

UNIVERSITY OF GUAM
College of Liberal Arts & Social Sciences
Rubric for Analysis of Major Programs *Psychology*

Types of Data				Comments
1 External recognition and measures of quality of the program (list)	Statement/list adequately addresses data request	Statement/list somewhat addresses data request; requires clarification	Statement/list not provided or does not address data request	
2 All course outlines have been revised to reflect both program and course Student Learning Outcomes and assessment plan (copy of assessment plan and program SLOs)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement does not address data request or no statement provided	
3 Centrality to mission	Statement adequately describes program's centrality to mission	Statement somewhat describes program's centrality to mission; requires clarification	Statement does not describe program's centrality to mission or no statement provided	
4 Support of strategic initiatives (which ones and how)	Statement adequately identifies and describes strategic initiatives	Statement somewhat identifies and describes strategic initiatives; requires clarification	Statement does not identify or describe strategic initiatives or no statement provided	
5 Meeting student and regional needs (evidence to support this)	Statement adequately addresses requested data with evidence	Statement somewhat addresses requested data with some evidence	Statement does not address requested data; statement lacks evidence; or no statement provided	
6 Completed program reviews with recommendations acted upon (last review and actions taken)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement not provided or does not address data request	
Six page limit	6 pages	less than 6 pages	exceeds 6 page limit	

QUALITATIVE DATA on the PSYCHOLOGY MAJOR PROGRAM

ITEM 1. External Recognition and Measures of Quality of the Psychology Program

• Recent External Recognitions of the Psychology Program

Governor's Proclamation (No. 2007-079) proclaiming September 2007 as "Suicide Prevention Month" and recognizing **ISA Psychological Services Center** and **I Pinangon Campus Suicide Prevention Program** as community-based organizations providing important opportunities to help reduce suicide rates in our community.

Governor's Proclamation (No. 2004-061) and Guam Legislature's Resolution (No. 2004-184): in recognition of Dr. M. Ehler's work in organizing a community forum on the prevention of tobacco use.

• External Awards to Psychology Program Faculty

- K. D. Smith 2005 U.S. Professor of the Year, Pacific Region
Carnegie Foundation for the Advancement of Teaching
- K. D. Smith Citation for Outstanding Community Service, *Inafa' Maolek* Community Mediation
Center (2005)
- S. T. Smith 2004 U.S. Professor of the Year, Pacific Region
Carnegie Foundation for the Advancement of Teaching
- I. Twaddle Guam Legislature Commendation for "commitment in advancing the community
consciousness for women's rights and to stop violence against women" (2004)

• University- and College-level Awards to Psychology Program Faculty

- I. Twaddle 2007 CLASS Award for Excellence in Service
- K. D. Smith 2005 University Award for Excellence in Teaching
- S. T. Smith 2004 University Award for Excellence in Teaching
- S. T. Smith 2004 CLASS Award for Excellence in Teaching
- I. Twaddle 2004 CLASS Faculty Award for Excellence in Service

• Externally Funded Grants awarded to Psychology Program Faculty

2007

I. K. B. Twaddle: Grant Writer / Program Director

S. T. Smith: Grant Writer/Educational Specialist)

U.S. Department of Justice, Office of Violence Against Women: Grant to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus. Amount: \$300,000.

K. D. Smith: Principal Investigator

Project HATSA-funded Teacher Quality Learner Assessment Study of Pre-Service Secondary Teachers Majoring in English or English and Secondary Education. Amount: \$70,000.

2006

I. K. B. Twaddle: Project Director

Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: Campus Suicide Prevention Grant. Amount: \$225,000.

M, B. Ehlert: Research Associate
UOG/GPHSS Special Programs Grant (6PO9HS04007-01-02), Program for the Uninsured Project

M. B. Ehlert: Awardee
UOG Cancer Research Center/Cancer Research Center of Hawaii Faculty Development Grant, Stipend and travel grant to work with Dr. Albright in Hawaii on a R03 grant application.

M. B. Ehlert: Awardee
Travel Grants, US Department of Health and Human Services: NCI-CRCHD & NCI-NCMHD, Cancer Health Disparities Summit 2006: Strengthening Our Culture. Collaboration for Reducing Cancer Health Disparities, Bethesda, MD, July 2006.

2005

M. B. Ehlert: Awardee
NIH MI/CCP Travel Grant for Funded Investigators Workshop; Bethesda, MD.

2004

M. B. Ehlert, Co-awardee
NIH MBRS RISE Faculty Development Grant, 2004-05 (with C. Lobban, K. Lofdahl, M. Schefter). Funds to enhance undergraduate student critical thinking skills: developing critical thinking enhancement activities for PY210.

