ATTACHMENTS

Behavioral Sciences Comparables

	General	Prim Discipline Classes X3	Methods	Statistics	Normal/Abnormal	Development
University of Michigan-Dearborn	R	Prereq	R		RG	RG
Andrews University	R	R	R	R	E	E

Health/Biological	Gender	Race	Groups	Social Issues	Credits	Degree
RG	RG	RG	RG	RG	39-40	BA
E	E	E	R	E	39	BS

Anthropology Archeology Comparables

	General	Intro Anth	Intro Arch	Cult Anth	thnograph	volutionar	Linguistic	Sociocultural
Michigan State University (Anth)	R	R	R	R	RG		RG	RG
Southern Adventist University (Arch)	R	Reccomend	E	E	E		R	
University of Michigan-Dearborn (Anth)	R	Prereq	Prereq	Prereq	E	R	E	E
Western Michigan University (Anth)	R		R	R	RG	R	RG	
Andrews University (Anth)	R	R	R	R	R		R	RG
Andrews University (Anth Arch)	R	R	R	R	R		E	RG

Museum	Religion	Fieldwork	Statistics	Methods	Credits	Degree
N/A	RG	RG		RG	30	BA
R	R	R		R	23	BA
N/A	E	E		E	39	BA
RG		RG		RG	34	BA
E	E	RG	R	R	39	BS
R	RG	R	R	R	39	BS

Psychology Comparables													
	General	History	Statistics	Experimental	Physiological	Cognitive	Abnormal	Developmenta	Social	Personality	Methods	Credits	Degree
Southern Adventist University	R	R	R			R	R	R	R	R	R	39	BA
Pacific Union College	R	R	R		R		RG	R	R	R	R	69.2-78.2 units	BA/BS
University of Michigan	R		R	R	RG	RG	RG	RG	RG	RG	R	40	BA
University of Michigan-Dearborn	R		R	RG	RG	RG	RG	RG	RG	RG	R	38	BA
Michigan State	R		R	R	RG	RG	RG	RG	RG	RG	R	32	BA
Hope College	R		R	R		RG		RG	RG		R	32	BA
Andrews University	R	RG	R		R	RG	RG	R	RG	RG	R	31/40	BA/BS

Sociology Comparables

	General	Statistics	Methods	Theory	Social	Race	Gender	Policy	Justice	RX/Medica
La Sierra University	R		R	R		R	RG			
University of Kentucky	R	R	R	R	E	E	E	E	E	E
University of Miami	R	R	R	R	R	E	E	E	E	E
University of Michigan	R	R	R	R	E	E	E		E	E
University of Michigan-Dearborn	R	R	R	R	E	E	E		E	E
Western Michigan University	R	R	R	R	R	E	E	E	E	E
Andrews University	R	R	R	R	R - Cognat	R	R	R	RG	RG

Credits	Degree
58 units	BA
42	BA/BS
31	BA
33	BA
34	BA
31	BA
29/41	BA/BS

Criminal Justice Comparables

	General	Intro CJ	Juvenile	Statistics	Methods	Criminology	Crim Law	Judicary	Int Am Law	Police
La Sierra University	R	R	R	R	R	R	R	R		R
Michigan State University	R	R	RG		R	R				RG
University of Michigan-Dearborn	R	Prereq	RG	RG	RG	R	R	RG	RG	RG
Western Michigan University	R	Prereq	R	R	R	R		R		R
Andrews University	R	R	R	R	R	E	R	R	R	R

Ethics	Crim Proc	Credits	Degree
R	R	49.5-51 un	BS
[redacted]	R	30	BA
R	R	33-34	BA
[redacted]		37	BA
R - Cognate	[redacted]	45	BS

SSBS Departmental Strategic Master Plan & Action Grid - 2021-2024

Strategic Goals & Initiatives	Building, Restructuring & Strengthening of SSBS Programs 1. Restructure and build Sociology Program, focusing on sociology and criminal justice emphasizes 2. Build CIDP graduate program with increase of bench-strength 3. Restructure and build BHSC Program, focusing on moving CID emphasis from sociology to BHSC where more focus can be given to build program as feeder to graduate CIDP 4. Build Psychology Program bench-strength, includes review of feasibility to resurrect the Behavioral Neuroscience emphasis based on conversation with Provost at our recent faculty retreat meeting	Stability and Building Bench-Strength of SSBS Faculty & Staff, Increase Student Retention 1. Adding two FTE sociologist based on restructuring needs (includes possible cost sharing of FTE faculty with History & Political Sciences Dept to support CJ and pre-law majors) 2. Adding two FTE psychologist (one to replace possible retirement) 3. Adding a .25 to .5 FTE anthropologist/archeologist for BHSC Program with cost sharing collaboration with History & Political Sciences Dept 4. Add .5 to 1.0 FTE faculty for CIDP (especially if expanding program based on closing/integrating off-campus IDP) 5. Increase to 1.0 FTE admin assist for CIDP program 6. Integrating training and support of faculty advising utilizing SSBS admin assist 7. Support advancement and tenure of faculty 8. Review need for chair change 9. Support freshman and transfer program majors with mentoring from upper class majors	Enhance Research Program, Build Community Collaboration, & Increase School Income 1. Contract with former UGs who have or near completion of graduate course work to serve as research mentors with our UG students taking advanced RM courses, also includes other needs to help students prepare for graduate school & transition to work environment after graduation 2. Develop support program for UG students to meet in research groups regarding their projects on a monthly basis to report progress – this would fall under the research mentors 3. Obtain external grant funding to support student cost to present their research at professional conferences, including cost for faculty member to attend with student(s) 4. Develop a research collaborative program with local community organizations that connects students with community-based research initiatives

		10. Focus on hiring faculty & staff that are qualified & diverse (i.e., gender, ethnicity, etc.)	5. Explore partnering with the Horn Museum for associate researcher option 6. Obtain grants & other external funding to increase cog lab equipment needs for conducting experimental and other forms of research 7. Obtain external grants to fund research projects conducted by School faculty 8. Continue research collaboration with GC and other SDA conference & division level research for world-church needs, especially with funding provided by the requesting entity 9. Partner with the West Michigan Criminal Justice Training Consortium (WMCJTC) to provide space on campus (summers) for CJ training courses to law enforcement, charging a nominal fee as SSBS external source of income 10. Work with Campus Safety & SSW Trauma Center to coordinate AU Community Emergency Response Team (CERT) program & provide necessary training through BC Emergency Mgt Office, FEMA, etc. – small fees for registration may be in order

			to cover cost of training materials & use of space on campus 11. Host an annual trauma training conference
Related Program Outcome	1. Increase sociology majors by 15 to 20% over next 4 to 5 years 2. Increase CIPD graduate students to from 33 to 50 over next 4 to 5 years 3. Increase BHSC majors by 10 to 15% over next 4 years 4. Increase psychology majors by 15% over the next 4 years	1. Build & strengthen Sociology Program within next 4 years, collaborating with History & Political Sciences Dept to share faculty FTE to support CJ & pre-law majors in both department 2. Adding two FTE psychologist within next 4 years (one to replace possible retirement & strengthen faculty bench-strength with an experimental or cognitive psychologist) 3. Within next 4 to 5 years, Adding a .25 to .5 FTE anthropologist/archeologist for BHSC Program with cost sharing collaboration with History & Political Sciences Dept – focus on helping to build UG BHSC Program, especially CID majors to feed graduate program 4. Within next 4 to 5 years, Add .5 to 1.0 FTE faculty for CIDP (especially if expanding program based on closing/integrating off-campus IDP) – also to replace staff retirement 5. Within next 4 to 5 years, Increase to 1.0 FTE admin assist for CIDP program	1. Build & strengthen student research within SSBS, increase student retention, increase student recruitment to SSBS programs, increase involvement of SSBS alums 2. Strengthen student skills for working in groups & project management, increase student output of research at professional conferences, increase student retention, increase student recruitment to SSBS program, increase involvement of SSBS alums 3. Increase student presentations at professional conferences beyond MPA & MASAL, increase student retention, increase student recruitment 4. Adding a community member to the SSBS Team to coordinate matching students with research & other needs (i.e., internships) of community organizations will increase student skills, strengthen partnerships with SSBS & AU, increase student retention,

		(especially if expanding program based on closing/integrating off-campus IDP) 6. Within next year, train and implement Erica Bradfield as a support advisor to faculty for UG advising 7. Within next 4 to 5 years, support advancement and tenure of junior faculty to their next level 8. Within next 4 to 5 years, review need for change of chair – provide other faculty members opportunities for administrative & leadership roles within SSBS, CAS & AU 9. Develop SSBS majors-led mentoring program within next 2 years – upper class school majors (juniors & seniors) being assigned freshman & transfer majors to mentor and provide support – outcome is to build retention of majors & increase majors 10. Purposely recruit potential faculty & staff with diverse backgrounds	increase student recruitment 5. Increase opportunity for partnering with contracting or sharing teaching for SSBS, strengthen BHSC Program, provide BHSC majors research opportunities in anthropology/archeology field work 6. Increase student opportunities in experimental & cognitive research, provide more advanced equipment to conduct research, increase utilization of Research Center & cog labs, provide students practical experience in managing a lab 7. Increase research opportunities among SSBS faculty, strengthen junior faculty research portfolios for advancement in rank & tenure, increase student opportunities to work with & be mentored by faculty, increase student retention, increase student recruitment, reduce expenditure cost to SSBS budget 8. Strengthen research support to the SDA world-church, reduce expenditure cost to SSBS budget, strengthen

			positive-supportive reputation of AU to church needs 9. Promote CJ & sociology program emphases, build partnerships with local community CJ organizations, increase income to SSBS 10. Increase student registration in SSBS emergency mgt courses taught, including its Emergency Preparedness minor, build partnerships with local emergency mgt organizations, increase student internship & networking opportunities, increase & maintain a viable CERT program for AU campus, generate some income for SSBS 11. Increase training opportunities in the trauma field for faculty & students, increase credit hours for students who take for credit, increase AU & Adventist leadership and reputation in the trauma field, generate income for SSBS
Strategy/Process for Completion	1. Complete 2022 program review & revision of program; heavy marketing & recruitment campaign; CAS financial investment 2. Complete 2022 program review & revision of	1. Complete 2022 program review & revision of program 2. Complete 2022 program review & revision of program	1. Initiative was piloted in Spring 2021 and was successful with RM III students & Zoom meeting to talk to UG students about graduate school, etc. Recruit same mentor (if

	program (if needed); heavy marketing & recruitment campaign; CAS financial investment 3. Complete 2022 program review & revision of program; heavy marketing & recruitment campaign; CAS financial investment 4. Complete 2022 program review & revision of program; heavy marketing & recruitment campaign; CAS financial investment	3. Complete 2022 program review & revision of program 4. Complete 2022 program review & revision of program 5. Complete 2022 program review & revision of program 6. Have Erica complete advisor training program and update job description; CAS Dean approval of job description revision to reflect advising role; submit to HR to adopt 7. Utilize Faculty Annual Reviews and FARs to guide tenure/advancement-track faculty towards meeting advancement & tenure requirement via established rubrics 8. Review with school faculty & CAS Dean the need to change chair 9. Review with school faculty & staff with voted support, develop pilot program and implement 10. Actively seek out potential faculty candidates and review with a school-level search committee, with final review and approval by school faculty and staff team	available) & add another for Spring 2022 2. See #1 3. Work with Office of Creative & Scholarly Research to locate related grants & apply 4. SSBS faculty brainstorm & develop program, brainstorm potential local community leaders to serve as coordinator, recruit, interview & implement 5. SSBS faculty initiate conversations with Horn regarding needs 6. Work with Office of Creative & Scholarly Research to locate related grants & apply 7. Work with Office of Creative & Scholarly Research to locate related grants & apply 8. Drs McBride & Bailey continue to collaborate with SDA entities to meet research needs 9. Enter an MOU with WMCJTC for fees & potential CJ trainings + dates that can be offered on campus 10. Enter MOUs with emergency mgt organization for fees & potential courses + dates that can be offered on campus

			11. Design & coordinate trauma training conference with fees & dates it will take place on campus
Estimated Cost	1. Add $46,441 (+ benefits) for ASTP-sociology + increase $10,000 + Prof. Witzel current salary to 1 FTE (includes once she completed PhD) 2. Add $46,441 (+ benefits) for ASTP-CIDP + no salary increase (except for any advancement in faculty rank & Tenure) for Prof Hatfield since part of her load 3. Review sharing cost of faculty (.25 FTE) with History & Political Sciences Dept 4. Add $46,441 (+ benefits) for ASTP-psychology & replace psychologist (if retiring) at ASTP level	1. Add $46,441 (+ benefits) for ASTP-sociology + increase $10,000 + Prof. Witzel current salary to 1 FTE (includes once she completed PhD) – potential share cost with History & Political Sciences Dept to help support CJ & pre-law majors 2. Currently budgeted ¾ full psychology prof would be replaced with ASTP-psychology ($46,441 + benefits) if prof retires within next 4 to 5 years – second 1.0 FTE ASTP-professor has been listed on SSBS budget line for past several years – thus, technically no cost increase 3. Add .25 to .5 FTE $11,610. 25 to $23,220.50 with sharing other half of cost with History & Political Sciences Dept who can teach anth/arch and history 4. Add $46,441 (+ benefits) for ASTP-CIDP 5. Add to reach 1.0 FTE staff pay rate ~ $14.00/hr (between $25,000 to $30,000 + benefits) 6. Revise job description for SSBS admin assist and add remuneration cost for added responsibility (i.e.,	1. Use 1 to 2 contracts, depending on level of involvement and degree obtained, up to $2,400 per semester 2. See #1 3. Time needed to locate, complete & submit the grant, time & cost for faculty mentor to attend with student(s) beyond faculty development funds (average faculty cost ~ $1,000) 4. Stipend of $1,500 per year for community member to coordinate the program 5. Contract based on degree (up to $2,400 per semester – can share cost with interdisciplinary collaboration with History & Political Science Dept 6. Time to locate, complete & submit the grant, cover cost up to $10,000 by grant 7. Time to locate, complete & submit the grant, Release time for faculty covered by grant 8. Time to complete necessary documents to receive funding from SDA entity to conduct the research

		\$500 added to base salary per year) 7. Add cost for current 4 faculty members promoted to advancement in rank (1 to full prof & 3 to assoc prof + tenure) 8. No estimated cost 9. No estimated cost – just the use of volunteers from upper class majors to participate in the program – will stay within existing budget line for social activity cost to meet needs of program 10. No estimated financial cost, more in area of time dedication	9. Cost for use of campus facilities covered by charge to organization (between \$1,000 to \$2,000 annually for use during summer months) – thus generate income up to \$2,000 10. Cost for use of campus facilities covered by charge to organization (this will vary depending on organization) 11. Cost for use of campus facilities covered by conference fees
Individual Responsible	1. Sociology Program Director & School Chair, with support from CAS Dean, Enrollment & Marketing 2. CIDP Program Direction & School Chair, with support from CAS Dean, Graduate Enrollment & Marketing 3. BHSC Program Director & School Chair, with support from CAS Dean, Enrollment & Marketing 4. Psychology Program Director & School Chair, with support from CAS Dean, Enrollment & Marketing	1. Sociology Program Director & School Chair, with support from CAS Dean 2. Psychology Program Director & School Chair, with support from CAS Dean 3. BHSC Program Director & School Chair, with support from CAS Dean 4. CIDP Program Direction & School Chair, with support from CAS & Graduate Studies Deans 5. CIDP Program Direction & School Chair, with support from CAS Dean 6. School Chair 7. School Chair 8. School faculty & staff, current Chair & CAS Dean	1. SSBS faculty & School Chair 2. See #1 3. Office of Creative & Scholarly Research, along with designated faculty – faculty sponsors are responsible for students they are mentoring for conference presentations 4. SSBS faculty & Chair working with community member who will be appointed to coordinate program 5. BHSC Program Director & School Chair 6. Office of Creative & Scholarly Research & Dr. Bailey 7. Office of Creative & Scholarly Research with

		9. School Chair, faculty volunteers to help oversee program, juniors & seniors from our two clubs & within the School 10. School Chair, School faculty & staff, & search committees, with support from CAS Dean	designated faculty who will be responsible for overseeing project associated with the grant 8. Drs McBride & Bailey & Office of Creative & Scholarly Research 9. Coordinate with School Chair & building manager for use of certain classrooms 10. Coordinate with School Chair & building manager for use of certain classrooms 11. Coordinate with School Chair & building manager for use of certain classrooms
Budget Allocation **(Note: increased student enrollment in SSBS majors will cover cost of budget increases, may need initial budget allocation from CAS Dean until majors grow)**	1. Increase Prof. Witzel from ¾ FTE to 1 FTE and add ½ to 1 FTE sociologist 2. Add 1 FTE CIDP faculty, with continued support .5 FTE from Prof. Hatfield 3. Review sharing cost of faculty (.25 to .5 FTE) with History & Political Sciences Dept 4. Add 1 FTE Psychology faculty & replace 1 FTE Psychology faculty	1. Increase Prof. Witzel from ¾ FTE to 1 FTE and add ½ to 1 FTE sociologist 2. Add 2 FTE psychologist 3. Add .25 to .5 FTE anthropologist/archeologist, with possible sharing of cost with History & Political Sciences Dept 4. Add 1 FTE CIDP faculty, with continued support .5 FTE from Prof. Hatfield 5. Increase current CIDP admin assist from ¾ FTE to 1 FTE 6. Increase pay with $500 per year stipend 7. Within normal budgeting cycle for faculty who achieve advancement & tenure	1. Utilize existing contract budget to cover cost of research mentors (up to 2) 2. See #1 3. All cost covered by external grant 4. Donations from local community organization to support coordinator responsibilities 5. Utilize existing contract budget (and cost share with History & Political Sciences Dept) 6. No budget allocation – cost covered by grant 7. Release time for faculty covered by grant – thus no increase in budget allocation

