 3 hours

This course will address the Biblical foundations for covenant relationships within the family. Included is the study of the dynamics of the family life cycle.

PY224 Developmental Psychology 3 hours

A survey of the physical, cognitive, moral, spiritual, and psychosocial development of the individual from conception to old age. Included is an expanded examination of the unique developmental and aging process of adults. Prerequisite: PY100 General Psychology.

PY242 Interpersonal Relations 3 hours

A study of competencies needed for healthy interpersonal relationships. The course focuses on skills in the areas of verbal communication, active listening, problem-solving, anger management, and conflict management. Prerequisite: PY100 General Psychology.

PY313 Culture and Psychology 3 hours

A study of the nature of culture in understanding human functioning. Students will examine the cultural influence of their own and other cultures on their thoughts, behaviors, relationships, and spirituality. Prerequisite: PY100 General Psychology.

PY318 Techniques of Counseling 3 hours

An introduction to the practice and skills involved in counseling, including practical exercises in the development of the basic skills used in the development of the helping relationship. Prerequisites: PY100 General Psychology.

PY331 Abnormal Psychology 3 hours

An overview of various areas of "abnormality" in human beings. Theoretical causes of abnormality and psychological explanations are considered. Biblical truths are included in the study so that there is an integration of psychology and Christian faith. Prerequisite: PY100 General Psychology.

PY333 Tests and Measurements 3 hours

A study of the principles and practices related to the measurement and appraisal of psychological variables. Attention is given to the history and philosophy of measurement, test development, interpreting and using assessment, test analysis, standardized tests, and testing programs. Prerequisite: PY100 General Psychology.

PY334 Theories of Personality 3 hours

A study of the theories of development, structure, and dynamics of the human personality. These theories are compared and contrasted and studied along with Biblical concepts related to the nature of humanity and the psyche. Prerequisite: PY100 General Psychology.

PY337 Integration of Psychology and Christianity 3 hours

An introduction to the historical Judeo-Christian influence on the field of psychology and a variety of approaches to integrating psychological theories of human nature, development, motivation, and learning and their philosophical assumptions with a Biblical view of human nature, free will, and the transformation produced by the Holy Spirit. Other philosophical/religious influences are compared and contrasted throughout the course with their implications for society. Prerequisite: PY100 General Psychology.

PY341 Social Psychology 3 hours

A scientific study of the nature and causes of individual behavior and thought in social situations. Includes an examination of how ethics and attitudes are affected by interpersonal influences. Prerequisite: PY100 General Psychology.

PY342 Family Systems 3 hours

A study of family systems theory and its application to counseling with families. Includes family assessment and evaluation. Prerequisite: PY100 General Psychology

PY352 Human Sexuality 3 hours

A study of the physical, emotional, moral, and relational aspects of human sexuality. Biblical perspectives related to human sexuality are integrated throughout. Prerequisite: PY100 General Psychology.

PY381 Introduction to Family Therapy 3 hours

An introduction to the common theoretical models in the field of Marriage and Family Therapy. Examines relevant clinical strategies. Biblical corollaries are also identified. Prerequisites: PY100 General Psychology and PY342 Family Systems.

PY404 Senior Forum I (Spring) and PY405 Senior Forum II (Fall) 3 hours/1 hour

A seminar designed to integrate all facets of psychology into a comprehensive perspective on human behavior. The student's understanding of human behavior will be supported by the research of psychological theories. The resulting study will become the capstone project for the major. Three hours' credit with 2 hours' credit for fall semester and 1-hour credit for spring semester. Prerequisite: PY100 General Psychology.

PY409 Practicum 2 hours

A student practicum and evaluation under an area mental health agency or other similar organization for a minimum of 60 hours. The student is expected to actively contribute responsibilities as assigned by the agency/organization. The focus of the course is experiential, combined with analysis of the field and the student's competence within the experience. Prerequisite: PY100 General Psychology and permission from the major professor.

PY4091 Prepare/Enrich Assessment

A course that provides training of students to become Facilitators of the PREPARE/ENRICH couple assessment tool. PREPARE/ENRICH is a personalized assessment that identifies a couple's strength and growth areas. It is an effective tool for premarital education, marriage counseling, marriage enrichment, and pre-engagement counseling.

PY 412 Introduction to Research Methods in Psychology 3 hours

An introduction to and examination of techniques commonly used in research. Subjects covered will include research literature, quantitative and qualitative methods, sampling, scales and indices, analysis, evaluation, secondary analysis, and ethics. Students will examine how to write APA style peer review submissions. Prerequisite: PY100 General Psychology.

2) Requirements for admission both to the institution and to the particular program or major

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 14-16

3) Policy on Transferring Credit

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 17, 39

4) Student Costs

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 19-24

5) Policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 24-25

6) This program's relationship with any external providers of its instruction (standing memorandums of understanding)

The PYFS program has a Memorandum of Understanding (MOU) with Fort Hays State University. This MOU is available at the following link:

G:\Shared\Accreditation\Memorandums of Understanding\FHSU_Pathways_MOU_2020.docx

b. Describe how the students in the program are advised and/or mentored

Each student on the campus is assigned an advisor. The advisor will assist the student in choosing classes and sequences that will lead to the successful completion of the student's chosen degree requirements, but it is ultimately the responsibility of the student to ensure that all requirements are met. The early choice of vocational outcomes will aid in the meeting of requirements within the minimum time interval. Success in meeting degree requirements is enhanced by following course outlines provided in this catalog and by examining degree audits provided by Populi. Students are encouraged to visit with their advisors on a regular basis. In addition to academic advising, organic mentoring relationships between faculty and students are part of the culture of Barclay College.

c. Describe how the program provides students with the opportunity to apply their knowledge and skills.

Many of our courses provide student opportunities for in-class reflections, discussions, presentations and role-plays. In addition students are required to complete a practicum where they volunteer 60 hours at a program-approved site. At the end of the practicum the supervisor will provide the student with feedback on their performance. The student will use the same form to do a self evaluation and then confer with the supervisor on differences between their evaluations. A copy of this evaluation form is located at the following link:

G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\Assessments.

d. Describe how your program progresses from foundation courses through capstone courses to provide a rigorous course of study.

- 1) **Vertical and horizontal integration:** Course numbers are developed to communicate the level of rigor expected and required for successful completion of the course. The courses progress from a 100 level course (10-15 pages of formal writing and 400-800 pages reading) to 400 level courses (15-25 pages formal writing and 1000-2000 pages reading). Students are allowed to enroll in course levels based on the number of college credits they have.
- 2) **Course numbering and sequence:** Courses are numbered 100 through 499. The first digit in the course number communicates the course level. 100 level courses are freshman-level courses. Students can only enroll in one level higher than they currently are (freshman may enroll in 100-200 level, sophomores 200-300). We encourage students to take courses in order (from 100-400).

e. Program Connections

- 1) **Course interdependence:** Four of our psychology courses are utilized by other degree programs. They include PY100 General Psychology, PY200 Marriage and Family, PY224 Developmental Psychology, PY242 Interpersonal Relations.
- 2) **Faculty interdependence:** Some courses not specific to the psychology program are taught by psychology faculty; PH100 Critical Thinking, BC1001 Habit Formation and SO211 Intro to Sociology. The required courses for the Psychology and Family Studies program include courses taught by both psychology faculty as well as non-psychology faculty: the Business faculty teaches MA478 Statistics. In addition, the PYFS program requires courses from both the Bible and Ministry Division and the General Studies Division. With few exceptions, the courses required outside of the psychology core are taught by faculty outside of our program.
- 3) **Student interdependence:** All Psychology and Family Studies majors have a second major in Biblical Studies. Some non-PYFS students choose to minor in the Psychology and Family Studies program, those students share membership in both programs. Additionally, Psychology and Family Studies students may choose to minor in another program. There are also other activities students participate in that provide exposure to other programs; choir, chapel worship teams, varsity athletics, and the spring musical.

3. Program Distinctives

a) How does teaching your program at a Bible College distinguish your program?

Our belief in the inerrancy of scripture provides a foundation for how we understand humans and the world in which we function. It provides a lens through which we view human behavior, development, relationships, and the psyche. We believe by learning

about how human beings think and behave, we are understanding how we were designed by our Creator.

b) How is the focus of your program different from peer institutions?

Our emphasis includes an awareness of individuals in relationships with others, as evidenced by our inclusion of the Family Studies portion of the degree. In addition, all students also graduate with a dual major in Biblical Studies.

4. Market demand

a) Outgoing

The following data was accessed on 9/12/19 from Gray Associates' website (Grayassociates.com) to evaluate the marketability of the PYFS program. The CIP code this program has been classified under is 42.211 Family Psychology. The data relates to a national market rather than a specific local market.

Program Scorecard: 42.2811 - Family Psychology

Overall Score

3

Overall Score				3				Percentiles: < 40% 40%+ 70%+ 90%+ 95%+ 98%+			
Category	Criterion	Value	Score	Total	Category	Criterion	Value	Score	Total		
Inquiries	Total (12 months)	4	0		Job Postings*	Total (12 months)	0	-2			
	Online (included in Total)	0				Year-over-Year Change (Units)	0	0			
	Year-over-Year Change (Units)	4	0			Year-over-Year Change (%)		0			
	Year-over-Year Change (%)		0			Job Postings per Graduate*	0.0	-2			
Google Search*	Total (3 months)	NA	0	0	Current Employment	Current Employment	0	-2			
	Year-over-Year Change (Units)	NA	0			Year-over-Year Change (%)		0			
	Year-over-Year Change (%)	NA	0			3-Year Historic Growth (CAGR)		0			
	Year-over-Year Change (%)	NA	0			5-Year Historic Growth (CAGR)		0			
Completions	Total (12 months)	12	0		BLS*	10-Year Forecast CAGR		0			
	Year-over-Year Change (Units)	2	0			Annual Job Openings	0	0			
	Year-over-Year Change (%)	20%	0			Job Openings per Graduate*	0.0	0			
						Share of Generalist Employme...	28	1	-5		
Institutions	Campuses with Graduates**	4	0			Share of Generalist Openings	3	0			
	Year-over-Year Change (Units)**	1	0			10th-Percentile Wages		0			
	Average Cost per Inquiry**		0			Wages (Age < 30)	\$38,062	0			
						Wages (Age 30-60)	\$91,745	0			
Market Saturation	Completions per 1,000 Pop**	0.00	1		Nat'l ACS* (Bachelors)	% with Any Graduate Degree	55%	1			
	Cost per Click**	NA	0			% with Masters	31%	0			
	Competition Index**	NA	0			% with Doct/Prof Degree	24%	0			
	Average Completions/institution	3	-3			% Unemployed (Age < 30)**	4%	0			
Program Size	Median Completions/institution	4	3		Nat'l Gainful Emp.	% Unemployed (Age 30-60)**	4%	-1			
	Year-over-Year Change (Units)	1	0			% in Direct Prep Jobs	4%	0			
	Year-over-Year Change (%)	17%	0			GE Wages - Assoc. & Cert	NA	0			
	Insts. with Program Online**	1				Placement Rate - Assoc. & Cert	NA	0			
National Distance Education	% of Institutions	25%	2		CIP Description						
	Online Completions**	1									
	% of Completions	11%	0								
NHEBI Nat'l 2-Yr	Cost Index**	NA	0		A program that prepares individuals to provide therapeutic, evaluative, and research services to families and individuals in the family unit context. Includes instruction in natural and family systems theory, family and group rituals, family evaluation and assessment, marital and couples therapy, sex therapy, parenting, interviewing techniques, genogram construction, family sculpting, diversity issues, family violence, family law, and professional standards and ethics.						
	Student/Faculty Index	NA	0								
Completions	National Completions by Level		5	5							
Workforce			0								

