

Annual Assessment Report Template

This form is intended to facilitate reporting program outcomes assessment to accrediting agencies, Board of Trustees, Strategic Planning Committee, and other internal or external audiences.

The department mission statement, PLO's, curriculum map and multi-year action plan should to be posted on the departmental website.

Department: Psychology

Date: 9.16.13

Department Chair: Gurney

I. Program Learning Outcome (PLO) assessment

Program Learning Outcomes	Who is in Charge	Direct Assessment Methods	Indirect Assessment Methods	Major Findings	Closing the Loop Activities
Values and Character: Faith, & Openness to Experience	Smith	Survey of Christian Orientation: Values, Affections, & Practices See longer report and appendices for details of this assessment		+Alums experienced positive changes in their religious & spiritual understanding, beliefs, and practices while they were at Westmont and since they've left Westmont +These religious and spiritual changes are associated with changes in social values, affections, and behaviors that indicate an openness to understanding of and accepting others who are different on a number of dimensions. +Their religious and spiritual beliefs provide meaning, comfort, healing, and peace in their present lives and a foundation for living. +Congruence of their values and behavior is important to them (2.75/3.00; small SD), and in their reports of the importance of certain activities and the frequency of engaging in those activities, values and behaviors are moderately (.30) to highly correlated (.80+). +Finally, they value the importance of	The department discussed these results and were happy to find that mean ratings of changes, both at Westmont and after Westmont, all indicate positive change (Benchmark #1), and that correlations of all values and frequency of behavior relating to the values, except for <i>Influencing Social Values</i> , are significantly positively correlated (Benchmark #2: Majority of correlations are significantly positively correlated).

				both local community involvement and attention to broader social structures and issues	
Discussion					

II. Follow-ups

Program Learning Outcome	Who is in Charge	Major Findings	Closing the Loop Activities
Discussion			

III. Other assessment-related projects (optional)

Project	Who is in Charge	Major Findings	Action
6-Year Program Review	All department members		Review External Reviewer's Report; Update Multi-Year Assessment Plan; Meet with Provost to finish review cycle
Discussion			

IV. Adjustments to the Multi-year Action Plan (optional)

Proposed adjustment	Rationale	Timeline	Expected Outcome
Discussion			

V. Appendices

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents/samples (optional)

Appendix A

To what extent were the following changed by your education at Westmont?

Religious beliefs and convictions
Religious practice
Ability to get along with different races/cultures
Understanding the problems facing community
Understanding the social problems facing nation
Understanding global issues
Acceptance of people with different religious/spiritual views
Acceptance of people with different lifestyles
Spirituality

Compared to when you were a senior, how would you describe your current . . .

Religious beliefs and convictions
Religious practice
Ability to get along with different races/cultures
Understanding the problems facing community
Understanding the social problems facing nation
Understanding global issues
Acceptance of people with different religious/spiritual views
Acceptance of people with different lifestyles
Spirituality

Please indicate the importance of the following to you personally:

Influencing political structure
Influencing social values
Helping others who are in difficulty
Being involved in environmental projects
Developing a meaningful philosophy of life
Participating in a community action program
Helping to promote racial understanding
Being a community leader
Integrating spirituality into your life

Developing your spiritual formation
Developing your spiritual practices
Reading about today's Church
Reading about Church doctrine or theology
Reading about and reflecting on the connections between psychology and your life
Reading about and reflecting on the connections between your profession and faith
Reading about and reflecting on the connections among family, community, and faith
Making sure your values and behavior are congruent
Supporting your church's programs
Reading about and reflecting on Scripture
Spending time with people who are not like you--racially, religiously, socioeconomically
Financially supporting charities

How frequently in the last year have you engaged in the following activities?

Influencing political structure
Influencing social values
Helping others who are in difficulty
Being involved in environmental projects
Developing a meaningful philosophy of life
Participating in a community action program
Helping to promote racial understanding
Being a community leader
Integrating spirituality into your life
Developing your spiritual formation
Developing your spiritual practices
Reading about today's Church
Reading about Church doctrine or theology
Reading about and reflecting on the connections between psychology and your life
Reading about and reflecting on the connections between your profession and faith
Reading about and reflecting on the connections among family, community, and faith
Making sure your values and behavior are congruent
Supporting your church's programs
Reading about and reflecting on Scripture

Spending time with people who are not like you--racially, religiously, socioeconomically

Financially supporting charities

My spiritual/religious beliefs . . .

Helped develop my identity

Are one of the most important things in my life

Provided comfort, healing, and peace when I needed them

Helped me deal with doubt and uncertainty

Give meaning/purpose to my life

Make it difficult for me to enjoy life

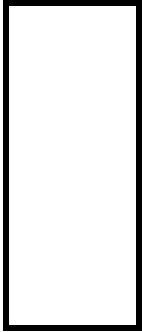
Help define the goals I set for myself

Provide me with strength, support, and guidance

Sometimes make me ashamed

Lie behind my whole approach to life

Are the foundation for all of my behavior



**Education at Westmont
changed:**

onea	oneb	onec	oned	onee	onef	oneg	oneh
Religious beliefs and convictions	Religious practice	Ability to get along with different races/cultures	Understanding the problems facing community	Understanding the social problems facing nation	Understanding global issues	Acceptance of people with different religious/spiritual views	Acceptance of people with different lifestyles