		8. Depends on the outcome – if to change School Chair, will it be internal or external? 9. No additional budget allocation is needed 10. Only cost associated with the search process	8. Release time and other expenses covered by SDA entity paying for the research – thus no increase in budget allocation 9. No budget allocation needed – initiative will generate income for SSBS 10. No budget allocation – initiative will generate income for SSBS 11. No budget allocation – initiative will generate income for SSBS
Target Date for Completion	1. Next 4 to 5 years (2022 to 2026/2027), with 2021-2022 program review & revision 2. Next 4 to 5 years (2022 to 2026/2027), with 2021-2022 program review & revision 3. Next 4 to 5 years (2022 to 2026/2027), with 2021-2022 program review & revision 4. Next 4 to 5 years (2022 to 2026/2027), with 2021-2022 program review & revision	1. Next 4 to 5 years (2022 to 2026/2027), with 2021-2022 program review & revision 2. Next 4 to 5 years (2022 to 2026/2027), with 2021-2022 program review & revision 3. Next 4 to 5 years (2022 to 2026/2027), with 2021-2022 program review & revision 4. Next 4 to 5 years (2022 to 2026/2027) 5. Next 4 to 5 years (2022 to 2026/2027) 6. Next 1 to 2 years (2022 to 2024) 7. Next 5 years (2022 to 2027) 8. Next 5 years (2022 to 2027) 9. Implement pilot within next 2 years (2023/2024) 10. Next 5 years (2022 to 2027)	1. Next 5 years (2022 to 2027) 2. Next 5 years (2022 to 2027) 3. Next 5 years (2022 to 2027) 4. Next 5 years (2022 to 2027) 5. Next 5 years (2022 to 2027) 6. Next 5 years (2022 to 2027) 7. Next 5 years (2022 to 2027) 8. Next 5 years (2022 to 2027) 9. Next 5 years (2022 to 2027) 10. Next 5 years (2022 to 2027) 11. Next 5 years (2022 to 2027)

Completion Date or Revised Deadline	1. May 2026/2027 2. May 2026/2027 3. May 2026/2027 4. May 2026/2027	1. May 2026/2027 2. May 2026/2027 3. May 2026/2027 4. May 2026/2027 5. May 2026/2027 6. May 2023/2024 7. May 2027 8. May 2027 9. May 2023/2024 10. May 2027	1. May 2027 2. May 2027 3. May 2027 4. May 2027 5. May 2027 6. May 2027 7. May 2027 8. May 2027 9. May 2027 10. May 2027 11. May 2027

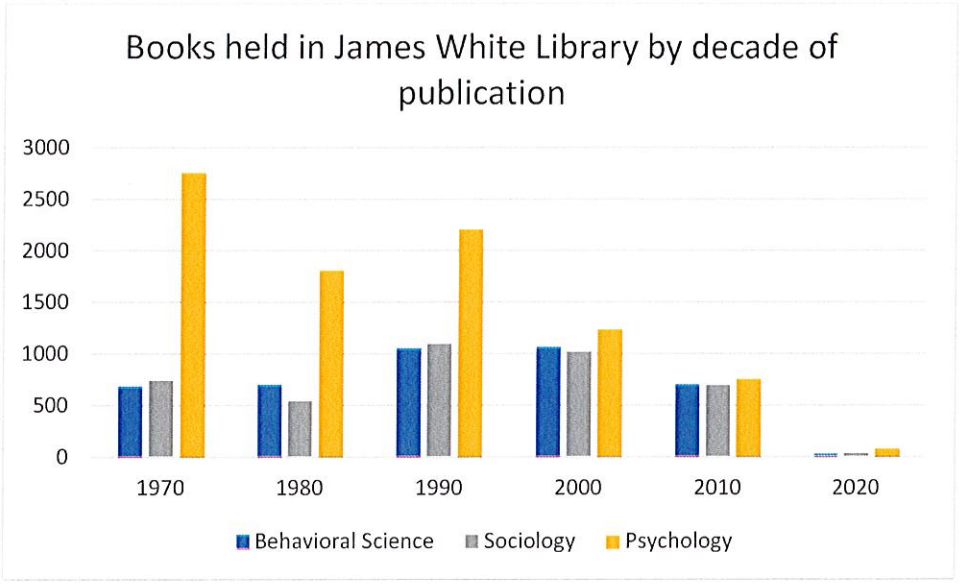
The Next Post Covid-19 Chapter?

- What are the key narratives that brought us to 2020? Look especially at (a) underlying themes that have been important in your area; (b) recent shifts that have changed identity/focus; (c) major plans for the future that were in your team's focus.
- What are the critical shifts that your area has experienced during 2020? Think about what each of those shifts has meant and consider how each might impact (or not) the narrative going forward.
- With this in mind, consider several possible options for the continued narrative in your area. For example, one narrative may assume a continued desire for more remote flexible options by students; one narrative may assume a return to 2019 approaches; one may assume a change in our international access to students; one may assume continued remote learning for some staff/faculty.
- Evaluate each possible narrative, considering what might make each one more or less likely to happen by looking at the barriers to each, and the opportunities for each.
- Keeping options open as much as is possible, decide on the three to five core strategies that you and your team want to focus on.

JAMES WHITE LIBRARY
Library Holdings for Behavioral Sciences, Psychology, and Sociology
February 8, 2022

PRINT RESOURCES

Books = 17,191



Decades	Behavioral Sciences	Sociology	Psychology
1970	680	739	2763
1980	695	540	1814
1990	1045	1094	2214
2000	1058	1014	1241
2010	696	692	761
2020+	24	34	87
TOTAL	4198	4113	8880

Journals

Currently, there are no subscriptions to print journals in these fields. Below is a summary of non-current print journals held by the library:

Behavioral Science: 58 titles
Sociology: 15 titles
Sociology: 81 titles

E-RESOURCES

E-Book Collections = 5

Academic Complete

Academic Complete is a multi-disciplinary e-book subscription of 200,000 titles that support students and faculty across the academic spectrum.

EBSCO e-books

This multidisciplinary collection includes thousands of e-books covering a large selection of academic subjects and features e-books from leading publishers and university presses.

EBSCO e-books Religion

This e-book collection covers a broad range of religious subjects to help readers explore religious beliefs, faith, cultural systems and world views. Titles range from introductory text for undergraduate coursework to more complex works for advanced scholars.

Digitalia Hispanica

The most complete database of magazines and electronic books in Spanish for libraries with more than 40,000 electronic documents.

World Bank e-book collection

The *World Bank eLibrary* is dedicated to offering researchers quick and easy access to the complete collection of World Bank formal publications and journals since the 1990s, as well as reports, working papers, and top data from the World Bank's World Development Indicators – all in one user-friendly platform. Content in the *eLibrary* is carefully written and curated to meet the highest academic and editorial standards.

e-Journal Collections = 4

The library has electronic access to 861 journals in Psychology, 804 journals in Sociology, and 812 journals in Behavioral Science. All are accessible via the James White Library website.

Oxford Journals Online

Oxford Journals Collection features 365 journals published in collaboration with many of the world's most influential scholarly and professional societies.

Wiley Online Library

Wiley offers an exceptional portfolio of over 8 million articles from 1,600 journals. Half of which are published in partnership with prestigious international scholarly and professional societies. Titles cover the full spectrum of life, health and physical sciences, **social sciences**, and the humanities, and include many titles ranked at the forefront of their fields.

Sage Journals

SAGE publishes market-leading journals in Criminology & Penology; Cultural Studies; Education & Educational Research; Education, Special; Family Studies; Geography; Psychology, Multidisciplinary; Psychology, Social; Rehabilitation (SSCI); Social Sciences, Interdisciplinary; Social Sciences, Mathematical Methods; Social Work; Sociology; and Urban Studies.

Academic Search Complete

Academic Complete provides active access to over 3,000 non-open access journals.

EBSCO-EJS (Electronic Journal Service)

This service provides a portal for Andrews University students and faculty to gain access to e-journals that the James White Library subscribes to through EBSCO.

Databases = 13

Archives of Sexuality and Gender

Gale's *Archives of Sexuality and Gender* program spans the sixteenth to twentieth centuries and is the largest digital collection of historical primary source publications relating to the history and study of sex, sexuality, and gender research and gender studies research. Documentation covering disciplines such as social, political, health, and legal issues impacting LGBTQ (lesbian, gay, bisexual, transgender, queer) communities around the world are included, as well as rare and unique books on sex and sexuality from the sciences to the humanities to support research and education. The selection of materials for this milestone digital program is guided by an advisory board consisting of leading scholars and librarians in sexuality and gender studies.

American Theological Library Association (ATLA) Religion Database with ATLASerials

Atla Religion Database with AtlaSerials provides coverage from 1949 and retrospective indexing for several journal issues as far back as the nineteenth century. Journals are selected for inclusion according to their scholarly merit and scope.
More than 3.3 million index records covering the research literature of religion include:
More than 1 million review records
More than 280,000 essay records

More than 470,000 book records

Current Contents – Social & Behavioral Sciences

Current Contents - Social & Behavioral Sciences provides easy access to complete tables of contents, abstracts, bibliographic information, and all other significant items in recently published issues from over 1,000 leading journals in the social and behavioral sciences.

Psychology and Behavioral Science Collection

Comprehensive database with nearly 470 full text titles covering topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods.

PsycArticles

This database offers full-text articles for journals published by the American Psychological Association, the APA Educational Publishing Foundation, the Canadian Psychological Association and Hogrefe & Huber. The database includes all material from the print journals. Many titles go back to volume 1, issue 1.

PsycInfo

This database is published by the American Psychological Associations and provides comprehensive indexing and abstracts of the international psychological literature from the 1800s to the present. Documents indexed include journals, articles, books, dissertations and more. 90% of the 3,000+ titles indexed in APA PsycINFO® are peer-reviewed.

Psychology Database

This database provides abstracts and indexing for key Psychology titles, many which are available in full text. Many titles are indexed in PsycINFO. Coverage ranges from behavioral, clinical, cognitive, developmental, experimental, industrial, and social psychology, along with personality, psychobiology, and psychometrics.

Seventh-day Adventist Periodical Index

The Seventh-day Adventist Periodical Index indexes English language periodicals published by the Seventh-day Adventist Church.

Sociological Abstracts

Sociological Abstracts, and its companion file Social Services Abstracts, cover the international literature of sociology, social work, and related disciplines in the social and behavioral sciences. It provides abstracting and indexing of articles and book reviews drawn from thousands of

serials publications, plus books, book chapters, dissertations, conference papers, and working papers.

Sociology Database

Sociology Database covers the international literature of sociology and social work, including relevant titles from related fields such as social policy, social care, social services, social anthropology, gender studies, gerontology, social psychology, and population studies. It includes hundreds of full-text scholarly journals, as well as dissertations and other sources.

Cumulative Index to Nursing and Allied Health Literature (CINAHL) Complete

CINAHL indexes the top nursing and allied health literature available including nursing journals and publications from the National League for Nursing and the American Nurses Association. Includes content relating to social and behavioral health.

ProQuest Central

ProQuest Central brings together many of our most used databases to create the most comprehensive, diverse, and relevant multidisciplinary research database available. It provides access to databases across all major subject areas, including business, health and medical, social sciences, arts and humanities, education, science and technology, and religion. The collection includes thousands of full-text scholarly journals, trade and professional titles, newspapers, magazines, dissertations, working papers, case studies, and market reports all together on a powerful, user-friendly platform.

ProQuest Dissertations

ProQuest Dissertations & Theses (PQDT) Global is the world's most comprehensive collection of dissertations and theses from around the world, offering millions of works from thousands of universities. Each year hundreds of thousands of works are added. Full-text coverage spans from 1743 to the present, with citation coverage dating back to 1637.

MEDIA RESOURCES

Videos= 6000+

The library has a collection of over 6000 videos. The collection has 192 videos in Psychology, and 450 videos in the areas of Sociology / Behavioral Science.

STREAMING MEDIA = 3

Videos are accessible on the following streaming media platforms on request.

Swank

Swank Digital Campus is a video streaming subscription service from Swank Motion Pictures.

It provides Andrews University faculty and students with online streaming access to selected films for academic teaching and study.

The Swank Digital Campus catalog offers more than 18,000 titles from major Hollywood studios as well as many independent companies.

Kanopy

Kanopy is an on-demand video streaming service that provides access to over 30,000 feature films, documentaries, and educational videos across a wide variety of subjects. Kanopy makes it easy to view, share, and discuss videos in both online and on campus coursework.

Films on Demand

The Films on Demand database is a large collection of videos covering a wide range of academic topics. Ideal for use in classroom instruction and presentation development, these videos can be accessed and distributed much like any other database content.

DIGITAL COMMONS

Andrews University Digital Commons collects, preserve, and makes accessible, scholarly, and creative works, research data, and other materials produced by Andrews University faculty, staff, and students. A service of the James White Library, the repository provides free, worldwide access to dissertations, theses, and other scholarly, creative, and cultural works of Andrews University

RECOMMENDATIONS

1. As part of the program review, the James White Library recommends discipline faculty review the library print collections and identify items for discard or retention.

Collections that go un-weeded tend to be cluttered, unattractive, and unreliable informational resources."
- Will Manley, "The Manley Arts," *Booklist*, March 1, 1996, p. 1108.

2. Faculty include in syllabi the contact information for librarian assigned to departments for research support to students. Paulette Johnson (paulettej@andrews.edu) is the librarian for the School of Social & Behavioral Sciences.

Bernard Helms, Acquisitions Librarian *Paulette McLean Johnson, Dean of Libraries*

Department	School	faculty	2016 Score	faculty	2017-18 Score	faculty	2018-19 Score	faculty	2019-20 Score	faculty	2020-21 Score	Avg
Old Testament	Sem	10	55.56	9	53.25	10	38.63	10	26.50	9	40.25	42.84
Behavioral Sciences	CAS	8	36.56	6	39.00	9	44.38	8	31.44	9	33.44	36.96
World Mission	Sem	7	37.50	4	27.94	6	46.44	5	33.56	6	37.19	36.53
Theo, Christian Phil	Sem	6	36.06	6	36.06	6	34.25	5	22.13	5	19.44	29.59
Engineering	CAS	3	14.75	5	39.48	4	26.38	3	33.00	2	23.38	27.40
Christian Ministry	Sem	12	34.56	7	28.75	7	18.50	10	26.69	9	26.69	27.04
Music	CAS	8	32.00	8	35.88	8	25.69	7	19.75	5	7.25	24.11
Visual Art, Comm, Design	CAS	10	36.00	9	34.50	8	17.25	5	18.38	2	2.63	21.75
Church History	Sem	6	18.75	4	22.13	5	18.06	6	23.59	6	18.38	20.18
Biology	CAS	8	12.25	11	24.88	9	15.31	9	18.44	10	22.75	18.73
Social Work	CAS	6	14.88	6	13.31	5	14.06	7	23.38	5	17.56	16.64
New Testament	Sem	6	25.63	5	15.56	6	14.25	6	14.38	4	11.13	16.19
Mathematics	CAS	5	17.88	6	21.94	7	15.63	4	8.06	3	8.94	14.49
English	CAS	6	12.63	6	11.38	5	10.13	8	12.88	5	13.94	12.19
Teaching, Learning, Curric	CEIS	4	8.25	6	19.88	6	12.38	5	10.94	5	6.69	11.63
Physics	CAS	3	13.13	4	15.13	3	11.38	3	8.50	5	5.38	10.70
Leadership, Ed Admin.	CEIS	5	12.63	5	9.44	5	13.13	5	7.75	6	7.13	10.01
Religion, Biblical Lang	CAS	6	7.25	4	6.31	7	6.75	6	8.94	6	14.94	8.84
Library	CAS	10	13.00	9	15.38	8	6.75	3	2.25	4	3.38	8.15
Public Health	CHHS	2	1.63	6	15.13	3	5.50	3	7.69	4	6.19	7.23
Graduate Psychology	CEIS	8	10.50	5	5.00	6	7.50	7	4.69	7	8.00	7.14
Distance Ed/Higher Education	CEIS	3	7.38	2	9.69	2	5.13	2	4.25	2	3.88	6.06
Discipleship & Religious Education	Sem	1	2.75	3	8.38	4	8.75	3	3.94	4	3.19	5.40
Chemistry & Biochemistry	CAS	5	8.00	4	3.44	6	6.50	5	5.44	5	2.38	5.15
Management, Marketing	CP	3	3.00	5	10.63	4	5.38	4	2.56	2	3.38	4.99
Nursing	CHHS	7	3.00	3	3.88	3	2.88	2	4.63	2	2.25	3.33
Architecture	CHHS	2	1.75	1	0.75	3	4.25	4	5.88	3	3.63	3.25
Physical Therapy	CHHS	5	3.63	8	5.00	2	2.88	3	1.75	3	2.38	3.13
Medical Laboratory Sciences	CHHS	3	3.38	4	4.25	4	5.38	1	1.75	1	0.19	2.99
Accounting, Econ, Finance	CP	3	3.31	3	3.50	3	3.25	5	0.88	0	0.00	2.19
Computing	CP	2	0.88	2	2.88	3	1.00	3	3.81	1	2.00	2.11
International Language	CAS	2	1.00	2	1.56	2	5.38	2	1.25	1	1.00	2.04
Speech-Lang Path. Audiology	CHHS	2	1.00	4	2.75	4	2.88	4	1.38	2	1.63	1.93
History & Political Science	CAS	1	1.00	1	3.75	1	0.06	2	1.56	1	0.13	1.30
Intensive English	CEIS							1	0.38	1	1.00	0.69
Agriculture	CAS	1	0.50	1	1.00	1	0.25	0	0.00	0	0.00	0.35
Aviation	CP	0	0	0	0	0	0	0	0	0	0	0
Total		179	491.94	174	551.73	175	456.25	166	402.34	145	361.625	453.19

