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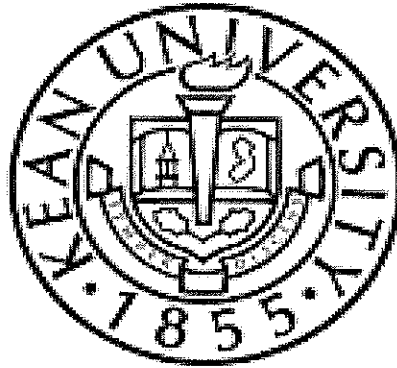
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Kean University
School of Psychology
Academic Program Review 2018

School of Psychology
Academic Program Review 2018
Table of Contents

Section

Executive Summary

1. Mission, Student Learning Outcomes, and Curriculum Map

2. Description of the Academic Program and Syllabi

3. Outcomes Assessment Plan

4. Rubrics and other Tools, Final Exams

5. Statistical Data

6. Discussion of Trends

7. Faculty

8. Students

9. Degree Criteria and Requirements

10. Review Kean's Semester Hour Policy.....

11. Nontraditional Course Delivery/Weekend College

12. Accreditation Organizations

13. Summary and Recommendations

14. Additional Resources Requested

References

Appendices

Appendix A: 4-Year Plan for Psychology Majors

Appendix B: Course Syllabi

Appendix C: Assessment Reports

Appendix D: Rubrics

Appendix E: Curriculum Map and Curriculum Cycle

Appendix F: Diversity Workshop

Appendix G: Travel Learn

Appendix H: APA Style Support

Appendix I: Field Placement Sites

Appendix J: Sample Final Exams

Appendix K: Departments Requiring or Suggesting a Psychology Course

Appendix L: Kean University Graduation Report

Appendix M: Sample Tutoring Schedule

Appendix N: Sample Speaker Series Announcement

Appendix O: Student/Faculty Scholarly Activity

Appendix P: Roster of Resident Faculty and Classes Taught

Appendix Q: Faculty Curriculum Vitae: Resident Faculty

Appendix R: Sample PSYCH News

SCHOOL OF PSYCHOLOGY – Program Review

Appendix S: Curriculum Vitae: Adjunct Faculty with 10 or More Years of Experience
Appendix T: Curriculum Vitae: Adjunct Faculty with Less Than 10 Years of Experience
Appendix U: Guide Sheets

School of Psychology Academic Program Review 2018

Executive Summary

The School of Psychology, housed in the College of Liberal Arts, offers the Bachelor of Arts Degree in Psychology. The School of Psychology also offers a Bachelor of Science option in Psychiatric Rehabilitation in conjunction with Rutgers University. We also offer special advisement and guided electives for those interested in a career in the health sciences (e.g., occupational and physical therapy). More recently, in response to student interest and career considerations, an undergraduate forensic psychology option has been developed and will begin in the fall of 18. A minor in Psychology is also offered. We offer a Psychology Major in the United States at the Union, Ocean and soon to be Manahawkin campuses. We also offer a Psychology major at Kean, China. Beyond this, we are in the process of developing an on-line Psychology major, to begin in the fall of 18. The school of Psychology is energetic and responsive to the needs of our students, the discipline and the University. In so doing, we provide high quality instruction and support to our students who represent the largest major on campus.

The School of Psychology participates in University assessment activities as well as expands on these efforts to examine psychology students' core knowledge of psychology. Analyses indicate that student performance met or exceeded standards. Although we are pleased with our results, we continue to strive to improve student performance and have introduced many

SCHOOL OF PSYCHOLOGY – Program Review

initiatives to support student attainment of learning objectives (e.g., School of Psychology Discussion Series). Although we have the greatest number of graduates each year, we seek to improve our graduation rates and are developing programs to address graduation rates (e.g., School of Psychology Mentor Program). Also, likely negatively impacting our retention rate is the low the number of resident faculty. In particular, across the years included in this self-study, considerably more than half of our class sections were taught by adjunct faculty members. Beyond this, among resident faculty, most are in lecture lines; this does not promote continuity nor research opportunities for our students.