The very low overall score (3 out of 100) indicates that not many potential students are looking for colleges with this particular degree and not many employers are looking for employees with this degree. In comparison, the number of searches for Clinical Psychology (42.2801) by prospective students is much higher, and the overall score (53 out of 100) indicates that it is a much more marketable degree. See below:

Program Scorecard: 42.2801 - Clinical Psychology

Overall Score 53

Overall Score					Percentiles: <40%40%+70%+90%+95%+98%+						
Category	Criterion	Value	Score	Total	Category	Criterion	Value	Score	Total		
Inquiries	Total (12 months)	14,011	10	31	Job Postings*	Total (12 months)	15,942	6	16		
	Online (included in Total)	6,610				Year-over-Year Change (Units)	-405	-1			
	Year-over-Year Change (Units)	3,314	1			Year-over-Year Change (%)	-2.5%	0			
	Year-over-Year Change (%)	31.0%	0			Job Postings per Graduate*	3.0	0			
Google Search*	Total (3 months)	59,357	10	31	BLS*	Current Employment	58,989	6	16		
	Year-over-Year Change (Units)	5,617	1			Year-over-Year Change (%)	-0.1%	0			
	Year-over-Year Change (%)	10.5%	0			3-Year Historic Growth (CAGR)	5.2%	0			
	Total (12 months)	5,266	10			5-Year Historic Growth (CAGR)	3.8%	0			
Completions	Year-over-Year Change (Units)	-338	-1	4		Nat'l ACS* (Bachelors)	10-Year Forecast CAGR	1.5%		0	16
	Year-over-Year Change (%)	-6%	0				Annual Job Openings	5,547		1	
	Campuses with Graduates**	205	-6				Job Openings per Graduate*	1.1		0	
	Year-over-Year Change (Units)**	6	-1				Share of Generalist Employme...	6,000		2	
Institutions	Average Cost per Inquiry**	\$55	0	4	Nat'l Gainful Emp.	Share of Generalist Openings	569	0	16		
	Market Saturation	0.07	1			10th-Percentile Wages	\$40,144	2			
	Cost per Click**	\$10	1			Wages (Age < 30)	\$33,725	0			
	Competition Index**	0.45	0			Wages (Age 30-60)	\$76,611	0			
Google Search*	Average Completions/Institution	26	0	10	CIP Description	% with Any Graduate Degree	79%	2	16		
	Median Completions/Institution	13	0			% with Masters	43%	0			
	Year-over-Year Change (Units)	-1	0			% with Doct/Prof Degree	36%	0			
	Year-over-Year Change (%)	-7%	0			% Unemployed (Age < 30)**	13%	-2			
Program Size	Insts. with Program Online**	13	0	10	A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations.	% Unemployed (Age 30-60)**	3%	0	16		
	% of Institutions	5%	1			% in Direct Prep Jobs	10%	0			
	Online Completions**	165				GE Wages - Assoc. & Cert	NA	0			
	% of Completions	3%	0			Placement Rate - Assoc. & Cert	NA	0			
National Distance Education	Cost Index**	NA	0	5	A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations.				16		
	Student/Faculty Index	NA	0								
	National Completions by Level		5								
	National Workforce Ed Attainment		5								
NHEBI Nat'l 2-Yr	Cost Index**	NA	0	5	A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations.				16		
	Student/Faculty Index	NA	0								
	National Completions by Level		5								
	National Workforce Ed Attainment		5								
Completions	Cost Index**	NA	0	5	A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations.				16		
	Student/Faculty Index	NA	0								
	National Completions by Level		5								
	National Workforce Ed Attainment		5								
Workforce	Cost Index**	NA	0	5	A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations.				16		
	Student/Faculty Index	NA	0								
	National Completions by Level		5								
	National Workforce Ed Attainment		5								

Looking at other colleges who offer a degree in Family Psychology, we found that they are all Christian colleges and in the last four years, Barclay College has produced more graduates in Family Psychology than any other college in the nation:

Institution	Sector	6-Digit CIP Code	6-Digit CIP Title	Award Level	2014 Completions	2015 Completions	2016 Completions	2017 Completions	2016 Distance Education Completions (All Completions)	2017 Distance Education Completions (All Completions)
Barclay College	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Bachelors	15	5	6	4	6	4
Arizona Christian University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Bachelors	2	4	3	3	0	3
Kansas Wesleyan University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Bachelors	0	0	1	1	0	0
Oklahoma Baptist University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Bachelors	0	0	0	0	0	0
Oklahoma Christian University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Bachelors	0	0	0	0	0	0
University of the Southwest	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Bachelors	0	0	0	4	0	0

During a meeting on 10/17/19 with the program faculty, it was concluded that the designation of our program under the CIP code for Family Psychology both accurately reflects our program and also fits who we want to be. We feel that our emphasis on the family bridges our students into fields of ministry. This focus on familial relationships is also valuable to our mission because building and maintaining relationships is critical for effective Christian life, service, and leadership.

It was further concluded that we do not believe our students search for our program under a CIP code and therefore using the CIP code for Family Psychology is probably not hurting the marketability of our program.

5. Benchmarking against comparable programs at other institutions

The following chart shows the comparison of Barclay College's Bachelors in Psychology and Family Studies with psychology programs in similar colleges and Universities. The following colleges were used for comparison because of the similarity of their program, size of their student body or their theology was similar to ours:

Oklahoma Christian University, 1905 undergrad students, (Edmond, OK) – B.S. in Family Studies
 Kansas Wesleyan University, 791 undergrad students, (Salina, KS) – B.S. in Family Psychology
 Emmaus Bible College, 275 undergrad students, (Dubuque, IA) – B.S. in Counseling Psychology
 Grace Christian University, 978 undergrad students, (Grand Rapids, MI) – B.S. in Psychology
 Friends University, 1146 undergrad students, (Wichita, KS) – B.S. in Psychology

Comparison of Psychology Programs at Similar Colleges and Universities	Barclay College	Oklahoma Christian University	Kansas Wesleyan University	Emmaus Bible College	Grace Christian University	Friends University
	Req = 1 Elect = 2	Req = 1 Elect = 2	Req = 1 Elect = 2	Req = 1 Elect = 2	Req = 1 Elect = 2	Req = 1 Elect = 2
General Psychology	1	1	1	1	1	1
Marriage and Family	2		2		1	
Developmental Psychology	1	1	1	1		1
Interpersonal Relations	1					2
Culture and Psychology	2		2	1	1	1
Techniques of Counseling	2		2	1	1	2
Abnormal Psychology	1	1	2	1	1	1
Test & Measurements	1		2			2
Theories of Personality	1		2			1
Integration of Psychology & Christianity	1			1		
Social Psychology	2		2			1
Family Systems	1	1				
Human Sexuality	2	1	2			
Intro to Family Therapy	1	1		1		
Senior Forum (Spring)	1		1			1
Senior Forum (Fall)	1					1
Practicum	1	1	2		1	1
Intro to Research Methods	1	1	1			1
Statistics	1	1	1		1	1
Group Dynamics of Counseling				1		
Crisis Intervention Counseling				1		
Ethics and Issues of Counseling			1	1		
Addictive Behaviors				1		
Psychological Theories and Application 1				1		
Psychological Theories and Application 2				1		
Counseling Psychology Elective				2		
Adult Psychology					1	1
Psychology of Leadership					1	
Lifespan Psychology					1	
Health Psychology			2		1	
Survival Psychology					1	
Physiological Psychology			1		1	
Learning and Behavior Modification			2			
Cognitive Psychology			2			
Positive Psychology			2			
Introduction to Human Services			2		1	1
Seminar in Counseling					1	
Group Processes						1
History and Systems			1			1
Experimental Psychology		1				
Adolescence and Early Adulthood		1				
Gereontology		1				
Parent-Child Relations		1				
Cybernetics and Systems Theory		1				
Divorce and Step Family Relations		1				
Total number of classes	19	15	16	14	15	18

This comparison reveals the diversity of courses that could fit into our program. A benefit is that it suggests possible courses that we might not have otherwise considered. As a result of a program

faculty meeting on 10/17/19, there was a consensus that we felt confirmed that we are offering the correct courses. There was a discussion of possibly adding TL202 Transformational Leadership, a current general education elective, as an elective for our program because it is essentially a course on the psychology of leadership. There was also a discussion on the possibility of working with the Business Administration program to offer a course in Human Services that would benefit both programs.