oneb	Religious practice	.772**							
onec	Ability to get along with different races/cultures	.303*	.422**						
oned	Understanding the problems facing community	.287	.263	.534**					
onee	Understanding the social problems facing nation	.394**	.438**	.473**	.576**				
onef	Understanding global issues	.380**	.392**	.473**	.525**	.693**			
oneg	Acceptance of people with different religious/spiritual views	.576**	.470**	.464**	.528**	.550**	.577**		
oneh	Acceptance of people with different lifestyles	.471**	.387**	.437**	.451**	.486**	.513**	.632**	
onei	Spirituality	.671**	.719**	.321*	.331*	.464**	.502**	.517**	.413**
twoa	Religious beliefs and convictions	.342*	.363*	.157	.195	.381**	.185	.305*	.116
twob	Religious practice	.260	.428**	.172	.085	.351*	.160	.239	.182
twoc	Ability to get along with different races/cultures	.044	.051	.163	.231	.065	.027	.295*	.159
twod	Understanding the problems facing community	-.114	-.012	.056	-.033	-.020	.009	.263	.070
twoe	Understanding the social problems facing nation	-.045	-.021	-.069	.025	.091	.117	.221	.003
twof	Understanding global issues	.163	.135	.083	.025	.102	.279	.360*	.111
twog	Acceptance of people with different religious/spiritual views	-.101	-.047	.103	.148	.056	.048	.136	-.037
twoh	Acceptance of people with different lifestyles	-.152	-.205	.000	-.032	-.159	-.118	.036	-.048
twoi	Spirituality	.037	.083	.098	.064	.233	.171	.192	.045
	Importance of these values to you personally								
foura	Influencing political structure	.202	.132	.230	.231	.195	.285	.133	.254

fourb	Influencing social values	.224	.194	.000	.131	.300*	.348*	.186	.249
fourc	Helping others who are in difficulty	-.005	.034	-.085	.136	.040	.217	.098	.164
fourd	Being involved in environmental projects	-.065	.004	.216	.377**	.185	.332*	.162	.055
fourf	Developing a meaningful philosophy of life	.184	.012	.094	.133	.276	.222	.038	.039
fourg	Participating in a community action program	-.073	-.010	.184	.169	.166	.342*	.055	.173
fourh	Helping to promote racial understanding	-.180	-.121	.081	.188	.333*	.263	.072	.137
fouri	Being a community leader	.077	.137	.184	-.063	.058	.122	.008	.122
fourj	Integrating spirituality into your life	.427**	.283	.192	.029	.184	.226	.288*	.031
fourk	Developing your spiritual formation	.419**	.404**	.119	.132	.271	.335*	.244	.124
fourl	Developing your spiritual practices	.446**	.417**	.225	.066	.104	.210	.229	.058
fourm	Reading about today's Church	.453**	.486**	.417**	.156	.328*	.418**	.328*	.390**
fourn	Reading about Church doctrine or theology	.441**	.475**	.319*	.124	.241	.384**	.344*	.417**
fouro	Reading about and reflecting on the connections between psychology and your life	-.007	.077	.105	.251	.305*	.425**	.128	.119
fourp	Reading about and reflecting on the connections between psychology and your life	.389**	.366*	.134	.088	.322*	.325*	.343*	.284
fourq	Reading about and reflecting on the connections among family, community, and faith	.303*	.291*	.217	.128	.288*	.188	.184	.170
fourr	Making sure your values and behavior are congruent	.237	.137	.000	.126	.190	.270	.081	.057
fourf	Supporting your church's programs	.549**	.506**	.204	.111	.048	.163	.386**	.384**
fourg	Reading about and reflecting on Scripture	.525**	.565**	.383**	.197	.206	.256	.364*	.445**
fourh	Spending time with people who are not like you--racially,	-.086	-.130	.015	.287	.129	.335*	.059	.209
fouri	Financially supporting charities	.219	.208	-.038	-.033	-.047	.038	.121	.134
	Frequency of these Activities in the last year?								
fivea	Influencing political structure	.170	.364*	.357*	.408**	.217	.190	.217	.220
fiveb	Influencing social values	.073	.088	.179	.258	.311*	.262	.206	.265
fivec	Helping others who are in difficulty	-.264	-.191	-.183	.084	-.098	.031	.095	-.037
fived	Being involved in environmental projects	.019	.187	.244	.311*	.210	.394**	.245	.037

fivee	Developing a meaningful philosophy of life	-.095	-.231	-.216	.162	.137	.094	-.172	-.103
fivef	Participating in a community action program	-.031	.072	.291*	.240	.277	.332*	.086	.286
fiveg	Helping to promote racial understanding	.090	.099	.180	.345*	.324*	.181	.355*	.266
fiveh	Being a community leader	.153	.208	.133	.139	.168	.156	.005	.074
fivei	Integrating spirituality into your life	.307*	.253	.076	.096	.181	.078	.191	.076
fivej	Developing your spiritual formation	.279	.284	.168	.066	.265	.196	.283	.074
fivek	Developing your spiritual practices	.282	.382**	.103	.036	.207	.128	.222	.065
fivel	Reading about today's Church	.290*	.362*	.278	.182	.142	.231	.284	.282
five m	Reading about Church doctrine or theology	.318*	.367*	.234	.110	.187	.191	.320*	.289*
five n	Reading about and reflecting on the connections between psychology and your life	-.115	-.073	.106	.148	.075	.096	.104	.037
fiveo	Reading about and reflecting on the connections between	.284	.280	.155	.131	.156	.271	.230	.255
fivep	Reading about and reflecting on the connections among	.198	.167	.102	.152	.120	.106	.156	.185
fiveq	Making sure your values and behavior are congruent	-.146	-.208	-.454**	-.187	-.077	-.300*	-.264	-.162
five r	Supporting your church's programs	.462**	.585**	.313*	.155	.154	.076	.351*	.307*
five s	Reading about and reflecting on Scripture	.370*	.511**	.296*	.070	.200	.148	.371*	.334*
five t	Spending time with people who are not like you--racially,	-.236	-.039	-.084	.037	.191	.214	.109	-.016
five u	Financially supporting charities	.139	.309*	.384**	.193	.097	.037	.134	.163
My Spiritual/Religious Beliefs									
sixa	Helped develop my identity	.234	.140	.349*	.254	.088	.157	.178	.104
sixb	One of the most important things in my life	.532**	.376**	.383**	.360*	.221	.279	.501**	.400**
sixc	Provided comfort, healing, and peace when I needed them	.169	.173	.261	.503**	.228	.301*	.125	.308*
sixd	Helped me deal with doubt and uncertainty	.343*	.259	.302*	.449**	.213	.345*	.326*	.404**
sixe	Give meaning/purpose to my life	.527**	.356*	.308*	.417**	.266	.321*	.440**	.436**
sixf	Make it difficult for me to enjoy life	-.164	.002	-.013	-.163	.042	.002	-.162	-.335*
sixg	Help define the goals I set for myself	.598**	.537**	.241	.365*	.331*	.331*	.432**	.461**
sixh	Provide me with strength, support, and guidance	.397**	.273	.382**	.426**	.307*	.378**	.358*	.525**