Recommendations stem from our severe shortage of resources including faculty, computers and space. We have a critical need to hire full-time tenure track faculty. This will positively impact retention as well as help to give our students a competitive edge when applying to graduate school. We are also in need of computer equipment for our labs. Labs are critical to the psychology instructional paradigm and student/faculty research.. Our space is disjointed and too small, and adds to our burden. We need a larger space that will support our mission as we support our students and the University. Beyond this, as our reach continues to grow, we need additional support to manage the many settings in which a psychology major exists.

This document follows that outlined in the *Kean University Academic Program Review Guidelines*

1. Mission, Student Learning Outcomes and Curriculum Map

School of Psychology Mission Statement

The mission of the School of Psychology supports the mission of the University by providing a high quality of instruction that encourages students from diverse backgrounds, those from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education to reach their full potential. The mission also aligns with the mission of the American Psychological Association (American Psychological Association, 2018) to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives. Our goals include instructing students in classical psychological theory as well as contemporary issues and applications. Our instruction seeks to support critical thinking among our students as well as integrate issues of diversity, ethics and technology into course material.

The School of Psychology offers an academic major and minor and serves students through courses that fulfill general education requirements and foundation requirements for other academic and professional programs. We also offer advisement to psychology majors whose goal it is to enter the fields of Occupational Therapy, Physical Therapy and Education. In addition, we offer a dual degree Bachelor of Science program in Psychology and Psychiatric Rehabilitation in conjunction with Rutgers University. More recently, in response to student interest and career considerations, an undergraduate forensic psychology option has been developed and will begin in F'18. We offer a Psychology Major in the United States at the Union, Ocean and Manahawkin campuses. We also offer a Psychology major at Kean, China. Beyond this, we are in the process of developing an on-line Psychology major, to begin F'18.

In fulfilling its mission, the School of Psychology strives to accomplish the following:
SCHOOL OF PSYCHOLOGY – Program Review

1. Provide a collaborative environment for faculty and students that fosters intellectual curiosity and in which research and teaching are closely integrated.
2. Support students and faculty in the exploration, discovery, and dissemination of new knowledge.
3. Graduate students who evidence psychological literacy and are prepared for employment and advanced study in psychology or related fields.
4. Serve the communities of New Jersey by sharing our psychological expertise
5. Provide faculty with continuous opportunities for training in effective teaching, and to receive feedback through peer and student assessment.
6. Increase the School of psychology' involvement with other STEM disciplines through pedagogic collaboration and scholarly engagement.

More specifically, the School of Psychology has articulated major content and skills/value goals. These include the following:

Content Goals

1. Demonstrate an understanding of the application of measurement and statistical concepts and techniques in psychology
2. Demonstrate an understanding of the basic concepts and principles of the major theories of psychology
3. Demonstrate familiarity with the major schools of psychology
4. Demonstrate familiarity with classic experiments and demonstrations in psychology
5. Demonstrate understanding and knowledge of contemporary issues, advances, and research in psychology

6. Demonstrate knowledge of the scope of psychology as a profession, including the various roles and settings in which psychologists work, and the applications of psychology as a professional base
7. Demonstrate knowledge from the major subfields/divisions in psychology
8. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology

Goals in the Area of Skills and Values

1. Critically evaluate psychological issues, concepts and theories
2. Critically review and analyze psychological research
3. Apply psychological methodology in the solution of problems
4. Demonstrate awareness of the ethical issues associated with the work and conduct of psychologists
5. Compose writing samples consistent with APA format
6. Master computer applications including conducting literature reviews, data analyses, word processing, data collection, simulations, presentation of experiments, PowerPoint and Internet surveys

Student Learning Outcomes

The school of psychology has articulated 6 learning outcomes. Each has been cross reference to General Education and University goals. Specific learning outcomes of the School of Psychology include:

School of Psychology Student Learning Outcomes

1. Apply appropriate psychological constructs in measurement, research design, and statistical analyses (KU 2, 4) (GE K1, S1, S2, S3, S4, S5, V1)
2. Differentiate basic concepts and principles of the major theories of psychology (KU 3, 4) (GE, K2, S1, S2, S4)
3. Critically evaluate classic and contemporary issues, advances, and research in psychology (KU 1, 2, 4) (GE K2, S1, S2, S4)
4. Demonstrate knowledge of psychology as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline (KU 3, 4) (GE K2, S1, S2, S4, V2)
5. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology (KU 1, 3, 4) (GE K2, S1, S2, S4, V4)
6. Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional report (KU 2, 4) (GE K1, S1, S2, S3, S4, S5)

Curriculum Map

The curriculum Map appears in Appendix E. As noted, it describes where each SLO is introduced, reinforced, mastered and assessed. Also, in Appendix E is the School of Psychology Curriculum Cycle. It was developed based on our review of the needs of our students and the typical enrollment in courses. All required courses are offered every semester and summer session. In order to examine the flow of classes from the vantage point of students, Appendix A presents the 4-Year Plan for Psychology Majors.

