

**New Jersey City University**

**Psychology Department**

**Program Review 2017**

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## **Executive Summary**

Psychology continues to be a popular major across American university campuses. At New Jersey City University (NJCU), the Psychology Department is the largest department in the College of Arts and Sciences and the second largest among all academic departments. NJCU has approximately 500 undergraduate majors and offers an average of 80 courses during the fall and spring semesters. A significant majority of the courses are fully enrolled and nearly thirty percent are overenrolled. The psychology major is a 36-credit, general psychology track, which provides a comprehensive understanding of the multiple subfields that make up the discipline. Research methods, historical movements, theory, and application are taught and emphasized throughout the curriculum. Students are encouraged to gain practical career-related experience. The department's mission is to prepare students to enter graduate programs or to begin their early professional careers.

The Psychology Department is comprised of primarily senior, full professors who have at been at the institution for well over twenty years. Over the past few years, however, due to added lines and retirements, the department has hired two junior faculty, with a third new member expected to join this upcoming fall. The faculty are diverse in gender, ethnicity, area of specialty, and pedagogy. The combined talents of the Psychology faculty provides students with expertise in the areas of developmental, social, cognitive, school, clinical, and experimental psychology. In addition to full the tenured faculty, the department has a large pool of long-standing adjuncts, in which approximately 30 are hired each term, several of whom teach two courses. The Psychology Department offers courses in fall, spring, and summer, with campus or online delivery formats.

The department's mission, priorities, and resources continue to go to servicing the undergraduate majors. Students' needs in and out of the classroom, as well as the resources to meet those needs, remain in flux. The Psychology Department is at a critical point where it must increase its resources that will allow it to develop new upper-level courses, expand field placements in the local community, and increase undergraduate research experience. Currently the department struggles to meet the academic and advisement needs of its abundant undergraduate program. The available resources within the department and the University, however, must be better utilized, particularly during a time that the University continues to face shrinking State appropriations and rising operational costs. Streamlining advisement, career, and extant research data within the department, University Advisement, Co-Operative Education, and University Advancement, as well as professional psychology organizations such as American Psychological Association (APA) and Psi Chi must a top goal of the department over the upcoming 2017/2018 academic year.

A significant challenge faced by the full University community has been the change in leadership, which began with the hiring of a new president in August 2012. Following the new presidential leadership, a full shift in nearly all senior management occurred. For example, there have been six new deans in the College of Arts and Sciences over the past nine years. Furthermore, in 2013, the University launched its 2013-2018 strategic plan. Numerous new initiatives such as the Student Success campaign have resulted in the integration of several new software technologies and many new procedural changes in the area of enrollment, advisement, and graduation. To successfully implement the initiatives of the current strategic plan, additional assistants were added to the Provost office, but the resources in the

departments have remained the same. Simply put, the department is struggling to meet the needs of its undergraduates, while also engaging in the abundance of administrative requests.

Because Psychology continues to be a popular major, retains a healthy enrollment base, its success is important to the reputation and economic health of the University. With additional resources, the department can grow its course offerings, better prepare its major for job entry and graduate school, and significantly grow its network within the surrounding urban community, both in New Jersey and New York.

### **Psychology Department: Mission and Priorities**

Consistent with the mission of the University and the College of Arts and Science, the Psychology Department aims to provide an excellent education to a diverse student body that provides its graduates the qualifications for graduate study and/or job market entry. The Psychology Department is the largest department in the College of Arts and Sciences with an average of 500 undergraduate majors. The department offers one general psychology concentration consistent with university departments around the country. The general psychology track explores the psychology discipline from a broad perspective, and more in-depth study in the most dominant subfields such as cognitive psychology, developmental psychology, research methodology, and clinical psychology. We seek to prepare our majors with the discipline knowledge and research skills required for graduate studies and the practical skills necessary to compete in the career market. To fulfill our mission the Psychology Department directs its resources on student advisement, course offerings, and field experience.