sixi	Sometimes make me ashamed	-.270	-.240	-.011	-.070	.090	.167	.063	-.073
sixj	Lie behind my whole approach to life	.345*	.371*	.244	.347*	.229	.190	.311*	.233
sixk	Are the foundation for all of my behavior	.557**	.531**	.223	.390**	.391**	.263	.455**	.413**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

.181	.153	.187	.360*	-.031	.144	.257	.369*	.253	.329*	.376**			
-.022	.009	.088	.397**	-.064	.091	.041	.343*	.252	.123	.431**	.577**		
-.097	-.211	-.182	.054	-.085	.038	.128	.217	-.006	-.025	.368*	.201	.254	
.076	.152	.055	.271	-.020	.107	.076	.461**	.293*	.319*	.408**	.552**	.280	.284
-.052	.076	.050	.055	.103	.262	.333*	.122	.054	.336*	.529**	.245	.327*	.440**
-.181	.046	.034	.301*	.256	.353*	.145	.491**	.347*	.331*	.310*	.521**	.375**	.398**
-.031	.089	.148	.265	.314*	.339*	.340*	.147	.261	.412**	.378**	.272	.239	.033
.453**	.324*	.333*	-.016	.014	-.045	.213	-.093	-.059	.309*	.109	.191	-.030	-.029
.437**	.525**	.581**	.051	.054	.160	.234	-.097	-.078	.401**	.108	.265	.076	.019
.431**	.393**	.436**	.092	.043	.108	.236	-.134	.004	.393**	.182	.105	.066	.061
.432**	.165	.248	.070	.144	.076	.251	-.134	-.101	.187	.333*	.345*	.052	.036
.452**	.145	.192	.108	.184	.167	.301*	-.032	.015	.321*	.349*	.443**	.205	-.007
.027	.175	.203	.054	.056	.125	.134	.243	.052	.336*	.293*	.531**	.484**	.352*
.491**	.095	.149	.260	.167	.092	.201	-.052	-.010	.116	.369*	.307*	.306*	-.094
.150	.224	.284	.219	.107	.128	.066	.056	.072	.157	.368*	.394**	.315*	-.086
.053	.066	.127	-.005	-.110	-.077	.009	.084	-.061	.098	.431**	.346*	.394**	.286
.375**	.219	.273	.080	-.096	-.088	.161	-.225	-.166	.019	.395**	.190	.193	.015
.513**	.296*	.363*	.103	.122	.031	.184	-.135	-.112	.254	.280	.134	.050	-.062
-.214	-.170	-.173	.151	-.053	.147	.337*	.105	.093	.101	.427**	.423**	.479**	.497**
-.050	.202	.173	-.139	-.156	-.083	.080	-.070	-.190	.071	.203	.226	.144	.173
.145	.235	.151	.238	.235	.166	.055	.333*	.138	.170	.305*	-.012	.038	.116
.040	.124	.039	.161	.381**	.361*	.405**	.136	.156	.297*	.082	.133	-.189	.050
-.094	.128	.154	.429**	.269	.235	.073	.393**	.442**	.265	-.081	.056	.323*	-.080
.079	.071	.141	.032	.051	.095	.169	.143	.017	.114	.003	-.039	.135	.562**

