Note: All non-accredited programs are required to complete this form. Include Assessment Reporting Forms for each learning outcome assessed.

Academic Program: Psychology Department

Department: Psychology

College: Science, Health, and the Environment

Date: 5/1/2014

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Magdalene Chalikia

2. List of All Student Learning Outcomes. (List all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

*1. Students can demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

*2. Students can understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

*3. Students can respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

*4. Students can understand and apply psychological principles to personal, social, and organizational issues.

*5. Students are able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

*6. Students can demonstrate information competence and the ability to use computers and other technology for many purposes.

*7. Students can demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).
Students can demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

Students can recognize, understand, and respect the complexity of sociocultural and international diversity.

3. Describe how your program has addressed the comments from the Student Learning Outcomes Assessment Committee during the past two academic years? (If you have made changes to your plan, file a revised Assessment Plan Cover Sheet and Assessment Planning Form(s).)

We have recently received comments on our 2013 report. One of the suggestions made was to include trend data, and we are including these in the current report. We made some changes in the courses targeted for the assessment plan, in view of some recent changes in the curriculum. In the past, we used evaluation ratings from Psy 481 and Psy 430. In our present curriculum Psy 430 is an elective and not a required course. So the assessment this year involved ratings from three sections of Psy 330 (one in Spring 13 and two in Fall 13), in addition to two sections of Psy 430 (Spring 13), and four sections of Psy 481 (two in Spring 13 and two in Fall 13). We plan to make changes to our assessment plan in the near future, in order to reflect recent changes in Guidelines for the Undergraduate Psychology Major made by the American Psychological Association. This report includes data from Spring 2013 and Fall 2014.

Overall we met the 90% satisfactory expectation on eight SLO goals (#1, #2, #3, #4, #5, #6, #8, and #9), and we met the 50% exceeding satisfactory expectations on four goals (#1, #3, #4, and #5). Sixty percent (79% last year) of the students received satisfactory or better evaluations on all goals, and 24% (26% last year) of the students received "exceeds satisfactory expectations" on all goals.

4. If you have received an Instructional Improvement Grant in the past two years, identify the outcomes on which the grant was based and provide a summary here of the results from your grant.

NA

5. Signatures

__________________________________________  __________________________________________
Department Chair or Program Director          Dean or Director

Required Attachments:
1. Assessment Reporting Forms
2. Records of department meetings when Assessment Report was discussed and approved.
Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

1. Students can demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). Last year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 430 (Advanced Experimental Methods), or Psy 330 (Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 95% of our students received a satisfactory evaluation for this learning goal, however only 56% exceeded a satisfactory expectation. In 2013, the numbers were 89% and 51% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set of data using the current assessment plan. The results are higher than last year on both goals. If one examines the data over the past seven years it appears
that the proportion of students exceeding satisfactory performance is increasing steadily. The same is true for the satisfactory performance measure.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Almost all our students are doing quite well on this goal. This learning outcome is addressed in almost all courses in the Psychology curriculum.
Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

2. Students can understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This time, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods, or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 90% of our students received a satisfactory evaluation for this learning goal, and 47% exceeded a satisfactory expectation. In 2013, the numbers were 85% and 43% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set of data using the current assessment plan. We did not meet our goal for exceeding satisfactory, but we did have a 4% improvement over last year. We did see a
5% increase in the % of students receiving satisfactory evaluations for 2014 compared to 2014, and this year we met our goal on this measure. Compared to previous years' data, the percentage of students on both measures is increasing.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

These results indicate that most of our students are doing well on this goal, even though we would like to see some more improvement on the proportion of students exceeding satisfactory. This learning outcome is addressed in almost all courses in the Psychology curriculum especially in our stat/method and experimental courses. We revised our statistics and method courses, effective Spring 2013, partly in response to earlier concern for this student learning outcome. We plan to continue watching the trend on this outcome.
Minnesota State University Moorhead
2014 Assessment Reporting Form
(An electronic version of this form can be accessed at http://web.mnstate.edu/assess)

Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

3. Student can respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods, or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 93% of our students received a satisfactory evaluation for this learning goal, and 50% exceeded a satisfactory expectation. In 2013, the numbers were 88% and 51% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set of data using the current assessment plan. Our numbers are comparable to the numbers reported last year. We are meeting our goals on both
measures. With minor fluctuations, the data on this outcome have remained steady over the past few years.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