*16-months

PROGRAM ASSESSMENT REPORT

Andrews University

Behavioral Sciences Program

(BS with emphases: General, Anthropology Archaeology, Anthropology)

For Period 2018 to 2019

Behavioral Sciences Program Learning Outcomes
Assessment Period from 2017 to 2018

The Behavioral Sciences Program in the Behavioral Sciences Department has the following specific student learning outcomes:

SCIENTIFIC INQUIRY AND CRITICAL THINKING	
Reason, thinking, and problem solving	1. Students will think critically about human thought and behavior in individuals, sociocultural and ecological systems.
Information literacy	2. Students will select credible sources of evidence from the behavioral sciences, and specifically in the areas of anthropology, sociology and psychology science.
Interpret, design, and conduct research	3. Students will conduct effective research projects from design through data interpretation.
ETHICAL AND SOCIAL RESPONSIBILITY	
Apply ethical standards	4. Students will apply ethical standards to scholarship and practice in the Behavioral Sciences.
Service learning	5. Students will apply principles and skills from Behavioral Sciences to serve their communities.
COMMUNICATION	
Effective writing for different purposes	6. Students will write effectively about theories, data, and practice in the Behavioral Sciences.
Effective presentation skills	7. Students will speak effectively about theories, data, and practice in the Behavioral Sciences.
PROFESSIONAL DEVELOPMENT	
Meaningful professional direction	8. Students will prepare a professional plan for life after graduation.
FAITH AND LEARNING	
Faith development	9. Students will apply principles from the Behavioral Sciences to understand and influence the development of faith across the life span.
KNOWLEDGE BASE	
Key themes	10. Implicit in the above; that is, students should know the key themes in relevant disciplines in the Behavioral Sciences.

Andrews University
Behavioral Sciences Program
Program Assessment Summary Matrix
Assessment Period from 2017 to 2018

Mission Statement:

The goal of the Behavioral Sciences program is to introduce students to the various theories, practices, research design and statistical methods utilized by behavioral scientists. This will empower students to explore and implement this knowledge to advance the various disciplines within the Behavioral Sciences, change society to incorporate the diversity of individuals and cultures, while affirming their faith in the process.

Administrative Program Goal, Objectives and Assessment - For goals and objectives related to program effectiveness, productivity, quality of services, etc. (columns A-G).

Goal: Program Effectiveness (this program effectively prepares students for the field and workplace, evidenced by program completion, acceptance into a graduate program, job placement, and self-reporting)

A) Objectives	B) Data Assessed and the Data Source	C) Data Assessment Method(s)	D) Assessed by:	E) Actions to Assure that the Outcome Is or Will Be Met	F) Timeframe (Finished?)	G) Actual Outcome (by Year)
Over 5-year period, 90% of enrolled students will complete program requirements within 4 years.	Graduation records from the Office of Student Records	Review graduation records annually.	Chair & Program Director	Advisors meet with students to make sure they are on track Early identification of students at risk	Annually each June (On-going)	Enrollment / # Grad. 2014: 21 / NR 2015: 18 / NR 2016: 17 / 11 (FS x2) 2017: 11 / 3 2018: 9 / 1 2019: 10 / 5
Over 5-year period, graduating student responses on 13 out of 16 items under the "Major" section of the Senior Exit Survey will indicate 80% or higher on the %Agree to Strongly Agree.	Senior Exit Survey of Behavioral Sciences	Review survey report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2015-2016: 14/16 = 86% 2017-2018: 16/16=100% 2018-2019: 16/16=100% **Partially Met:** in progress **Met:** 2018-2019, 2017-2018 combines BS & FS majors, 2015-2016, in progress
Over 5-year period, graduating student responses on 14 out of 14 items under the "Mission" section of the Senior Exit Survey will indicate 80% or higher on %Moderate to Very Much.	Senior Exit Survey of Behavioral Sciences	Review survey report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2015-2016: 13/14=93% 201-2018: 11/14=79% 2018-2019: 13/16=81% **Partially Met:** in progress

						Partially Met: 2017-2018 combines BS & FS majors, in progress
Over 5-year period, 50% of students who take the Senior Exit Test will achieve a total test score of 450 (50th % tile) or higher and a Critical Thinking score of 115 (50th % tile) or higher.	ETS Senior Exit Test	Review test report annually	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	**Total** 2015-2016: NA 2016-2017: NA 2017-2018: NA 2018-2019: 2/4=50% **Partially Met:** in progress **Met:** 2018-2019, in progress **Critical Thinking** 2015-2016: NA 2016-2017: NA 2017-2018: NA 2018-2019: 2/4=50% **Partially Met:** in progress **Met:** 2018-2019, in progress
Over a 5-year period, on average at at least 1 students will present at a professional conference and/or submit a research project for publication in a peer-reviewed journal.	Acceptance documentation of the presentation or publication	Compile list of students' acceptances and/or faculty FAR reports annually.	Chair & Faculty Mentors	Faculty will document on their FAR reports Faculty who work with mentoring students will have them register for BHSC 498 for 0 to 2 credits	Annually, once report is received (On-going)	2015-2016: MASAL: n = 1 2016-2017: MASAL: n = 1 2017-2018: MASAL: n = 0 2018-2019: MASAL: n = 0 **Met:** 2 students in past 4 years have presented and/or published research
Annually, 80% of students will rate the program questions on the department Senior Exit Questionnaire with at least a 5 or higher.	Department Senior Exit Questionnaire	Review questionnaire annually.	Chair & Faculty	Collected from students who complete the questionnaire through Google Form.	Annually, January (for seniors graduating previous May, August & December)	2016: 10/10 = 100% 2018: 1/2 = 50% 2019: Not available **Met:** in progress **Met:** 2018 Combines BS & FS majors, in progress

Program Goals, Student Learning Outcomes, and Assessment - Goals related to the students and student learning outcomes (columns A-F). Student learning outcomes articulate the knowledge, skills, attitudes, and abilities students should gain through engagement in the academic program or learning experience.

Goal: Scientific Inquiry and Critical Thinking (reason, thinking, and problem solving; information literacy; and interpret, design, and conduct research)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will think critically about human thought and behavior in individuals, sociocultural and ecological systems.	PSYC 101: 100% of students who complete the Mindset Assignment will score 85% or higher on a standard assessment questionnaire. In SOCI119, 80% of student scores on article reviews will exceed "adequate" (80% or higher) on a standard rubric that assesses critical analysis of the article.	SOCI 119 ANTH 200 PSYC 101	Instructor	Annually	PSYC 101: 2015: n = 28/33 (85%) 2016: n = 18/21 (86%) 2017: n = 35/39 (89.7%) 2018: class not taught
Students will select credible sources of evidence from the behavioral sciences, and specifically in the area of anthropology, sociology, and psychology science.	Three-quarters of students will have at least 7 peer-reviewed references, and at least 75% peer reviewed references overall.	PSYC/SOCI 432	Instructor	Annually	2017: n = 23/29 (79%) 2018: Not available
Students will conduct effective research projects from design through data interpretation.	85% student scores on his/her final research project will exceed "adequate" (80% or higher) on a standard rubric that assesses overall methodological soundness.	PSYC/SOCI 433	Instructor	Annually	PYSC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 20/23 (87%) 2018: n = 18/18 (100%) 2019: n = 14/14 (100%)

Goal: Ethical and Social Responsibility (apply ethical standards and service learning)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will apply ethical standards to scholarship and practice in the Behavioral Sciences.	100% of students will submit a completed IRB application before conducting a research project.	PSYC/SOCI 432 PSYC/SOCI 433	Instructor	Annually	PSYC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 23/23 (100%) 2018: n = 18/18 (100%) – 0 revisions 2019: n = 14/14 (100%)
Students will apply principles and skills from the Behavioral Sciences to serve their communities.	Outcome to be revised with conversion to AU UFO outcomes.				Under review

Goal: Communication (effective writing for different purposes and effective presentation skills)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will write effectively about theories, data, and practice in the Behavioral Sciences.	On average student scores on a written paper of his/her research project will exceed "adequate" on a standard rubric that assesses methodological soundness and effective communication.	PSYC/SOCI 432 PSYC/SOCI 433	Instructor	Annually	PSYC/SOCI 433: 2016: n = 23/25 (92%) 2017: n = 19/23 (83%) 2018: n = 15/18 (83.3%) 2019: n = 13/14 (93%)
Students will speak effectively about theories, data, and practice in the Behavioral Sciences.	On average student scores on an oral presentation of his/her research project will exceed "adequate" on a	PSYC/SOCI 433 PSYC/SOCI 434	Instructor	Annually	PSYC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 18/23 (78%) 2018: n = 15/18 (83.3%)

	standard rubric that assesses methodological soundness and effective communication.				2019: n = 11/14 (79%)

Goal: Professional Development (meaningful professional direction)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will prepare a professional plan for life after graduation.	Outcome to be revised with conversion to AU UFO outcomes.				Under review

Goal: Faith and Learning (faith development)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will apply principles from the Behavioral Sciences to understand and influence the development of faith across the life span.	Graduating student responses on 9 out of 15 items under the "Spiritual Commitment" section of the Senior Exit Survey will indicate 60% or higher on %Effort or Sacrifice.	Senior Exit Survey	University graduation requirement – Chair will review survey results	Annually	2015-2016: 15/15 = 100% 2017-2018: 15/15 = 100% 2018-2019: 7/7 = 100%

Goal: Knowledge Base (key themes in Behavioral Sciences)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Implicit in the above; that is, students should know the key themes in relevant	Outcome to be revised with conversion to AU UFO outcomes.				Under review

disciplines in the Behavioral Sciences.					

Improvement Plan Matrix - Using the table below, for each of the possible factors influencing the low results listed above, list the specific action steps that will be taken to improve this result. For each step, include a timeline of implementation and steps taken to date. If data are available for some of the action steps, please list the resulting data. You are encouraged to include progress/results from your previous improvement plans.

Possible factor(s) influencing the low result.	Actions steps for improvement.	Rationale for factor and action steps	Specific timeframe for implementation of the action steps.	Resulting data based on steps taken to date.
Incomplete match between outcomes and course/curriculum content.	Adoption of AUUFO and APA 2.0 outcomes Development of a correspondence document relating AUUFO and APA 2.0 goals. Identification of which AUUFO outcomes match existing BHSC outcomes.	Matched expectations for design and assessment at the university and in the discipline.	Summer 2018 through Fall 2019.	In progress.
Poor tracking of disciplinary knowledge across courses and with reference to students' training (over-emphasis on research methods for outcomes).	Identify core knowledge items to be placed on final exams in content courses to be reported to program director.	Allows for testing to be matched to individual students and compared to major fields test.	Plan introduced Summer 2018, questions identified 2018-2019, implementation 2019-2020.	In progress.

APPENDIX

Andrews University Goal Statements

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will

Seek Knowledge as they . . .

1. Engage in intellectual discovery and inquiry
2. Demonstrate the ability to think clearly and critically
3. Communicate effectively
4. Understand life, learning, and civic responsibility from a Christian point of view
5. Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they . . .

1. Develop a personal relationship with Jesus Christ
2. Deepen their faith commitment and practice
3. Demonstrate personal and moral integrity
4. Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
5. Apply understanding of cultural differences in diverse environments

Change the World as they go forth to . . .

1. Engage in creative problem-solving and innovation
2. Engage in generous service to meet human needs
3. Apply collaborative leadership to foster growth and promote change
4. Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

Voted 1-13-11

PROGRAM ASSESSMENT REPORT

Andrews University

Psychology Program

(BA & BS, with emphases: General, Behavioral Neuroscience, Pre-Professional)

For Period 2018 to 2019

Psychology Program Learning Outcomes

Assessment Period from 2017 to 2018

The psychology program in the Behavioral Sciences Department has the following specific student learning outcomes:

SCIENTIFIC INQUIRY AND CRITICAL THINKING	
Reason, thinking, and problem solving	1. Students will think critically about human thought and behavior in individuals, sociocultural and ecological systems.
Information literacy	2. Students will select credible sources of evidence from the behavioral sciences, and specifically in the area of psychology science.
Interpret, design, and conduct research	3. Students will conduct effective research projects from design through data interpretation.
ETHICAL AND SOCIAL RESPONSIBILITY	
Apply ethical standards	4. Students will apply ethical standards to scholarship and practice in Psychology.
Service learning	5. Students will apply principles and skills from Psychology to serve their communities.
COMMUNICATION	
Effective writing for different purposes	6. Students will write effectively about theories, data, and practice in Psychology.
Effective presentation skills	7. Students will speak effectively about theories, data, and practice in Psychology.
PROFESSIONAL DEVELOPMENT	
Meaningful professional direction	8. Students will prepare a professional plan for life after graduation.
FAITH AND LEARNING	
Faith development	9. Students will apply principles from Psychology to understand and influence the development of faith across the life span.
KNOWLEDGE BASE	
Key themes	10. Implicit in the above; that is, students should know the key themes in relevant disciplines in Psychology.

Andrews University
Psychology Program
Program Assessment Summary Matrix
Assessment Period from 2017 to 2018

Mission Statement:

The goal of the Psychology Program is to introduce students to the various specialization approaches in psychology in order for students to explore how psychologists study behavior and mental activity. This information will lead students to formulate and test theoretical hypotheses using research design and statistical methods to broaden knowledge in the field of psychology, solve human society problems, while affirming their faith in the process.

Administrative Program Goal, Objectives and Assessment - For goals and objectives related to program effectiveness, productivity, quality of services, etc. (columns A-G).

Goal: Program Effectiveness (this program effectively prepares students for the field and workplace, evidenced by program completion, acceptance into a graduate program, job placement, and self-reporting)

A) Objectives	B) Data Assessed and the Data Source	C) Data Assessment Method(s)	D) Assessed by:	E) Actions to Assure that the Outcome Is or Will Be Met	F) Timeframe (Finished?)	G) Actual Outcome (by Year)
Over 5-year period, 90% of enrolled students will complete program requirements within 4 years.	Graduation records from the Office of Student Records	Review graduation records annually.	Chair & Program Director	Advisors meet with students to make sure they are on track Early identification of students at risk	Annually each June (On-going)	Enrollment / # Grad. 2014: 88 / NR 2015: 78 / NR 2016: 65 / 25 2017: 67 / 17 2018: 67 / 15 2019: 72 / 12
Over 5-year period, graduating student responses on 13 out of 16 items under the "Major" section of the Senior Exit Survey will indicate 80% or higher on the %Agree to Strongly Agree.	Senior Exit Survey of Psychology	Review survey report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2015-2016: 14/16 = 88% 2017-2018: 16/16=100% 2018-2019: 16/16=100% **Partially Met:** in progress **Met:** 2017-2018, in progress
Over 5-year period, graduating student responses on 14 out of 14 items under the "Mission" section of the Senior Exit Survey will indicate 80% or higher on %Moderate to Very Much.	Senior Exit Survey of Psychology	Review survey report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2015-2016: 14/14=100% 2017-2018: 10/14=71% 2018-2019: 8/14=57% **Partially Met:** in progress **Met:** 2015-2016, in progress

Over 5-year period, 50% of students who take the Senior Exit Test will achieve a total test score of 450 (50th % tile) or higher and a Critical Thinking score of 115 (50th % tile) or higher.	ETS Senior Exit Test	Review test report annually	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	**Total** 2015-2016: 19/34=56% 2016-2017: 10/21=48% 2017-2018: 10/25 = 40% 2018-2019: 9/15=60% **Partially Met:** in progress **Met:** 2015-2016, 2018-2019, in progress **Critical Thinking** 2015-2016: 21/34=62% 2016-2017: 7/21=33% 2017-2018: 12/25=48% 2018-2019: 9/15=60% **Partially Met:** in progress **Met:** 2015-2016, 2018-2019, in progress
Over 5-year period, 80% of students who take the Major Field Test in Psychology will achieve a total test score of 135 or higher.	ETS Major Field Test in Psychology	Review test report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2015-2016: 28/29 = 97% 2017-2018: 17/18 = 94% 2018-2019: 16/17 = 94% **Partially Met:** in progress **Partially Met:** 2018-2019, 2017-2018, in progress
Annually, at least 2 students will present at a professional conference and/or submit a research project for publication in a peer-reviewed journal.	Acceptance documentation of the presentation or publication	Compile list of students' acceptances and/or faculty FAR reports annually.	Chair & Faculty Mentors	Faculty will document on their FAR reports Faculty who work with mentoring students will have them register for PSYC 498 for 0 to 2 credits	Annually, once report is received (On-going)	2015-2016: MASAL: n = 6 MPA: n = 10 Publications: n = 1 2016-2017: MASAL: n = 8 MPA: n = 8 2017-2018 MASAL: n = 5 MPA: n = 10 2018-2019 MASAL: n = 5 MPA = n = 9

						Publication = n = 1 **Met:** 63 students in past 4 years have presented and/or published research
Annually, 80% of students will rate the program questions on the department Senior Exit Questionnaire with at least a 4 or higher.	Department Senior Exit Questionnaire	Review questionnaire annually.	Chair & Faculty	Collected from students who complete the questionnaire through Google Form.	Annually, January (for seniors graduating previous May, August & December)	2016: 10/10 = 100% 2018: 16/17 = 94% 2019: Not available **Met:** in progress **Met:** 2018, in progress

Program Goals, Student Learning Outcomes, and Assessment - Goals related to the students and student learning outcomes (columns A-F). Student learning outcomes articulate the knowledge, skills, attitudes, and abilities students should gain through engagement in the academic program or learning experience.