-.074	.100	-.080	.140	-.055	.200	-.047	.347*	.226	.313*	.174	.384**	.331*	.211
.062	.260	.311*	.137	.177	.117	.217	.100	.247	.276	.163	.099	.097	.102
.027	.144	.109	.310*	.407**	.324*	.238	.421**	.270	.273	.185	.250	.141	.142
.076	.390**	.374**	.101	.210	.220	.257	.128	.259	.328*	.065	.103	.074	-.119
.355*	.496**	.491**	.059	.004	.085	.014	-.187	-.136	.352*	-.050	.049	.003	-.123
.373**	.536**	.568**	.140	.070	.095	.151	-.023	.003	.431**	-.091	.067	-.016	-.131
.459**	.410**	.568**	.086	.048	-.022	.074	-.077	-.056	.290*	-.094	.037	-.085	-.126
.232	.356*	.379**	.106	.219	.105	.224	.041	.029	.343*	.068	.213	.052	.057
.391**	.379**	.358*	.196	.354*	.251	.352*	.187	.173	.455**	-.011	.161	-.088	-.079
-.105	.073	-.002	.197	.137	.043	-.017	.356*	.259	.169	.143	.173	.209	.229
.268	.162	.188	.360*	.185	.193	.234	.273	.269	.243	.305*	.301*	.439**	-.004
.033	.203	.311*	.083	-.019	-.036	-.144	.073	.023	.087	.199	.092	.227	-.068
-.265	-.131	-.016	-.158	-.078	-.214	-.224	-.273	-.119	-.163	-.317*	-.128	-.059	-.201
.372**	.351*	.452**	.112	-.021	-.020	.167	-.073	-.068	.114	.010	.079	-.049	-.147
.428**	.309*	.427**	.051	.199	.058	.144	-.167	-.152	.220	-.014	.002	-.078	-.210
-.123	-.082	-.086	.374**	.275	.339*	.259	.409**	.256	.189	.082	.318*	.318*	.218
.103	.223	.286	-.042	-.024	-.176	.002	-.031	-.103	.062	-.118	-.048	-.231	-.026
.150	.100	.074	.051	-.025	-.150	.163	.001	.071	.028	.258	-.062	-.008	.169
.441**	.256	.307*	.115	.089	.018	.240	-.214	-.111	.125	.199	.053	.000	.064
.156	.113	.213	-.093	-.110	-.101	.110	-.206	-.215	.134	.161	.150	.064	.271
.257	.171	.172	.005	-.030	-.032	.197	-.152	-.132	.208	.326*	.099	.078	.246
.485**	.261	.257	.056	-.019	-.066	.110	-.123	-.102	.231	.300*	.076	.018	.082
-.103	-.045	-.139	.008	.040	.101	-.015	.272	.146	.092	.029	.040	.154	.121
.540**	.409**	.433**	.048	-.010	-.102	-.072	-.146	-.213	.188	.209	.123	.119	-.082
.316*	.178	.179	.044	-.044	-.090	.152	-.228	-.153	.142	.334*	.065	.008	.109

-.027	.019	-.122	.251	.205	.297*	.156	.465**	.306*	.247	.073	.141	.156	.080
.450**	.348*	.347*	.192	.063	.070	.031	.019	.078	.392**	.221	.101	.064	-.026
.515**	.449**	.470**	.074	-.020	-.064	-.004	-.156	-.136	.369*	.087	.148	.073	-.025

.235													
.556**	.360*												
.155	.531**	.206											
.214	.246	-.173	.217										
.027	.295*	.027	.338*	.637**									
-.045	.283	-.229	.398**	.723**	.783**								
.085	.325*	.081	.456**	.566**	.652**	.569**							
.173	.241	.178	.371*	.448**	.415**	.474**	.776**						
.393**	.526**	.502**	.206	.237	.224	.044	.272	.349*					
.137	.275	.066	.370*	.542**	.475**	.433**	.644**	.483**	.273				
.165	.284	.259	.485**	.347*	.569**	.387**	.712**	.498**	.306*	.614**			
.366*	.309*	.267	.227	.325*	.292*	.233	.286	.287	.369*	.224	.352*		
-.157	.228	-.235	.433**	.397**	.538**	.594**	.581**	.503**	.009	.379**	.399**	.276	
-.111	.235	-.158	.440**	.539**	.591**	.661**	.761**	.731**	.131	.491**	.479**	.274	
.156	.608**	.349*	.374**	-.108	.052	.030	.137	.082	.377**	.160	.146	.238	
-.050	.425**	-.018	.372*	.126	.273	.210	.200	.127	.152	-.068	.129	.315*	
.130	.242	.124	.160	-.038	.056	.042	.196	.084	.149	.129	.223	-.009	
.083	.240	.312*	.364*	-.061	.103	-.035	.307*	.190	.098	.153	.175	-.050	
-.121	.021	.099	.215	-.077	.097	.039	-.073	-.195	.032	.112	.128	-.040	
.067	.254	.170	-.078	.098	.119	.205	.039	.102	.138	-.042	-.123	.202	

.683**	.170	.519**	.036	.001	-.069	-.200	-.101	.075	.517**	-.022	.028	.256
.064	.604**	.182	.483**	.225	.279	.300*	.344*	.202	.331*	.279	.225	.109
.229	.095	.505**	.225	.042	.024	-.118	.155	.144	.413**	.308*	.211	-.001
.013	.398**	.015	.593**	.200	.329*	.352*	.369*	.250	.174	.190	.397**	.138
-.047	.136	-.146	.119	.573**	.720**	.668**	.432**	.249	.021	.385**	.393**	.037
-.061	.161	-.144	.221	.596**	.732**	.714**	.403**	.182	-.055	.338*	.356*	.103
-.147	.031	-.236	.129	.637**	.659**	.707**	.474**	.295*	-.078	.366*	.292*	.172
.034	.237	.059	.276	.481**	.537**	.470**	.692**	.559**	.263	.260	.379**	.273
.150	.131	.124	.243	.437**	.447**	.383**	.507**	.545**	.211	.244	.215	.185
.229	.227	.342*	.099	.112	-.110	-.101	.093	.134	.542**	.092	.114	.179
.101	.375**	.252	.452**	.294*	.440**	.417**	.490**	.454**	.309*	.608**	.574**	.236
-.014	.224	.070	.340*	.282	.416**	.315*	.369*	.227	.298*	.273	.564**	.235
-.099	-.287	-.068	-.083	-.064	-.080	-.159	-.249	-.262	-.179	-.149	-.141	.318*
-.269	.070	-.257	.211	.294*	.429**	.482**	.398**	.288*	-.181	.115	.229	-.025
-.290*	.047	-.188	.268	.397**	.487**	.532**	.588**	.536**	-.072	.355*	.362*	.093
.107	.200	.469**	.276	-.250	-.006	-.216	.041	-.085	.264	.213	.147	-.021
-.211	.139	-.156	.176	.152	.174	.211	.216	.027	-.173	-.173	-.020	.044
-.035	.338*	-.175	.100	.422**	.195	.426**	.282	.115	-.049	.179	.165	.336*
-.086	.144	-.207	.113	.601**	.589**	.698**	.574**	.375**	-.054	.465**	.374**	.159
-.100	.359*	.006	.078	.193	.344*	.353*	.290*	.165	.188	.078	.128	.246
-.052	.509**	-.102	.154	.339*	.346*	.494**	.298*	.215	.091	.182	.130	.233
.028	.315*	-.072	.053	.570**	.531**	.627**	.470**	.400**	.073	.408**	.276	.272
.228	.131	.273	.140	-.076	-.225	-.128	-.069	.083	.141	-.047	.015	.091
.029	.059	-.081	-.012	.452**	.497**	.488**	.397**	.343*	.185	.393**	.214	.313*
-.091	.368*	-.050	.136	.341*	.414**	.455**	.461**	.289*	.052	.321*	.280	.224