2003

M. B. Ehlert: Co-Principal Investigator (w/ C. Albright)
NIH Minority Institution/Cancer Center Partnership UOG/UH Grant (U56 CA96254): UOG Pilot Project #1: Advancing a Research Agenda for Tobacco Control & Prevention on Guam, October, 2003-August 2006. Original grant written by R. Workman & K. Glanz.

M. B. Ehlert: Awardee
Travel Grant, UOG NIH-RISE Program: Association for Behavior Analysis International and Society for Quantitative Analysis of Behavior, San Francisco, CA.

- **Publications / Presentations External to the University of Guam** (see Appendix to Item 1.)

ITEM 2. Standard: (a) All course outlines have been revised to reflect both program and course Student Learning Outcomes and (b) assessment plan in place.

For its Program-wide assessment plan, Psychology Program has adopted the 10 assessment goals and 49 student learning outcomes (SLOs) identified in 2002 by the Task Force on Undergraduate Psychology Major Competencies appointed by the American Psychological Association's Board of Educational Affairs. These goals and SLOs appear in the Appendix to Item 2.

In satisfaction of the Senior Vice-President's 2005 directive that each program choose a priority SLO and assess it, the Psychology Program has already completed assessments of APA Task Force-identified student learning outcome 7.1—demonstrating effective writing skills, including the effective use of APA style in empirical reports—in its post-100 level required courses.

Required Courses : PSYCHOLOGY PROGRAM		Program and course SLOs reflected in course outline?	Course Outline on UOG website?	Program-Based Assessment Plan in Place?	STATUS
PY101	General Psychology	In progress	uog.edu's link not functioning	Writing not required	under analysis
PY210/L	Introduction to Experimental Psychology	In progress	uog.edu's link not functioning	YES	under analysis
PY413/G	Research Methodology in the Behavioral Sciences	In progress	uog.edu's link not functioning	YES	complete

Selected courses in our curriculum also include course-specific assessment plans. The matrix provided below indicates which courses have course-specific assessments in place. An expanded version of the matrix, listing specific student learning outcomes for these assessments, appears in the Appendix to Item 2.

Individual courses: PSYCHOLOGY PROGRAM		Program and course SLOs reflected in course outline?	Course Outline on UOG website?	Individual Course Assessment Plan in Place?	STATUS
PY100	Personal Adjustment	In progress	Separate course outline online	YES	complete
PY101	General Psychology	In progress	uog.edu's link not functioning	YES	under analysis
PY201	Child Development	In progress	Separate course outline online	YES	under analysis
PY202	Adolescent Psychology	In progress	uog.edu's link not functioning	YES	ongoing
PY210/L	Introduction to Experimental Psychology	In progress	uog.edu's link not functioning	YES	under analysis
PY304/L	Learning and Motivation	In progress	uog.edu's link not functioning	YES	under analysis
PY305	Sensation and Perception	In progress	uog.edu's link not functioning	No	N/A
PY309	History and Systems of Psychology	In progress	uog.edu's link not functioning	No	N/A
PY342	The Psychology of Close Relationships	In progress	uog.edu's link not functioning	No	N/A
PY370	Introduction to Clinical Psychology	In progress	Separate course outline online	No	N/A
PY404	Cognitive Psychology	In progress	uog.edu's link not functioning	No	N/A
PY405L	Animal Behavior	In progress	uog.edu's link not functioning	No	N/A
PY413/G	Research Methodology in the Behavioral Sciences	In progress	uog.edu's link not functioning	YES	complete
PY420/G	Abnormal Psychology	In progress	uog.edu's link not functioning	YES	complete
PY426/G	Personality Theory	In progress	uog.edu's link not functioning	No	N/A

Individual courses, continued		Program and course SLOs reflected in course outline?	Course Outline on UOG website?	Individual Course Assessment Plan in Place?	STATUS
PY440/G	Social Psychology	In progress	uog.edu's link not functioning	YES	under analysis
PY442	Cross-Cultural Psychology	In progress	uog.edu's link not functioning	No	N/A
PY455/G	Psychology of Women	In progress	uog.edu's link not functioning	YES	complete
PY475	Micronesia and Mental Health	In progress	uog.edu's link not functioning	No	N/A
PY491	Psychological Research Seminar	In progress	uog.edu's link not functioning	No	N/A
PY492	Psychology Practicum	In progress	Separate course outline online	YES	complete

A comprehensive program-wide assessment plan addressing more of the APA Task Force-identified SLOs will be developed by the Psychology Program Assessment Coordinator (cf. Appendix to Item 2.)

