

ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit Report by June 30, 2025 to the Vice President of Academic Affairs and Dean.

Program / Department: School of Behavioral Health/Social Sciences Submitted by:
Bradshaw/Moore/Sartori/Bonilla/Williams/Johnson

ASSESSMENT OF PROGRAM GOALS and STUDENT LEARNING OBJECTIVES

I. List the Program Goals in the first column and indicate in which year those goals will be assessed.

Goals for the ___Psychology & Counseling___ Major/Dept.	Year 2024- 2025	2026 - 2027	2028-2029
Goal 1. Has developed a Biblical and theological framework for psychology and for doing counseling with special emphasis on the role of the Holy Spirit as the true Counselor who empowers those who would be effective helpers	X		
Goal 2. Has acquired the knowledge and principles that are foundational to Psychology and Christian Counseling	X	X	
Goal 3. Demonstrates growth in relationships with God and others for greater effectiveness in helping others	X		
Goal 4. Has cultivated basic strategies and skill-sets necessary for doing counseling in a variety of contexts	X	X	
Goal 5. Has acquired a foundation in counseling theory and has built skills in specific areas of specialization		X	X

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Goal 6: Demonstrates familiarity with various therapeutic approaches to counseling, with an emphasis on narrative, cognitive, and family systems theories and techniques; displays a knowledge of various perspectives of psychology			X
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II. Program Goals and Specific Student Learning Objectives for assessment in 2024-2025

1. In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning objectives.

Specific Learning Objectives = component parts of program goals which identify in more detail what you want students to know or be able to do by the end of the program.

2. Attach syllabi of courses where learning objectives will be assessed and any other relevant assessment tools.

Program Goal to be assessed this year	Specific Student Learning Objectives to be assessed (Typically taken from course syllabus)	Which course will these be assessed?	How assessed? (eg. Rubric, survey, focus group)	Does assessment tool already exist? Y / N?	If NO, who will create it?	By when?	When will data be collected & analyzed?
Goal 1: Has developed a Biblical and theological framework for psychology and for doing counseling with	<u>Learning Outcome #1:</u> <u>Has developed a Biblical and theological framework for psychology and for doing counseling</u> a. Understands and evaluates the fields of	Biblical Basis for Psychology & Counseling (PSYC 102)	Rubric & Students Evaluations	Yes	N/A	N/A	Collected 05/08/2025 Analyzed 6/15/2025

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special emphasis on the role of the Holy Spirit as the true Counselor who empowers those who would be effective helpers	Christian counseling and psychology from a Biblical perspective	Theories of Child and Adolescent Development (PSYC 201)					Collected 2/15/25 Analyzed 3/1/25
	<u>Learning Outcome #2: Displays a recognition of the role of the Holy Spirit in counseling</u> a. Demonstrates a basic understanding of the person and work of the Holy Spirit from a Biblical perspective b. Demonstrates an understanding that the Holy Spirit is the ultimate and best counselor. c. Demonstrates a basic understanding of the role of the Holy Spirit in counseling through us.	Theories of Child and Adolescent Development (PSYC 201)	Rubric & Students Evaluations	Yes	N/A	N/A	Collected 3/1/25 Analyzed 6/21/25

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			Rubric & Students Evaluations	Yes	N/A	N/A	Collected 04/15/2025 Analyzed 6/25/2025
Goal 2: Has acquired the knowledge and principles that are foundational to Psychology and Christian Counseling	<u>Learning Outcome #4:</u> <u>Displays an understanding of human development</u> c. Lists and describes the major stages of human growth and development d. States appropriate behavioral expectations and developmental tasks associated with each major stage of development	Human Development (PSYC 205)	Rubric & Students' evaluations	YES	N/A	N/A	Collected 5/7/25 Analyzed 6/18/25
Goal 3: Demonstrates growth in relationships with God and others for greater effectiveness in helping others.	<u>Learning Outcome #4:</u> <u>Has developed insight into one's own and others' behavior and mental processes and applies effective strategies for self-management and self-improvement</u>	Theories of Child and Adolescent Development (PSYC 201)	Self-reports & Rubrics	Yes	N/A	N/A	Collected 11/21/2024 Analyzed 06/08/2025