.185	.158	.378**	.054	-.103	-.198	-.253	-.119	-.002	.200	-.004	-.024	.049
-.039	.259	-.085	.169	.483**	.509**	.618**	.433**	.476**	.202	.360*	.366*	.200
-.050	.140	-.142	.093	.529**	.546**	.659**	.351*	.378**	.158	.370*	.231	.213

-.353*	-.192	.156	-.163	.010	.087	.037	.060								
.212	.247	.419**	.177	.213	.443**	.255	.131	.007							
.001	.134	.199	-.089	.377**	.513**	.331*	-.060	.291*	.186						
.308*	.394**	.281	.295*	.297*	.470**	.306*	.026	.023	.708**	.158					
.428**	.558**	-.098	.128	-.001	.011	.127	-.011	-.053	.160	.056	.273				
.401**	.515**	-.062	.214	-.005	.083	.268	.123	-.194	.273	.000	.362*	.858**			
.433**	.595**	-.183	.111	.023	.058	.258	.188	-.236	.260	.009	.333*	.758**	.852**		
.463**	.674**	.082	.308*	.247	.370*	.156	.264	.067	.324*	.239	.387**	.514**	.514**	.572**	
.347*	.601**	-.093	.202	.182	.404**	.081	.045	.119	.333*	.341*	.352*	.457**	.519**	.510**	
-.047	.079	.164	.046	.338*	.335*	.346*	.045	.421**	.298*	.588**	.181	.035	-.044	.051	
.391**	.540**	.363*	.199	.200	.278	.348*	.037	.050	.389**	.411**	.457**	.397**	.440**	.351*	
.397**	.512**	.107	.268	.284	.131	.335*	.059	.054	.191	.343*	.384**	.463**	.440**	.396**	
-.095	-.204	-.097	-.032	-.364*	-.097	.005	-.118	.018	-.067	-.150	-.064	-.066	-.038	.073	
.713**	.601**	.039	.491**	.233	.143	.087	-.015	-.502**	.262	-.008	.404**	.483**	.523**	.576**	
.620**	.822**	-.148	.305*	.078	.123	.046	.020	-.374**	.177	.103	.349*	.649**	.654**	.733**	
-.070	-.129	.456**	.141	.206	.402**	.514**	.028	.128	.210	.458**	.122	-.059	.071	-.063	
.346*	.355*	.029	.551**	.314*	.212	.067	.162	-.443**	.259	-.089	.355*	.145	.349*	.364*	
.263	.310*	.154	.124	.116	.010	-.033	.248	-.235	.387**	-.160	.354*	.184	.293*	.382**	
.557**	.597**	.079	.031	.086	.101	-.028	.170	-.308*	.204	.063	.174	.576**	.575**	.580**	
.252	.327*	.472**	.163	.172	.297*	.034	.315*	-.133	.342*	.055	.328*	.262	.265	.318*	
.383**	.399**	.373**	.259	.285	.190	-.005	.304*	-.227	.355*	-.059	.313*	.323*	.356*	.350*	
.439**	.557**	.085	.099	.210	.099	-.042	.206	-.132	.304*	.054	.222	.485**	.484**	.538**	
-.249	-.112	-.001	.082	-.033	-.069	-.012	.157	.279	-.022	.018	.072	-.187	-.065	-.126	
.454**	.536**	-.043	.116	.259	.085	.005	.051	-.069	.164	.219	.086	.479**	.414**	.440**	
.438**	.498**	.361*	.134	.215	.321*	.025	.236	-.237	.357*	.082	.251	.379**	.392**	.391**	

-.277	-.091	.067	-.009	-.039	.054	.225	.009	.341*	-.040	.200	-.083	-.169	-.037	-.113
.351*	.587**	-.023	.060	.172	-.052	.057	.206	-.004	.295*	-.023	.281	.475**	.416**	.473**
.431**	.589**	-.028	.164	.190	-.033	-.030	.196	-.088	.189	.079	.180	.554**	.559**	.571**

.760**												
.380**	.344*											
.394**	.420**	.329*										
.475**	.286	.352*	.587**									
-.066	-.095	-.100	-.247	-.062								
.449**	.389**	-.049	.299*	.318*	-.131							
.632**	.622**	.031	.433**	.392**	-.087	.694**						
.071	.155	.343*	.393**	.114	-.079	-.016	-.029					
.414**	.298*	-.033	.027	.188	-.031	.670**	.433**	.004				
.275	.090	.015	.126	-.015	-.036	.289*	.291*	-.309*	.334*			
.472**	.340*	-.181	.259	.247	-.136	.447**	.515**	-.298*	.220	.581**		
.343*	.114	-.037	.176	.180	.042	.314*	.240	-.159	.397**	.512**	.560**	
.300*	.108	-.082	.164	.154	-.095	.378**	.294*	-.254	.397**	.691**	.673**	
.391**	.318*	-.047	.351*	.234	-.111	.384**	.429**	-.318*	.216	.663**	.795**	
-.052	.031	.230	.192	.003	-.104	-.223	-.106	.352*	-.012	-.161	-.467**	
.478**	.400**	.091	.368*	.414**	.047	.405**	.391**	-.153	.198	.182	.579**	
.429**	.203	-.006	.309*	.291*	-.026	.381**	.360*	-.190	.303*	.591**	.727**	