ITEM 3: Centrality to Mission

The Psychology Program contributes substantially to all three aspects of the University's Mission: *Inina, Diskubre, Setbisio* (to Enlighten, to Discover, to Serve.) The Program's curriculum provides broad-based knowledge of theoretical and applied psychology, with opportunities for hands-on experience in community social service agencies through the Psychology Practicum. Program courses teach comprehensive principles of behavioral science, and provide the opportunity to discover and acquire knowledge that is specific to the cultures of Guam, Micronesia, and the Asia-Pacific region. Psychology Program faculty and students conduct both basic psychological research that expands understanding of human behavior, and applied psychological research that contributes to the amelioration of psychological and behavioral problems in society. Psychology Program faculty apply psychological knowledge and expertise in service programs that benefit the University, local and regional communities, and the global community.

ITEM 4: Support of Strategic Initiatives (which ones and how)

The specific topics identified in essays on the President's Strategic Initiatives, written for the University's Capacity and Preparatory Review, structure this item in our report.

Strategic Initiative 1. Enhancing Academic Quality Through Core Functions

- Clear purposes and values - The general objectives of the Program in Psychology are to increase students' understanding of themselves and others, to enhance the skills of those specializing in related areas of study, and to prepare those pursuing psychology as a career for graduate study and professional work. A comprehensive list of specific student learning outcomes appears in the Appendix to Item 2 of this report.
- Faculty leadership - Psychology faculty serve in leadership roles, e.g., in the Faculty Senate (Türk Smith and Smith) and as Chair of the General Education Committee (Ehlert).
- Use of program reviews for improvement - The Program's responses to its recent review appear in Item 6. Psychology faculty are also contributing to and working to improve the program review

process through work on the Senate Standing Committee on Evaluations (Turk Smith and Smith), and the Graduate Curriculum Review Committee (Twaddle).

- **Support for student learning: General Education** - PY100 Personal Adjustment satisfies the GE requirement for **Personal Development**. PY101 General Psychology, the University's most popular GE course, partially fulfills the **Individual and Society** requirement. PY475 Micronesia and Mental Health satisfies the GE requirement for **Regional Studies**. (See also **GE Committee service**, above.)
- **Support for student learning: Service Learning** - PY492 Psychology Practicum places students in a mental health or social service setting under approved supervision. Through **16 active practicum placements in the community**, students become familiar with the breadth of psychological and social service programs available in Guam; apply knowledge and skills gained in course work to actual work with mental health clients, and learn about the issues and concerns faced by professionals providing mental health services in a multicultural Pacific Island community. These experiences benefit our students prior to their entry into the job market, and help interested students prepare for graduate study.
PY475 Micronesia and Mental Health provides students with **opportunities to conduct field research on mental health issues in other Micronesian islands**. In Spring 2007, ten Psychology students participated in a 10-day research trip to Pohnpei. In Spring 2004, six Psychology students participated in a research trip to Pohnpei, and two conducted field research in the CNMI.
- **Support for student learning: Research facilities** - *Isa* Psychological Services Center supports student and faculty research addressing mental health issues in the Micronesian region and the development of culturally responsive, evidence-based mental health interventions. The Human Performance and Animal Behavior laboratories in the Humanities and Social Sciences Building support faculty members' and students' basic research.
- **Support for student learning: Use of instructional technology** - Instruction in most Psychology courses is supported with PowerPoint-based presentations. PY201, PY202, PY440/G, PY442, and PY455 combine web-based instruction (e.g., online discussion forums and journaling) with traditional classroom instruction. PY492 Psychology Practicum uses video equipment to provide students with the opportunity to view practice counseling sessions live on a video monitor, so that they can learn counseling skills through direct observation and also provide immediate feedback to each other.
- **Capstone Courses** - The Psychology Program is the only undergraduate program at UOG to sponsor senior honors theses. PY495H Senior Honors Thesis, a two semester capstone course, provides an opportunity for students to conduct scholarly research projects under the supervision of a thesis committee composed of three faculty. Thesis topics have included: validation of a mental health screening instrument with Asian and Pacific populations; substance abuse among Pacific Island women; cognitive-behavioral therapy for psychosis; and marital discord among military spouses serving overseas.
- **Student support services** - Please see material on the *I Pinangon* Suicide Prevention Center and *Isa* Psychological Services Center in the Section on Strategic Initiative 3.
- **Support for new faculty** - The Psychology Program employs a mentoring program in which senior faculty are available to new faculty for advice and consultation.
- **Faculty development and scholarship** - In addition to the external funding listed under Item 1, Psychology faculty have received multiple University-level and College-level grants for research and to present at national and international conferences. From 2003-2006, four Psychology faculty members completed sabbaticals to develop new courses, to receive training for providing mental health services internationally, to undertake advanced study, and to prepare manuscripts for publication.
- **Student involvement in research** - Psychology majors have co-authored 21 research-based conference presentations and publications over the past five years.