6. Program Quality

a) Teaching Assessment

1) Syllabi

A copy of the program core course syllabi are located at the following location:
G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\Syllabi

2) Student evaluations

Toward the end of each semester, the end of course evaluations are provided to the students through Populi. They must complete their evaluation of the course to be able to see their final grade for that course immediately. Additionally, the instructor will not be able to see their course evaluation until at least 60% of the students have completed the course evaluation. A copy of the questions in the end of course evaluation survey is located at the following location: G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 – 2020\Student Evaluation

End of Course Student Evaluations: Class Average Score and Rate of Return
(1= excellent, 2=Good, 3=Adequate, 4=Poor, 5 = very poor)

Course	fall 17 Ave	% return	Spr 18 Ave	% return	fall 18 Ave	% return	Spr 19 Ave	% return	fall 19 Ave	% return
PY224							1.74	84%		
PY242					1.42	100%				
PY331	1.82	92%							2.07	92%
PY333	1.85	100%							2.06	85%
PY334			1.66	92%						
PY337										
PY342					1.42	100%	1.57	84%		
PY381							1.4	100%		
PY404			2.08	83%			1.62	80%		
PY405	1.15	100%	2.08	83%	1.42	100%			1.22	100%
PY409			1.7	75%	2.47	75%	1.65	67%	1.45	100%
PY412			1.8	70%						
MA478			1.84	94%						

G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\Assessments\Program End of Course Surveys\PYFS Chart of Ave End of Course Surveys

Analysis:

An average score of 1.511 on a scale of 1=excellent to 5=poor indicates that the students' perception of the quality of instruction they are receiving ranges somewhere between good and excellent. Note that the rate of return for these end of course surveys has been high, ranging from 67% to 100%. The average rate of return for all PYFS courses during these semesters was 89%.

Proposals for Improvement of Program Quality:

No change is recommended based upon this data. Continue measuring as the course is offered in the future.

3) Peer observations

At a Faculty Meeting (all full-time faculty in all programs) on 10/25/19, it was decided to begin the process of faculty peer observations. As a result of that decision, Tim Hawkings, V.P. of Academic Affairs, will prepare a form and a procedure for faculty peer observations. The first faculty peer-observations will be scheduled during the Fall 2020 semester.

4) Professional Development

The following is the description in the Faculty Handbook concerning professional development: "Full-time faculty are expected to invest in their professional development by attending professional meetings that relate to their discipline of teaching, subscribing to professional journals, conducting research, etc. Each program budget contains funds that may be used for these purposes. Faculty are expected to set goals for professional development each year; these goals are included in the annual evaluation process with the faculty member and the VP of Academics."

It was noted that some faculty in our program have been lax in completing professional development education. At a program faculty meeting, it was decided that the program chair would select a book for the program faculty to read and discuss together for our professional development.

SMART Goal to improve the professional development of the PYFS program faculty.		Date	Responsibility
1	To select a book for professional development and to schedule meetings to discuss the book. See the following link to the emails indicating the selected book and the beginning of the conversation on how to discuss the book: G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\SMART goals completion evidence	1/20/20	Keith White

b) Learning Assessment

1) Assessing student learning data for the attainment of outcomes

The PYFS program learning outcomes are:

That the students will be able to:

1. Integrate biblical Christianity and scientific Psychology
2. Explain the origins and development of psychology
3. Demonstrate effective use of psychological theories
4. Form relationships that heal and encourage

The following is the rubric we use to assess progress towards the PYFS program outcomes:

Program Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Integrate biblical Christianity and scientific Psychology	Integrated biblical Christianity and scientific Psychology with scholarly support for his/her argument	Attempted to integrate biblical Christianity and scientific Psychology but without scholarly support for argument (opinion barking)	Discussed biblical Christianity and psychology but there was no integration. Sees biblical Christianity and psychology as two separate realms.	Did not address the integration of the Bible and psychology
Explain the origins and development of psychology theories	Explained how the theories reviewed in the paper fit into the history of psychology and how the theories have more recently been refined.	Explained how the theories reviewed in the paper fit into the history of psychology	Provided some historical context of the theories reviewed in the paper	Did not address the historical context of the theories reviewed in the paper
Demonstrate effective use of psychological theories (Human nature)	Evidence of identification and differentiation of psychological theories. Proper application of theories in explaining corresponding elements of human behavior.	Able to differentiate between psychological theories and makes an effort to apply them to human nature.	Provides some evidence of basic psychological theory.	Generally confused about basic psychological theory
Demonstrate effective use of psychological theories (Practice)	Demonstrates an understanding of skills in practicing psychological techniques. Properly identifies and utilizes applicable techniques within the appropriate context.	Demonstrates an effort to apply basic psychological technique and practice.	Demonstrates a basic awareness of psychological technique and practice, but lacks effective application and use of psychological technique and practice.	Generally confused about basic psychological technique and practice.
Demonstrate effective use of psychological theories (Research)	Collected and organized data, calculated correlations, least squared regression, and a t-test of the difference between means, interpreted the results and formed valid conclusions.	Collected and organized data, calculated correlations, least squared regression, and a t-test of the difference between means, and interpreted the results.	Collected and organized data, calculated correlations, but either did minimal analysis or misinterpreted the results.	Collected and organized data but did no analysis
Form relationships that heal and encourage	Consistently demonstrated empathy and encouragement towards others while maintaining personal identity and integrity.	Frequently demonstrated empathy and encouragement towards others but struggled to maintain personal identity or integrity.	Occasionally demonstrated empathy and encouragement towards others but frequently missed opportunities to form emotional connections	Demonstrated significant deficits in the ability to develop and maintain positive and healthy interpersonal relationships

Formative Assessments of Program Outcomes

a) Outcome #1 Integrate biblical Christianity and scientific Psychology

i. Formative assessment

The formative assessment of this outcome is made through an assignment in PY337 Integration of Psychology and Christianity. Instructor: Royce Frazier. Course description:

An introduction to the historical Judeo-Christian influence on the field of psychology and a variety of approaches to integrating psychological theories of human nature, development, motivation, and learning and their philosophical assumptions with a Biblical view of human nature, free will, and the transformation produced by the Holy Spirit. Other philosophical/religious influences are compared and contrasted throughout the course with their implications for society. Prerequisite: PY100 General Psychology.

The assignment used for assessment:

“After you have read Chapter 1, write and submit a 300 to 400-word essay that answers the following questions:

What is human nature as defined in psychology?

How has Judeo-Christian thought influenced psychology?

What is the difference between spirituality and religion?”

The following are the results of our first formative assessment of this outcome:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Integrate biblical Christianity and scientific Psychology	Integrated biblical Christianity and scientific Psychology with scholarly support for his/her argument	Attempted to integrate biblical Christianity and scientific Psychology but without scholarly support for argument (opinion barking)	Discussed biblical Christianity and psychology but there was no integration. Sees biblical Christianity and psychology as two separate realms.	Did not address the integration of the Bible and psychology

PY337 Integration of Christianity and Psychology				Fall 2019
Student	Rubric score for: What is human nature as defined in psychology?	Rubric score for: How has Judeo-Christian thought influenced psychology?	Rubric score for: What is the difference between spirituality and religion?"	Average
1	4	3	3	3.33
2	4	4	4	4.00
3	4	4	4	4.00
4	4	2	4	3.33
5	4	4	4	4.00
6	4	4	4	4.00
7	4	4	4	4.00
Average:	4.00	3.57	3.86	3.81

Analysis:

A formative assessment attempts to measure the progress that students are making toward the learning outcome. It does not expect that the students will already have met or exceeded the criteria of the outcome. On the other hand, our students are also pursuing a major in Biblical Studies, and so our expectations should be high. As we continue to measure future cohorts, we will gain more information to determine whether the rubric needs to be revised.

Proposals for Improvement of Program Quality:

No change is recommended based upon this data. Continue measuring as the course is offered in the future.

b. Outcome #2 Explain the origins and development of psychology.

The formative assessment of this outcome is made through an assignment in PY337 Integration of Psychology and Christianity. Instructor: Royce Frazier. Course description:

An introduction to the historical Judeo-Christian influence on the field of psychology and a variety of approaches to integrating psychological theories of human nature, development, motivation, and learning and their philosophical assumptions with a Biblical view of human nature, free will, and the transformation produced by the Holy Spirit. Other philosophical/religious influences are compared and contrasted throughout the course with their implications for society. Prerequisite: PY100 General Psychology.

The assignment used for assessment:

After you have read Chapter 2, write and submit a 300 to 400-word essay that answers the following questions. This chapter is a fascinating snapshot of the history of psychology and the influence of Christianity on the discipline. "

Choose 3 personalities from your reading.

1. How have these historic personalities influenced psychology?
2. Describe the contribution of each historical personality you listed. What did they contribute and WHY is it important?

3. Why is this discussion important to psychology?"

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Explain the origins and development of psychology theories	Explained how the theories reviewed in the paper fit into the history of psychology and how the theories have more recently been refined.	Explained how the theories reviewed in the paper fit into the history of psychology	Provided some historical context of the theories reviewed in the paper	Did not address the historical context of the theories reviewed in the paper
PY337 Integration of Christianity and Psychology				Fall 2019
Student	Rubric score for: 1. How have these historic personalities influenced psychology?	Rubric score for: Describe the contribution of each historical personality you listed. What did they contribute and WHY is it important?	Rubric score for: Why is this discussion important to psychology?	Average
1	4	3	1	2.67
2	4	4	4	4.00
3	4	4	4	4.00
4	4	3	1	2.67
5	3	3	1	2.33
6	4	4	4	4.00
7	4	3.5	3	3.50
Average:	3.86	3.50	2.57	3.31

Analysis:

Having scores similar to these would indicate that with a few exceptions, this outcome is either being met or exceeded at this formative stage. As we continue to measure future cohorts, we will gain more information to determine whether the rubric needs to be revised, or whether more instruction should be given on the importance of the historical context of psychology.