Goal: Scientific Inquiry and Critical Thinking (reason, thinking, and problem solving; information literacy; and interpret, design, and conduct research)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will think critically about human thought and behavior in individuals, sociocultural and ecological systems.	Three-quarters of students who complete the Mindset Assignment will score 85% or higher on a standard assessment questionnaire.	PSYC 101	Instructor	Annually	2015: n = 28/33 (85%) 2016: n = 18/21 (86%) 2017: n = 35/39 (89.7%) 2018: class not taught
Students will select credible sources of evidence from the behavioral sciences, and specifically in the area of psychology science.	Three-quarters of students will have at least 7 peer-reviewed references, and at least 75% peer reviewed references overall.	PSYC/SOCI 432	Instructor	Annually	2017: n = 23/29 (79%) 2018: not available
Students will conduct effective research projects from design through data interpretation.	85% student scores on his/her final research project will exceed "adequate" (80% or higher) on a standard rubric that assesses overall methodological soundness.	PSYC/SOCI 433	Instructor	Annually	PYSC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 20/23 (87%) 2018: n = 18/18 (100%) 2019: n = 14/14 (100%)

Goal: Ethical and Social Responsibility (apply ethical standards and service learning)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will apply ethical standards to scholarship and practice in Psychology.	100% of students will submit a completed IRB application before conducting a research project.	PSYC/SOCI 432 PSYC/SOCI 433	Instructor	Annually	PSYC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 23/23 (100%) 2018: n = 18/18 (100%) – 0 revisions 2019: n = 14/14 (100%)
Students will apply principles and skills from Psychology to serve their communities.	Outcome to be revised with conversion to AU UFO outcomes.				Under review

Goal: Communication (effective writing for different purposes and effective presentation skills)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will write effectively about theories, data, and practice in Psychology.	On average student scores on a written paper of his/her research project will exceed "adequate" on a standard rubric that assesses methodological soundness and effective communication.	PSYC/SOCI 432 PSYC/SOCI 433	Instructor	Annually	PSYC/SOCI 433: 2016: n = 23/25 (92%) 2017: n = 19/23 (83%) 2018: n = 15/18 (83.3%) 2019: n = 13/14 (93%)
Students will speak effectively about theories, data, and practice in Psychology.	On average student scores on an oral presentation of his/her research project will exceed "adequate" on a standard rubric that assesses methodological soundness and effective communication.	PSYC/SOCI 433 PSYC/SOCI 434	Instructor	Annually	PSYC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 18/23 (78%) 2018: n = 15/18 (83.3%) 2019: n = 11/14 (79%)

Goal: Professional Development (meaningful professional direction)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will prepare a professional plan for life after graduation.	100% of students will complete prior to graduation: → a current resume or CV → a draft personal statement → a list of at least three possible graduate programs to apply to → a draft letter requesting a letter of recommendation	PSYC 105 PSYC 438 PSYC 405	Instructors	Annually	Required for completion of PSYC405 (formerly known as PSYC 438).

Goal: Faith and Learning (faith development)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will apply principles from Psychology to understand and influence the development of faith across the life span.	Graduating student responses on 9 out of 15 items under the "Spiritual Commitment" section of the Senior Exit Survey will indicate 60% or higher on %Effort or Sacrifice.	Senior Exit Survey	University graduation requirement – Chair will review survey results	Annually	2015-2016: 9/15 = 100% 2017-2018: 15/15 = 100% 2018-2019: 14/15 = 93%

Goal: Knowledge Base (key themes in Psychology)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Implicit in the above; that is, students should know the key themes in relevant disciplines in Psychology.	Outcome to be revised with conversion to AU UFO outcomes.				Under review

Improvement Plan Matrix - Using the table below, for each of the possible factors influencing the low results listed above, list the specific action steps that will be taken to improve this result. For each step, include a timeline of implementation and steps taken to date. If data are available for some of the action steps, please list the resulting data. You are encouraged to include progress/results from your previous improvement plans.

Possible factor(s) influencing the low result.	Actions steps for improvement.	Rationale for factor and action steps	Specific timeframe for implementation of the action steps.	Resulting data based on steps taken to date.
Incomplete match between outcomes and course/curriculum content.	Adoption of AUUFO and APA 2.0 outcomes Development of a correspondence document relating AUUFO and APA 2.0 goals. Identification of which AUUFO outcomes match existing BHSC outcomes.	Matched expectations for design and assessment at the university and in the discipline.	Summer 2018 through Fall 2019.	In progress.
Poor tracking of disciplinary knowledge across courses and with reference to students' training (over-emphasis on research methods for outcomes).	Identify core knowledge items to be placed on final exams in content courses to be reported to program director.	Allows for testing to be matched to individual students and compared to major fields test.	Plan introduced Summer 2018, questions identified 2018-2019, implementation 2019-2020.	In progress.

APPENDIX

Andrews University Goal Statements

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will

Seek Knowledge as they . . .

1. Engage in intellectual discovery and inquiry
2. Demonstrate the ability to think clearly and critically
3. Communicate effectively
4. Understand life, learning, and civic responsibility from a Christian point of view
5. Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they . . .

1. Develop a personal relationship with Jesus Christ
2. Deepen their faith commitment and practice
3. Demonstrate personal and moral integrity
4. Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
5. Apply understanding of cultural differences in diverse environments

Change the World as they go forth to . . .

1. Engage in creative problem-solving and innovation
2. Engage in generous service to meet human needs
3. Apply collaborative leadership to foster growth and promote change
4. Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

Voted 1-13-11

PROGRAM ASSESSMENT REPORT

Andrews University

Sociology Program

(AS in Criminal Justice; BS with emphases: General, Criminal Justice, Criminal Justice (Pre-Professional), Community & International Development, Emergency Preparedness)

For Period 2018 to 2019

Sociology Program Learning Outcomes
Assessment Period from 2017 to 2018

The Sociology Program in the Behavioral Sciences Department has the following specific student learning outcomes:

SCIENTIFIC INQUIRY AND CRITICAL THINKING	
Reason, thinking, and problem solving	1. Students will think critically about human thought and behavior in individuals, sociocultural and ecological systems.
Information literacy	2. Students will select credible sources of evidence from the behavioral sciences, and specifically in the area of sociology science.
Interpret, design, and conduct research	3. Students will conduct effective research projects in sociology from design through data interpretation.
ETHICAL AND SOCIAL RESPONSIBILITY	
Apply ethical standards	4. Students will apply ethical standards to scholarship and practice in Sociology.
Service learning	5. Students will apply principles and skills from Sociology to serve their communities.
COMMUNICATION	
Effective writing for different purposes	6. Students will write effectively about theories, data, and practice in Sociology.
Effective presentation skills	7. Students will speak effectively about theories, data, and practice in Sociology.
PROFESSIONAL DEVELOPMENT	
Meaningful professional direction	8. Students will prepare a professional plan for life after graduation.
FAITH AND LEARNING	
Faith development	9. Students will apply principles from Sociology to understand and influence the development of faith across the life span.
KNOWLEDGE BASE	
Key themes	10. Students should know the key themes in relevant areas in Sociology.

Andrews University
Sociology Program
Program Assessment Summary Matrix
Assessment Period from 2018 to 2019

Mission Statement:

The goal of the Sociology Program is introduce students to the cross-disciplinary field of sociology so they can explore how sociologists study how individuals are influenced by societal institutions and groups. This information will lead students to formulate and test theoretical hypotheses using research design and statistical methods to advance sociology, work out societal problems, while affirming their faith in the process.

Administrative Program Goal, Objectives and Assessment - For goals and objectives related to program effectiveness, productivity, quality of services, etc. (columns A-G).

Goal: Program Effectiveness (this program effectively prepares students for the field and workplace, evidenced by program completion, acceptance into a graduate program, job placement, and self-reporting)

A) Objectives	B) Data Assessed and the Data Source	C) Data Assessment Method(s)	D) Assessed by:	E) Actions to Assure that the Outcome Is or Will Be Met	F) Timeframe (Finished?)	G) Actual Outcome (by Year)
Over 5-year period, 90% of enrolled students will complete program requirements within 4 years.	Graduation records from the Office of Student Records	Review graduation records annually.	Chair & Program Director	Advisors meet with students to make sure they are on track Early identification of students at risk	Annually each June (On-going)	Enrollment / # Grad. 2014: 9 / NR 2015: 15 / NR 2016: 7 / 3 2017: 11 / 4 2018: 11 / 1 (1st CJ) 2019: 15 / 3
Over 5-year period, graduating student responses on 13 out of 16 items under the "Major" section of the Senior Exit Survey will indicate 80% or higher on the %Agree to Strongly Agree.	Senior Exit Survey of Sociology	Review survey report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2014-2015 & 2015-2016: 4/16 = 25% 2017-2018: no report low N 2018-2019: no report low N **Partially Met:** in progress (low n = 5) **Not Met:** 2017-2018 due to low N (n = 1)
Over 5-year period, graduating student responses on 14 out of 14 items under the "Mission" section of the Senior Exit Survey will indicate 80% or higher on %Moderate to Very Much.	Senior Exit Survey of Sociology	Review survey report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2014-2015 & 2015-2016: 10/14=71% 2017-2018: no report low N 2018-2019: no report low N

Commented [KRW1]: Over a five year period, 90% of single major students who are enrolled full time, and do not change their major, will complete their requirements within three years.

						Partially Met: in progress (low n = 5) **Not Met:** 2018-2019 due to low N (n = 3), 2017-2018 due to low N (n = 1)
Over 5-year period, 50% of students who take the Senior Exit Test will achieve a total test score of 450 (50th % tile) or higher and a Critical Thinking score of 115 (50th % tile) or higher.	ETS Senior Exit Test	Review test report annually	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	**Total** 2015-2016: 19/34=56% 2016-2017: 10/21=48% 2017-2018: 10/25 = 40% 2018-2019: 1/3=33% **Partially Met:** in progress **Met:** 2015-2016, 2018-2019, in progress **Critical Thinking** 2015-2016: 21/34=62% 2016-2017: 7/21=33% 2017-2018: 12/25=48% 2018-2019: 1/3=33% **Partially Met:** in progress **Met:** 2015-2016, 2018-2019, in progress
Over 5-year period, 80% of students who take the Major Field Test in Sociology will achieve a total test score of 135 or higher.	ETS Major Field Test in Sociology	Review test report annually.	Chair & Program Director	University student graduation requirement	Annually, once report is received (On-going)	2015-2016: Not complied 2017-2018: 1/1= 100% 2018-2019: 3/3= 100% **Not Met:** Results not compiled due to low N in 2015-2016 **Met:** 2018-2019, 2017-2018, in progress
Over a 5-year period, an average of at least 1 students will present at a professional conference and/or submit a research project for publication in a peer-reviewed journal.	Acceptance documentation of the presentation or publication	Compile list of students' acceptances and/or faculty FAR reports annually.	Chair & Faculty Mentors	Faculty will document on their FAR reports Faculty who work with mentoring students will have them register for SOCI 498 for 0 to 2 credits	Annually, once report is received (On-going)	2015-2016: MASAL: n = 3 2016-2017: MASAL: n = 1 2017-2018: MASAL: n = 0

Commented [KRW2]: What is the range? Historical range?

Commented [KRW3]: Over a 5 year period, an average of at least one student per year will present at a professional conference and/or submit a research project for publication in a peer-reviewed journal.

						2018-2019: MASAL: n = 1 **Met:** 5 students in past 4 years have presented and/or published research
Annually, 80% of students will rate the program questions on the department Senior Exit Questionnaire with at least a 5 or higher.	Department Senior Exit Questionnaire	Review questionnaire annually.	Chair & Faculty	Collected from students who complete the questionnaire through Google Form.	Annually, January (for seniors graduating previous May, August & December)	2016: 10/10 = 100% 2018: 1/1 = 100% 2019: Not available **Met:** in progress **Met:** 2018, in progress

Program Goals, Student Learning Outcomes, and Assessment - Goals related to the students and student learning outcomes (columns A-F). Student learning outcomes articulate the knowledge, skills, attitudes, and abilities students should gain through engagement in the academic program or learning experience.

Goal: Scientific Inquiry and Critical Thinking (reason, thinking, and problem solving; information literacy; and interpret, design, and conduct research)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will think critically about human thought and behavior in individuals, sociocultural and ecological systems.	In SOCI119, 80% of student scores on article reviews will exceed "adequate" (80% or higher) on a standard rubric that assesses critical analysis of the article. In SOCI474, 85% of students will exceed "adequate" (80% or higher) on a final paper in which they are required to compare, contrast, and integrate major sociological theories.	SOCI 119 and SOCI474: Social Thought and Theory	Instructor	Annually	Under review for development
Students will select credible sources of evidence from the behavioral sciences, and specifically in the area of sociology	Three-quarters of students will have at least 7 peer-reviewed references, and at least 75% peer reviewed references overall.	PSYC/SOCI 432	Instructor	Annually	2017: n = 23/29 (79%) 2018: Not available
Students will conduct effective research projects from design through data interpretation.	85% student scores on his/her final research project will exceed "adequate" (80% or higher) on a standard rubric that assesses overall methodological soundness.	PSYC/SOCI 433	Instructor	Annually	PYSC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 20/23 (87%) 2018: n = 18/18 (100%) 2019: n = 14/14 (100%)

Goal: Ethical and Social Responsibility (apply ethical standards and service learning)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will apply ethical standards to scholarship and practice in Sociology.	100% of students will submit a completed IRB application before conducting a research project.	PSYC/SOCI 432 PSYC/SOCI 433	Instructor	Annually	PSYC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 23/23 (100%) 2018: n = 18/18 (100%) – 0 revisions 2019: n = 14/14 (100%)
Students will apply principles and skills from Sociology to serve their communities.	Outcome to be revised with conversion to AU UFO outcomes.	SOCI 480 SOCI 497			Under review

Goal: Communication (effective writing for different purposes and effective presentation skills)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will write effectively about theories, data, and practice in Sociology.	On average student scores on a written paper of his/her research project will meet or exceed "adequate" on a standard rubric that assesses methodological soundness and effective communication.	PSYC/SOCI 432 PSYC/SOCI 433	Instructor	Annually	PSYC/SOCI 433: 2016: n = 23/25 (92%) 2017: n = 19/23 (83%) 2018: n = 15/18 (83.3%) 2019: n = 13/14 (93%)
Students will speak effectively about theories, data, and practice in Sociology.	On average student scores on an oral presentation of his/her research project will meet or exceed "adequate" on a standard rubric that assesses methodological	PSYC/SOCI 433 PSYC/SOCI 434	Instructor	Annually	PSYC/SOCI 433: 2016: n = 25/25 (100%) 2017: n = 18/23 (78%) 2018: n = 15/18 (83.3%) 2019: n = 11/14 (79%)

	soundness and effective communication.				

Goal: Professional Development (meaningful professional direction)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will prepare a professional plan for life after graduation.	Outcome to be revised with conversion to AU UFO outcomes.				Under review

Goal: Faith and Learning (faith development)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will apply principles from their major to understand and influence the development of faith across the life span.	Graduating student responses on 9 out of 15 items under the "Spiritual Commitment" section of the Senior Exit Survey will indicate 60% or higher on %Effort or Sacrifice.	Senior Exit Survey	University graduation requirement – Chair will review survey results	Annually	2014-2015 & 2015-2016: 7/15 = 47% (low n = 5) 2017-2018 – no data due to low n = 1 2018-2019 – no data due to low n = 3

Goal: Knowledge Base (key themes in Sociology)					
A) Expected Student Learning Outcomes	**B) Measures used to assess student achievement and performance targets**	**C) Courses and/or experiential learning in which assessment will occur**	**D) Individuals responsible for ensuring assessment occurs**	**E) Timeline for collecting formative and summative data**	**F) Data on achievement of learning outcomes, included date collected**
Students will know the key themes in relevant areas of Sociology.	Outcome to be revised with conversion to AU UFO outcomes.				Under review

Improvement Plan Matrix - Using the table below, for each of the possible factors influencing the low results listed above, list the specific action steps that will be taken to improve this result. For each step, include a timeline of implementation and steps taken to date. If data are available for some of the action steps, please list the resulting data. You are encouraged to include progress/results from your previous improvement plans.