### **Psychology Student Body**

The students who major in psychology are very representative of the New Jersey City University student body. Most of our majors balance full-time school with full-time work, as well as fulfill daily family responsibilities. In an effort to stay current with the students that we serve, the Psychology Department conducted a survey of its majors. The survey contained questions about work and school schedules, current living situation (dependent at home, live alone, live with and help support self and family, etc), mode of transportation to work and school, domestic and family responsibilities, etc. Of the 134 who participated, 96% of our students were employed for a minimum of 15 hours weekly and 72% worked a minimum of 35 hours a week. Thirteen percent reported working both a full-time and part-time job. Others reported working primarily full-time jobs and that they picked up additional seasonal or temporary positions as often as possible. The majority of the students lived in Hudson County or Bergen County, with 58% relying on public transportation that included the light rail, trains, and buses in order to get to school and work. Some students used public transportation late at night with their young children when they were taking late night courses (7:00-9:45 pm). Commuters who drove to campus stated that campus parking was a significant stressor, because there was a lack of available parking spots, too few shuttles that resulted in 20-30 minute delays to get from the lot to main campus, and the cost of parking continued to soar. In sum, just getting to school for classes is a significant accomplishment for many of our students.

In an effort to better understand our majors' scheduling needs, the survey participants were also asked outline a typical week's schedule that included work, family and class responsibilities. The results validated what we see in the department during advisement periods: our students carried demanding and diverse work, school, and family schedules. For example, some students started work as early as

7:00 am and others as late as 12:00 am. Thirty three percent of the students reported that their schedules varied weekly or bi-monthly, while others were required to be on call throughout the week. Nearly 53% of our students worked a minimum of 16 hours on the weekends, meaning that on their weekends they were earning money unlike their more traditional undergraduate counterparts. Because our students are so diverse in their schedules and overbooked in their lives, there is no “ideal, target schedule” that the department can create. This means that the department requires more course sections, more adjuncts, and faculty demands simply to offer a major that our students can successfully complete in a reasonable period of time. This demand is felt not only by the department but by the full institution.

In the same survey discussed above, students were asked the average number of hours they slept a night. The results were shocking. Students reported an average of four to five hours a night. Some students commented that they were happy to get. During mid-terms and finals, student regularly go with no sleep and rely on energy drinks to keep them awake in the afternoons and in night classes. During mid-terms and finals, students got even fewer hours of sleep.

Not only are our majors dependent on full-time and/or part-time employment just to meet basic living costs for self and family, but they have very real domestic and family responsibilities not found among more privileged college students. When asked if they had weekly family obligations, nearly half reported that they did. Examples of family obligations included but are not limited to the following: taking (grand)parents to doctors, picking younger siblings up from school, doing the laundry for a family of six or more, helping siblings with homework each night, going to grocery store with a parent and preparing meals for the week. Many of our students come from traditional, collectivistic cultures that require family welfare before individual gain. For our primarily working-class, first-generation college student, weekends mean earning wages, contributing to household chores, caring for dependent family members, and then studying. Our students do not have a choice in the number of hours they work as their incomes help pay rent, buy food, and cover utility costs.

When asked if they felt supported by their family to attend college, most reported a yes and no type of answer. On the one hand, their families were their greatest love and inspiration; however, family dependency and knowledge of college life, prevented students from getting the kinds of support they often need such as being allowed the time they need to study. It was not that families were unwilling to support our students, they simply were unable.

The work schedules, transportation obstacles, and family responsibilities require that students receive some accommodations and flexibility, if we are truly committed to their success. As a department we have discussed both during department meetings and in less formal gatherings how stressed and overwhelmed our students appear to be, and we struggle to learn how to serve them better. The Psychology Department demonstrates its commitment to student success by offering advisement hours that are spread out during the times and days of the week, making ourselves available before or after classes, building in the allowance of occasional absences or lateness to class, providing students a range of psychology elective course choices each term, allowing make-ups, offering extra credits, and allowing revisions of homework. Unlike the past, more faculty and adjuncts allow their students to submit homework through email. If a student is responsible, hardworking, and serious about learning, our faculty and adjuncts are willing to take extra time and take on extra work to help the student succeed.

Adjuncts unable to understand or work with our students or who are otherwise inflexible do not get rehired.