Proposals for Improvement of Program Quality:

No change is recommended based upon this data. Continue measuring as the course is offered in the future.

c. Outcome #3a. Demonstrate effective use of psychological theories (Human Nature)

The formative assessment of this outcome is made through a test on the DSM 5 in PY331 Abnormal Psychology and a paper in PY206 Developmental Psychology. The results of the test on the DSM 5 are:

Test Responses in PY331 Abnormal Psychology Fall, 2019				
Questions	n	Correct	%	Correct Answer
1 The co-occurrence of different disorders, whereby individuals who have one mental disorder also suffer from another, is identified by the DSM as ____.	13	9	69%	Comorbidity
2 While working a rotation in an emergency room setting, you briefly interview someone who has a mental disorder but there is insufficient information to make a more specific diagnosis. The most appropriate diagnosis would be → Personality Disorder (T or F)	13	12	92%	FALSE
3 A continued criticism of the DSM-5 and its predecessors is that the ____.	13	9	69%	DSM classification system does not assess the positive attributes or strengths of a client
4 For most of the day nearly every day since the tragic death of a spouse almost one month ago, an individual has suffered from depressed mood, loss of interest, insomnia, decrease in appetite, and feelings of worthlessness. Because of the severe impairment in functioning, her mostly likely diagnosis would be → Substance Use Disorder (T or F)	13	13	100%	FALSE
5 Carla sees the psychologist at the mental health center at her college because she is often sad and frequently unable to get out of bed. Although Carla has symptoms of depression, the symptoms are mild. The psychologist is most likely to ____.	13	11	85%	make a diagnosis of depression with a lower symptom severity rating
6 Disorders involving the disruption of the normal sexual response cycle, including desire, arousal, or orgasm are considered ____ in the DSM-5 category of disorders.	13	12	92%	Sexual Dysfunctions
7 A positive feature of the DSM-5 as compared with previous versions is that it ____.	13	10	77%	provides dimensional ratings of disorders on a scale, e.g.,
8 The DSM-5 name of the disorder that includes emotional distress over a marked incongruence between one's experienced/expressed gender and one's assigned/natal gender is known as Gender Dysphoria. (T or F)	13	13	100%	TRUE
9 The name of the DSM-5 diagnosis that combines DSM-IV Alcohol Abuse and DSM-IV Alcohol Dependence is known as → Substance	13	12	92%	TRUE
10 Harold is addicted to cocaine and nicotine. His wife, Janet, is dissatisfied with her physique and has developed a pervasive pattern of bingeing and purging in attempt to lose weight. According to the DSM-5, Janet has ____, whereas Harold ____.	13	12	92%	an eating disorder; has a substance-related and addictive disorder
11 In approximating a dimensional approach to diagnosis, DSM-5 makes	13	12	92%	Specifiers
12 Which new category developed for the DSM-5 reflects dimensional ratings of symptoms?	13	10	77%	risk syndromes
13 Which statement below about the DSM-5 is accurate?	13	12	92%	It indicates that symptoms experienced by individuals may vary in degrees in relations to the diagnostic disorders.
14 Angel reports to his psychologist that he feels incredibly depressed. He also admits to drinking enough alcohol to give him some difficulty. According to the DSM-5, Angel's symptoms of depression might be considered ____, and his problem with substance use would be considered ____.	13	11	85%	severe; moderate
15 Which statement is accurate with regard to the DSM-5?	13	9	69%	The DSM-5 retains the categorical model, with some dimensional exceptions.
Class Average		11.13	86%	

The results of assessing the papers PY206 from Developmental Psychology according to the following rubric are:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Demonstrate effective use of psychological theories (Human nature)	Evidence of identification and differentiation of psychological theories. Proper application of theories in explaining corresponding elements of human behavior.	Able to differentiate between psychological theories and makes an effort to apply them to human nature.	Provides some evidence of basic psychological theory.	Generally confused about basic psychological theory
Student	Keith	Royce	Shelby	Ave.
1	2	3	2	2.33
2	3	4	3	3.33
3	3	4	2	3.00
4	2	4	2	2.67
5	3	4	3	3.33
6	3		3	3.00
Average	2.67	3.80	2.50	2.94

Analysis: Test on DSM V

An average score of 86% converts to 3.44 on a scale from 1 to 4, therefore the students are meeting this outcome.

Analysis: Paper from PY206 Developmental Psychology

An average score of 2.94 indicates that the students are developing this skill and close to meeting the learning outcome.

Proposals for Improvement of Program Quality:

No change is recommended based upon this data. Continue measuring as the course is offered in the future.

d. Outcome #3b. Demonstrate effective use of psychological theories (Practice)

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Demonstrate effective use of psychological theories (Practice)	Demonstrates an understanding of skills in practicing psychological techniques. Properly identifies and utilizes applicable techniques within the appropriate context.	Demonstrates an effort to apply basic psychological technique and practice.	Demonstrates a basic awareness of psychological technique and practice, but lacks effective application and use of psychological technique and practice.	Generally confused about basic psychological technique and practice.

The formative assessment of this outcome is made through the student's performance in a role play assignment in PY318 Techniques of Counseling. The instructions for the assignment are:

Role-play – (30 points each/360 points total). Students will demonstrate and experiment with helping skills in class through role-play assignments. In groups of three, students will complete 12 role-plays throughout the semester. Each week the students will be assigned the role of client, counselor, or observer. Students will then conduct a 10 minute role-play where the client and counselor conduct an unrehearsed discussion involving a concern of the client's choice. The observer will identify when the role-play is complete by indicating when the 10 minutes are complete. All students will then complete process papers that will cover their experience as a client, counselor, or observer.

Evaluation Criteria:

Content:	5 points	What the client said during the role-play
Process:	5 points	How does the client seem to make meaning out of the content
Self-eval of the Helper:	5 points	Personal reflection/reaction to role play
Completed assignment:	10 points	Students will conduct a role play with their assigned role-play group
Exceptional work:	1 point	Student's work demonstrates an exceptional understanding and communication of the concepts.
Length/Due Date/		
Writing Style:	<u>4 points</u>	
	30 points possible	

Assessment of Role Play Exercises

	Score	%
Student 1	30/30	100%
Student 2	30/30	100%
Student 3	27/30	90%
Student 4	27/30	90%
Student 5	30/30	100%
Student 6	30/30	100%
Student 7	30/30	100%
Student 8	30/30	100%
Student 9	30/30	100%
Student 10	30/30	100%
Average		98%

Analysis:

An average score of 98%, when translated to a scale of 1 to 4, would be 3.92. This score indicates that the students have already achieved this learning outcome.

Proposals for Improvement of Program Quality:

No change is recommended based upon this data. Continue measuring as the course is offered in the future.

e. Outcome #3c. Demonstrate effective use of psychological theories (Research)

The formative assessment of this outcome is made through the final project in OMA399 Statistical Research.

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Demonstrate effective use of psychological theories (Research)	Collected and organized data, calculated correlations, least squared regression, and a t-test of the difference between means, interpreted the results and formed valid conclusions.	Collected and organized data, calculated correlations, least squared regression, and a t-test of the difference between means, and interpreted the results.	Collected and organized data, calculated correlations, but either did minimal analysis or misinterpreted the results.	Collected and organized data but did no analysis

		n=15	n=2	n=19
		2017	2018	2019
	Point Value	Class Average	Class Average	Class Average
Final Project for OMA399 Statistical Research				
A. In Excel, record 4 weeks of data on number of texts or emails received and sent per day (This should have been completed already).	50	100%	100%	98%
B. Find the mean, median, and mode number of texts or emails sent and received.	15	99%	100%	97%
C. Create a histogram of the texts or emails received per day after creating a frequency distribution of equal sized classes. What is the shape of the distribution?	20	79%	100%	67%
D. Create a time line chart of the texts or emails sent each day over the four week period.	15	84%	60%	68%
E. Find the standard deviation of the texts or emails received.	15	83%	100%	80%
F. Find the IQR of the texts or emails sent.	15	83%	100%	82%
G. Find the correlation between the number of texts or emails sent and received.	15	100%	100%	94%
H. Find the linear regression line formula. Explain how you could use this formula to predict how many texts or emails you will send on a given day if you knew how many you received.	20	81%	100%	78%
I. Find the coefficient of determination and explain what it means.	15	76%	100%	74%
J. Complete in Excel an F test and then a t-test of the two groups (sent and received). Explain what the null hypothesis is and then explain why you would or would not reject the null hypothesis.	20	87%	100%	92%
Cohort Average		87%	96%	83%

Analysis:

The average score for all three cohorts is 89%, which, when translated to a scale of 1 to 4, would be 3.56. This score would indicate that most students have met the learning outcome.

Proposals for Improvement of Program Quality:

Provide additional instruction on frequency distributions and histograms.

SMART Goals to Improve Student Learning in the PYFS program		Date	Responsibility
1	Create a video on these topics for OMA399 Statistical Research Please see links to these new videos at: G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\SMART goals completion evidence	1/15/20	Keith White

f. Outcome #4 Form Relationships that Heal and Encourage

The formative assessment of this outcome is made through the Emotional/Spiritual Health Inventory. The inventory has 47 items and measures both general spiritual formation and emotional health as it relates to ministering to others. The inventory will be given in PY100 General Psychology to provide a baseline and PY242 Interpersonal Relations as formative assessments.

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Form relationships that heal and encourage	Consistently demonstrated empathy and encouragement towards others while maintaining personal identity and integrity.	Frequently demonstrated empathy and encouragement towards others but struggled to maintain personal identity or integrity.	Occasionally demonstrated empathy and encouragement towards others but frequently missed opportunities to form emotional connections	Demonstrated significant deficits in the ability to develop and maintain positive and healthy interpersonal relationships

Comparison of Freshmen and Seniors averages on Emotionally Healthy Spirituality Inventory Fall 2019						
		F2019 PY100	Conversion to Likert Scale	F2019 PY405	Conversion to Likert Scale	Difference
Part A	Range	7 to 28				
General Formation and Discipleship	Ave.	17.4	2.48	23.5	3.36	35%
Part B	Range	6 to 24				
Principle 1 - Look beneath the surface	#1 Ave.	15.7	2.72	20.25	3.52	29%
	Range	6 to 24				
Principle 2 - Break the power of the past	#2 Ave.	17.0	2.96	21.25	3.69	25%
	Range	7 to 28				
Principle 3 - Live in brokenness and Vulnerability	#3 Ave.	18.6	2.65	21.75	3.11	17%
	Range	6 to 24				
Principle 4 - Receive the gift of limits	#4 Ave.	13.5	2.34	17.25	2.99	28%
	Range	5 to 20				
Principle 5 - Embrace grieving and loss	#5 Ave.	13.5	2.70	16	3.20	19%
	Range	5 to 20				
Principle 6 - Make incarnation your model for loving well	#6 Ave.	13.7	2.74	18.5	3.70	35%
	Range	5 to 20				
Principle 7 - Slow down to lead with integrity	#7 Ave.	10.8	2.16	11.75	2.35	9%
Averages on Part B		14.68		Average increase:		25%

Analysis:

Because we did not have data for a pre- and post-test for each student (measuring students as incoming freshmen and then again as graduating seniors), we compared the current freshmen in the Fall 2019 General Psychology class with the seniors in PY405 Senior Forum. The lowest average score for both freshmen and seniors was in Principle 7 – Slow down to lead with integrity. This principle also showed the least improvement over the 4 years (assuming that the seniors would have scored similarly as the current freshmen when they entered the program.)

A copy of the Emotional/Spiritual Health Inventory can be found at the following link:
G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\Assessments\Outcome 4 Formative Assessment

Proposals for Improvement of Program Quality:

No change is recommended based upon this data. Continue measuring as the course is offered in the future.