Strategic Initiative 2. Student Success, Institutional Visibility, and Enrollment Growth

- **Student Production and Degree Completion** - Psychology leads the College in the average numbers of majors enrolled for credit (Fall 2001 through Spring 05), and is one of CLASS's top three programs in terms of the ratio of graduates to majors for the same period.
- **Career preparation for students** - The Psychology Program has adopted, for program-wide assessments, the APA Task Force-identified Goal 10, Career Planning and Development, which includes five student learning outcomes specific to career preparation. Over 20 Psychology graduates have been accepted into Master's or Doctoral programs at UOG and in the US mainland since 1998 (the beginning of the period covered by our last Program Review).
- **Support of lifelong learning** - The Psychology Program has adopted the APA Task Force-identified Student Learning Outcome 10.5: demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.
- **Student contributions to the community** - The majority of Psychology graduates obtain employment in psychology related professions, e.g., employment as mental health counselors, case workers, psychiatric technicians, drug and alcohol treatment specialists, school guidance counselors, and a variety of other mental health and social service professions.
- Psychology's contribution to **enrollment growth** is perhaps best summarized by Senior Vice-President Dr. Helen Whippy's appraisal, in her January 6th, 2007 evaluation of the Psychology Program Self-Study: "The Psychology Program has been a University leader in cost effective operations." Statistics supporting the Senior Vice-President's evaluation appear in the quantitative section of the current review.
- If approved, the proposed Master's Program in Clinical Psychology will increase student enrollment by 10-12 graduate students each year.
- **Adequacy of course offerings** - It is feasible to offer the proposed Master's Program in Clinical Psychology with the existing five Psychology Program faculty. However, the Master's Program would benefit greatly from the addition of a sixth psychology faculty member to provide expertise in clinical assessment and psychological testing, and to cover other clinical instruction responsibilities at both the graduate and undergraduate levels.

Strategic Initiative 3: University and Community Engagement

Each of the externally funded grants described in Item 1 of this report involves service to the University and the Community. This section provides more information on the Campus Suicide and Campus Violence Prevention Programs, along with information on other Psychology Program outreach.

- ***Isa Psychological Services Center*** provides psychological support services to UOG students, staff, faculty and members of their families. *Isa* also provides services to adults, children, and families in the local community who are not able to obtain services elsewhere. The services offered at *Isa* include: 1) individual counseling, 2) group counseling, 3) couples and family counseling, 4) crisis intervention, 5) consultation, 6) outreach programs, and 7) personal growth retreats. (Please see the attached *Isa End of Year Reports*, which include data on services provided and populations served.)

Affiliated with *Isa* are two Federally funded programs: *I Pinangon* Campus Suicide Prevention Program and *Inaturisa* Campus Violence Prevention Program, both of which are directed by Psychology Program faculty and employ Psychology students and recent graduates.

- ***The I Pinangon Campus Suicide Prevention Program*** provides suicide prevention services to the UOG campus including presentations, training workshops, educational seminars, and community outreach activities. (Attached please see *I Pinangon Program Activities Report* which includes data on services provided and populations served.)

- ***The Inaturisa Campus Violence Prevention Program*** provides prevention services to reduce domestic violence, dating violence, sexual assault, and stalking on campus, as well as counseling and other support services for victims of these crimes.

- If approved, the new **Master of Science Degree in Clinical Psychology** will address the critical shortage of licensed mental health professionals in Guam and throughout Micronesia.

- Psychology Program faculty have coordinated and served as panelists for Guam's **Human Rights Watch International Film Festival** held annually each April since 2003. The festival brings to Guam distinguished documentary and feature films with a distinctive human rights theme, generating an audience of over 1200 people each year from the University and the Guam community.