These results indicate that our students are doing well on this goal, we need to continue working on the number of students who meet our expectation. We had hoped that as students took the general education requirements that included critical thinking, their performance on this goal would improve even more, and this is what our numbers seem to reflect. This learning outcome is addressed in almost all courses in the Psychology curriculum. We are not proposing any major action at this point.
Minnesota State University Moorhead
2014 Assessment Reporting Form
(An electronic version of this form can be accessed at http://web.mnstate.edu/assess)

Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

4. Students can understand and apply psychological principles to personal, social, and organizational issues.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods), or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 98% of our students received a satisfactory evaluation for this learning goal, and 51.3% exceeded a satisfactory expectation. In 2013, the numbers were 90% and 50% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set of data using the current assessment plan. We met the goal of 90% of students receiving satisfactory evaluations, and we met the goal of 50% of students exceeding satisfactory evaluations for this student learning outcome. We did see an
increase in the proportion of students receiving satisfactory evaluations. These numbers are reflective of those reported over the past several years.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

These results indicate that our students are doing well on this goal. This learning outcome is addressed in almost all courses in the Psychology curriculum. We recently started offering Psy 275 (Behavior Modification) on a regular basis in the hope that it would help students who take it meet this goal. We also added a Topics course in Counseling Psychology addressing applications of Psychological theory. It is too early to determine the impact of these course offerings.
Minnesota State University Moorhead
2014 Assessment Reporting Form
(An electronic version of this form can be accessed at http://web.mnstate.edu/assess)

Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

5. Students are able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods) or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 97% of our students received a satisfactory evaluation for this learning goal, and 50% exceeded a satisfactory expectation. In 2013, the numbers were 90% and 50% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set of data using the current assessment plan. Our students are doing generally well in meeting the goal of receiving a satisfactory evaluation. We also met our
goal in the percentage of students exceeding a satisfactory evaluation. These data are consistent with reports of recent years.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Consistent with previous reports, the current results indicate that our students are doing very well at meeting or exceeding our expectations for this student learning outcome. This learning outcome is addressed in many courses in the Psychology curriculum especially Psy 481 Seminar in Psychology. We are not proposing any major action at this point.
Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

6. Students can demonstrate information competence and the ability to use computers and other technology for many purposes.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods) or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 98% of our students received a satisfactory evaluation for this learning goal, and 45% exceeded a satisfactory expectation. In 2013, the numbers were 92% and 44% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set of data using the current assessment plan. We did meet our first goal and, this year, we are slightly up on the second goal of exceeding satisfactory. Given the
number of students meeting this goal, we are not concerned. Trend data are steady on this outcome.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

These results indicate that our students are doing very well at meeting our expectations for this student learning outcome. This learning outcome is addressed in many courses in the Psychology curriculum especially the stat/method sequence. We will monitor performance on this goal, but we are not proposing any additional action at this point.
Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

7. Students can demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods), or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 89% of our students received a satisfactory evaluation for this learning goal, and 47% exceeded a satisfactory expectation. In 2013, year the numbers were 86% and 49% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set data using the current assessment plan. We almost met our goal of satisfactory performance for this learning outcome, and we had an increase in the
proportion of students meeting satisfactory evaluation. Trend data show some fluctuation on the proportion of students exceeding satisfactory, over the past years. The proportion of students meeting satisfactory appear to have decreased somewhat compared to previous years.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

We have some concerns about the lower proportion of students meeting our goal for satisfactory performance on this particular learning outcome. We made changes in our writing intensive course (Psy 330) last year, by adding methodology content. We will continue monitoring this goal and we are not proposing any additional action at this time.
Minnesota State University Moorhead
2014 Assessment Reporting Form
(An electronic version of this form can be accessed at http://web.mnstate.edu/assess)

Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

8. Students can demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, or lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods), or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 94% of our students received a satisfactory evaluation for this learning goal, and 43% exceeded a satisfactory expectation. In 2013, the numbers were 96% and 54% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.
This is the seventh set of data using the current assessment plan. The % of students who met or exceeded decreased relative to last year, or previous years. We did not meet our second goal, but did meet our first goal on this outcome.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