2. Academic Program and Syllabi

Catalog Description of the Psychology Major

The major in Psychology is intended to acquaint students with the scientific field of knowledge of human and animal behavior and the research methods by which such knowledge is acquired. The student develops research and measurement skills, knowledge of ethics, interpersonal skills and communications skills in addition to an understanding of the developmental and other processes that explain human behavior. The person who majors in psychology is generally prepared for a wide variety of roles, including mental health technician, research assistant, parent, teacher, human services provider, personnel administrator, statistical assistant and graduate student in psychology or other professional areas.

Sample Course Syllabi for required courses are included in Appendix B; also contained in Appendix B are the syllabi for the capstone course (PSY 4940).

School of Psychology Course Offerings

Students majoring in Psychology are required to complete 124 credits (31 credits in the major) to earn the baccalaureate degree. All Psychology majors are required to take:

- PSY2000, Professional Psychology: Principles and Practices
- PSY3200, Psychological Statistics
- PSY4200, Tests and Measurements
- PSY4230 Experimental Psychology
- PSY4940, Seminar: Contemporary Issues in Psychology (Capstone)

The major was revised such that students starting in the fall of 2014 must have a GPA of 2.5 to earn a degree in Psychology. In order to help inform and guide students, limits were put on the registration for PSY 4230 or PSY 4200. That is, to take these courses, students must have a 2.5 GPA. In this manner, advisement and consideration of the requirement must occur before the semester a student is ready to graduate.

Psychology majors must also take five major electives from at least three cluster areas (Developmental, Applied, Theoretical, Social and Interpersonal Approaches, and Mind/Brain). As already presented, Appendix E presents the courses by cluster area. A Psychiatric Rehabilitation course (PSRT1101, PSRT1102, PSRT1103) may be taken as major electives and satisfy the Applied Cluster. Students may take up to three Psychology courses as Free Electives. An honors option is available and is offered upon approval of the School of Psychology. To graduate with honors, students must take 3 honors classes. Honors sections of PSY 4200, PSY 4230, and PSY 4940 have been offered. Beyond this, a new course was developed in spring of 2016: PSY3205, Honors Statistics.

3. Outcomes Assessment Plan

The School of Psychology complies with and has expanded upon all University requirements relative to assessing its program.

Multiple Methods of Assessment

As evident in the assessment reports which can be found in Appendix C, the School of Psychology assesses its student learning outcomes in PSY 4940 (Senior Seminar) and 4230 (Experimental Psychology). In each of these courses, students develop capstone projects which faculty evaluate using specifically designed rubrics (see Appendix D). Also, in PSY 4230, faculty evaluate poster presentations using a rubric. Each rubric allows for the direct assessment of the extent to which students are able to demonstrate each outcome. Lastly, we have developed a content assessment measure to assess the knowledge base of our students.

Data relative to each Student Learning Outcome

Our evaluation reports, relative to each SLO appears in Appendix C. Although in each semester, all SLO's are assessed, in recent years, in concert with University guidelines, our assessment reports have focused on specific SLO's. In so doing, over the course of an evaluation

cycle, all SLO's will be addressed in an assessment report. As may be seen in the data reported, we have met or exceeded our goals. Although we are pleased with our progress, we have selected areas for enhanced study and review, as will be noted later.

List the Courses in which each SLO is addressed, advanced and mastered.

In Appendix E appears a list of our required courses and when each SLO is Introduced (I), Reinforced (R) and Mastered (M). As noted, all our SLO's are introduced in PSY 1000 and assessed in PSY 4940 and 4230 (5 of 6 SLO's). In addition, our curriculum is structured to allow multiple opportunities for students to reinforce and master each SLO.

Provide feedback on the results gathered

We are pleased at the accomplishments reflected in our data relative to the achievement of each SLO. As may be seen in Appendix C, our mean results across SLO's are at or above 4 on a 5 point scale.