- Dr. K. Smith serves as one of a small number of fully trained lead mediators **providing mediation services to clients of Inafa' Maolek Conciliation Center** and the Guam courts. Dr. Smith specializes in juvenile-case, family and victim-offender mediations.

- Dr. Twaddle developed and supervised the **Micronesian Student Support Program**, a peer-facilitated psychological service program for Micronesian immigrants attending UOG.

Dr. Twaddle developed and supervised a **support group for woman prisoners** incarcerated in Guam's Adult Correctional Facility. The Group was eventually established as a standard component of the prison's **Residential Substance Abuse Treatment Program**.

Dr. Twaddle conducts **annual crisis intervention training sessions** with volunteers working for **Victim Advocates Reaching Out (VARO)**, a community-based organization that provides immediate crisis intervention services to victims of violent crime and trauma.

Strategic Initiative 4: Institutional Effectiveness and Efficiency At UOG

- **Academic governance structures.** Psychology faculty are contributing to academic governance through **service in major governing committees and the Senate**.

- **Efficiency** - /sa Psychological Services Center integrates three primary roles, including offering psychological services to the UOG community, providing clinical training to UOG students, and supporting faculty and student mental health research, and thus, serves as a **model program in terms of institutional effectiveness and efficiency**.

ITEM 5: Meeting Student and Regional Needs

This item is redundant with **Item 4**. Please refer to the above material in **Item 4** on the Psychology Program's work to promote **academic quality (Strategic Initiative 1)**, and **student success (Strategic Initiative 2)**, and Psychology faculty members' **service to the University, the Guam community and the Micronesian region (Strategic Initiative 3)**.

ITEM 6: Completed Program Reviews, with recommendations acted upon

The Psychology Program has **completed all required reviews**. In an evaluation of the Psychology Program's most recently completed review, in 2007, the Senior Vice-President directed the Program to proceed with a proposal for a Master's degree program in Clinical Psychology; to expand students' access to journals in psychology; to develop a program-wide assessment plan; and to apply for external funding for research and service. The Program's actions in fulfillment of these directives are summarized below.

- As indicated in **Item 3**, the Psychology Program has **completed its proposal for the Master's degree program**, and the proposal is currently under review by the CLASS Curriculum Committee.

- **Item 2** (with appendix) of this report details the Program's progress in developing a **comprehensive assessment plan**.

- The Program has arranged to **expand students' access to journals in psychology**, with an institutional subscription to the American Psychological Association's PsycINFO online database. This annually renewed subscription takes effect in January 2008.

- As indicated in **Item 1** of this report, Psychology faculty have **successfully applied for a variety of external funding for research and service**.

Appendix to Item 1

Recent Publications and Presentations External to the University of Guam

Publications

Turk Smith, S., Smith, K., & Christopher, J.C. (in press). Respecting the Complexity of Value Systems: Psychological Realism and the Case of Turkish Culture. In S. Kulich, M. Prosser (Eds.), *Intercultural research: Volume 2: Cultural, intercultural, and cross-cultural values studies*. Shanghai: Shanghai International Studies University, Intercultural Institute.

Smith, K.D., Türk Smith, S. & Christopher, J.C. (2007) What defines the good person? Cross-cultural comparisons of experts' models with lay prototypes. *Journal of Cross Cultural Psychology*, 38, 333-360. Note: This is the highest-impact journal devoted to cross-cultural psychology.

Twaddle, I. K. B., Lee, J. K., Mansfield, S. M., Sablan, G. P., & Mendiola, J. C. (2007). Developing culturally responsive psychological services for Micronesian international students in Guam. In G. Zheng (Ed.), *Perspectives and progress in contemporary cross-cultural psychology*.

Twaddle, I. K. B., Setpaul, R., Leon Guerrero, V. E., Manibusan, A., & Riddle, J. (2007). Countering correctional discourse: Development of a feminist support group for women prisoners in Guam. *Women and Therapy*, 29 (3/4), 215-237.

Twaddle, I. K. B., Setpaul, R., Leon Guerrero, V. E., Manibusan, A., & Riddle, J. (2007). Countering correctional discourse: Development of a feminist support group for women prisoners in Guam. In E. Leeder (Ed.), *Inside and out: Women, prison, and therapy*, 215-237.

Smith, K. D., Christopher, J., Delle Fave, A., & Bhawuk, D. P. S. (2003). A symposium on post-Newtonian metatheories in the natural sciences and in cross-cultural psychology. Invited chapter in P. Boski (Ed.), *New Directions in Cross-Cultural Psychology*. Lisse, the Netherlands: Swets & Zeitlinger.