-.136	.041	.346*	.201	-.017	-.316*	-.286	-.088	.392**	-.159	-.122	-.369*
.393**	.295*	.014	.346*	.371*	-.195	.367*	.435**	-.233	.118	.366*	.455**
.390**	.344*	-.040	.271	.333*	.065	.426**	.489**	-.247	.257	.336*	.626**

-.414**	-.325*	-.252	.592**	-.350*	-.338*		
.324*	.450**	.633**	-.144	.541**	.443**	-.137	
.490**	.640**	.751**	-.265	.728**	.597**	-.305*	.716**

2012-2013 Psychology's Report of
Assessment of Christian Beliefs, Values, Affections, and Practices

Consistent with the College's focus on the institutional level PLG, Christian Orientation, the psychology department selected a two parts of the Program Learning Goal, *Values and Character*, that were consistent with and expanded on Christian Orientation. The description for this PLG states "Our students will value, appreciate, and welcome, through understanding and demonstrative action" the various parts of the PLG, two of which are *Faith*, and *Openness to Experience*. The description of *Faith* states, "Students will be able to articulate the interactions between psychology and faith." *Openness to Experience* involves "understand[ing] the importance and desirability of a diversity of experiences, perspectives, and backgrounds (including ethnic, sociocultural, and gender diversity) . . . embrac[ing] ambiguity, being comfortable without closure or black-and-white answers, and valuing questions as much as answers."

This assessment focused on a survey of relatively recent graduates since some aspects of Values and Character might not be apparent when the individual is still a student in the program.

Method

Participants

All psychology and neuroscience alumni who graduated between 2006 and 2012 ($N = 142$) were emailed using email addresses obtained from the Alumni Office. Of these alumni, 58 responded; however, 11 of these did not complete the entire survey. Therefore, the responses from the remaining 47 alumni (a 33.1% response rate) are the data considered in this report.

Thirteen of these graduates were men (28%); 34, women (72%), approximately equivalent to the proportions at the college. Seven of the alumni were Neuroscience majors; 40, were Psychology majors. Forty-two graduates had a single major; 5, had 2 or more majors. Most of the alumni identified themselves as Caucasian (74.5%), and 12.8% did not identify an ethnic or racial group. The respondents were approximately evenly distributed among most of the graduation years (See Table 1).

Materials

The Christian Orientation survey was adapted from the College Students' Beliefs and Values Survey, one of the instruments used to evaluate religiosity and spirituality in higher education by the Higher

Education Research Institute (See Appendix A for the items in the Christian Orientation survey). The items selected, modified and added by the department were designed to address the PLGs identified above.

Table 1

Distribution of Respondents Across the Graduation Years

Graduation Year	No. of Respondents
2006	7
2007	6
2008	6
2009	3
2010	7
2011	11
2012	7

The survey items were presented on five web pages. The first page of items asked whether religious beliefs and practices, spirituality, and various social values had been changed by the alumnus' education at Westmont. The second set of items asked whether religious beliefs and practices, spirituality, and various social values had changed between the alumnus' senior year at Westmont and the present. Both sets of items were rated on a 7-point scale from -3, *Significant Negative Change*, to +3, *Significant Positive Change*.

The third set of items asked alumni to rate the importance of various community, spiritual, religious, and social values on a 7-point scale again from -3, *Very Unimportant* to +3, *Very Important*. The fourth set of items asked alumni to report the frequency with which they engaged in activities related to the values identified by the third set of items on a 5-point scale, from 0, *Never* to 4, *Frequently*.

The final set of items returned to spiritual and religious beliefs and asked about the purpose or usefulness of spiritual and religious beliefs. Again, alumni were asked to rate items on a 7-point scale, this time from -3, *Strongly Disagree* to +3, *Strongly Agree*.

Procedure

Alumni were emailed with a link to the first web page of the survey. They were asked to complete the survey within the next 3 weeks. All respondents were entered into a drawing for one of 3 \$25.00 Amazon gift cards. If they had questions, they could call one of the department members.

Results and Discussion

The mean ratings and standard deviations for the five sets of survey items are presented in Tables 2, 3, and 4. All items were also correlated with each other. The correlation matrix is presented in Appendix B, an Excel document. With respect to the first two questions, *To what extent were the following changed by your education at Westmont?*, and *Compared with when you were a senior at Westmont, how would you describe your current . . .*, all mean ratings indicate positive change both when alumni were at Westmont and since graduating from Westmont. Standard deviations are moderate, indicating variability among the individual alumnus' responses. Changes since graduating from Westmont were smaller than those while at Westmont, ranging from .68 to 1.68, but this is not necessarily surprising.

The second two questions addressed the value of activities that involve improvement of the local and broader community, and the frequency with which alumni have engaged in these activities in the past year. Mean ratings of nearly all of these listed activities indicated that they are *Slightly to Very Important* to our alumni. The ratings of only two items fell between *Neither Important Nor Unimportant* and *Slightly Important: Influencing political structure* and *Being involved in environmental projects*. These ratings are not inconsistent with the fact that these alumni were psychology majors.