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	<p>a. Demonstrates insight regarding one's own behavior and mental processes (Role Play, class discussions, Self-Care monitoring leading to Self-Care contract</p> <p><u>Learning Outcome #4: Has developed insight into one's own and others' behavior and mental processes and applies effective strategies for self-management and self-improvement</u></p> <p>b. Demonstrates insight into the behavior and mental processes of others.</p>	General Psychology II (PSYC 103)	Self-Reports and Rubric	YES	N/A	N/A	<p>Collected 12/5/24</p> <p>Analyzed 6/15/25</p>
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Goal 4: Has cultivated basic strategies and skill-sets necessary for doing counseling in a variety of contexts	<u>Learning Outcome #2:</u> <u>Demonstrates a basic understanding of theories of personality</u> b. Has studied theories of personality analytically and comparatively	Theories of Personality (PSYC 302)	Rubric & Students' evaluations	YES	N/A		Collected 5/6/2025 Analyzed 06/08/2025
Goal 4: Has cultivated basic strategies and skill-sets necessary for doing counseling in a variety of contexts	<u>Learning Outcome #3:</u> <u>Identifies appropriate applications of psychology in solving problems</u> a. Identifies appropriate applications of psychology in the pursuit of healthy lifestyles	Theories of Applied Psychology (PSYC 203)	Rubric & Students' evaluations	YES	N/A		Collected 4/8/2025 Analyzed 06/08/2025

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III. Rationale for decisions

[Include a brief explanation of the rationale for your decision to assess outcomes for these program goals and specific learning objectives in the way(s) indicated. Why is this course/essay the best place to assess this goal/objective? Why is this method (e.g. survey, rubric) the best way to assess the goal/objective?]

Biblical Basis for Psychology and Counseling (PSYC 102) **Goal 1: Learning Outcome 1 (a): Has developed a Biblical and theological framework for psychology and for doing counseling with special emphasis on the role of the Holy Spirit as the true Counselor who empowers those who would be effective helpers.**

This course was selected to assess the effectiveness of the implemented recommendations from the previous year. This is the pivotal course which fully captures student's integration of Biblical Principles as they relate to psychology and counseling and the course which most closely conforms with the Mission and Goals of the College. Additionally, this was the first time the course was offered asynchronously. Therefore it was important to assess student's ability to work and learn independently.

Rubrics were selected because they already existed and provided the best means to collect uniform information objectively using more than one evaluator. Rubrics were used to assess students at the midpoint (Midterm) and students' self evaluations collected unanimously were used to compare students' growth and maturity at the end of the semester.

Theories of Child and Adolescent Development (PSYC 201) **Goal 1: Learning 1 (a) (as above) ; Goal 2: Learning Outcome 4 (a), (b), (c) Goal 2: Has acquired the knowledge and principles that are foundational to Psychology and Christian Counseling. Learning Outcome #4: a. Demonstrates a basic understanding of the person and work of the Holy Spirit from a Biblical perspective; b. Displays an understanding of human development; c. Lists and describes the major stages of human growth and development**

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The Learning goals were selected to demonstrate the developmental theories emphasis on various aspects of growth including biosocial, cognitive, and psychosocial development

Theories of Child and Adolescent Development was selected as the developmental; course to assess the aforementioned learning outcomes and because it provides a lens for students to understand how societal structures, cultural values, and social norms influence development. The students are taught the understanding how the different concepts about childbearing and development have changed over time and across different culture. This understanding is pivotal for planning out effective interventions, promoting positive social and emotional development, and the integration of a biblical perspective for children and adolescents.

Human Development (PSYC 205) Goal 2: Has acquired the knowledge and principles that are foundational to Psychology and Christian Counseling. Learning Outcome #4: Displays an understanding of human development
c. Lists and describes the major stages of human growth and development; d. States appropriate behavioral expectations and developmental tasks associated with each major stage of development

This course was selected because it is a preliminary course in the discipline that begins to “explain” humans from holistic perspective of development (spiritually, psychologically, socially, cognitively and physically). Ideally, it will provide a baseline indication of learning levels and enhancements to be incorporated through the course itself and then also in dimensions as continuing on to the more advanced courses. Additionally, this course is particularly relevant at this time in the world as much research is being conducted and information is changing quiet rapidly. There is significant exploration into understanding more about the brain and trauma, as well as the current society’s cultural-social climate status and considerations of how having experienced a pandemic impacted humans and their development.

Rubrics were selected because they already existed and provided the best means to collect uniform information objectively using more than one evaluator. Rubrics were used to assess students at the midpoint (Midterm) and students’ evaluations were collected anonymously and used to compare students’ growth and maturity at the end of the semester.

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General Psychology II (PSYC 103). Goal 3: Demonstrates growth in relationships with God and others for greater effectiveness in helping others. Learning Outcome #4: Has developed insight into one's own and others' behavior and mental processes and applies effective strategies for self-management and self-improvement
b. Demonstrates insight into the behavior and mental processes of others.