Twaddle, I. K. B., Roberto, P. J., & Quintanilla, L. D. (2003). Chamorro perspectives on mental health issues in Guam: Cross-Currents of indigenous and Western cultural discourses. *South Pacific Journal of Psychology*, 14(1), 30-59.

Twaddle, I. K. B. (2003). Intelligence testing in Guam: Reconstructing Western minds within Micronesian cultures. *Micronesian Educator*, 9, 29-47.

Presentations to External Conferences

- Christopher, J. C., Smith, K. D., Türk-Smith, S. (June 2007). *Culture as moral topographies of the self*. Paper presented at the Biennial Meeting of the International Society For Theoretical Psychology, Toronto, Canada.
- Twaddle, I. K. B., Cepeda, E. F., Laygo, A. J., & Libby, L. L. (2007, July). *Mental health concerns associated with "supermax" confinement in a Pacific Island prison*. Paper presented at the International Conference on Psychology in Mental Health, Bangalore, India.
- Ehlert, M.B., Diaz-Toro, E.C., Albright, C.L., Wetter, D., David, A., & Liberatore, M.) *Island insights to tobacco control: Community efforts on three tropical islands—Guam, Puerto Rico, and Hawaii*. Presented at the World Conference on Tobacco or Health, Washington, DC, 14 July 2006.
- Lee, J. K., Twaddle, I. K. B., & Orsillo, S. M. (2006, November). *Cross-cultural validation of the SCL-90-R with Asian American and Pacific Island populations*. Poster presented at the 40th Annual Association for Behavioral and Cognitive Therapies Conference, Chicago, Illinois.
- Türk Smith, S. (September 2006). *Türk genci iyi insani nasıl tanımlıyor? İyi insan prototipinin kültürlerarası araştırmasında Türk kültürünün konumu (How does the Turkish youth define the good person? Situating the Turkish data in a cross-cultural study of the good person prototype)*. Paper presented at the Turkish Psychological Association Convention in Hacettepe University, Ankara, Turkey.
- Twaddle, I. K. B., Bland, J., Hernandez, J., & Mantanona, A. (2006, October). *"I Pinangon" (awakening): Strategies for suicide prevention*. Training workshop conducted at the "Transforming Mental Health Systems in our Pacific Islands" Conference, Tumon, Guam.
- Ehlert, M.B. Using the three-term contingency to organize a community forum on tobacco control. Presented at the Association for Behavior Analysis International conference, Beijing, China, November 2005.
- Ehlert, M.B., Workman, R., Albright, C.L., & Gumataotao, A. Advancing a research agenda for tobacco control & prevention on Guam. Presented at the MI/CCP Funded Investigator's Workshop, Bethesda, MD, 12 September 2005.
- Ehlert, M.B., David, A., Pacheco, T., Workman, R., Albright, C., & Liberatore, M.) Results from a Guam Health Professional survey: Assessing knowledge, attitudes, and practices. Presented at the 2005 Hawaii Global health conference, June 2005
- Ehlert, M.B., Workman, R., Liberatore, M., Balajadia, C., Barcinas, P., Cruz, K., David, A., Martinez, L., Quinata, J., & Santos, E.) Using a participatory research approach for

coalition building in a Pacific Island community. Presented at the 2005 Hawaii Global Health conference, June 2005

Lee, J. K., Twaddle, I. K. B., & Orsillo, S. M. (2005, November). *Cross-cultural validation of the SCL-90-R with Asian American and Pacific Island populations*. Poster presented at the Asian Mental Health Symposium "Families, Resilience and Acculturation: Implications for Mental Health in Asian Americans," Boston, Massachusetts.

Rarick, J., Ehlert, M.B., Albright, C., & Workman, R.) The Guam Tobacco-control Advisory Group: Advancing a Research Agenda for Tobacco Control & Prevention on Guam. Presented at the 2005 National Conference on Tobacco or Health, Chicago, IL

Twaddle, I. K. B. (2005, August). *Addressing the human rights of Guam's indigenous prison population*. Paper presented at the "Pathways to Reconciliation and Global Human Rights" Conference, Sarajevo, Bosnia & Herzegovina.

Gailly, A. F., & Twaddle, I. K. B. (2004, August). *Approaches to culturally responsive therapy, counseling, and social care*. Symposium conducted at the XVII Congress of the International Association for Cross-Cultural Psychology, Xian, China.