Describe how the data will be used to improve teaching and learning

The results of our assessment activities are the focus of at least one School meeting each year. Even though we are generally pleased with the results, we continually seek out ways in which to improve our teaching and student learning. For example, we had anticipated somewhat higher scores relative to student performance on SLO 5, demonstrate knowledge of the global, cross-sectional, interdisciplinary and multicultural nature of psychology. Discussions identified several ways in which to better understand the pattern in data as well as to help improve demonstrated achievement. These included:

1. Assignments in PSY 4230 and 4940 may not have been structured in such a way as to give students the opportunity to demonstrate their understanding of issues relative to SLO 5. That is the way the assignment was posed may not have provided students the opportunity to

demonstrate their knowledge and understanding of that inherent in SLO 5. Discussion has ensued how to reformulate the assignment.

2. Evaluation of mastery of SLO 5 may need to be better defined. In particular, agreement across faculty as to what demonstrates mastery of SLO 5 needs to be articulated. In particular discussions ensued as to the extent to which competent discussion of limitations to the External Validity by a student may be considered indicative of mastery of SLO 5. The extent to which this behavior reflects on SLO 5 continues to be clarified.

3. To better sensitize faculty as to that inherent in SLO 5, a faculty workshop was held which examined issues of diversity (see Appendix F).

4. In recent years we have begun to offer travel learn experiences which provides students an opportunity to view the development of the discipline of psychology from various cultural perspectives (see Appendix G).

Similarly, earlier discussions of student mastery of APA style led to the development of PSY 2000, Pre Professional Psychology. Beyond this, faculty have written and shared Power Points on APA style for use in a variety of classes (see Appendix H). This material is available on the School of Psychology website.

Describe the assessment used in capstone to ensure that the program has met its knowledge, skill and ability goals as defined in the SLO's

PSY 4940, our capstone course has a research paper requirement. This paper is an opportunity for the student to present an accumulation of the knowledge, skills and abilities they acquired during their course of study. Each paper is evaluated via a rubric which directly follows the SLO's (see Appendix D). Data across sections are collected centrally and inform our assessment program.

Provide any relevant graduating student or alumni data.

We have begun to develop an alumni survey. It is anticipated to be administered via Qualtrix in the fall 2018 semester. We would also support and encourage the University making efforts to collect alumni data.

Provide any data from employers (if necessary)

We do not collect such data, nor is it considered necessary to the program.

Provide a representative list of all internships

PSY 4950, our field experience in psychology course continues to grow. It is an elective in our Applied Cluster. Students are placed in various agencies to gain experience across a spectrum of areas related to the field of psychology. It should be noted that indicative of its success is that several students have been able to secure full time employment at their internship site, post their Kean graduation. A representative listing of sites appears in Appendix I.

4. Rubrics and Final Exams

Provide copies of all rubrics used in the program

Copies of rubrics used appear in Appendix D. In addition, individual instructors may use additional rubrics at their discretion.

If there are other tools used, please either describe them or provide copies.

Individual instructors continually develop and refine their assessment tools to support their instruction. These include tests, papers and presentations.

Provide a copy of final examination(s) for all mandatory or high frequency courses.

Samples of final examinations in required courses are presented in Appendix J. In some courses, such as PSY 4940, a final exam is generally not used; rather assessment is accomplished through paper and presentation (rubrics appear in Appendix D).

5. Statistical Data

Enrollment Headcount

Data for Table 1 was taken from the University Profile, fall 2017 (Office of Institutional Research). As noted, although small yearly fluctuations are evident, the School of Psychology enrollment is relatively stable. Beyond this, according to the University Profile, the School of Psychology is listed as having the highest enrollment at Kean USA (p.20). Also noted, in support of the University’s mission, a Psychology Major has begun at Kean China. More recently, a Psychology Major has begun to be offered at Manahawkin, Southern Educational Center. Beyond this, the School of Psychology has begun development of an online Psychology major program; the expected launch is Fall 18.

Table 1
Headcount Students in the School of Psychology

Student	2013	2014	2015	2016	2017
First Major					
Kean Union	1134	1172	1123	1044	1069
Kean Ocean	145	170	183	173	174
Second Maj	195	169	161	184	150
Kean China					28
Overall	1474	1511	1467	1401	1421

Table 2 presents the admission status of new Psychology students. As shown, between 34 and 40 percent of new Psychology students started Kean as freshmen; the remainder began as transfer students.