Possible factor(s) influencing the low result.	Actions steps for improvement.	Rationale for factor and action steps	Specific timeframe for implementation of the action steps.	Resulting data based on steps taken to date.
Incomplete match between outcomes and course/curriculum content.	Adoption of AUUFO and APA 2.0 outcomes Development of a correspondence document relating AUUFO and APA 2.0 goals. Identification of which AUUFO outcomes match existing BHSC outcomes.	Matched expectations for design and assessment at the university and in the discipline.	Summer 2018 through Fall 2019.	In progress.
Poor tracking of disciplinary knowledge across courses and with reference to students' training (over-emphasis on research methods for outcomes).	Identify core knowledge items to be placed on final exams in content courses to be reported to program director.	Allows for testing to be matched to individual students and compared to major fields test.	Plan introduced Summer 2018, questions identified 2018-2019, implementation 2019-2020.	In progress.

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2. Engage in generous service to meet human needs
3. Apply collaborative leadership to foster growth and promote change
4. Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

Voted 1-13-11

Andrews University

Survey Results

Dear Professor Behavioral Science,

In the attachment you will find the survey results for the following: Behavioral Science Sr. Exit Questionnaire 2016 .

The first item is the "Global Index" which shows the mean for all the questions in the survey. The graphs below show the overall mean for each of the question groups on the survey.

The "Legend" describes the various components of the scaled questions in the question groups that follow. Please note that all aspects shown in the "Legend" may not be used in this report.

Some scaled questions were ranked on a 5 point scale of:
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

Other scaled questions were ranked on a 5 point scale of:
1=Poor, 2= Fair, 3=Good, 4=Very Good, and 5=Excellent.

If the survey had open ended questions and the responses do not appear, these will need to be typed by a designated person.

At the end of the report there is a one page summary that presents a summary of the scaled questions.

If you have any further questions do not hesitate to contact the Office of Institutional Effectiveness at assessment@andrews.edu or by phone: 269-471-3308.

Office of Institutional Effectiveness

Professor Behavioral Science

Behavioral Science Sr. Exit Questionnaire 2016 ()
No. of responses = 10 No. of Course Enrollment =
Response Rate: %

Andrews University

Overall indicators

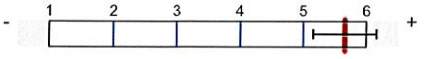
Global Index

av.=5.55
dev.=0.62

2. Please Indicate to what extent you agree with the following statements

av.=5.43
dev.=0.74

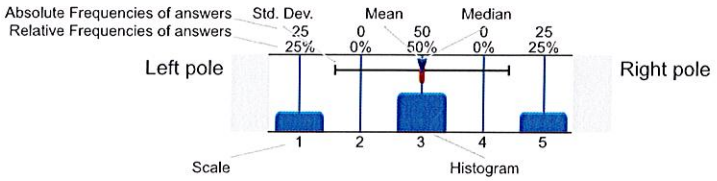
3. About the program



av.=5.67
dev.=0.5

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

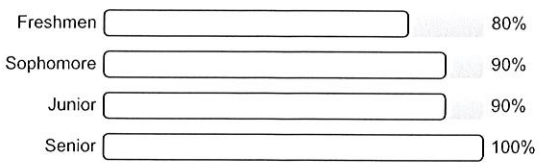
1. Exit Questionnaire for Graduating Seniors

1.1) Major

- Anthropological Archaelogy
- B.A. Art with Pre Art Therapy
- B.S. Psychology - Behavioral Neuroscience
- Behavioral Science, Anthropology
- Behavioral Sciences
- Behavioral Sciences and Anthropology
- Pre-Professional Psychology
- Psychology - Behavioral Neuroscience
- Psychology, Pre Professional
- psychology, Behavioral Neuroscience

1.2) **Undergraduates**: Mark **ALL** of the years you attended Andrews University

n=10



1.3) **Graduates**: Mark how many years you attended Andrews University as a graduate: The results will not be displayed due to low response rate.

1.4) What are your immediate plans for the future?

Seek employment	33.3%	n=9
Attend Graduate School	66.7%	
Other	0%	

1.6) If seeking employment, do you have a job or job offer in your career area?

Yes	33.3%	n=6
No	66.7%	

1.7) If yes, where and what type of job?

- High School Dean
- Pending applications and pharmaceutical research positions + behavioral scientist position at the CDC

1.8) If planning on attending graduate school, have you been accepted into a program?

Yes	25%	n=8
No	75%	

1.9) If accepted, where? And what type of degree program?

- Andrews University
  AU MA Clinical Mental Health Couseling
- Bighan Young University - Social Psychology PhD
- Loma Linda University - MD Program

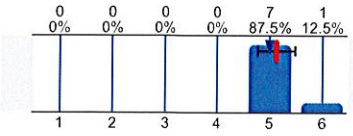
1.10) Most semesters, how many hours per week did you work (for pay) while enrolled in college?

- 06
- 10
- 12 (2 Counts)
- 15 (3 Counts)
- 16
- 18
- 20

2. Please Indicate to what extent you agree with the following statements

2.1) The program was rigorous enough to meet my educational objectives.

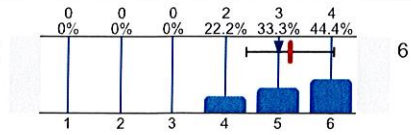
Strongly Disagree



Strongly Agree

n=8
av.=5.13
md=5
dev.=0.35

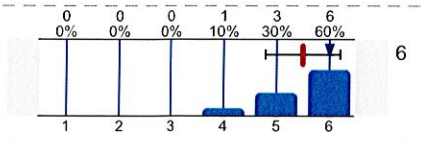
2.2) The program content was up-to-date in scholarship and/or research.



1 6

n=9
av.=5.22
md=5
dev.=0.83

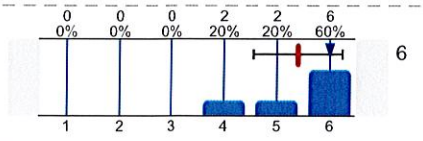
2.3) The program was broad enough in scope



1 6

n=10
av.=5.5
md=6
dev.=0.71

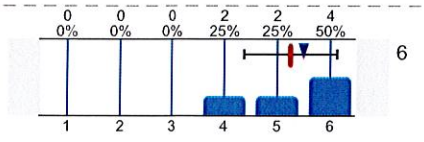
2.4) I believe the research I participated in will help me in my academic and career plans.



1 6

n=10
av.=5.4
md=6
dev.=0.84

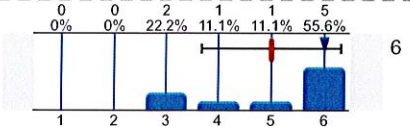
2.5) I believe the internship or field work I participated in will help me in my future academic and career plans. (If you did not do an internship or field work, please leave blank.)



1 6

n=8
av.=5.25
md=5.5
dev.=0.89

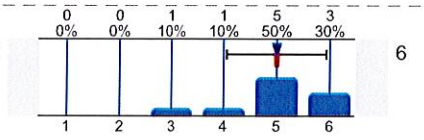
2.6) As I face the job market or graduate school, I believe that I am as well prepared academically as similar graduates from the schools.



1 6

n=9
av.=5
md=6
dev.=1.32

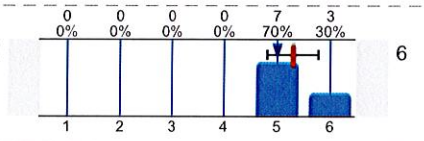
2.7) I understand how Christian faith and ethics relate to my professional area.



1 6

n=10
av.=5
md=5
dev.=0.94

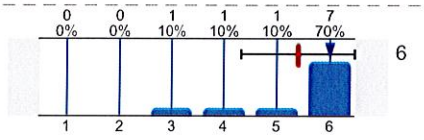
2.8) The faculty and the courses in this program have made me enthusiastic about this discipline and my chosen career.



1 6

n=10
av.=5.3
md=5
dev.=0.48

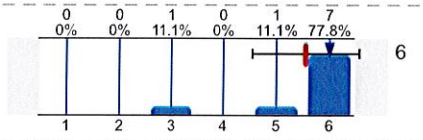
2.9) Faculty in this program were a positive influence on my spiritual growth.



1 6

n=10
av.=5.4
md=6
dev.=1.07

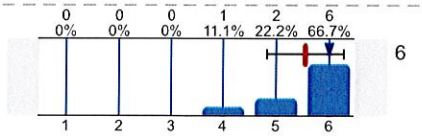
2.10) One or more faculty took a personal interest in me.



1 6

n=9
av.=5.56
md=6
dev.=1.01

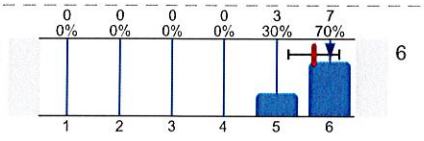
2.11) Faculty in this program treated me with fairness and respect.



1 6

n=9
av.=5.56
md=6
dev.=0.73

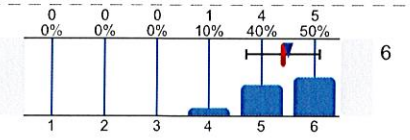
2.12) Other students in this program treated me with fairness and respect.



1 6

n=10
av.=5.7
md=6
dev.=0.48

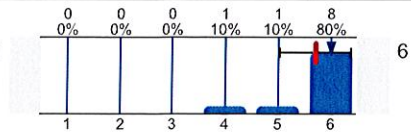
2.13) Courses were scheduled so that I did not encounter serious scheduling difficulty.



1 6

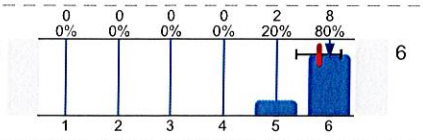
n=10
av.=5.4
md=5.5
dev.=0.7

2.14) My advisor was willing to meet with me when I requested advisement.



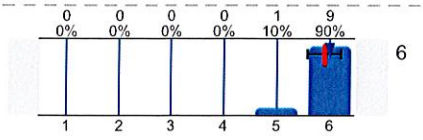
1 6 n=10 av.=5.7 md=6 dev.=0.67

2.15) My advisor gave me sound academic advice.



1 6 n=10 av.=5.8 md=6 dev.=0.42

2.16) Among the faculty and students in this program, there is a team spirit of friendliness and support.



1 6 n=10 av.=5.9 md=6 dev.=0.32

3. About the program

3.1) If a friend of yours were thinking about taking a major in this program or department and asked for your opinion, what would you advise?

n=8

Enthusiastically recommend	75%
Recommend	25%
Recommend with reservations	0%
Not recommended	0%
Strongly not recommended	0%

3.2) What courses could the program do **WITHOUT**?

- All are important.
- I enjoy most of the courses
- I enjoyed all my classes. They were all relevant.
- I enjoyed all the courses
- I feel all the courses were necessary and beneficial
- In general, less Gen ed courses so that there is more time focused on courses for the major.
- N/A

3.3) What courses would you recommend **ADDING**?

- 110 Psych would be interesting
- A class to introduce to the art or play therapy field.
- I would love to have more statistics courses.
- Linguistic Anthropology, Ethnography II and maybe even applied anthropology.
- Make practicum required, some sort of group research class with 15 to 20 students to complete a large research project with a faculty member (Research Methods V)
- Psycho linguistics, cognitive neurosciences 1/0 Psychology fro grad school.

3.4) How do you feel the integration was? For example, was the curriculum put together well? Were the cognates helpful? Was there any overlap in classes? **Be specific:**

- I feel the integration was successful, and most of the classes took productive elements from another class that helps. Learning and behavior had elements from research methods as well as intro to psych.
- I felt the integration was solid. Specially junior/senior year when classes became more specific.
- I liked that the same topics were covered multiple times as I took different classes. I really don't have any complaints about my academic schedule with the department.
- I think it was planned really well, there was some overlap between Cog psych and learning and behavior.
- It was good
- Taking culture, place interdependence with intro to anthropology at the same time was very helpful.
- There was some overlap Behavior modification was a rehash of learning and behavior. I'd like to see more technical classes such as the Physical Psychology course. I felt that many of the courses were more theory basis, and it had little emphasis in practice.
- Well done.

3.5) How has the department and/or professors helped or hindered you spiritually?

- All of the professors I had classes with were great and approachable. I greatly admire them and will remember each one.
- Dr. Burnett has helped, and he guided me through his advising. He helped me to keep my head on my shoulders.
- Helped given me a broader perspective on what really constitutes spirituality and how to integrate it with my discipline.
- I am not religious, but the professors represent their faith well.
- I like how some of the professors looked out at the bible stories through a mental health health lens in class worships. I also liked the sense of openness in the department when it came to spiritual matters.
- Neither.
- They have helped by being open and inviting to talk as well as integrating spirituality into their classes.
- They helped me by being there for me.
- Very helpful and open.

3.6) What are the greatest strengths of this program? Include best courses, conferences, and/or tours.

- Classes: Intro to theory to counseling, any Dr. Bailey classes, Abnormal Psych, Social Psych.
  Conferences: MPA
- Consistence of research opportunities, conferences, and teachers who care.
  I also loved Abnormal Psychology!
- Learning and Behavior
  Research Methods IV
  Cognitive Psychology
- Research opportunities and incorporation into classes.
- The atmosphere of the department and the strong emphasis of research.

- The best courses were Physiological, Abnormal, and Cognitive Psych. I loved the opportunity to attend conferences.
- The department has really good and friendly professors.
- The faculty.
- The teachers are the greatest strength. They are knowledgeable.
- The tour is going to be the best part

3.7) What are the greatest weaknesses of this program?

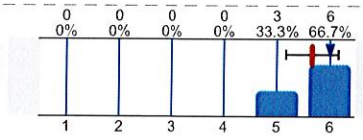
- If I had to pick my least favorite classes, they would be research design. The subject was interesting but the class format was rather dry.
- It is not that big of a deal, and it needs more advertisement to promote the program.
- MPA Class
- N/A
- Occasionally it can be hard to schedule meetings with teachers.
- Some of the classes were weak in curriculum. Social Psych, Human Development, and behavior modification. All of these didn't teach me much.
- Stronger anthropology department, more classes maybe one more teacher

3.8) In your opinion, what is the most important thing that could be done to improve this program?

- A clear list of course that are needed. The online site is kind of confusing.
- Better research labs and equipments.
- Expanding research opportunities, enforcing syllabus schedules, for nanny of my classes things were changed so often that the syllabus became useless, like social Psychology.
- Expanding the staff to allow for more one-one research.
- Make MPA required on sophomore or junior year.
- More fieldwork opportunities/classed outside of classrooms.
- My classes were not very difficult. They were enjoyable but not challenging, which means my other courses often took priority.
- N/A
- Raise enrollment and expand the program.

3.9) What is your overall impression of this department?

Not at all impressed



Extremely impressed

n=9
av.=5.67
md=6
dev.=0.5

3.10) Comments about the department.

- I loved it! I am going to miss it.
- Love all of the faculty and their investment in the students.

- One of the best in the university, I feel like the department actually cares about the students.
- Very well ran. I loved all the staff and faculty.
- While these were issues, this department is the reason I stayed at Andrews. The faculty make me feel at home and helped me reach my professional goals.

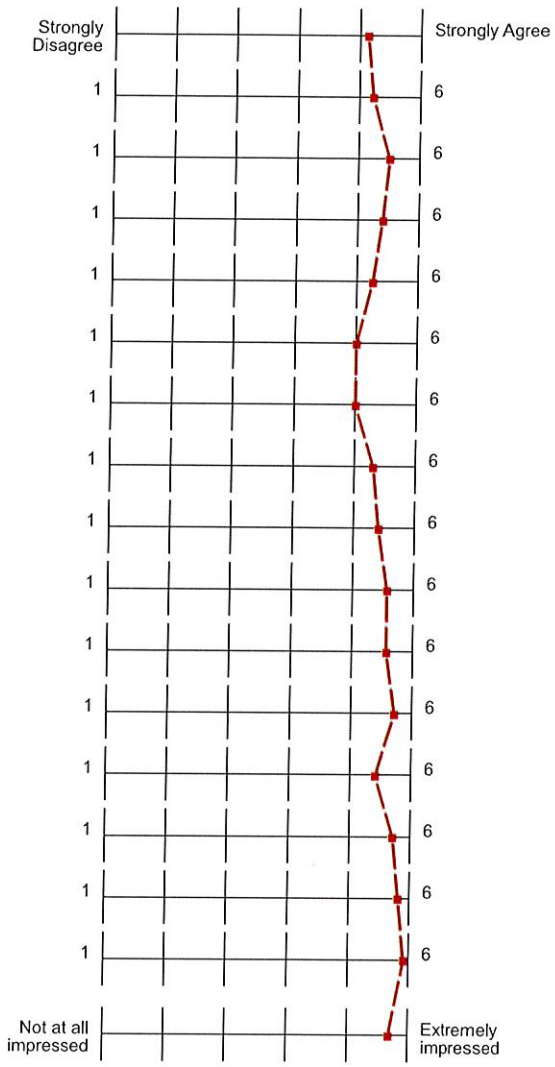
3.11) Things I wish I knew as a Freshman:

- * Do your study tours/ studying abroad early!
  * Prepare for statistics.
  * Start thinking of your concentration for your major early!
  *Choose Double ,majors that overlap well or are easier to match up the requirements.
- * Get involved in research EARLY.
  * Hang out in the department.
- How to prepare for grad school, how to get involved in research.
- The 4 years go by quickly, and to not underestimate stats
- Work harder, and get involved in research.