Twaddle, I. K. B. (2004, August). *Talking story: Narrative therapy in the Pacific*. Paper presented at the XXVIII International Congress of Psychology, Beijing, China.

Twaddle, I. K. B., & Manibusan, A. (2004, March). *Making it on the outside: Addressing the needs of women in transition from prison*. Paper presented at the National Association of Social Workers, Guam Chapter, Second Annual Regional Training Conference, Tumon, Guam.

Twaddle, I. K. B., & Manibusan, A. (2004, April). *Making it on the outside: Addressing the needs of women in transition from prison*. Paper presented at the Restorative Justice Conference, Tiyan, Guam.

Twaddle, I. K. B., Mansfield, S. M., Lee, J. K., Sablan, G. P., & Mendiola, J. C. (2004, August). Developing culturally appropriate psychological support services for Micronesian university students in Guam: Two-year study. In A. F. Gailly & I. K. B. Twaddle (Chairs), *Approaches to culturally responsive therapy, counseling, and social care*. Symposium conducted at the XVII Congress of the International Association for Cross-Cultural Psychology, Xian, China.

Ehlert, M.B., J. Lee, J. Hautea, & G. Witteman) Activity of the Brown Treesnake in Artificial and Ambient Settings. Poster presented at the 29th Annual Convention of the Association for Behavior Analysis, San Francisco, CA, May, 2003.

Ehlert, M.B., J. Hautea, J. Lee, & G. Witteman) Prey Preferences of Brown Treesnakes (*Boiga irregularis*) Housed in Artificial and Ambient Cages. Poster presented at the 29th Annual Convention of the Association for Behavior Analysis, San Francisco, CA, May, 2003.

- Smith, S. T., Smith, K. D., & Christopher, J. (July 2003). *Identifying character strengths in three cultures*. Paper presented at the VI European Regional Congress of the International Association for Cross Cultural Psychology, Budapest, Hungary.
- Twaddle, I. K. B. (2003, November). *Intelligence measurement and cultural variables*. Paper presented at the 16th Annual Regional Language Arts Conference, Tumon, Guam.
- Twaddle, I. K. B., Sablan, G. P., Lee, J. K., Mendiola, J. C., & Etpison, D. (2003, July). *Multicultural group counseling: Providing psychological support services in a university student residence in Micronesia*. Paper presented at the 6th European Regional Congress of the International Association for Cross-Cultural Psychology, Budapest, Hungary.
- Twaddle, I. K. B., Riddle, J., Manibusan, A., Setpaul, R., & Leon Guerrero, V. E. (2003, July). *Development of a feminist support group for female prison inmates in Guam: Two-year follow-up*. Poster session presented at the 8th European Congress of Psychology, Vienna, Austria.
- Twaddle, I. K. B., Mendiola, J. C., Sablan, G. P., Etpison, d., & Lee, J. K., (2003, May). *Multicultural group counseling for Micronesian clients*. Paper presented at the National Association of Social Workers, Guam Chapter, First Annual Regional Training Conference, Tumon, Guam.
- Witteman, G.J. & Ehlert, M.B.) Choice and Foraging of the Brown Treesnake (*Boiga irregularis*) in Guam Ambient Enclosures. Poster presented at the 29th Annual Convention of the Association for Behavior Analysis, San Francisco, CA, May, 2003.

Appendices to Item 2

Expanded version of the Psychology Program's course-specific assessment matrix, listing specific student learning outcomes for each assessment.

Individual courses: PSYCHOLOGY PROGRAM		Program and course SLOs reflected in course outline?	Course Outline on UOG website?	Individual Course Assessment Plan in Place?	STATUS
PY100	Personal Adjustment	In progress	Separate course outline online	YES: Writing Skills, Life Satisfaction Scale	complete
PY101	General Psychology	In progress	uog.edu's link not functioning	YES: Ability to apply multiple levels of explanation to phenomena in behavior; ability to define important applications of psychology	under analysis
PY201	Child Development	In progress	Separate course outline online	YES: Written and Oral Presentation of Debate Material	under analysis
PY202	Adolescent Psychology	In progress	uog.edu's link not functioning	YES: Assessment of knowledge of issues in adolescence	ongoing
PY210/L	Introduction to Experimental Psychology	In progress	uog.edu's link not functioning	YES: Mastery of experimental methods	under analysis
PY304/L	Learning and Motivation	In progress	uog.edu's link not functioning	YES: Mastery of key terms of behavior analysis	under analysis
PY305	Sensation and Perception	In progress	uog.edu's link not functioning	No	
PY309	History and Systems of Psychology	In progress	uog.edu's link not functioning	No	
PY342	The Psychology of Close Relationships	In progress	uog.edu's link not functioning	No	