Table 2
Admission Status of New Students

Status	Year				
	2012-13 # (%)	2013-14 # (%)	2014-2015 # (%)	2015-16 # (%)	2016-17 # (%)
Native	135 (35)	149 (37)	177 (40)	157 (34)	154 (35)

SCHOOL OF PSYCHOLOGY – Program Review

Transfer	249 (65)	258 (63)	262 (60)	300 (66)	280 (65)
	384	407	439	457	434

It should also be noted that the School of Psychology provides support for a number of other majors on campus. In particular, 62 programs across campus include a required or elective Psychology course (see Appendix K). This is beyond our contribution to General Education requirements (PSY 1000).

Graduation Headcount

Graduation headcounts, as noted in the University Profile, fall 2017 (Office of Institutional Research) appear in Table 3. As noted, although yearly fluctuations are evident, the trend in the data is upward. Also noted in the Kean University Profile (2017), the School of Psychology had the highest number of graduates at the University (p.10). Beyond this, the headcounts reported are likely to have been greater if graduates, whose second major was psychology were included.

Table 3
Graduation Headcount School of Psychology – USA

Student		2013	2014	2015	2016	2017
First Major						
	Kean Union	337	341	381	380	374
	Kean Ocean	50	65	59	75	73
Overall		387	406	440	455	447

Time to graduation for those entering Kean as freshmen appear in Table 4. As noted in Table 4, of the 2011 first-time full-time entrants, 37.2 percent earned a degree in Psychology. Not included in the table, but included in institutional research handouts (see

Appendix L) among this cohort (n= 145), overall, 57.2 graduated from Kean. Thus, some students who entered as freshmen with an intended major in Psychology may have found and succeeded in a program more in line with their interests than Psychology. If we in fact helped students hone in on a program that best suited their talents, interests and aspirations, this too is an indicator of success. Examination of the data provided yield questions as to the nature of the numbers reported. In particular, the manner in which double majors are included in the data is not known. Also, it appears that time to graduation data does not include those who began Kean with a major other than psychology but earned a Psychology degree. Clarification and reanalysis of the data may yield additional insights as to the progress to degree of students who have double majors, changed to psychology or away from psychology, mid academic career. These analyses need to be conducted at the University level.

Table 4
Time to Graduation, First-time Full-time, School of Psychology

Percent to Graduate	Cohort Year				
	2009	2010	2011	2012	2013
4 Year	18.7	23.4	20.0	21.7	27.0
5 Year	35.2	35.5	33.8	36.5	
6 Year	37.4	36.3	37.2		

Although we yield a substantial number of graduates for the University, we have been and continue to work to improve our graduation rates. In response to these rates, we have instituted several programs and are planning others. These include

- We have begun to offer tutoring for some of our courses which we have found present roadblocks for some students (e.g., PSY 3200 (statistics) and PSY 4200 (Tests and Measurements)). Sample tutoring schedules appear in Appendix M;
- We are in the process of developing a mentoring program as a means to increase the retention rate; and
- We continue to increase faculty/student interaction via several mechanisms including hosting a speaker series (sample announcements in Appendix N), a brown bag lunch series with faculty, scheduled to begin in the fall of 18, and encouraging faculty to involve students in research (see Appendix O for recent activity).

Beyond these initiatives, we continue to strive to offer excellent advisement and support to our students; the ratio of faculty to students, as will be discussed, makes personalized support difficult, if not impossible. Also, the reliance on adjunct faculty members limits students' access to faculty outside of the classroom for guidance, support and mentorship.

Faculty Data (Adjunct and Resident)

As shown in Table 5, over the past five years, the number of fulltime faculty of the School of Psychology has ranged from 15 to 18, its fall 17 complement. Across years, the percent of courses taught by adjunct faculty members has varied between 61 and 72.9 percent.