One of the highest ratings was for *Making sure your values and behavior are congruent* ($M = 2.74/3.00$). Furthermore, nearly all correlations (See Appendix B) of the alumni's ratings of these the importance of these activities and the frequency with which they engaged in these activities over the past year were significantly and positively correlated (r s ranged from .31 to .82), indicating a congruence between their values and behaviors. The only non-significant correlation was that between the value and behavior of *Influencing influencing social values*.

The mean ratings for the last set of survey items, which addressed the importance of alumni's spiritual and religious beliefs, were quite strongly positive—none less than 1.00, *Slightly Agree*, except for the two items that were reverse scored, *Make it difficult for me to enjoy life*, and *Sometimes make me ashamed*. These two items were *Slightly to Moderately Disagreed* with. Overall, then, spiritual or religious beliefs are important to our graduates with the highest mean ratings for *Give meaning/purpose to my life* and *Helped develop my identity*.

A factor analysis of the survey items, using the principal components procedure, was done to see what clusters of survey items were correlated with each other. Six items were removed from this analysis due to their high correlations (.80+) with at least one other item. Small coefficients of less than .45 were suppressed because of the large numbers of survey items and relatively small number of respondents. A scree plot was used to determine how many factors to identify. Fifty-three percent of the variance was accounted for by 5 factors. The Varimax procedure was used to rotate the solution. The survey items that loaded onto each factor, the loading scores, and the name of the factor or component are presented in Tables 5, 6, and 7.

The first factor, on which the most items loaded, seems to be *Religious and Spiritual Beliefs, Values, and Practices*. The behaviors and values that load on this factor are not only religious or spiritual practices in the narrow sense. They include increased understanding

The second factor focuses on the current state of alumni. It involves the importance of values and frequency of behavior related to *Increased Understanding of and Openness to Others Who are Different*. The related items focused on the value and behavior of getting along with and accepting people of different races/cultures, and with different lifestyles and beliefs; and understanding community and national social problems as well as global issues.

The third factor involved the effects of a Westmont education, and it also focused on *Increased Understanding of and Openness to Others Who are Different*. This factor included items relating to the values of getting along with and accepting people of different races/cultures, and with different lifestyles and beliefs; and understanding community and national social problems as well as global issues.

The fourth factor focused on the value of *Influencing Larger Social Structures*; it is more conceptual and includes items relating to influencing political structure and social values; developing a meaningful philosophy of life; reading about and reflecting on the connections between psychology and life; helping others; and promoting racial understanding.

The final, fifth factor seems to focus on *Local Community Involvement*. This factor had the least number of items loading on it, and they were mostly values and actions relating to leading in the community and participating in community programs.

Conclusions

Relatively recent alumni who graduated with a neuroscience or psychology major experienced positive changes in their religious and spiritual understanding, beliefs, and practices while they were at Westmont, and since they have graduated from Westmont. These religious and spiritual changes are associated with changes in social values, affections, and behaviors that indicate an openness to understanding of and accepting others who are different on a number of dimensions.

In addition, their religious and spiritual beliefs provide meaning, comfort, healing, and peace in their present lives and a foundation for living.

Congruence of alumni's values and behavior is important to them (2.75/3.00; small SD), and in their reports of the importance of all but one activity and the frequency of engaging in those activities, moderately (.30) to highly correlated (.80+).

Finally, they value the importance of both local community involvement and attention to broader social structures and issues.

These results met both benchmarks identified by the department; first, that the alumni experience positive change in religious and spiritual understanding, beliefs, and practices while at Westmont and in the years following Westmont. Second, their values and behavior are congruent in the majority of instances.

Table 2

Mean Ratings and Standard Deviations (in parentheses) of First Two Sets of Survey Items

Questions Asked	Religious beliefs and convictions	Religious practice	Ability to get along with different races/cultures	Understanding the problems facing community	Understanding the social problems facing nation	Understanding global issues	Acceptance of people with different religious/spiritual views	Acceptance of people with different lifestyles	Spirituality
1. To what extent were the following changed by your education at Westmont?	1.91 (1.28)	1.26 (1.41)	1.00 (1.06)	1.62 (1.03)	1.53 (1.08)	1.55 (1.08)	1.23 (1.32)	1.17 (1.36)	1.72 (1.21)
2. Compared with when you were a senior at Westmont, how would you describe your current:	0.96 (1.43)	0.68 (1.55)	1.32 (1.25)	1.40 (1.10)	1.47 (1.18)	1.19 (1.23)	1.47 (1.20)	1.68 (1.14)	0.94 (1.26)

Scale is -3 to +3, *Significant Negative Change to Significant Positive Change*

Table 3

Mean Ratings and Standard Deviations (in parentheses) of Second Two Sets of Survey Items

Questions Asked	Influencing political structure	Influencing social values	Helping others who are in difficulty	Being involved in environmental projects	Developing a meaningful philosophy of life	Participating in a community action program	Helping to promote racial understanding	Being a community leader	Integrating spirituality into your life	Developing your spiritual formation	Developing your spiritual practices	Reading about today's Church	Reading about Church doctrine or theology	Reading about and reflecting on the connections between psychology and your life	Reading about and reflecting on the connections between your profession and faith	Reading about and reflecting on the connections among family, community, and faith	Making sure your values and behavior are congruent	Supporting your church's programs	Reading about and reflecting on Scripture	Spending time with people who are not like you-- racially, religiously, socioeconomically	Financially supporting charities
Importance of these activities to you personally*	0.26 (1.51)	1.91 (0.88)	2.70 (0.72)	0.64 (1.42)	2.36 (0.87)	1.32 (1.34)	1.40 (1.26)	1.02 (1.55)	2.45 (0.75)	2.30 (0.86)	2.21 (0.91)	0.98 (1.57)	0.83 (1.86)	1.85 (1.37)	1.74 (1.52)	2.13 (1.03)	2.74 (0.57)	1.28 (1.70)	1.64 (1.76)	1.72 (1.39)	1.19 (1.61)
Frequency of these activities in the last year**	1.15 (0.86)	2.23 (0.91)	3.26 (0.90)	1.06 (1.09)	2.81 (0.85)	1.70 (1.20)	1.91 (1.25)	1.79 (1.23)	3.15 (0.81)	2.74 (1.09)	2.87 (0.99)	1.79 (1.18)	1.74 (1.22)	2.79 (1.16)	2.51 (1.32)	2.68 (1.00)	3.49 (0.59)	2.34 (1.37)	2.53 (1.38)	2.87 (0.97)	1.87 (1.28)