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PY370	Introduction to Clinical Psychology	In progress	Separate course outline online	No	
PY404	Cognitive Psychology	In progress	uog.edu's link not functioning	No	
PY405L	Animal Behavior	In progress	uog.edu's link not functioning	No	
PY413/G	Research Methodology in the Behavioral Sciences	In progress	uog.edu's link not functioning	YES: Mastery of APA writing style	complete
PY420/G	Abnormal Psychology	In progress	uog.edu's link not functioning	YES: Assessment of knowledge of psychopathology	complete
PY426/G	Personality Theory	In progress	uog.edu's link not functioning	No	
PY440/G	Social Psychology	In progress	uog.edu's link not functioning	YES: Mastery of experimental design	under analysis
PY442	Cross-Cultural Psychology	In progress	uog.edu's link not functioning	No	
PY455/G	Psychology of Women	In progress	uog.edu's link not functioning	YES: Assessments of journaling; and of relational understanding of race, ethnicity, class, gender, and sexuality	complete
PY475	Micronesia and Mental Health	In progress	uog.edu's link not functioning	No	
PY491	Psychological Research Seminar	In progress	uog.edu's link not functioning	No	
PY492	Psychology Practicum	In progress	Separate course outline online	YES: external assessment of skills and knowledge applied and acquired in the practicum setting	complete

Appendices to Item 2: Proposed Tasks for Psychology Program Assessment Coordinator

PSYCHOLOGY ASSESSMENT COORDINATOR: TASKS FOR FALL 2007
Conduct a review of established guides to program-wide assessment in undergraduate psychology
With input from all Psychology faculty, develop and implement a program-wide assessment plan that aligns assessments in all courses with Psychology program priorities for student learning outcomes (from APA-recommended list.) The plan will include templates and rubrics for use by multiple Psychology faculty in addition to course-specific assessment tools.
Identify computer hardware and software needed and purchase
Develop position description for assessment research assistants, solicit funding from UOG assessment budget; recruit research assistants.
With input from all Psychology faculty, prepare the Psychology Program's assessment report to the Senior Vice-President
Form a list of resource needs (with prices) for Psychology assessment activities
Prepare and deliver to the Psychology Program a monthly report detailing progress on assessment activities, and lead planning for the next steps
Play an active role in the University's assessment initiatives
Develop a collection of assessment resources
Prepare and/or work with Program faculty to prepare reports on assessment
Work with Program faculty to systematically catalogue and report on actual and proposed changes to teaching practices and/or the curriculum, in response to assessment results (completing the cycle)
TASKS FOR SPRING 2008
Prepare and deliver to the Psychology Program a monthly report detailing progress on assessment activities, and lead planning for the next steps
Play an active role in the University's assessment initiatives
Develop a collection of assessment resources
Prepare and/or work with Program faculty to prepare reports on assessment

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Work with Program faculty to systematically catalogue and report on proposed changes to teaching practices and/or the curriculum, in response to assessment results
Train and supervise research assistants
Catalogue, organize and maintain permanent records of assessment data and reports
Score assessments.
Analyze data that have accumulated from individual Psychology Program faculty members' assessment projects .
Develop and carry-out program wide assessment strategies such as GRE Psychology subject tests taken in second year and then again at graduation, surveys of graduating seniors, surveys of program graduates, surveys of program graduates' employers.
Assist individual faculty in the design of course-specific assessment projects
Coordinate data entry (some of this may be done with the scanner now available)
Contribute to the design of the Psychology Major's Handbook
ADDITIONAL TASKS for FALL 2008
Design assessments specific to Psychology's GE courses (PY100 and PY101), assessing their contributions to GE learning objectives
Help program faculty design an assessment strategy to be used across all sections of PY100. Currently student learning outcome assessment in PY100 varies based on who teaches the course.
Propose changes to the Psychology Program Academic Master Plan based on results from assessments
Develop and carry-out program wide assessment strategies to evaluate the master's program focusing on both knowledge and skills acquired and their application in practica, internships, and jobs.

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**Appendices to Item 2: Undergraduate Psychology Major Learning Goals and Outcomes
Adopted by the Psychology Program**