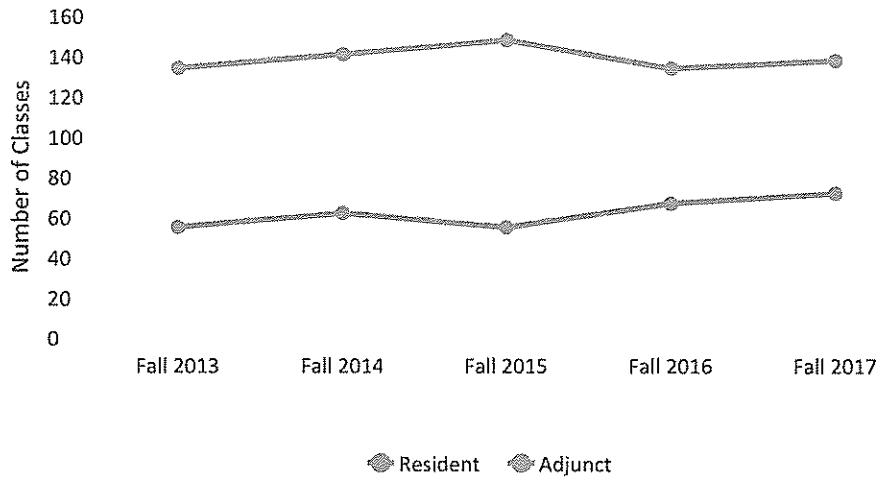
Table 5

Resident Faculty

	Semester				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number	16	15	16	18	18
Classes Offered	189	203	203	201	210
Classes Taught by					
Resident	55	62	55	67	72
Adjunct	134	141	148	134	138
% by adjunct	70.9	69.5	72.9	66.7	65.7

As depicted further in Figure 1, the percent of courses taught by adjunct faculty is untenable. That is students do not have the continuity nor perspective which can be offered by a full time, resident faculty member. Accentuating the need, it is possible for a student to complete the major without having a class taught by a resident faculty member. This puts that student at a loss when it comes to such things as getting extra help or a reference for graduate school.

Figure 1. Number of Courses Taught by Resident vs. Adjunct Faculty Members



Also, in the fall of 2017, among the 18 faculty members, 10 were lecturers while 8 were in tenure eligible faculty lines. Although our cadre of lecturers are excellent, we need more tenured faculty lines. This will not only aid in continuity across years and courses for students but afford them more research opportunities. That is, as described, lecturers’ focus is on service, teaching and advising. In Psychology, research needs to be cultivated; students need faculty researchers to serve as role models and mentors for those considering graduate school. In that tenured faculty’s focus includes research, teaching and service, creating more tenure track faculty lines would help to fill this need.

Sites of Psychology Courses

Psychology courses are held in the United States on the Union, Ocean and soon to be, Manahawkin campuses. A Psychology major is also offered in Wenzhou, China. Beyond this, we are developing an online major. The School of Psychology has supported the University

in developing programs at these sites and online. However the University has not supported the School of Psychology in increasing the administrative support and resident faculty necessary to staff classes at these sites.

Percent of Required Courses Requiring a 7+ Page Paper or Longer

Of the 5 required classes beyond General Psychology (2000, 3200, 4200, 4230 and 4940), 2 (PSY 4230 and 4940) (40 percent) require a paper of 7 pages or longer. Across the remaining classes, most require a paper. However, the page length requirements varies across classes and instructors.

6. Discussion of Trends

The School of Psychology remains an active, student centered department concerned with the welfare of its students and the University. As a result of this self-study and assessment data we have noted the following trends:

Faculty. We continue to be severely under staffed with regard to faculty. In the fall of 2017, 65.7% of our classes were taught by adjunct faculty (see Table 5). Thus for many of our classes, faculty availability outside the classroom is limited. Students often times need additional help, guidance and clarification not afforded them by adjunct faculty. Also, a substantial number of our faculty are in lecture lines. These positions emphasize service and advisement, after teaching. For our students who aspire to graduate degrees, access to research agendas as undergraduates is necessary. To provide this, we need more tenure track faculty lines who, after teaching, would emphasize research as well as service.

Assessment. Our assessment results indicate we are meeting our goals; we continue to strive beyond our expectations. We have introduced many initiatives based on our assessment results. These have included, but are not limited to, offering faculty workshops, travel learn experiences, and student/faculty events. We also continue to reflect on our assessment instruments and seek to expand our data gathering by collecting data from our graduates.