This course was selected because it is the pivotal course that fully captures the students' basic psychological knowledge and contemporary theoretical models within the Psychology field. In this course, students explored current scientific research from leading academic psychologists as well as cutting-edge internet information on real-world topics that are having an impact on their personal lives and on our society.

Rubrics were selected because they already existed and provided the best means to collect uniform information objectively using more than one evaluator. Rubrics were used to assess students at the midpoint (Midterm), and students' self-evaluations, collected unanimously, were used to compare students' growth and maturity at the end of the semester.

Theories of Personality (PSYC 302) Goal 4: Has cultivated basic strategies and skill-sets necessary for doing counseling in a variety of contexts. Learning Outcome #2: Demonstrates a basic understanding of theories of personality: b. Has studied theories of personality analytically and comparatively.

Theories of Personality was selected because it provides an overview of major theoretical and experimental contributions to the understanding of normal personality and personality development. The course was designed to allow students the opportunity to develop criteria for evaluating the secular theories using a biblical framework. Additionally, this course was

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not evaluated in the past because it is offered on a two year rotation. Therefore, the opportunity presented itself to assess this specific learning outcome.

Theories of Applied Psychology (PSYC 203). Goal 4: Has cultivated basic strategies and skill-sets necessary for doing counseling in a variety of contexts. Learning Outcome #3: Identifies appropriate applications of psychology in solving problems. a. Identifies appropriate applications of psychology in the pursuit of healthy lifestyles.

Since Pillar College is Christian college, it is important that students majoring in psychology are able to critique psychological theories from a Christian perspective and be able to integrate biblical principles into human behavior. It is also for students to be able to apply psychological theories to real-life situations in order to prepare them for careers in psychology and counseling. Therefore, Theories of Applied Psychology is best to assess this outcome because it introduces students to the foundation of psychology and students are exposed to how these theories align and do not align with biblical principles.

Essay writing assignments are the best way to gage how much students can critique psychological theories from a biblical perspective. With writing, a visual assessment of the student's knowledge of psychological theories and how well the student can apply those theories can be performed. Rubrics are also useful to give a numerical value to performative assessments such as oral presentations and the team-teaching assignments.

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IV. What conclusions can be drawn based on your assessment results?

Biblical Basis for Psychology and Counseling (PSYC 102)

The students evolved to becoming proficient in the areas assessed.

1. Curriculum changes were implemented to address the prior year's recommendation.
 - a. Prior year Recommendation 1: It is recommended that the knowledge of the person and work of the Holy Spirit be infused throughout the lectures, beginning with the first lecture on "What Makes Counseling Christian," and not be kept until lecture number six, "The Holy Spirit and Counseling," which addresses the topic more specifically.
2. The students were able to demonstrate understanding of counseling at a basic level including spiritual tools that enhances personal growth. The students learned how to apply spiritual concepts and align them with their own personal experiences.
 - a. Prior year Recommendation 2: It is recommended that an assessment be included in the curriculum to help students ascertain the Holy Spirit's role in their personal counseling experience.
3. Students were able to identify places of spiritual growth and development in their own lives, not only as people helpers but also in their own healing process.
 - a. Prior year Recommendation 3: It is recommended that a lecture and commensurate assignment be included in the curriculum to address how to build a relationship with the Holy Spirit and give the students instruction and practical insights into developing their relationship with the Holy Spirit in their Christian Counseling.

Theories of Child and Adolescent Development (PSYC 201)

Students gained a better understanding of the major theories of child and adolescent development through group discussions and assignments. The group discussion allowed the students to discuss the pros and cons of the

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nature/nurture controversies, and describe the major stages of childhood growth and development, and the behavioral expectations and developmental tasks linked with each major stage of development. For example, students excelled during the group discussions. Learning the theories gave them valuable tools because it offered them insights about how they were developed, why they changed over time, and the kind of influences that impact their development. What was most effective in the group discussion was their personal growth and self-improvements based on integrating bible scriptures on personal growth and becoming more aware of the impact on their faith in learning. By the end of the semester, students became knowledgeable about the major theories of child and adolescent development and concomitant expected developmental changes so they can use this knowledge to provide services to help others.

Theories of Applied Psychology (PSYC 203).

Based on assessment results, students are able to critique psychological theories based on biblical principles. Students are also able to apply psychological theories to real-life situations and towards personal application to maintain mental health.

Human Development (PSYC 205)

The class members of the course this semester self-identified as all female, English Language Learners (ESL), and returning to gain formal education in their middle adult life stage. Working in dyads or groups resulted in what was self – reported and then objectively assessed as deeper levels of comprehension of the course’s material and information. The process of productive learning presented as being particularly connected to the “lived experience” examples/explanations they shared from both their employment/community organization interactions, as well as their own personal (and family/friends) circumstances. Once in class sessions and the course subject’s content and theories were matched to situations and narratives, it opened the opportunity to begin critical thinking, questioning beyond information slated for discussion and creative new imaginings on the topics.