Summative Assessments of Program Outcomes

g. Outcome #1. Integrate biblical Christianity and scientific Psychology

h. Outcome #2. Explain the origins and development of psychology.

i. Outcome #3a. Demonstrate effective use of psychological theories (Human Nature)

j. Outcome #3b. Demonstrate effective use of psychological theories (Practice)

The summative assessment of the above outcomes is done through the senior forum paper presented to the faculty in PY405 Senior Forum. The assignment is:

- a. A formal, APA formatted, 12-15 page paper will be submitted to answer the following question: “What theories, theorists, concepts and insights have been most meaningful and had the most impact on your thinking in your studies for your major?”
- b. You are to write a 750 word (minimum) paper analyzing what you learned during your practicum (PY406) to be added to your paper. This section of your paper should include not only significant lessons learned from your practicum but also what are your plans for the foreseeable future.

The PYFS faculty individually rate the papers according to the PYFS program outcomes rubric and then discuss the scores and adjust them as needed to increase inter-rater reliability. The following are the results:

Fall 2018 Students		Outcome 1	Outcome 2	Outcome 3a	Outcome 3b
	1	4	2	4	4
	2	3	1	4	3
	3	3	3	3	4
	4	3	1	3	3
	5	2	1	3	2
	6	2	1	4	4
Cohort Averages		2.83	1.5	3.5	3.33
Fall 2019 Students		Outcome 1	Outcome 2	Outcome 3a	Outcome 3b
	1	3.00	4.00	4.00	3.00
	2	2.67	3.00	3.00	3.00
	3	3.00	3.00	2.00	2.00
	4	3.33	2.67	2.67	2.67
	5	3.00	3.33	3.33	3.00
Cohort Averages		3.00	3.20	3.00	2.73

Analysis:

The low score on Outcomes 1 and 2 by the 2018 students was due in part to the students not having a rubric for this paper prior to their submission of their papers. The 2019 students did score slightly higher on outcome 1 (3.0 versus 2.83), but significantly higher (3.2 versus 1.5) for outcome 2, having been given in advance the rubric for the desired program outcomes.

Proposals for Improvement of Program Quality:

No change is recommended based upon this data. Continue measuring as the course is offered in the future.

k. Outcome #3c. Demonstrate effective use of psychological theories (Research)

The summative assessment of this outcome is done through a research project in PY412 Introduction to Research Methods in Psychology. The instructions for the assignment are:

Research Proposal

The class will be divided into teams. Each team will identify a population, formulate a research question, create a hypothesis and null-hypothesis, identify a dependent variable and at least 2 independent variables, select a sampling method, gather data, analyze the data, and present the results to the class. The team will collectively submit a research proposal.

Literature Review

Each student is responsible to submit their own literature review that will cover part of the team's final literature review. Suggested possible sub-topics within a literature review include:

- Historical and/or cultural context of the issue
- Cultural or Theological implications associated with the issue
- The technical definition of terms
- Integration of this issue into a Christian worldview
- Published research on this issue

To receive full credit, each student's literature review should:

- Be in APA format (including cover page, margins, headings, citations, and references) 2 points
- Have 6 well-structured paragraphs (topic sentence, 2 to 3 supporting sentences, and a transition sentence) 6 points
- No grammar or spelling errors 1 point
- A minimum of 5 quality references (Scripture references must also include a secondary source to support the student's interpretation of the scripture) 6 points

Team Research Presentation

To receive full credit, each team's presentation should:

- Identify the population, issue researched, and dependent and independent variables
- State the research question, the hypothesis, and the null hypothesis
- Explain the sampling and data collection methods
- Summarize and statistically analyze the data
- State the team's conclusions based on the data
- Suggest what the team would change to improve their next attempt at research

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Demonstrate effective use of psychological theories (Research)	Collected and organized data, calculated correlations, least squared regression, and a t-test of the difference between means, interpreted the results and formed valid conclusions.	Collected and organized data, calculated correlations, least squared regression, and a t-test of the difference between means, and interpreted the results.	Collected and organized data, calculated correlations, but either did minimal analysis or misinterpreted the results.	Collected and organized data but did no analysis

Spring 2018 PY412 Intro to Research Methods for Psychology n=9					
	Proposal	Lit Review	Presentation	Average	
Team A	3	4	2	3.00	
Team B	3	2	2	2.33	
Team C	3	3	2	2.67	
		Average for the class		2.67	

Analysis:

As a class, the students averaged 2.67 on a scale of 1 to 4. This score would indicate that the students have not fully met the learning outcome, particularly as evidenced by the presentation of their final project. The next offering of this course will be in the spring semester of 2020.

- Greater clarity on expectations for a literature review could be provided by creating a rubric for the literature review
- Requiring that the research projects collect quantitative data would enable the students to demonstrate the skills in the statistical analysis described in the rubric for this outcome.

1. Outcome #4 Form Relationships that heal and encourage

Student Data on Emotionally Healthy Spirituality Inventory										
	PY405 Senior Forum Fall									
Student	Gen Formation	Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6	Principle 7	Ave. on Principles	Date Administered
1	25	22	22	25	18	18	20	19	20.6	9/26/2019
2	27	24	24	26	18	20	20	13	20.7	9/26/2019
3	22	17	19	18	22	13	18	8	16.4	9/26/2019
4	20	18	20	18	11	13	16	7	14.7	9/26/2019
Cohort Averages	23.5	20.3	21.3	21.8	17.3	16.0	18.5	11.8	18.1	
Cohort Average on Principles Converted to Likert Scale of 1 to 4:										3.17

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Form relationships that heal and encourage	Consistently demonstrated empathy and encouragement towards others while maintaining personal identity and integrity.	Frequently demonstrated empathy and encouragement towards others but struggled to maintain personal identity or integrity.	Occasionally demonstrated empathy and encouragement towards others but frequently missed opportunities to form emotional connections	Demonstrated significant deficits in the ability to develop and maintain positive and healthy interpersonal relationships

Analysis:

An average score of 3.17 would suggest that the students have met this learning outcome.

Proposals for Improvement of Program Quality:

We recognize the weakness of an indirect measure of the behaviors described in the rubric and will continue to search for a strategy to directly measure this outcome.

SMART Goals to Improve Student Learning in the PYFS program		Date	Responsibility
1	Find possible strategies for a direct measure strategy for PYFS Program Outcome #4 (Form relationships that heal and encourage.) and present them to the program faculty.	12/1/19	Keith White

Summary of Formative and Summative Assessments - PYFS Program					
Program Outcome			Formative		Summative
1	Integrate biblical Christianity and scientific Psychology		3.81		2.83
2	Explain the origins and development of psychology		3.31		1.5
3a	Demonstrate effective use of psychological theories (Human nature)		3.44	2.94	3.5
3b	Demonstrate effective use of psychological theories (Practice)		3.92		3.33
3c	Demonstrate effective use of psychological theories (Research)		3.21		3.66
4	Form relationships that heal and encourage		2.81		3.17
Scale: 1=Beginning 2=Developing 3=Meets 4=Exceeds Averages:			3.375		2.998

Analysis:

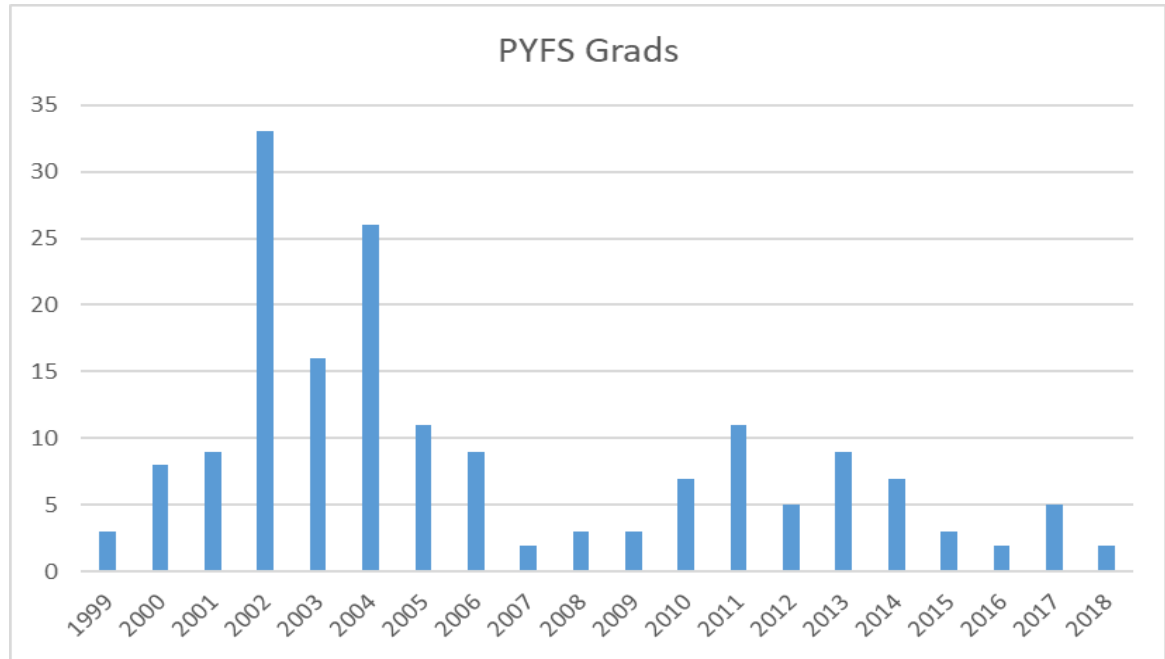
- The formative assessments indicate that during their first three years our students are making excellent progress toward the PYFS program learning outcomes.
- The average score of 2.83 on the summative assessment of outcome #1 would indicate a need for greater emphasis on how to provide scholarly support for their attempts at integration.

- c. The low score on the summative assessment of outcome #2 can be explained by the students not having a rubric that explains our expectation that the students include in their Senior Forum Paper information concerning the historical context of the theories they discussed. The students in the Spring 2020 Senior Forum class were provided with this rubric.