These results indicate that most students are doing well at meeting our expectations for oral communication skills. This learning outcome is addressed in several courses in the Psychology curriculum that involve oral presentation especially Psy 330, Psy 430 and Psy 481. In addition, many of our students are making research presentations at local regional and national conferences. One potential reason for the decrease is that we no longer include Psy 430 data. Students typically are more experienced in the 400-level classes, than in the 300 class, and now we are including a lower level class in the evaluation. We are not proposing any major action at this time.
Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Psychology Department

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

9. Students can recognize, understand, and respect the complexity of sociocultural and international diversity.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

A Senior Assessment Form - The Psychology Department has discussed as a whole the criteria for the evaluation categories (exceeds expectation, meets expectations, or does not meet satisfactory expectations). This year, seven different faculty members teaching Psy 481 (Seminar in Psychology), Psy 330 (Experimental Methods), or Psy 430 (Advanced Experimental Methods) courses evaluated if a student's performance met or exceeded satisfactory expectations for each learning outcome.

3. Expected/satisfactory student results (from assessment plan)

First, our goal is that at least 90% of our graduating students will receive a satisfactory evaluation for this student learning outcome.

Second, at least 50% of our graduating students will exceed a satisfactory evaluation for this student learning outcome.

4. Actual results from the past year (attach additional information, if necessary)

The results from the Senior Assessment Form indicated that 100% of our students received a satisfactory evaluation for this learning goal, and 47% exceeded a satisfactory expectation. In 2013, the numbers were 100% and 68% respectively.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the seventh set of data using the current assessment plan. All of our students met this goal, but we are short of meeting the 50% mark of students who exceeded our expectations. Overall the data reflect trends from previous years, with the possible
exception of 2012 and 2013 that had unusually high proportions of students that exceeded expectations.

6. **Proposed action in response to results.** (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

These results indicate that all students were doing well at meeting this learning outcome. This learning outcome is addressed in most courses in the Psychology curriculum that discuss cultural diversity.
This assessment form is to be used by faculty to evaluate each student’s performance in Psy 330 and 481 using the following 3 categories. We also included data from Psy 430 (Sp 13, when the course was still required).

3 If the student’s performance exceeds satisfactory expectations
2 If the student’s performance meets satisfactory expectations
1 If the student’s performance does not meet satisfactory expectations
n/a not applicable/no opportunity to observe

___ 1. Student can demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

___ 2. Student can understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

___ 3. Student can respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

___ 4. Student can understand and apply psychological principles to personal, social, and organizational issues.

___ 5. Student is able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

___ 6. Student can demonstrate information competence and the ability to use computers and other technology for many purposes.

___ 7. Student can demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

___ 8. Student can demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

___ 9. Student can recognize, understand, and respect the complexity of sociocultural and international diversity.
A Psychology Department Faculty Meeting was held Friday, April 25, 2014, at 2:30 pm in BR 362.

Present: Magda Chalikia (MC), Richard Kolotkin (RK), A. Derick Dalhouse (DD), Elizabeth Nawrot (LN), Melissa Schultz (MS), Margaret Potter (PP), Rochelle Bergstrom (RB), Peg Racek (PR), Lisa Stewart (LHS), Olivia Melroe (OM), Jenenne Guffey (JG)

1. Minutes from April 4:

   RK made a motion to approve the Feb. 7, 2014 minutes.
   PR seconded the motion.
   All in favor, motion carries.

2. Department Assessment Report: MC reported that she and GN met to prepare the Assessment Report. MC gave a summary report to the faculty and a discussion ensued.

   LHS made a motion to approve the report with minor revisions.
   RK seconded the motion.
   All in favor, motion carries.


   PP made a motion to approve the Department Annual Report with discussed revisions and to give MC the authority to make further revisions over summer if need be.
   LHS seconded the motion.
   All in favor, motion carries.

4. Dates to remember:

   a. **Friday, May 02, 2014 1:00 pm** Psi Chi Inductions-CMU 227
   
   b. **Thursday, May 1, 2014 3-5pm**-Psych Lounge-Derick’s campus retirement reception
   
   c. **Wednesday May 7, Fargo Ramada, 5:30 pm**-Retirement dinner for Derick