Profile

Subunit: College of Arts and Sciences
Name of the instructor: Professor Behavioral Science
Name of the course: (Name of the survey) Behavioral Science Sr. Exit Questionnaire 2016

Values used in the profile line: Mean



2.1)	The program was rigorous enough to meet my educational objectives.	n=8	av.=5.13 md=5.00 dev.=0.35
2.2)	The program content was up-to-date in scholarship and/or research.	n=9	av.=5.22 md=5.00 dev.=0.83
2.3)	The program was broad enough in scope	n=10	av.=5.50 md=6.00 dev.=0.71
2.4)	I believe the research I participated in will help me in my academic and career plans.	n=10	av.=5.40 md=6.00 dev.=0.84
2.5)	I believe the internship or field work I participated in will help me in my future academic and career plans. (If you did not do	n=8	av.=5.25 md=5.50 dev.=0.89
2.6)	As I face the job market or graduate school, I believe that I am as well prepared academically as similar graduates from the	n=9	av.=5.00 md=6.00 dev.=1.32
2.7)	I understand how Christian faith and ethics relate to my professional area.	n=10	av.=5.00 md=5.00 dev.=0.94
2.8)	The faculty and the courses in this program have made me enthusiastic about this discipline and my chosen career.	n=10	av.=5.30 md=5.00 dev.=0.48
2.9)	Faculty in this program were a positive influence on my spiritual growth.	n=10	av.=5.40 md=6.00 dev.=1.07
2.10)	One or more faculty took a personal interest in me.	n=9	av.=5.56 md=6.00 dev.=1.01
2.11)	Faculty in this program treated me with fairness and respect.	n=9	av.=5.56 md=6.00 dev.=0.73
2.12)	Other students in this program treated me with fairness and respect.	n=10	av.=5.70 md=6.00 dev.=0.48
2.13)	Courses were scheduled so that I did not encounter serious scheduling difficulty.	n=10	av.=5.40 md=5.50 dev.=0.70
2.14)	My advisor was willing to meet with me when I requested advisement.	n=10	av.=5.70 md=6.00 dev.=0.67
2.15)	My advisor gave me sound academic advice.	n=10	av.=5.80 md=6.00 dev.=0.42
2.16)	Among the faculty and students in this program, there is a team spirit of friendliness and support.	n=10	av.=5.90 md=6.00 dev.=0.32
3.9)	What is your overall impression of this department?	n=9	av.=5.67 md=6.00 dev.=0.50

Alumni Survey 2018 & 2020 CAS Behavioral Science

No. of responses = 51

Andrews University

Overall indicators

Global Index

av.=3.46
dev.=0.87

2. **Andrews Experience**

av.=3.95
dev.=0.85

To what extent do you agree with the following statements (for your most recent Andrews degree):

***As a result of my Andrews** experience, . . .*

3. ***Current Experience***

av.=3.74
dev.=0.93

Please rate the following statements about your current practice.

5. ***Alumni Connections, part 1***

av.=1.32
dev.=0.25

Please answer the following questions to help us to understand your current involvement with Andrews University.

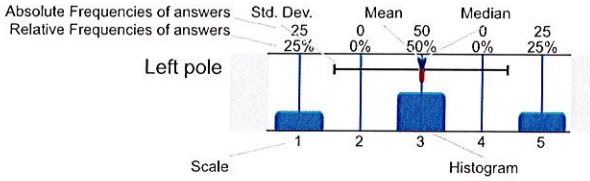
6. ***Alumni Connections, part 2***

av.=3.88
dev.=1.08

The Alumni Office would like your input on the value of the following items for keeping connected.

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Employment and Education

1.1) What is the highest and most recent degree you received from Andrews University?

n=51

Associate's	0%
Bachelor's	100%
Master's	0%
Specialist	0%
Doctoral	0%
Certificate or License	0%

1.3) Please use the pull down list to identify your bachelor's program.

n=51

Behavioral Neuroscience (Biology or Psychology degrees)	5.9%
Behavioral Sciences	58.8%
Family and Consumer Sciences	7.8%
Family Studies	2%
Psychology	25.5%

1.8) What year did you graduate with your most recent degree from Andrews University?

n=49

2010	2%
2011	4.1%
2012	44.9%
2013	30.6%
2014	12.2%
2015	6.1%

1.10) Where did you complete the majority (50% or more) of your Andrews' courses?

n=51

On the campus of Andrews University in Berrien Springs	17.6%
At one (or more) of Andrews' off-campus locations in the United States	0%
At one (or more) of Andrews' international locations	82.4%
Online (via the internet)	0%

1.11) What was your employment/enrollment status one year after graduating from Andrews University?

n=51

Employed	60.8%
Enrolled in further studies	13.7%
Employed and Enrolled in further studies	11.8%
Not Employed nor Enrolled in further studies	13.7%

1.12) How related was your employment (one year after graduation) to your most recent Andrews University degree?

n=37
av.=1.76
dev.=0.76

Unrelated	43.2%
Somewhat Related	37.8%
Very Related	18.9%

1.13) How related were your further studies to your most recent Andrews University degree?

n=13
av.=2.23
dev.=0.93

Unrelated	30.8%
Somewhat Related	15.4%
Very Related	53.8%

1.14) Please select any additional degrees earned since you graduated from Andrews University.

n=51

Bachelor's	2%
Master's	29.4%
Specialist	3.9%
Doctoral	3.9%

1.15) What is your current employment / enrollment status?

n=50

Employed	64%
Enrolled in further studies	4%
Employed and Enrolled in further studies	20%
Not Employed nor Enrolled in further studies	12%

1.16) How related is your current employment to your most recent Andrews University degree?

n=42
av.=1.88
dev.=0.74

Unrelated	33.3%
Somewhat Related	45.2%
Very Related	21.4%

1.17) Please choose the response that best describes why you are working in a field unrelated to your most recent Andrews degree.

n=14

No jobs were available in my field	50%
I wanted/needed better pay or benefits	7.1%
I was no longer satisfied with my field	0%
I became interested in another field	14.3%
Other	28.6%

1.18) Please describe in a few words why are you working in a field unrelated to your most recent Andrews degree?

- Although, I was very interested in Behavioral Neuroscience, I didn't want to be doing research or be a psychologist.
- Didn't have much opportunities related to my field nor do I have any substantial experience with the little opportunity available
- I went to medical school
- IT IS HARD TO GET A LONG TERM JOB IN MY FIELD.
- It is challenging to acquire employment in my field without graduate level qualifications and/ or connections.
- No vacancies in my field.
- There was no employment in my current employer for a degree in psychology. Needed to further specialize to get a new work position.
- This is the job I got

1.19) Are you employed by a Seventh-day Adventist organization?

No	79.5%	n=39
Yes	20.5%	

1.20) What is your current annual income (in U.S. dollars)?

< $30,000	63.4%	n=41
$30,000 to <$40,000	12.2%	
$40,000 to <$60,000	12.2%	
$60,000 to <$80,000	4.9%	
$80,000 to <$100,000	2.4%	
$100,000 to <$150,000	0%	
$150,000 and above	0%	
Choose not to disclose	4.9%	

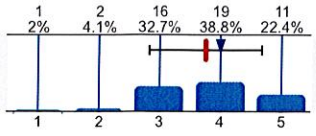
2. Andrews Experience

To what extent do you agree with the following statements (for your most recent Andrews degree):

***As a result of my Andrews** experience, . . .*

2.1) I can understand the academic and scholarly writings in my field	Strongly Disagree	2 (3.9%)	1 (2%)	6 (11.8%)	31 (60.8%)	11 (21.6%)	Strongly Agree	n=51 av.=3.94 md=4 dev.=0.88
2.2) I can apply my knowledge and skills in real world situations	Strongly Disagree	2 (3.9%)	0 (0%)	4 (7.8%)	32 (62.7%)	13 (25.5%)	Strongly Agree	n=51 av.=4.06 md=4 dev.=0.83
2.3) I can handle unique and complex problems in my field	Strongly Disagree	1 (2%)	0 (0%)	8 (15.7%)	35 (68.6%)	7 (13.7%)	Strongly Agree	n=51 av.=3.92 md=4 dev.=0.69
2.4) I am able to conduct research as a means to address professional challenges	Strongly Disagree	1 (2.1%)	3 (6.4%)	10 (21.3%)	27 (57.4%)	6 (12.8%)	Strongly Agree	n=47 av.=3.72 md=4 dev.=0.85 ab.=4
2.5) I can communicate effectively within my field	Strongly Disagree	1 (2%)	1 (2%)	4 (7.8%)	33 (64.7%)	12 (23.5%)	Strongly Agree	n=51 av.=4.06 md=4 dev.=0.76
2.6) I can work with others to promote positive change	Strongly Disagree	1 (2%)	0 (0%)	3 (6%)	31 (62%)	15 (30%)	Strongly Agree	n=50 av.=4.18 md=4 dev.=0.72
2.7) I am equipped to further develop my relationship with Jesus Christ	Strongly Disagree	1 (2.2%)	2 (4.4%)	9 (20%)	16 (35.6%)	17 (37.8%)	Strongly Agree	n=45 av.=4.02 md=4 dev.=0.99 ab.=6

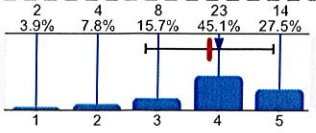
2.8) I can positively address complex issues related to faith

Strongly Disagree — 

Strongly Agree

n=49
av.=3.76
md=4
dev.=0.92
ab.=2

2.9) Overall, I was well prepared for employment or advanced study in my field

Strongly Disagree — 

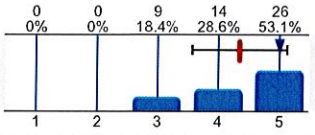
Strongly Agree

n=51
av.=3.84
md=4
dev.=1.05

3. *Current Experience*

Please rate the following statements about your current practice.

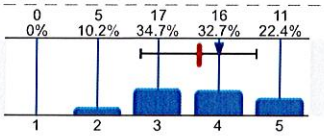
3.1) I am committed to following God's will for my life

Strongly Disagree — 

Strongly Agree

n=49
av.=4.35
md=5
dev.=0.78
ab.=2

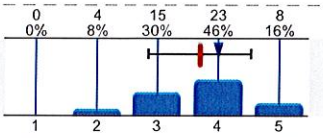
3.2) When possible, I share the Christian message, as found in Scripture, with others

Strongly Disagree — 

Strongly Agree

n=49
av.=3.67
md=4
dev.=0.94
ab.=2

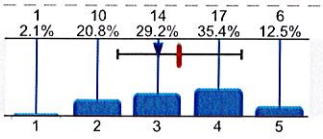
3.3) I practice a balanced lifestyle that promotes health

Strongly Disagree — 

Strongly Agree

n=50
av.=3.7
md=4
dev.=0.84

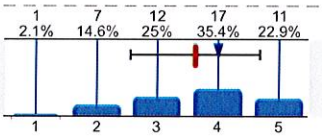
3.4) I am regularly involved in service activities (locally, nationally, or internationally)

Strongly Disagree — 

Strongly Agree

n=48
av.=3.35
md=3
dev.=1.02
ab.=3

3.5) I serve in leadership roles at work, church, or in the community

Strongly Disagree — 

Strongly Agree

n=48
av.=3.63
md=4
dev.=1.06
ab.=3

4. *Overall Experience*

4.1) How would you advise prospective students who are considering attending Andrews?

Strongly discourage attending Andrews	2%	n=51 av.=3.98 dev.=0.84
Discourage attending Andrews	0%	
Neither recommend nor discourage attending Andrews	23.5%	
Recommend attending Andrews	47.1%	
Strongly recommend attending Andrews	27.5%	

4.2) Please describe areas in which you feel you were prepared exceptionally well for your field.

- Communicating with my professors
  Behavior modification opened my eyes to the field i'm in now
  Terminology
- Communication. I had lots of opportunities to develop as a public speaker and as a writer, both in my classes and extra-curricular activities.
- Conflict Resolution

- Courses offered
- I was prepared to move in my masters in psychology with the tools of the different areas taught and research information which made it easier to accomplish my masters years later.
- In the arena of research, guidance and behavior modification.
- In the field experience I got some ideas of the work environment and also feedback for my lecturers.
- Mentorship
- My department did a good job of applying diverse perspective in broad and specific areas.
- My overall sense of self was enhanced upon attending school and the ability to work with people from diverse cultural background.
- N/A
- N/A.
- None
- Research
- Research and academic writing- the degree of assignments and vast content from biblical to social commentary has created an atmosphere of holistic and diverse learning!
- Skills and knowledge associated with being in the working environment.
- The breadth of my degree allows me to relate very well to the different academic fields I work with and has allowed me options in pursuing an advanced degree.
- Theoretically based principles
- To adeptly analyze people, gain a perspective in their character and work ethic, via observance and build a relationship with them that does not cause antagonism or discord.
- Understanding social work theory, practice and ethics
- critical thinking, research methods and team work
- teaching

4.3) From your perspective, what could we do to improve the experience offered at Andrews University? Your answers will be carefully considered.

- 1. Overhaul the undergraduate religious education courses. I agree that every undergraduate in student should have to take a religion course every year that they are at Andrews, but most of the religion courses that we're available to me were not very beneficial. For example, in my God and human life course, we briefly surveyed the book of John and talked about random topics, and did a book report on Steps to Christ. I think that the time would have been much better spent talking about the most important questions: What does it mean to be a Christian? SDA? Why is there evil and suffering in the world? Etc.

  2. More focus on how we can use our degrees to get jobs. Most of the time we are only taught to get good grades, and not the importance of how to use our knowledge to get jobs.

  3. More focus on mission.
- Allow students to choose more core courses
- Andrews is very hypocritical and was a huge setback in my spiritual journey.

  It also did nothing to advance my career other than provide me the degree I needed. Every opportunity I found

was through my own research and efforts after Andrews was unable to provide.

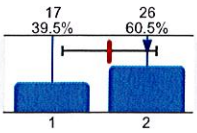
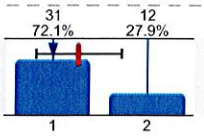
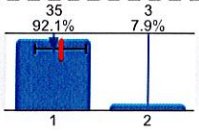
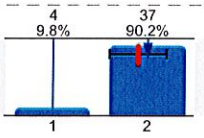
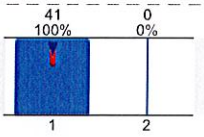
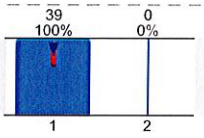
- At the international campus that I went to in Trinidad and Tobago, many non-SDA students were treated at times like outcasts; with lesser respect than the SDA students, especially via areas like registration, religious courses and at times looked down upon.
- Consider student's situations and not assume everyone can function the same
- During my time at Andrews, I found that the lack of financial assistance and the general incompetence, or lack of caring, from student financial services to be extremely detrimental. I work at a university now that works extremely hard to provide funding for students, otherwise I wouldn't have realized how much Andrews could improve. I also found that the treatment of students who lived off of campus was very poor. I felt ostracized from most on campus activities (which includes events but also marketing efforts).
- Everything was great for me.
- Extend the international programs to more countries and offer more courses on-line
- Fix the administrative/financial department of the school. To be sensitize to students and the delivery of information, and changes in the system.
- I felt i wasn't told the truth about the difficulties in getting a job in relation to the behavioural science study.
- I have been seeking to pursue further education at Andrews via an international location outside the US and information was not forthcoming. I decided to seek other options.

  So, an actual response or direct link to persons to guide prospective students through post graduate processes.
- Let SDA religious courses be optional and have more career fairs with professionals who are open and honest to share their journeys and experience.
- MAKE IT EASIER TO DO MASTERS ONLINE
- More balanced education. The Adventist faith is sometimes pushed as a stringent unattainable religion teaching that is more concerned with people obeying rules rather than the soul of men. So the institution in Trinidad and Tobago, West Indies needs to be a bit more balanced in the delivery of the overall service they offer to make the university experience more worthwhile.
- More practical and real life integration. Also, more practicum
- More research opportunities and maybe a psych internship opportunity
- N/A.
- NA
- Offer courses that are relevant to the field and not such a wide mix so that focus can be placed on more important courses and assignments.
- Offer more job internshios
- Simplify the cost - students shouldn't need to be mathematicians just to figure out what it's going to cost to come to Andrews. Don't have hidden fees and extra amounts - such as course fees for courses that have no labs or extra costs. Be transparent in all things.
- Tell person's pursuing a degree in Psychology that there chances of being employed after school is slim to none.
- To keep I
  Proving the teaching methods. Do not pull away from current issues that affects Christians. Add more creativity in the classroom.
- Well, I attended an off campus international site, so greater supervision of student's finances and monitoring of university's board members finance management

- have more hands on experience with meat. because in the real world a lot of people eat meat or if u decided to open a restaurant you will have to learn to prepare meat.....
- offer Post-grad courses at off campus sites in the Caribbean.