SMART Goals to Improve Student Learning in the PYFS program		Date	Responsibility
1	Design instructional strategies in PY404 Senior Forum to raise the level of scholarly support that students provide to support their integration. (See at G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\SMART goals completion evidence a copy of the revised assignment in PY404 Senior Forum.)	2/1/20	Keith White
2	Each Semester provide all PYFS students with the PYFS Program Rubric and emphasize it in PY404 Senior Forum. (See at G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\SMART goals completion evidence a copy of an email sent to all PYFS students that included the PYFS Program Rubric.)	1/15/20	Keith White
3	Find possible strategies for a direct measure strategy for PYFS Program Outcome #4 (Form relationships that heal and encourage.) and present them to the program faculty.	12/1/19	Keith White

c) Graduate placement

As of May 2019, Barclay College has graduated 180 students through the Psychology and Family Studies program. The program's first graduates finished in 1999. The program grew rapidly, ranging from 16 to 33 graduates per year when the program was offered on extension campuses. When the extension campuses closed, the number of graduates per year has ranged from two to 11 per year.



To effectively determine the needs of the students, we conduct a follow-up survey of all graduates of Barclay College. Data collected from this survey is crucial in providing the necessary information to formulate useful classes and activities in the upcoming years. The purpose of this survey is to determine to what extent an education at Barclay has benefited the graduate. The survey will determine the percentage of graduates who respond that are currently employed directly or indirectly in their area of study. Also, the survey will assess the experiences of the graduates here at Barclay which will provide beneficial information.

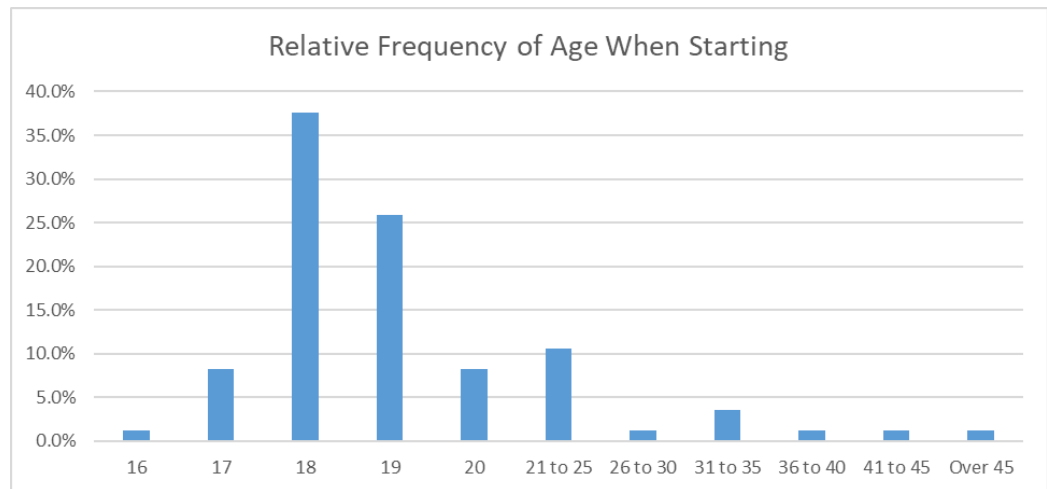
Grad Year	Size of PYFS Graduating Class	Responded	Resp. Rate	Working for Pay	Work Related to Education Scale = 1 (Not) to 5(Highly)	Extent Barclay prepared you for Success Scale = 1 (Not Much) to 5(Very Much)	Extent Barclay prepared you for in a Bible Centered Environment Scale = 1 (Not Much) to 5(Very Much)	Number Attending Grad School
2009	3	1	33.3%	1	1	1	5	0
2010	7	1	14.3%	1	2	4	4	0
2012	5	1	20.0%	1	5	5	5	0
2014	7	2	28.6%	1	4	5	5	0
2015	3	1	33.3%	1	5	5	5	1
2018	2	2	100.0%	0.5	2.5	3	4	0
Average 2009 - 2018			45.5%	92%	3.25	3.83	4.67	17%

d) Program demographics

1) Student demographics

The sample of students included in this demographic study included all students who graduated under the PY2012 and PY2017 catalogs, and also those students who are still pursuing a bachelor's in PYFS. (n = 85) This sample represents the 85 most recent students.

- a. Age when starting their bachelor's program. 71 % of the students in the sample were either 17, 18, or 19 when they started.



- b. Gender. Over three-fourths of the students are female.

	Gender	Relative Frequency
Female	66	78%
Male	19	22%

- c. Race/Ethnicity. Although the program is predominantly white, the percentage of non-whites (19%) is far greater than the local county which is 93.3% white alone.

	Race/Ethnicity	Relative Frequency
White	62	72.9%
Black or African American	12	14.1%
Did not identify	4	4.7%
Hispanic	3	3.5%
American Indian or Alaska Native	2	2.4%
Asian	2	2.4%
	85	

- d. Religious Denomination. The largest denomination represented is the Society of Friends (34%); however, the college recruits students who profess faith in Christ regardless of their denominational affiliation.

	Denomination	Relative Frequency
Friends	29	34%
Non Denominational	20	24%
Baptist	8	9%
Assembly of God	6	7%
Evangelical Free	5	6%
Christian	4	5%
No Preference Listed	3	4%
Pentecostal	2	2%
Presbyterian	2	2%
Christian Miss. Alliance	1	1%
Community Church	1	1%
Lutheran	1	1%
Mennonite Brethren	1	1%

- e. SAT or ACT Scores

Barclay college accepts either an SAT or ACT score for entrance into the college. The student must have either an 18 for the English portion of the ACT score or 450 for the English portion of the SAT score to be accepted without condition. The following are the complete ACT and SAT scores of the 85 students in the sample. 64% of the students in the sample who submitted an SAT score scored 1100 or higher. 70% of the students in the sample who submitted an ACT score scored 19 or higher.

	SAT Score	Relative Frequency
2000 to 2299	2	18.2%
1700 to 1999	1	9.1%
1400 to 1699	3	27.3%
1100 to 1399	1	9.1%
800 to 1099	3	27.3%
500 to 799	1	9.1%
	11	100.0%
	ACT Score	Relative Frequency
28 to 30	2	3.5%
25 to 27	7	12.3%
22 to 24	14	24.6%
19 to 21	17	29.8%
16 to 18	13	22.8%
15 to 17	2	3.5%
12 to 14	2	3.5%
	57	100.0%

2) Faculty demographics

In May 2017, Lois Kendall, a long-time chair of the PYFS program retired. Keith White accepted the position of chair of the program in July 2018

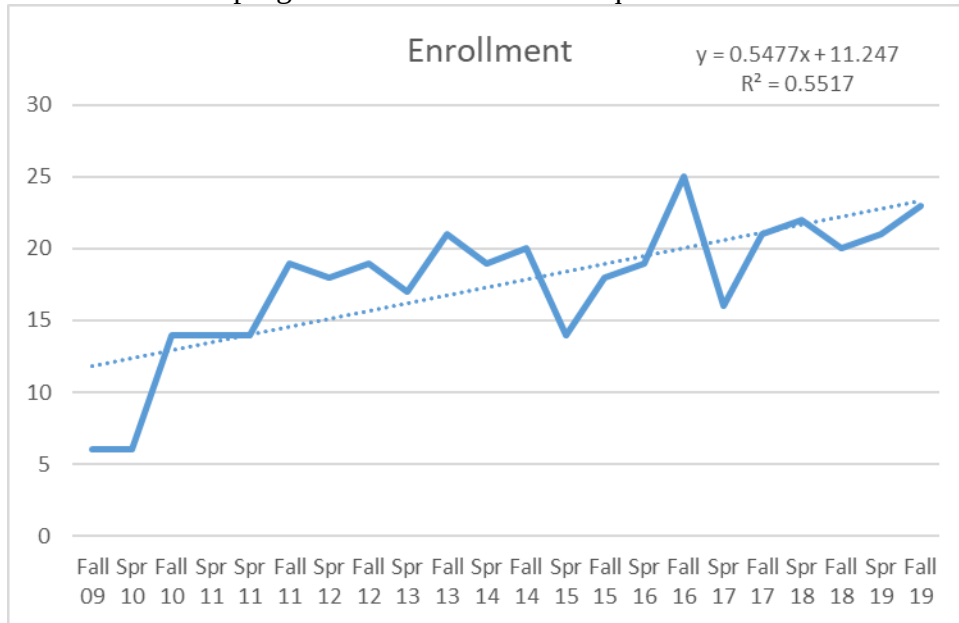
Royce is the president of the college and primarily teaches PYFS courses online or on-campus in a seminar format. Shelby, Chair of the online Psychology program lives in Derby, KS, and teaches PYFS courses on campus in a seminar format. Keith teaches General Psychology and the research classes on campus. Charity teaches clinical psychology courses on campus.

Faculty	Highest Degree	Institution Grantor	Years at Barclay	Gender	Race/Ethnicity
Royce Frazier	Ph. D. Clinical Psychology	Felding University	11	Male	White
Shelby Williams	M.S. Family Therapy	Friends University	11	Female	White
Keith White	Ph. D. Educational Psychology & Research	University of Kansas	4	Male	White
Charity Savage	M.S. Psychology in School Guidance & Counseling	Nova Southeastern University	1	Female	White

7. Enrollment, retention, persistence, and completion

a) FTE (full-time equivalency) for the PYFS program since 2009

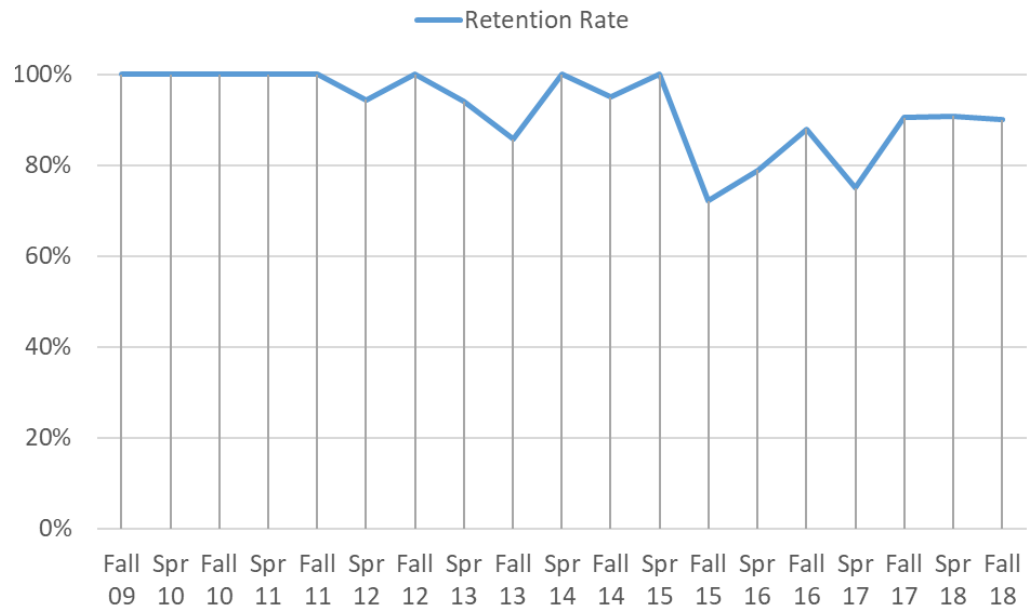
Since PYFS is a campus program, and all students receive a full-tuition scholarship, almost all of the students in this program are full-time students. For the purpose of this review, enrollment in the program will be considered equivalent to FTE.