The diversity of culture significantly added to students’ growth in how to care for others of differing ethnicity or when others beliefs and behaviors differ from what they know or would do in similar scenarios. Additionally, the class dynamics

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spurred further faith exploration for themselves and what they may do next to continue progressing in this area personally. The integration of faith and learning were reflected throughout the course which led to students' conclusion to utilize faith as a strength to be drawn upon when in need of help. Students noted their desires to become skilled in the area of healing throughout the lifespan.

General Psychology II (PSYC 103).

Students demonstrated high levels of proficiency in the integration of biblical context and psychological framework through the A.H.A. (**A**wakening- new information; **H**ow students evolved throughout the class, **A**pplication -how will you apply the knowledge) Journals and Final Group Project.

Theories of Personality (PSYC 302)

Students were provided weekly a 10-question multiple-choice questionnaire focusing on material covered within class and in the required course textbook. Students demonstrated high levels of efficiency throughout the weekly assigned chapter quizzes. Additionally, at the conclusion of the course, students displayed acute abilities to integrate the concepts, demonstrated research skills, and incorporated biblical framework into their research papers. Students performed at a proficient level overall.

V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student-learning outcomes?

Biblical Basis for Psychology and Counseling (PSYC 102)

1. It may be effective to include in the curriculum a test or some type of assessment where the instructor can see that the student is able to respond to Christian Counseling techniques without textbooks or internet aids.
2. Should we continue to offer the course asynchronously, then supplemental reading material must be added to the reading list.

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Theories of Child and Adolescent Development (PSYC 201)

It is recommended to incorporate the Macmillan Learning Platform based on the required text book. This will personalize the learning experience, enhance students' communication skills, promote self-motivation, and provide access to valuable resources and global perspectives.

Theories of Applied Psychology (PSYC 203).

Based on analysis of assessment results, one instructional change that will be made to improve student learning outcomes is to allow for more class discussions for more informal assessments throughout class time.

Human Development (PSYC 205)

1. Revisit the choice of text book to ensure the most relevant and updated information will be utilized and serve to advance the prior discussions and foundational information on development
2. Incorporation of current articles and research.
3. Delineate the specifics of the four hours of course time in each class session would assist in the most efficient and effective time management.
4. Since the content is mostly theoretical driven, diversified learning styles would be best to ensure synthesis of information beyond acquiring knowledge. By integrating print, aural, interactive, visual, kinesthetics, and cooperative styles, learning may occur through more of the senses/styles and be more readily recalled.
5. Utilize active homework that incorporates the "practice" of a learned concept from the lesson. These activities could frame the discussion and reinforce prior week's learning and transition into making connections with the current lessons.
6. Factor in time at the end of each session to foster summarization of the lesson. Students can write: 1) what was learned, 2) what helped/hindered the learning process in that class session, 3) what question was left that motivates looking up the answer outside of that class session (and maybe reporting back the next week).
7. Faculty must be fully prepared for how to best serve students' in varying "ship" stages of the students' faith journey.

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For example, Fellowship {exploring GOD}, Relationship {knowing GOD}, Discipleship {drawing close to GOD}, Lordship {GOD centered}) in order to promote their own spiritual growth and support their comfortability in incorporating faith appropriately when helping others in any setting for emotional health and healing.

Theories of Personality (PSYC 302)

This would be an ideal course to lay the foundation for the discussion on abnormal personalities. Students would gain keen insights into the development of normal personalities, while simultaneously becoming familiar with the structure of the abnormal personality.

1. It is recommended that the discussion on the topic of normal personality versus abnormal personality be included by week 3.

VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom will these steps be implemented?

One successful implementation involved buy-in from faculty. This is the first assessment with all faculty who taught in this academic year participating. The program-level assessment can be improved by implementing more rubrics and incorporate more in-class discussions and discussion boards. Steps to improve program-level assessments will be implemented in the next semester by the adjunct professors and Dean.

These steps include:

1. Review goals and learning outcomes to be accessed at the beginning of the semester and upon issuance of faculty contract.
2. Provide a Rubric for completing the assessment report at the beginning of the semester.
3. Collaborative check in periodically with faculty to determine if learning outcomes are being achieved throughout the semester.
4. Conduct assessment workshop at the end of the Fall semester to reiterate and review the assessment template, and begin preparation for the next assessment report.