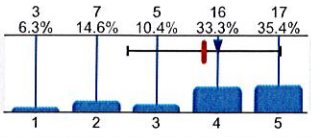
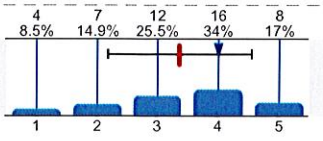
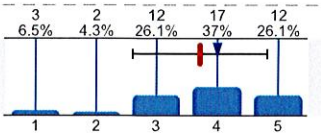
5. *Alumni Connections, part 1*

Please answer the following questions to help us to understand your current involvement with Andrews University.

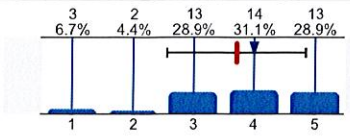
5.1)	Since graduation, have you been back to campus?	No		Yes	n=43 av.=1.6 md=2 dev.=0.49 ab.=8
5.2)	Do you attend regional or campus events?	No		Yes	n=43 av.=1.28 md=1 dev.=0.45 ab.=7
5.3)	Do you volunteer for Andrews University events?	No		Yes	n=38 av.=1.08 md=1 dev.=0.27 ab.=12
5.4)	Do you feel pride in your school?	No		Yes	n=41 av.=1.9 md=2 dev.=0.3 ab.=10
5.5)	Do you make regular gifts to Andrews University?	No		Yes	n=41 av.=1 md=1 dev.=0 ab.=10
5.6)	Have you remembered Andrews University in a planned gift?	No		Yes	n=39 av.=1 md=1 dev.=0 ab.=12

6. *Alumni Connections, part 2*

The Alumni Office would like your input on the value of the following items for keeping connected.

6.1)	Apps	Not Valuable		Very Valuable	n=48 av.=3.77 md=4 dev.=1.26 ab.=2
6.2)	Postcards	Not Valuable		Very Valuable	n=47 av.=3.36 md=4 dev.=1.19 ab.=2
6.3)	Focus Magazine	Not Valuable		Very Valuable	n=46 av.=3.72 md=4 dev.=1.11 ab.=4

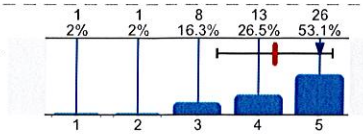
6.4) Regional Events

Not Valuable 

Very Valuable

n=45
av.=3.71
md=4
dev.=1.14
ab.=4

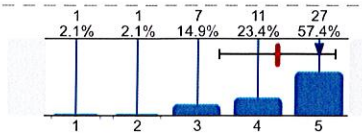
6.5) Social Networking

Not Valuable 

Very Valuable

n=49
av.=4.27
md=5
dev.=0.95
ab.=1

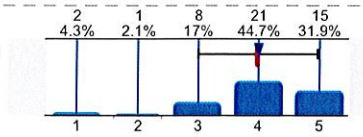
6.6) Career Networking

Not Valuable 

Very Valuable

n=47
av.=4.32
md=5
dev.=0.96
ab.=2

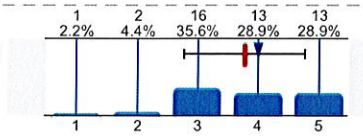
6.7) Electronic Newsletters

Not Valuable 

Very Valuable

n=47
av.=3.98
md=4
dev.=0.99
ab.=2

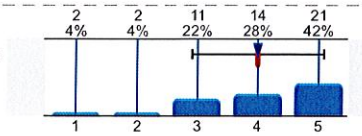
6.8) Campus Programming

Not Valuable 

Very Valuable

n=45
av.=3.78
md=4
dev.=1
ab.=4

6.9) Online Alumni Community

Not Valuable 

Very Valuable

n=50
av.=4
md=4
dev.=1.09
ab.=1

7. Demographics

7.1) What is your gender?

Female	88.2%	n=51
Male	11.8%	
Choose not to disclose	0%	

7.2) What is your age?

20 to 25	5.9%	n=51
26 to 29	49%	
30 to 39	29.4%	
40 to 49	13.7%	
50 to 59	2%	
60 or over	0%	
Choose not to disclose	0%	

7.3) What racial or ethnic group do you most closely identify with?

n=50

American Indian or Alaska Native	0%
Asian	8%
Black or African American	60%
Caucasian or White	0%
Hispanic or Latino	4%
Native Hawaiian or other Pacific Islander	0%
Two or more ethnic/racial groups	22%
Choose not to disclose	6%

7.4) What was your denominational/religious affiliation and involvement when you were an Andrews University student?

n=51

Active Seventh-day Adventist	41.2%
Inactive Seventh-day Adventist	9.8%
Active member of another denomination or religion	29.4%
Inactive member of another denomination or religion	7.8%
Not a member of any denomination or religion	3.9%
Choose not to disclose	7.8%

7.5) What is your current denomination / religious affiliation?

n=50

Active Seventh-day Adventist	38%
Inactive Seventh-day Adventist	12%
Active member of another denomination or religion	20%
Inactive member of another denomination or religion	16%
Not a member of any denomination or religion	6%
Choose not to disclose	8%

Profile

Compilation: Alumni Survey 2018 & 2020 CAS Behavioral Science

Values used in the profile line: Mean

2.1)	I can understand the academic and scholarly writings in my field	Strongly Disagree	Strongly Agree	n=51	av.=3.94	md=4.00 dev.=0.88
2.2)	I can apply my knowledge and skills in real world situations	Strongly Disagree	Strongly Agree	n=51	av.=4.06	md=4.00 dev.=0.83
2.3)	I can handle unique and complex problems in my field	Strongly Disagree	Strongly Agree	n=51	av.=3.92	md=4.00 dev.=0.69
2.4)	I am able to conduct research as a means to address professional challenges	Strongly Disagree	Strongly Agree	n=47	av.=3.72	md=4.00 dev.=0.85
2.5)	I can communicate effectively within my field	Strongly Disagree	Strongly Agree	n=51	av.=4.06	md=4.00 dev.=0.76
2.6)	I can work with others to promote positive change	Strongly Disagree	Strongly Agree	n=50	av.=4.18	md=4.00 dev.=0.72
2.7)	I am equipped to further develop my relationship with Jesus Christ	Strongly Disagree	Strongly Agree	n=45	av.=4.02	md=4.00 dev.=0.99
2.8)	I can positively address complex issues related to faith	Strongly Disagree	Strongly Agree	n=49	av.=3.76	md=4.00 dev.=0.92
2.9)	Overall, I was well prepared for employment or advanced study in my field	Strongly Disagree	Strongly Agree	n=51	av.=3.84	md=4.00 dev.=1.05
3.1)	I am committed to following God's will for my life	Strongly Disagree	Strongly Agree	n=49	av.=4.35	md=5.00 dev.=0.78
3.2)	When possible, I share the Christian message, as found in Scripture, with others	Strongly Disagree	Strongly Agree	n=49	av.=3.67	md=4.00 dev.=0.94
3.3)	I practice a balanced lifestyle that promotes health	Strongly Disagree	Strongly Agree	n=50	av.=3.70	md=4.00 dev.=0.84
3.4)	I am regularly involved in service activities (locally, nationally, or internationally)	Strongly Disagree	Strongly Agree	n=48	av.=3.35	md=3.00 dev.=1.02
3.5)	I serve in leadership roles at work, church, or in the community	Strongly Disagree	Strongly Agree	n=48	av.=3.63	md=4.00 dev.=1.06
5.1)	Since graduation, have you been back to campus?	No	Yes	n=43	av.=1.60	md=2.00 dev.=0.49
5.2)	Do you attend regional or campus events?	No	Yes	n=43	av.=1.28	md=1.00 dev.=0.45
5.3)	Do you volunteer for Andrews University events?	No	Yes	n=38	av.=1.08	md=1.00 dev.=0.27
5.4)	Do you feel pride in your school?	No	Yes	n=41	av.=1.90	md=2.00 dev.=0.30
5.5)	Do you make regular gifts to Andrews University?	No	Yes	n=41	av.=1.00	md=1.00 dev.=0.00
5.6)	Have you remembered Andrews University in a planned gift?	No	Yes	n=39	av.=1.00	md=1.00 dev.=0.00
6.1)	Apps	Not Valuable	Very Valuable	n=48	av.=3.77	md=4.00 dev.=1.26
6.2)	Postcards	Not Valuable	Very Valuable	n=47	av.=3.36	md=4.00 dev.=1.19
6.3)	Focus Magazine	Not Valuable	Very Valuable	n=46	av.=3.72	md=4.00 dev.=1.11

6.4)	Regional Events	Not Valuable	Very Valuable	n=45	av.=3.71	md=4.00 dev.=1.14
6.5)	Social Networking	Not Valuable	Very Valuable	n=49	av.=4.27	md=5.00 dev.=0.95
6.6)	Career Networking	Not Valuable	Very Valuable	n=47	av.=4.32	md=5.00 dev.=0.96
6.7)	Electronic Newsletters	Not Valuable	Very Valuable	n=47	av.=3.98	md=4.00 dev.=0.99
6.8)	Campus Programming	Not Valuable	Very Valuable	n=45	av.=3.78	md=4.00 dev.=1.00
6.9)	Online Alumni Community	Not Valuable	Very Valuable	n=50	av.=4.00	md=4.00 dev.=1.09

Included Surveys

Survey (Name of the instructor(s))	No. of Returns	Response Rate *	Period
Alumni Survey 2018 & 2020 CAS Behavioral Neuroscience (Biology & Psychology) (Admin, Class Climate)	3	-- %	
Alumni Survey 2018 & 2020 CAS Behavioral Science BS (Admin, Class Climate)	30	-- %	
Alumni Survey 2018 & 2020 CAS Family and Consumer Sciences BS (Admin, Class Climate)	4	-- %	
Alumni Survey 2018 & 2020 CAS Family Studies BS (Admin, Class Climate)	1	-- %	
Alumni Survey 2018 & 2020 CAS Pyschology BS & BA (Admin, Class Climate)	13	-- %	

* The response rate was calculated when the report was generated based on the participant number of the survey.

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Dept Totals	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Faculty FTE (reg faculty, excl adjunct)	10.1	10.15	10.15	9.05	7.3	7.65	7.65	6.65
Estimated salary expense (excl benefits exp, excl RESA contrib)	562,669	560,865	577,679	492,156	438,767	460,122	465,474	400,604
Estimated adjunct expense (excl benefits exp)	12,900	5,369	15,743	29,383	23,095	17,880	16,856	26,243
Average Class Size (# of Sections), main campus only excludes: independent, music org, practicum, seminar	25.1 (69)	19.6 (83)	17.9 (79)	15.8 (83)	15.5 (73)	16.6 (72)	19.9 (61)	16.9 (55)
100-200	37 (26)	31.9 (28)	29.4 (26)	26.6 (26)	27 (21)	30.2 (21)	32.2 (19)	25.1 (15)
300-400	16.9 (39)	13.6 (45)	12.6 (40)	12.6 (39)	11.8 (37)	11.4 (38)	16.3 (29)	14.5 (32)
500& Up	7.2 (15)	6.4 (19)	7.5 (20)	5.6 (23)	5.9 (22)	6.6 (19)	7.5 (17)	5.8 (15)
Majors Total	160	160	142	120	121	126	131	129
BA degree	12	14	9	16	18	19	25	19
BS degree	124	121	102	75	72	79	72	75
MS degree	21	21	31	29	31	28	34	35
MSA degree	3	4	0	0	0	0	0	0
Degree Completion Total	40	41	48	33	40	35	25	37
Minors Total	19	17	10	8	11	16	25	22
Credits Generated, all courses	5086	4646	4272	3837	3476	3442	3653	3197
Main	4975	4520	4043	3595	3218	3202	3425	2684
Field-based	111	126	229	242	258	240	228	513
Net Tuition Revenue for all courses, $	3,302,627	3,108,262	2,657,684	2,432,942	2,087,888	2,223,031	2,318,008	1,974,612
Main	3,238,002	3,065,725	2,592,775	2,362,634	2,026,571	2,131,070	2,244,061	1,741,112
Field-based	64,624	42,537	64,909	70,308	61,317	91,960	73,947	233,500
Net Tuition Revenue for all courses, per credit	649	669	622	634	601	646	635	618
Main	651	678	641	657	630	666	655	649
Field-based	582	338	283	291	238	383	324	455
CM% | CMS based on Instructional Expenses for all courses	74.2% $2,449,213	70.3% $2,185,756	66.3% $1,761,452	69.9% $1,699,636	68.2% $1,424,777	69.0% $1,534,553	67.4% $1,561,572	66.5% $1,313,634
Main	74.0% $2,397,570	70.7% $2,167,152	65.8% $1,705,655	69.1% $1,632,924	67.4% $1,365,151	67.7% $1,443,649	67.0% $1,503,301	64.2% $1,118,164
Field-based	79.9% $51,644	43.7% $18,604	86.0% $55,797	94.9% $66,712	97.2% $59,625	98.9% $90,904	78.8% $58,271	83.7% $195,470
Department Operational Budget	-961,149	-948,888	-1,005,665	-838,726	-817,113	-822,732	-849,652	-765,054

Faculty FTE

Dept	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES	10.1	10.15	10.15	9.05	7.3	7.65	7.65	6.65

Faculty and Adjunct Salary Expense

Dept	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES								
Salary, reg faculty (excludes RESA contribution)	562,669	560,865	577,679	492,156	438,767	460,122	465,474	400,604
Salaried contracts, adjunct faculty (main campus only)	12,900	5,369	15,743	29,383	23,095	17,880	16,856	26,243

Faculty Rank

Dept	Rank	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES		10.1	10.15	10.15	9.05	7.3	7.65	7.65	6.65
	INST	0.7	0.75	0.75	0.75	0	0	0	0
	ASTP	5	5	4	2	1.5	1.75	1.75	2.75
	ASCP	1	1	1	2	2	2.5	2.5	1
	PROF	3.4	3.4	4.4	4.3	3.8	3.4	3.4	2.9

Average Class Size (# of Sections) by Campus, excludes: Independent, Music Org, Practicum, Seminar

Dept	Subject	Level	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES										
Main Campus, avg class size (# of sections)			25.1 (69)	19.6 (83)	17.9 (79)	15.8 (83)	15.5 (73)	16.6 (72)	19.9 (61)	16.9 (55)
		100-200	37 (26)	31.9 (28)	29.4 (26)	26.6 (26)	27 (21)	30.2 (21)	32.2 (19)	25.1 (15)
		300-400	16.9 (39)	13.6 (45)	12.6 (40)	12.6 (39)	11.8 (37)	11.4 (38)	16.3 (29)	14.5 (32)
		500& Up	7.2 (15)	6.4 (19)	7.5 (20)	5.6 (23)	5.9 (22)	6.6 (19)	7.5 (17)	5.8 (15)
Field-Based, avg class size (# of sections)			3.3 (3)	3.9 (12)	5.1 (17)	4.4 (19)	4.8 (18)	3.8 (21)	4.2 (18)	5.3 (32)
		100-200	0 0	7 (5)	6.4 (10)	5.9 (12)	5.5 (15)	4.2 (17)	4.6 (15)	7.2 (19)
		300-400	3.3 (3)	1.5 (4)	3.5 (6)	1.9 (7)	1 (3)	2 (4)	2.3 (3)	2.8 (12)
		500& Up	0 0	2 (3)	1 (1)	0 0	0 0	0 0	0 0	1 (1)
All Campuses (Main + Field), avg class size (# of sections)			24.2 (103)	17.6 (95)	15.7 (96)	13.7 (102)	13.4 (91)	13.7 (93)	16.3 (79)	12.6 (87)
		100-200	37 (26)	28.1 (33)	23 (36)	20.1 (38)	18.1 (36)	18.6 (38)	20 (34)	15.1 (34)
		300-400	16 (42)	12.6 (49)	11.4 (46)	10.9 (46)	11 (40)	10.5 (42)	15 (32)	11.3 (44)
		500& Up	7.2 (15)	5.8 (22)	7.1 (21)	5.6 (23)	5.9 (22)	6.6 (19)	7.5 (17)	5.5 (16)

Average Class Size (# of Sections) by Subject, excludes: Independent, Music Org, Practicum, Seminar