The above chart indicates that the program has been growing on average by one student every two years. However, time counted by semesters only accounts for 55% of the variance in the enrollment ($R^2 = .5517$), therefore other factors are influencing this growth trend. The college has recently added a student recruiter to its staff, and Keith has offered to go with him to talk with potential students about pursuing a major in psychology at Barclay College.

b) Retention rates for the PYFS program since 2009 (per IPEDs Reports)

Semester	Retention Rate
Fall 09	100%
Spr 10	100%
Fall 10	100%
Spr 11	100%
Fall 11	100%
Spr 12	94%
Fall 12	100%
Spr 13	94%
Fall 13	86%
Spr 14	100%
Fall 14	95%
Spr 15	100%
Fall 15	72%
Spr 16	79%
Fall 16	88%
Spr 17	75%
Fall 17	90%
Spr 18	91%
Fall 18	90%



Students who have left the PYFS program in the last 3 years				Student's Last Semester	PYFS Student Population	Attrition	% Retention
1	Amanda	Sizemore	Withdrew to take care of father in poor health	Spring 2020	19	1	94.7%
2	Brittani	Converse	Changed major to Youth Ministry major	Fall 2019	25	1	96.0%
3	Dakota	Green	Withdrew to get married	Spring 2019	25	2	94.7%
4	Taylor	Ison	Transferred to another college	Spring 2019			
5	Nakayla	Thomas	Transferred to another college	Fall 2018	21	1	95.2%
6	Courtney	Altwater	Changed program to AA in General Studies	Fall 2017	21	1	95.2%
						Average	95.2%

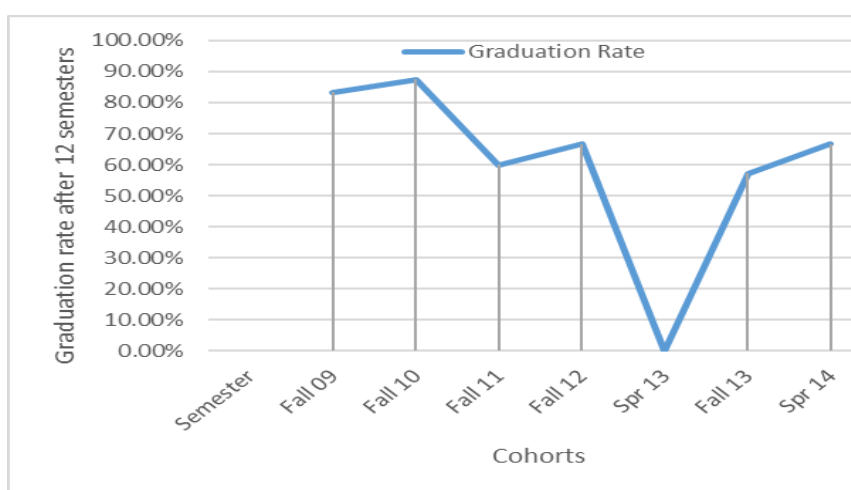
c) Persistence data in your program by semester (Persistence = # of students retained + # students who transferred to another college)

PYFS persistence rate includes students who continued their education by transferring or changing their major. Therefore, in the above chart, four of the above six students counted in our attrition should not be counted in our persistence rate. See below:

PYFS students who have not persisted in their education				Student's Last Semester	PYFS Student Population	Attrition	Persistence Rate
1	Amanda	Sizemore	Withdrew to take care of father in poor health	Spring 2020	19	1	94.7%
3	Dakota	Green	Withdrew to get married	Spring 2019	25	1	96.0%
						Average	95.4%

d) Completion rate by cohort

Semester	Total Cohort	Total Grads	Graduation Rate
Fall 09	6	5	83%
Fall 10	8	7	88%
Fall 11	5	3	60%
Fall 12	3	2	67%
Spr 13	1	0	0%
Fall 13	7	4	57%
Spr 14	3	2	67%
Toals	33	23	Ave. 60%



Analysis

When programs start small there is a lot of individual attention that can decline as the program student population grows. One of the strengths of Barclay College is the sense of community between the students and between the faculty and their students. This close community has enabled us to keep retention high.

Proposals for Improvement of Program Quality:

On 10/17/19, the program faculty agreed that more group projects in our courses would further develop the relationships that lead to higher retention.

The program chair was encouraged to document notes in Populi concerning the reasons students left the program.

SMART Goals to Improve Retention		Date	Responsibility
1	Encourage the PYFS faculty to include group projects in their courses (See at G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\SMART goals completion evidence a copy of an email sent to all PYFS faculty encouraging them to include	1/17/20	Keith White

	group projects in their courses and also a copy of a new group project in PY100 General Psychology.)		
2	Compile a running list of reasons for students leaving the PYFS program. (See at G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Psychology and Family Studies\SMART goals completion evidence a copy of a list of students who left the PYFS program and the reason they gave for leaving.	2/1/20	Keith White

8. Changes Since the Last Review

This is the first program review of the Psychology and Family Studies program.

9. Program Resources

a) Collaboration with Library Personnel

The Librarian, Jeannie Ross, has been most helpful to our students by providing guidance in researching information, proctoring exams when needed, maintaining books on reserve, requesting suggestions for new books for the library, and managing the tutoring center.

b) Program costs

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page18-24

i. Faculty/staff requirements

Course Number	Course	Credit Hours	Faculty
MA478	Statistics	3 hours	Lee Anders M.B.A. Emporia State University B.S. McPherson College B.S. Barclay College
PY224	Developmental Psychology	3 hours	Dr. Royce Frazier Ph.D. Fielding Graduate University M.A. Fielding Graduate University M.S. Friends University B.S. Emporia State University B.S. Barclay College
PY331	Abnormal Psychology	3 hours	Charity Savage Bachelor's in Psychology University of North Florida Master's in Guidance Counseling Nova Southeastern University
PY333	Tests and Measurements	3 hours	Charity Savage

			Bachelor's in Psychology University of North Florida Master's in Guidance Counseling Nova Southeastern University
PY334	Theories of Personality	3 hours	Charity Savage Bachelor's in Psychology University of North Florida Master's in Guidance Counseling Nova Southeastern University
PY342	Family Systems	3 hours	Shelby Williams M.S. Friends University B.S. Barclay College
PY381	Introduction to Family Therapy	3 hours	Shelby Williams M.S. Friends University B.S. Barclay College
PY404	Senior Forum (Spring)	3 hours	Dr. Keith White Ph.D. University of Kansas M.R.E. Nazarene Theological Seminary B.A. Barclay College
PY405	Senior Forum (fall)	1 hour	Dr. Keith White Ph.D. University of Kansas M.R.E. Nazarene Theological Seminary B.A. Barclay College
PY409	Practicum	2 hours	Dr. Keith White Ph.D. University of Kansas M.R.E. Nazarene Theological Seminary B.A. Barclay College
PY412	Introduction to Research Methods in Psychology	3 hours	Dr. Keith White Ph.D. University of Kansas M.R.E. Nazarene Theological Seminary B.A. Barclay College
PY313	Culture and Psychology	3 hours	Charity Savage Bachelor's in Psychology University of North Florida Master's in Guidance Counseling Nova Southeastern University
PY337	Integration of Psychology and Religion	3 hours	Dr. Royce Frazier Ph.D. Fielding Graduate University M.A. Fielding Graduate University M.S. Friends University B.S. Emporia State University B.S. Barclay College
PY341	Social Psychology	3 hours	Dr. Keith White Ph.D. University of Kansas M.R.E. Nazarene Theological Seminary B.A. Barclay College

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Average Credit Hours 5 years/per semester

Faculty	F14	S15	F15	S16	F16	S17	F17	S18	F18	S19	F19	Ave.
Lee Anders	0	0	0	3	0	0	0	3	0	0	0	0.55
Royce Frazier	0	0	0	0	0	0	0	0	0	3	0	0.27
Lois Kendall	11	10	8	11	12	11	10	13	0	1	0	7.91
Charity Savage	0	0	0	0	0	0	0	0	0	0	11	1.00
Keith White	0	0	3	3	1	3	1	7	12	9	8	4.27
Shelby Williams	3	3	6	3	3	5	3	3	3	9	3	4.00

In the above chart, independent studies are considered 1 hour for the faculty teaching load.

ii. Tech/equipment

Jackson Hall:

JH1 - HP Computer, Smartboard, Projector, Sound System, Document Viewer, Switch for (Laptop, PC, document viewer)

JH2 - HP Computer, Smartboard, Projector, Sound System, Document Viewer, WebCam, Switch for (Laptop, PC, document viewer)

JH3 – Lenovo Computer, TV on Cart, DVD/VHS Player, Wireless Keyboard, and Mouse.

JH4 - HP Computer, Projector Screen, Projector, Sound System, Document Viewer, Switch for (Laptop, PC, document viewer)

Library:

Education Room – HP PC, Promethean Board, Projector.

Computer Lab – 18 Various Thin Clients and HP PC's. Teacher cart with screen and HP Computer.

Ross Ellis:

South Atrium – Lenovo PC, Projector, Projector Screen, Sound System, Switch, Wireless Laptop

Connection, Blue Ray Player

North Atrium – Lenovo PC, Projector, Projector Screen, Sound System, Switch, Wireless Laptop

Connection, Blue Ray Player

Singing Room – HP PC, Teacher cart with a screen, Sound system

Vocal Lab - HP PC, Teacher cart with a screen, Sound system

Piano Lab - HP PC, Teacher cart with a screen, Sound system

Classrooms not including Computer Lab.

9 - Classrooms

9 – Computers (Lenovo or HP) not including slim clients or lab computers or library lobby computers.