* Scale of -3 to +3, *Very Unimportant* to *Very Important*

** Scale of 0 to 4, *Never* to *Frequently*

Table 4

Mean Ratings and Standard Deviations (in parentheses) of Last Set of Survey Items

Questions Asked	Helped develop my identity	One of the most important things in my life	Provided comfort, healing, and peace when I needed them	Helped me deal with doubt and uncertainty	Give meaning/purpose to my life	Make it difficult for me to enjoy life	Help define the goals I set for myself	Provide me with strength, support, and guidance	Sometimes make me ashamed	Lie behind my whole approach to life	Are the foundation for all of my behavior
My spiritual/religious beliefs . . .	2.40 (1.35)	2.21 (1.33)	2.30 (1.02)	2.11 (1.36)	2.47 (0.93)	-1.85 (1.59)	1.98 (1.19)	1.96 (1.44)	-1.30 (1.90)	1.64 (1.85)	1.81 (1.38)

Scale of -3 to +3, *Strongly Disagree* to *Strongly Agree*

Table 5

Component #1 with Survey Item Descriptions and Factor Loadings

1--Religious & Spiritual Beliefs, Values & Practices			
Survey Items	Factor Loading	Survey Items	Factor Loading
Education Affected:		Frequency of Behavior in Last Year:	
Religious beliefs & convictions	.587	Integrating spirituality into your life	.779
Religious practices	.554	Developing your spiritual practices	.791
Spirituality	.576	Reading about today's Church	.630
Comparing Sr. Year & the Present, Affected:		Reading about Church doctrine or theology	.587
Religious Practices	.569	Reading about & reflecting on the connections between your profession & faith	.516
Values Important to Me:		Reading about & reflecting on the connections among family, community & faith	.492
Integrating spirituality into your life	.759	Supporting your church's programs	.572
Developing your spiritual formation	.809	Reading about & reflecting on scripture	.748
Developing your spiritual practices	.818	My Spiritual/Religious Beliefs:	
Reading about today's Church	.711	Are one of the most important things in my life	.668
Reading about Church doctrine or theology	.618	Give meaning/purpose to my life	.617
Reading about & reflecting on the connections between your profession & faith	.598	Help define the goals I set for myself	.642
Reading about & reflecting on the connections among family, community & faith	.574	Lie behind my whole approach to life	.642
Supporting your church's programs	.660	Are the foundation for all of my behavior	.694

Table 6

Components #2 & #3 with Survey Item Descriptions and Factor Loadings

2		3	
Maintenance of Broader Social & Other-Directed Values		Effect of Education at Westmont	
Increased Understanding of & Openness to Others Who are Different			
Survey Items	Factor Loadings	Survey Items	Factor Loadings
Comparing Sr. Year & the Present, Affected Views on:		Education Affected:	
Ability to get along with different races/cultures	.608	Religious beliefs & convictions	.484
Understanding the problems facing community	.775	Religious practices	.486
Understanding the social problems facing the nation	.749	Ability to get along with different races/cultures	.675
Understanding global issues	.564	Understanding the problems facing community	.782
Acceptance of people with different religious/spiritual views	.675	Understanding the social problems facing the nation	.651
Spirituality	.583	Understanding global issues	.676
Frequency of Behavior in Last Year:		Acceptance of people with different religious/spiritual views	.702
Influencing social values	.571	Acceptance of people with different lifestyles	.665
Helping others who are in difficulty	.542	Spirituality	.501
Helping to promote racial understanding	.603	My Spiritual/Religious Beliefs:	
Spending time with people who are not like you—racially, religiously, socioeconomically	.629	Give meaning/purpose to my life	.466
My Spiritual/Religious Beliefs:			
Sometimes make me ashamed	.466		

Table 7

Components #4 & #5 with Survey Item Descriptions and Factor Loadings

4--Value of Influencing Large Social Structures		5--Local Community Involvement	
Survey Items	Factor Loadings	Survey Items	Factor Loadings
Values Important to Me:		Values Important to Me:	
Influencing political structure	.580	Participating in a community action program	.655
Influencing social values	.656	Being a community leader	.487
Helping others who are in difficulty	.662	Spending time with people who are not like you—racially, religiously, socioeconomically	.685
Developing a meaningful philosophy of life	.697	Financially supporting charities	.583
Helping to promote racial understanding	.629	Frequency of Behavior in Last Year:	
Reading about & reflecting on the connections between psychology & your life	.706	Participating in a community action program	.600
Making sure your values & behavior are congruent	.552	Being a community leader	.568
Frequency of Behavior in Last Year:		Financially supporting charities	.513
Developing a meaningful philosophy of life	.708	My Spiritual/Religious Beliefs:	
Financially supporting charities	-.461	Provided comfort, healing & peace when I needed them	.573