Dept	Subject	Level	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES										
Main Campus, avg class size (# of sections)			25.1 (69)	19.6 (83)	17.9 (79)	15.8 (83)	15.5 (73)	16.6 (72)	19.9 (61)	16.9 (55)
	ANTH		10.5 (4)	10.8 (6)	12.3 (4)	7.3 (6)	7.4 (5)	3.8 (4)	10 (4)	26 (1)
		100-200	31 (1)	23 (2)	16.5 (2)	14.5 (2)	13.5 (2)	9 (1)	15 (2)	26 (1)
		300-400	1.5 (2)	3.7 (3)	4 (1)	3 (3)	1.7 (3)	2 (3)	2 (1)	0 0
		500& Up	8 (1)	8 (1)	12 (1)	6 (1)	5 (1)	0 0	8 (1)	0 0
	BHSC		24.6 (14)	18.5 (19)	16.2 (17)	18.4 (14)	11.8 (13)	14.8 (14)	17.7 (6)	13.2 (5)
		100-200	28.6 (10)	25.5 (11)	27.3 (9)	26 (7)	29.8 (4)	31.2 (5)	24.3 (4)	20.3 (3)
		300-400	14.5 (4)	9 (8)	3.9 (7)	12.5 (6)	3.3 (7)	5.7 (9)	4.5 (2)	2.5 (2)
		500& Up	0 0	0 0	1 (2)	1 (1)	6 (2)	0 0	0 0	0 0
	CIDS		9.3 (7)	8.1 (11)	8.6 (14)	6.4 (18)	8.3 (12)	8.4 (13)	8.1 (14)	6.9 (12)
		100-200	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
		300-400	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
		500& Up	9.3 (7)	8.1 (11)	8.6 (14)	6.4 (18)	8.3 (12)	8.4 (13)	8.1 (14)	6.9 (12)
	FMST		21.4 (5)	15.3 (6)	11.8 (4)	8 (2)	20 (1)	0 0	14 (1)	0 0
		100-200	35.5 (2)	25 (2)	13.5 (2)	8 (2)	20 (1)	0 0	14 (1)	0 0
		300-400	12 (3)	10.5 (4)	10 (2)	0 0	0 0	0 0	0 0	0 0
		500& Up	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
	GEOG		14 (2)	11.5 (2)	9.7 (3)	10.5 (4)	6.3 (3)	5 (3)	13.5 (2)	5.5 (2)
		100-200	14 (2)	11.5 (2)	14 (2)	13.3 (3)	6.3 (3)	7 (2)	13.5 (2)	5.5 (2)
		300-400	0 0	0 0	1 (1)	2 (1)	0 0	1 (1)	0 0	0 0
		500& Up	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
	PSYC		31 (29)	25.7 (30)	23.9 (30)	25.3 (27)	22 (29)	23.2 (29)	26.8 (27)	21.2 (27)
		100-200	47.8 (9)	40.7 (9)	37.6 (9)	41.8 (8)	31.3 (9)	38.4 (9)	41.3 (8)	32.2 (6)
		300-400	23.5 (20)	19.2 (21)	18 (21)	18.4 (19)	17.8 (20)	17.1 (19)	20.7 (19)	18.1 (21)
		500& Up	1 (1)	1 (1)	0 0	0 0	0 0	1.5 (2)	0 0	0 0
	SOCI		15.3 (16)	13.7 (17)	12 (15)	8.4 (18)	104 (16)	10.9 (16)	11.8 (16)	9.9 (17)
		100-200	38.3 (3)	42.3 (3)	31 (3)	18.2 (5)	33.3 (3)	27.5 (4)	38 (3)	21.3 (4)
		300-400	7.3 (13)	6.9 (12)	6 (12)	4.2 (13)	5.3 (10)	5.1 (10)	5.7 (12)	6.2 (13)
		500& Up	5.7 (6)	3.8 (6)	5 (3)	2 (3)	2 (7)	3.5 (4)	3 (2)	1.3 (3)

Student Majors by Program

Dept	Program	Degree	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL	ACTIVE PROGRAMS HIGHLIGHTED IN GREEN									
	Behavioral Sciences	BS	10	11	6	6	4	6	3	4
	Behavioral Sciences/Anthropological Archaeolo	BS	2	2	3	5	4	2	2	2
	Behavioral Sciences/Anthropology	BS	1	1	2	1			1	1
	Behavioral Sciences/Community & Internatl Dev	BS								
	Behavioral Sciences/Public Health	BS	7	7	6	4	3	2	1	1
	Behavioral Sciences/Student Development	BS			1	1				
	BHSC Total		20	21	18	17	11	10	7	8
	CID Community & Internatl Develop	MS	21	20	25	23	25	28	34	33
	CID Community & Internatl Develop/Advocacy	MS			1	2	2			
	CID Community & Internatl Develop/Developme	MS								
	CID Community & Internatl Develop/Developme	MS								1
	CID Community & Internatl Develop/Emergency	MS			3	3	3			
	CID Community & Internatl Develop/Global Hea	MS			1					
	CID Community & Internatl Develop/NGO Devel	MS								1
	CID Community & Internatl Develop/Youth & Su	MS		1	1	1	1			
	Community & Internatl Develop	MSA	3	4						
	CIDP Total		24	25	31	29	31	28	34	35
	Family Studies	BS	11	11	6	2	1			
	FMST Total		11	11	6	2	1	0	0	0
	Psychology	BA	11	12	7	10	9	6	6	1
	Psychology	BS	37	34	23	8	6	9	8	4
	Psychology/Behavioral Neuroscience	BS	25	22	23	12	13	13	5	3
	Psychology/Brain & Cognition	BS						1	6	12
	Psychology/General	BA				5	5	6	13	10
	Psychology/General	BS	4	2	4	3	7	9	10	16
	Psychology/Health Psychology	BS	2	2		5	4	3	1	
	Psychology/Pre-professional	BA					3	5	5	5
	Psychology/Pre-professional	BS	14	16	21	22	20	23	23	21
	PSYC Total		93	88	78	65	67	75	77	72
	Sociology	BA	1	2	2	1	1	2	1	3
	Sociology	BS	1	2	3	2	1	4	5	4
	Sociology/Community & Internatl Develop	BS	7	9	4	4	1	1	1	1
	Sociology/Criminal Justice	BS					7	5	6	6
	Sociology/Deviant Behavior	BS	3	2						
	Sociology/Emergency Preparedness	BS					1	1		
	SOCI Total		12	15	9	7	11	13	13	14

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Dept Totals	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Behavioral Sciences Grand Total	160	160	142	120	121	126	131	129

Student Majors by Degree Type

Dept	Degree Type - Program	Degree	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL	ACTIVE PROGRAMS HIGHLIGHTED IN GREEN									
	BA - Psychology	BA	11	12	7	10	9	6	6	1
	BA - Psychology/General	BA				5	5	6	13	10
	BA - Psychology/Pre-professional	BA					3	5	5	5
	BA - Sociology	BA	1	2	2	1	1	2	1	3
	BA Total		12	14	9	16	18	19	25	19
	BS - Behavioral Sciences	BS	10	11	6	6	4	6	3	4
	BS - Behavioral Sciences/Anthropological Archa	BS	2	2	3	5	4	2	2	2
	BS - Behavioral Sciences/Anthropology	BS	1	1	2	1			1	1
	BS - Behavioral Sciences/Community & Internat	BS								
	BS - Behavioral Sciences/Public Health	BS	7	7	6	4	3	2	1	1
	BS - Behavioral Sciences/Student Development	BS			1	1				
	BS - Family Studies	BS	11	11	6	2	1			
	BS - Psychology	BS	37	34	23	8	6	9	8	4
	BS - Psychology/Behavioral Neuroscience	BS	25	22	23	12	13	13	5	3
	BS - Psychology/Brain & Cognition	BS						1	6	12
	BS - Psychology/General	BS	4	2	4	3	7	9	10	16
	BS - Psychology/Health Psychology	BS	2	2		5	4	3	1	
	BS - Psychology/Pre-professional	BS	14	16	21	22	20	23	23	21
	BS - Sociology	BS	1	2	3	2	1	4	5	4
	BS - Sociology/Community & Internatl Develop	BS	7	9	4	4	1	1	1	1
	BS - Sociology/Criminal Justice	BS					7	5	6	6
	BS - Sociology/Deviant Behavior	BS	3	2						
	BS - Sociology/Emergency Preparedness	BS					1	1		
	BS Total		124	121	102	75	72	79	72	75
	MS - CID Community & Internatl Develop	MS	21	20	25	23	25	28	34	33
	MS - CID Community & Internatl Develop/Advoc	MS			1	2	2			
	MS - CID Community & Internatl Develop/Devel	MS								1
	MS - CID Community & Internatl Develop/Devel	MS								
	MS - CID Community & Internatl Develop/Emerg	MS			3	3	3			
	MS - CID Community & Internatl Develop/Globa	MS			1					
	MS - CID Community & Internatl Develop/NGO I	MS								1
	MS - CID Community & Internatl Develop/Youth	MS		1	1	1	1			
	MS Total		21	21	31	29	31	28	34	35
	MSA - Community & Internatl Develop	MSA	3	4						
	MSA Total		3	4	0	0	0	0	0	0
Grand Total			160	160	142	120	121	126	131	129

Student Degree Completions by Program

Dept	Program	Degree	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL	Behavioral Sciences	BS	3	3	3	1	1	3		2
	Behavioral Sciences/Anthropological Archaeolo	BS	1				1	2	1	
	Behavioral Sciences/Anthropology	BS		1	1	2				
	Behavioral Sciences/Community & Internatl Dev	BS								
	Behavioral Sciences/Public Health	BS	4	2	1	5		1	1	1
	Behavioral Sciences/Student Development	BS								
	BHSC Total		8	6	5	8	2	6	2	3
	CID Community & Internatl Develop	MS	1	6	11	1	13	7	2	17
	CID Community & Internatl Develop/Advocacy	MS		1						
	CID Community & Internatl Develop/Developme	MS								
	CID Community & Internatl Develop/Emergency	MS		1	1			1		
	CID Community & Internatl Develop/Global Hea	MS								
	CID Community & Internatl Develop/NGO Devel	MS		2						
	CID Community & Internatl Develop/Youth & Sc	MS					1			
	Community & Internatl Develop	MSA		3						
	CIDP Total		1	13	12	1	14	8	2	17
	Family Studies	BS	4	2	4			1		
	FMST Total		4	2	4	0	0	1	0	0
	Psychology	BA	3	3	1	1	2		1	
	Psychology	BS	1				1	1		
	Psychology/Behavioral Neuroscience	BS	5	3	7	2	2	4	4	1
	Psychology/Brain & Cognition	BS							1	
	Psychology/General	BA	3	3	1	1	2		1	3
	Psychology/General	BS	6	5	4	8	4	3	2	4
	Psychology/Health Psychology	BS		1			2	1	1	1
	Psychology/Pre-professional	BA							1	1
	Psychology/Pre-professional	BS	8	5	11	7	8	9	8	4
	PSYC Total		26	20	24	19	21	18	19	14
	Sociology	BA			1		1			1
	Sociology	BS				1	1	1		
	Sociology/Community & Internatl Develop	BS	1		2	4	1	1		
	Sociology/Criminal Justice	BS							2	1
	Sociology/Deviant Behavior	BS								1
	Sociology/Emergency Preparedness	BS								
	SOCI Total		1	0	3	5	3	2	2	3
Grand Total			40	41	48	33	40	35	25	37

Student Minors by Program

Dept	Program	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL	ACTIVE MINORS HIGHLIGHTED IN GREEN								
	ANTH-Anthropology	1	1			2	1	2	
	BHSC-Behavioral Sciences	2					1	2	
	CMID-Community & Internatl Develop	4	5	2	3	2	2	3	4
	CRIM-Criminal Justice						4	7	3
	FMST-Family Studies	4	2	1	2		1	1	1
	GEOG-Geography								
	PSYC-Psychology	8	8	7	3	5	7	10	12
	SOCI-Sociology		1			2			2
Grand Total		19	17	10	8	11	16	25	22

Credits Generated, all courses (including dept majors)

Dept	Level	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES									
Main Campus		4975	4520	4043	3595	3218	3202	3425	2684
	100-200	2678	2472	2101	1937	1609	1683	1707	1036
	300-400	1959	1714	1516	1286	1271	1164	1365	1349
	500& Up	338	334	426	372	338	355	353	299
Field-Based		111	126	229	242	258	240	228	513
	100-200	69	105	192	213	249	216	207	408
	300-400	40	14	36	29	9	24	21	102
	500& Up	2	7	1	0	0	0	0	3
All Campuses (Main + Field)		5086	4646	4272	3837	3476	3442	3653	3197
	100-200	2747	2577	2293	2150	1858	1899	1914	1444
	300-400	1999	1728	1552	1315	1280	1188	1386	1451
	500& Up	340	341	427	372	338	355	353	302

Net Revenue & CM%, all courses (including dept majors)

Dept	Cost Choice	FY2014		FY2015		FY2016		FY2017		FY2018		FY2019		FY2020		FY2021	
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES																	
Main Campus																	
Total Net Tuition Revenue		3,238,002		3,065,725		2,592,775		2,362,634		2,016,571		2,131,070		2,244,061		1,741,112	
Total Per Credit Tuition		651		678		641		657		630		666		655		649	
	Teaching Costs CM% | CM$	75.3%	$2,438,175	72.1%	$2,210,495	67.1%	$1,740,995	69.9%	$1,652,006	68.4%	$1,385,244	68.4%	$1,457,744	70.1%	$1,574,066	65.2%	$1,134,897
	Instructional Exp CM% | CM$	74.0%	$2,397,570	70.7%	$2,167,152	65.8%	$1,705,655	69.1%	$1,632,924	67.4%	$1,365,151	67.7%	$1,443,649	67.0%	$1,503,301	64.2%	$1,118,164
	Inst Exp + Dsprtn CM% | CM$	74.0%	$2,397,570	70.7%	$2,167,152	65.8%	$1,705,655	69.1%	$1,632,924	67.4%	$1,365,151	67.7%	$1,443,649	66.6%	$1,495,062	63.9%	$1,113,231
	Contribution Margin CM% | CM$	74.0%	$2,395,797	70.6%	$2,163,899	64.9%	$1,683,583	68.0%	$1,607,016	66.2%	$1,340,935	66.7%	$1,420,388	64.9%	$1,456,649	62.9%	$1,094,545
Field-Based																	
Total Net Tuition Revenue		64,624		42,537		64,909		70,308		61,317		91,960		73,947		233,500	
Total Per Credit Tuition		582		338		283		291		238		383		324		455	
	Teaching Costs CM% | CM$	83.9%	$54,224	48.8%	$20,767	89.0%	$57,799	96.7%	$67,997	100.0%	$61,317	100.0%	$91,960	85.2%	$62,982	88.9%	$207,499
	Instructional Exp CM% | CM$	79.9%	$51,644	43.7%	$18,604	86.0%	$55,797	94.9%	$66,712	97.2%	$59,625	98.9%	$90,904	78.8%	$58,271	83.7%	$195,470
	Inst Exp + Dsprtn CM% | CM$	79.9%	$51,644	43.7%	$18,604	86.0%	$55,797	94.9%	$66,712	97.2%	$59,625	98.9%	$90,904	78.1%	$57,722	83.3%	$194,527
	Contribution Margin CM% | CM$	79.7%	$51,530	43.4%	$18,449	84.0%	$54,547	92.4%	$64,968	94.1%	$57,684	97.0%	$89,160	74.6%	$55,165	81.8%	$190,956
All Campuses (Main + Field)																	
Total Net Tuition Revenue		3,302,627		3,108,262		2,657,684		2,432,942		2,087,888		2,223,031		2,318,008		1,974,612	
Total Per Credit Tuition		649		669		622		634		601		646		635		618	
	Teaching Costs CM% | CM$	75.5%	$2,492,399	71.8%	$2,231,262	67.7%	$1,798,794	70.7%	$1,720,003	69.3%	$1,447,561	69.7%	$1,549,704	70.6%	$1,637,048	68.0%	$1,342,395
	Instructional Exp CM% | CM$	74.2%	$2,449,213	70.3%	$2,185,756	66.3%	$1,761,452	69.9%	$1,699,636	68.2%	$1,424,777	69.0%	$1,534,553	67.4%	$1,561,572	66.5%	$1,313,634
	Inst Exp + Dsprtn CM% | CM$	74.2%	$2,449,213	70.3%	$2,185,756	66.3%	$1,761,452	69.9%	$1,699,636	68.2%	$1,424,777	69.0%	$1,534,553	67.0%	$1,552,785	66.2%	$1,307,759
	Contribution Margin CM% | CM$	74.1%	$2,447,327	70.2%	$2,182,349	65.4%	$1,738,129	68.7%	$1,671,984	67.0%	$1,398,619	67.9%	$1,509,548	65.2%	$1,511,815	65.1%	$1,285,500

Net Rev-Exp

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Dept Tota's	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Dept	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES								
Dept Revenue	33,940	30,957	30,625	24,091	18,728	16,029	14,182	12,582
Dept Compensation	956,113	937,379	1,005,414	847,296	815,678	826,491	850,433	762,606
Dept NonComp	38,976	43,324	31,876	26,908	20,462	21,265	18,100	15,030
Dept Transfers	0	-857	-1,000	-11,386	-300	-8,995	-4,700	0
Dept Net Rev-Exp	-961,149	-948,888	-1,005,665	-838,726	-817,113	-822,732	-849,652	-765,054