2 – Smart Boards

1 – Promethean Board

Several DVD – Blue Ray Devices

6 – Projectors

Analysis

The technological equipment for the classrooms is more than adequate to provide a robust learning experience for the students.

iii. Facilities

Each classroom on campus is equipped with work desks and comfortable chairs to accommodate students. Ample lighting is provided in a space designed to limit outside noise during the learning process. There are several outlets located around each classroom for students to plug in laptops. Classrooms are set to an agreeable temperature for each season. The classrooms are spacious in regards to the class size and many have windows that allow natural sunlight during the day. All in all, the learning spaces provided on the Barclay College campus are equipped with pleasant furnishings that encourage learning.

Seating Capacity of Classrooms:

Jackson Hall	Floor	Capacity
JH 1	2	35
JH 2	2	30
JH 3	B1	20
JH 4	B0	27
Ross Ellis Center for Arts and Ministry		
North Atrium	1	40
South Atrium	1	40
Piano Lab	1	15
Vocal Lab	1	8
Rehearsal Hall	1	50
Recital Hall	1	60
Lemmons Auditorium	1	560
Worden Memorial Library		
Computer Lab	1	20
Media Center	1	12
Quaker Room	1	15

Analysis

Most of the PYFS classes are held either in the Ross-Ellis Center for Arts and Ministry or Jackson Hall. Both locations provide sufficient space and technology to provide students with a comfortable and stimulating learning experience.

c) Revenue

i. Tuition

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 19

The V.P. for Business Services, Lee Anders, has estimated that for a campus program to cover its own costs and the costs of the General Studies and Bible courses it requires, the program must average 23 students. The PYFS program has averaged 20 students in the past 5 years and currently has 23 students. The program has shown steady growth, and we anticipate that we will be able to meet and exceed this criterion in the future.

ii. Grants

The PYFS program has not yet received program-specific grants.

iii. Donor-specific gifts

The PYFS program has not yet received donor-specific gifts.

10. Goals for Improvement

Summary of the Program Review

Overall, this program is retaining and graduating a high percentage of its students, the students are meeting all of the formative assessment outcomes and all but one of the summative assessment outcomes, however, that one outcome has already been addressed. The survey data on the placement of our graduates indicates that our graduates are either finding work in their field or attending graduate school, that they feel Barclay College prepared them for their next step in their career, and that Barclay was true to its stated mission. The current student population of the PYFS program has meets the criterion for financial sustainability and the program has a strong history of growth in student population. There are, however, opportunities for improving the PYFS program. The following are the smart goals for improvement:

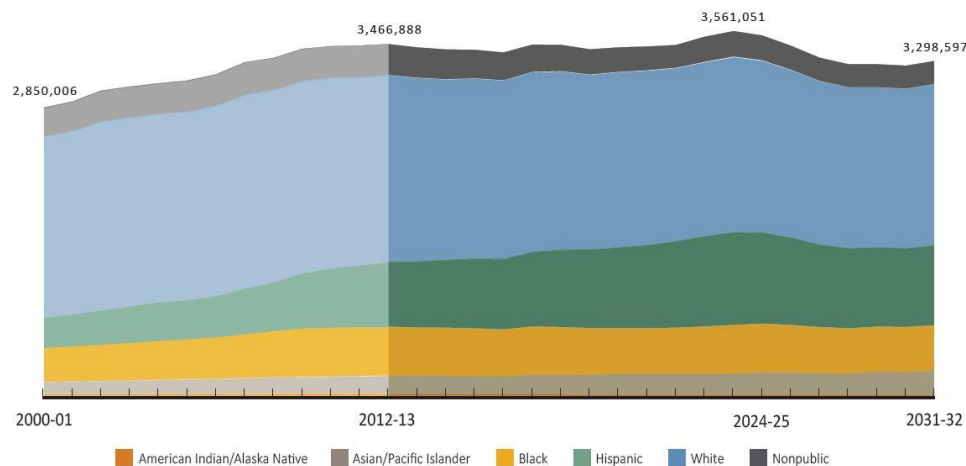
SMART Goal to improve the professional development of the PYFS program		Date	Responsibility
1	To select a book for professional development and to schedule meetings to discuss the book.	12/1/19	Keith White
SMART Goals to Improve Student Learning in the PYFS program		Date	Responsibility
1	Create a video on these topics for OMA399 Statistical Research	2/1/20	Keith White
2	Create a rubric for the literature review assignment in PY412	12/1/19	Keith White
3	Revise the syllabus for PY412 to require all research projects to collect quantitative data across multiple groups	12/1/19	Keith White
SMART Goals to Improve Student Learning in the PYFS program		Date	Responsibility
1	Design instructional strategies in PY337 Integration of Psychology and Christianity to raise the level of scholarly support that students provide to support their integration.	5/1/2020	Royce Frazier

2	Each Semester all PYFS students should be provided with the PYFS Program Rubric and it should be emphasized in PY404 Senior Forum.	12/1/19	Keith White
3	Find possible strategies for a direct measure strategy for PYFS Program Outcome #4 (Form relationships that heal and encourage.) and present them to the program faculty.	12/1/19	Keith White
SMART Goals to Improve Retention		Date	Responsibility
1	Encourage the PYFS faculty to include group projects in their courses	12/1/19	Keith White
2	Compile a running list of reasons for students leaving the PYFS program.	5/1/20	Keith White
3	The retention goal for the PYFS program is to average 90% or higher retention of students across two consecutive semesters.	5/1/2024	Program Faculty

11. Future Pressures or Concerns

Insidehighered.com reported in 2016 that “A decade-long stagnation in the number of U.S. high school graduates is setting in, and the number of students receiving diplomas in 2017 is expected to drop significantly. The stagnating number of graduates breaks nearly two decades of reliable increases and comes as significant demographic changes reshape where students live and from what backgrounds they come.” (<https://www.insidehighered.com/news/2016/12/06/high-school-graduates-drop-number-and-be-increasingly-diverse>) The chart in this article indicates that that long term trend is a decline of high school graduates:

Figure 2.4. Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



The above indicates that colleges in the future will be competing for students from a smaller pool of high school graduates. Another trend that may affect the PYFS program is the continued growth of online programs in higher education. The fact that we have an online psychology program means that Barclay has the flexibility to take advantage of this trend.

The next program review will be during the 2024-2025 academic year, however, data will be collected annually for formative and summative assessments of program learning outcomes.

12. Review of the report by the Institutional Assessment Committee

The following feedback was received from the I.A.C. (including the rubric scores)

1. Check the spelling on Goals for improvement (This was completed)
2. Add Program Chairs and names to each of the reviews. (This was completed)
3. Discussion of financial sustainability; at time of program review, It was discussed that a program needs 23 students to pay for itself; currently, the PYFS program has 22 students; Tim requested a breakdown of financials for programs;
(Keith sent Tim an email requesting that he set up a meeting with Tim, Keith, and Lee to discuss how to calculate the budget for an academic program.)
4. Suggested adding a chart of projected enrollment for each program. (This was completed)
5. Mark noted that Statistical Research is only taught online. Keith explained that there is a difference between business statistics which is the approach of the campus class, and statistics for the social sciences which is the approach of the online course. (Keith and Kayleen have scheduled a meeting to discuss how to better meet the needs of the online business students.)
6. Aaron asked, "Do students come here for Family Psychology? Should we market as Family Psychology?" (The consensus in our program faculty is that most prospective students who come to us are not focused on a particular type of psychology, however, we should market ourselves accurately.)
7. Tim- Gray Associates database shows us who is offering a master's in Family Psychology. Suggests teaming up with schools. A search on 3/4/20 produced a list of the following schools who offer a masters degree in Family Psychology:

Institution	Sector	6-Digit CIP Code	6-Digit CIP Title	Award Level	2013 Completions	2017 Completions	2018 Completions
Strategic Education, Inc.	Private for-profit, 4-year or above	42.2811	Family Psychology	Masters	0	11	27
Our Lady of the Lake University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Masters	51	29	25
Lee University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Masters	5	20	15
Texas Wesleyan University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Masters	6	17	7
Gardner-Webb University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Masters	0	0	0
Hardin-Simmons University	Private not-for-profit, 4-year or above	42.2811	Family Psychology	Masters	13	0	0
Northeastern Illinois University	Public, 4-year or above	42.2811	Family Psychology	Masters	4	0	0

Further research will be done to evaluate the programs of these schools to see if their curriculum is compatible with our approach to Family Psychology.

Assessment of the program review according to the rubric to evaluate program reviews:
(4 = Exceeds, 3 = Meets, 2 = Developing, 1 = Beginning)

Barclay College Program Review Rubric Scoresheet

Date:

Reviewer: Keith White

3/4/2020

Rubric Outcome	Psychology and Family Studies Scores	
Program outcomes directly align to college mission	3	
Faculty have a central role in planning and evaluating educational programs	3	
Program exit outcomes are clearly articulated for the development of skills and knowledge	3	
Graduation proficiency levels and expectations are clearly communicated to students	3	
Summative assessments are aligned to program outcomes	3	
Formative (mid-program) assessments are embedded in required courses	3	
Course design aligns with and contributes to mastery of program learning outcomes	3	
Program courses incorporate general education strands	2	No department policy on this. Varies between classes.
Program syllabi are well- designed and published	2	Not all syllabi include academic honesty policy
Faculty's instructional methods are reviewed to ensure effective and varied delivery of content and skills	1	No peer observations yet.
Faculty collaborate with library personnel	1	No department policy on this. Librarian reports little involvement with PYFS students
Student information is systematically collected to inform program design and quality	2	Student information was collected once for this program review
Program goals for student retention, persistence, and completion are ambitious but attainable	2	Program goals for student retention, persistence, and completion need to be published and performance monitored.
Program data for student retention, persistence, and completion are collected, analyzed, and used to make improvements to the program	2	Program data for student retention, persistence, and completion are collected but need to be published to the PYFS faculty
Processes for collecting and analyzing program data for student retention, persistence, and completion reflect good practice	3	

Average: 2.40

13. Review of the report by the Institutional Assessment Committee

On February 28, 2020, A copy of this program review was presented in print and verbally summarized to the Barclay College Institutional Assessment Committee. A discussion followed which included questions and analysis of the data presented. This program review was approved by the Institutional Assessment Committee.

14. Report of this program review to the Board of Trustees

Due to Covid-19, the Board of Trustees did not meet in May of 2020. The V.P. of Academic Services plans to presented this program review to the Academic Committee of the Board of Trustees at the next meeting on October 2-3, 2020.