Graduation. In concert with University goals and School of Psychology tenets, we seek to increase our graduation rates. We believe the change in GPA requirement from 2.0 to 2.5 may positively impact our graduation rate; however the data to reflect on this are not yet available. Also, based on our review, PSY 3200 (Statistics) is a course often feared by students and for some, present a difficult hurdle to the major; to help with this, we have begun offering tutoring to students in need. In addition, we are in the process of developing a mentoring program so that juniors and seniors may offer support to freshmen and sophomores majoring in Psychology. Also, in an effort to improve retention, we continue to have and plan activities in which students and faculty have the opportunity to interact outside of classroom. These include such activities as our School of Psychology Discussion Series held at the Ocean campus and the brown bag lunch series with faculty planned at the Union campus for F'18. Also we have recently named a Psychology coordinator at the Ocean campus.

7. Faculty

Roster of resident faculty and courses taught.

Appendix P presents a roster of fall 2017 resident faculty and the courses each has taught during the past 3 years.

CV's for all Resident Faculty

CV's for fall 2017 faculty appear in Appendix Q. As is evident in the CV's, our faculty are active in the discipline. This is seen through scholarly publications, conference proceedings and workshops. A brief summary is available in our Psychology News, a sample appears in Appendix R.

CV's for Adjunct Faculty teaching 10 or more years

Appendix S presents CV's for adjunct faculty teaching 10 or more years.

Sample of CV's of adjunct faculty teaching fewer than 10 years.

Appendix T presents a sample of CV's of adjunct faculty teaching fewer than 10 years.

8. Students

Profile of Students Served

Table 6 presents the number of students who declared one major, Psychology. Hence the numbers reported do not represent our total enrollment. As shown in Table 6, approximately 20 percent of the students in the School of Psychology identified as male. This compares to approximately 40 percent across the University in 2017. Our proportionately large number of women is characteristic of the field of Psychology at both the undergraduate and graduate levels (Sander & Sanders, 2007; APA, 2011). With regard to race/ethnicity, our enrollment is diverse. Similar to the University, we have no majority ethnicity.

Table 6

Student Demographics School of Psychology (Number (#) and Percent (%))

		Semester				
		F'2013	F'2014	F'2015	F'2016	F'2017
Gender						
Male	#	264	282	271	240	242
	(%)	(21.64)	21.01	(20.75)	(19.72)	(19.47)
Female	#	1015	1060	1035	977	1001
	%	(79.36)	(78.99)	(79.25)	(80.28)	(80.53)
Total	#	1279	1342	1306	1217	1243
Race/Ethnicity						
Asian	#	79	72	68	64	62
	%	(6.18)	(5.37)	(5.21)	(5.28)	(4.99)
Black	#	300	329	306	278	289
	%	(23.46)	(24.52)	(23.43)	(22.84)	(23.25)
Hisp.	#	326	361	372	364	370
	%	(25.49)	(26.90)	(28.48)	(29.91)	(29.77)
White	#	469	474	445	386	384
	%	(36.67)	(35.32)	(34.07)	(31.72)	(30.89)
Multi	#	17	21	19	21	29
	()	(1.33)	(1.56)	(1.45)	(1.73)	(2.33)
Not Rep#	#	88	85	97	104	109
	%	(6.88)	(6.33)	(7.43)	(8.55)	(8.77)
Total	#	1279	1342	1306	1217	1243

Other Data Gathered

SIRII's are distributed to all faculty for use in their review of their instruction.

These data are also reviewed for purposes of hiring adjunct faculty, rehiring of lecture faculty, tenure decisions and five year A328 reviews of tenured faculty. We are currently developing an Alumni survey for distribution in the fall of 2018.

Student Groups

SCHOOL OF PSYCHOLOGY – Program Review

The Psychology Club has offered programs and experiences to enrich the experience of psychology students. In addition, we host a local chapter of PSI CHI, the national Honor Society in Psychology. Indicative of our success, in recent years we have inducted approximately 150 students per year.

9. Degree Requirements

Guide Sheets, including Course Distribution

Psychology majors follow detailed guide sheets that outline the requirements for the major. The Psychology major was updated for the academic year beginning fall 2014. Psychology majors who were admitted to Kean Fall 2014 or later follow the 2014 (Yellow paper) guide sheet. Psychology majors who were admitted to Kean Fall 2011 through spring 2014 follow the fall 2011 (Green paper) guide sheet. Psychology majors who were admitted to Kean prior to Fall 2011 follow the 2009 guide sheet. Guide sheets are also available for Bachelor of Science in Psychiatric Rehabilitation students. We recently (to begin f18) developed a Forensic Psychology option (White paper). We also offer guided electives for those students who major in psychology and aspire to enter graduate school in the Health Sciences. All guide sheets list the GE, major requirements and electives.

Guide sheets are included in Appendix U.

Admissions Requirements

Psychology Majors are required to main a GPA of 2.5 or higher. This change was instituted in the spring 2014, when the minimum GPA requirement was raised from 2.0 to 2.5 to

declare a major and graduate with a major in Psychology. The anticipated benefits of raising our GPA to 2.5 include:

- Increased caliber of students
- Fewer students repeating courses
- Increase in graduation rates
- Students better prepared for upper level courses
- Students better prepared for college level work overall

As data become available, the extent to which these benefits are realized will be examined.

10. Review Kean University's Semester Credit Hour Policy

The School of Psychology develops courses and syllabi to abide by the credit hour policy as defined by the New Jersey Administrative Code Title 9A. Similarly, course outlines are reviewed to confirm use of time across weeks within a semester. Also, evident of compliance are SIRII ratings relative to the instructor's use of class time (item A4) Beyond this, it should be noted that for some classes, like Experimental Psychology, "class time" is often spent outside the formal classroom engaging in such behaviors as collecting data.

11. Nontraditional Course Delivery/Weekend College

The School of Psychology has developed online offerings and will begin to offer an online major beginning the fall of 2018. We are following University guidelines for the development and assessment of online classes.

Beyond our online offerings, as already noted, we offer a field experience course which allows students to spend their “class time” gaining experience in applied settings (sample locations appear in Appendix I). Students are evaluated based on in class presentations and papers reflecting on their experiences.

The School of Psychology offers courses on the weekend but does not host a formal weekend college.

12. Accreditation Organizations

The School of Psychology is not subject to professional accreditation and is not seeking affiliation with any professional accreditation organization.

13. Summary and Recommendations

The School of Psychology’s mission and goals support that of the University. We have and continue to meet or exceed expectations in our instruction and student outcomes. We are a dynamic group who continue to reflect on our course offerings, instruction and programs and make modifications to remain current and relevant. Although not inclusive, these changes include:

- Establishment of the Participant Pool and its required use in PSY 1000 and PSY 2000;
- Our course syllabi are revised at least once every three years;
- New programs such as a Forensic Psychology option have been developed;
- Tutoring for key courses is offered;
- Faculty workshops have been conducted on such topics as diversity;
- Offering travel learn opportunities for Psychology majors;

- The GPA required by the major increased to 2.5; and
- Creating and sharing online resources such as APA writing guidelines and statistics textbook for students and faculty.

Among the proposed developments are offering a mentoring program, increasing student involvement in research and publication and collecting data from graduates to reflect on our program.

14. Additional Resources

Based on our review, it is evident that the School of Psychology is understaffed. Our large number of majors puts excessive strain on our ability to properly advise our students. As noted, the percentage of classes taught by adjunct faculty members has ranged from 65.7 to 72.9 percent, over the time encompassed by this self-study. These numbers are untenable and do a disservice to our students who may complete their Psychology major without having a full time faculty member as an instructor. The School of Psychology therefore requests additional faculty lines.

Although our cadre of lecturers are excellent, our students who aspire to graduate school, in particular, need more opportunity to participate in research, present at conferences and publish papers. Tenured faculty are most likely to be able to effect these experiences. For this reason we are asking the additional faculty be hired in tenure track positions.

Given the numbers of sections that need to be staffed across campus and the internet, additional resources are needed for administrative support. This may include expanding the release time of the current assistant chair or designating a second assistant chair.

Also in need is updating of our experimental laboratory; the computers housed in the lab were over 10 years old. They have recently been replaced by used computers, albeit newer than 10 years old. Faculty and students need these resources to develop research projects, analyze and interpret data. Further consideration should be given to maintaining current hardware and software in our laboratory settings.

Along with the need for new faculty is a need for more space. We are currently divided in several spaces. Our disjointed spaces are not sufficient for our numbers and make collaboration among faculty and with students difficult. For this reason we request a suitable space that can accommodate our current and future faculty members and students.

References

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