### **Enrollment**

Psychology is a popular major in the United States and continues to be in the top five most popular majors across university campuses. As such, the Psychology Department is economically viable, vibrant, and steady. At NJCU, we are fortunate to be the most popular major in the College of Arts and Sciences, and the second largest among all academic departments. On average, each term our undergraduate enrollment remains around 500. In the data provided to the department co-chairs in April 2017, The Psychology Department the third greatest number of courses (English Department 189, Mathematics Department 105, & Psychology Department 78) and served the third greatest number of students (English Department 2696, Mathematics Department 2201, & Psychology Department 1764) in fall 2015. The Psychology Department has 11 full-time faculty lines, the English Department has 24, and the Mathematics Department has 14. However, the Department has also experienced additional demands associated with medical leaves that has resulted in two retirements in Spring 2017. For Fall 2017, assuming the successful completion of a tenure-track search, the department will have 10 full-time faculty, three of whom are dedicated to the Graduate Programs in Psychology, the MA in Educational Psychology and the Professional Diploma in School Psychology, serving approximately 100 candidates on average per semester. Most graduate candidates attend full-time. In other words for Fall 2017 the department will have 7 full-time faculty to serve its 500 majors and 80 course offerings.

As evidenced by the data provided to the co-chairs and the Dean of Arts and Sciences, our enrollment numbers have remained relatively steady with a slight increase over the past couple years. Fortunately, recruitment and retention are not a current issue for the department. The high enrollment numbers do, present other issues, however, for advisement, independent study and research, new course development, and course offerings.

The total number of fully enrolled courses offered from Summer 2, 2013 through Fall 2016 terms are listed below (undergraduate and graduate courses):

<b>Term</b>	<b>Number of Courses Offered</b>
Summer 2, 2013	11
Fall 2013	85
Spring 2014	77
Summer 1, 2014	14
Summer 2, 2014	13
Fall 2014	87
Spring 2015	82
Summer 1, 2015	10
Summer 2, 2015	11
Fall 2015	81
Spring 2016	79
Summer 1, 2016	6
Summer 2, 2016	8
Fall 2016	76

Enrollment across morning, noon, afternoon, and evening remains steady and healthy, demonstrating student need.

### Course Enrollment Caps

Enrollment caps for all courses across all disciplines have been consistently increasing due to budgeting needs. Courses with caps of 10 increased to 12, 15, 20 and then 25 over the past few years. The institution as a whole has been feeling the effects of tightening budgets and all are doing its share to protect the viability of the University. In an effort to run a more cost effective department, courses have been running at or over enrollment caps, depending on the course. Courses that are consistently over enrolled are pre-requisite (Introduction to Psychology, Statistics for the Social Sciences, Birth to Adolescence, Experimental Psychology, and Social Psychology), core (Cognition, Personality Theory, Advanced Developmental, History and Systems, Psychopathology, etc), and popular psychology elective courses such as Contemporary Issues, Abnormal Psychology, and Introduction to Counseling. The table below depicts the average number of courses overenrolled since Summer Two, 2013 through Fall 2016 terms. Of the 639 courses offered by the Psychology Department in the past four years, 204 (32%) ran over the cap. Due to minimal overhead costs and enrollment numbers at or over the cap, the Psychology Department continues to run at a profit for the institution.

Academic Term	Number of Courses Offered	Number of Overenrolled Courses
Summer 2, 2013	11	5 (45%)
Fall 2013	85	21 (25%)
Spring 2014	77	30 (39%)
Summer 1, 2014	14	4 (29%)
Summer 2, 2014	12	3 (23%)
Fall 2014	87	28 (32%)
Spring 2015	82	34 (41%)
Summer 1, 2015	10	3 (30%)
Summer 2, 2015	11	2 (18%)
Fall 2015	81	18 (22%)
Spring 2016	79	24 (30%)
Summer 1, 2016	6	0 (8%)
Summer 2, 2016	8	1 (13%)
Fall 2016	76	31 (41%)

### Retention and Graduation Rates

The percentage of retained and graduated psychology majors from entry through year six is consistent with the larger NJCU student numbers ([see Appendix XX](#)).

Based on the department's survey results, one factor is clear: our students are overscheduled, financially struggling, and have too many demands on their time. Further, many come from the poorest performing public schools in the nation. Students enter underprepared in writing, oral, critical thinking, and mathematic skills. They are required to complete a minimum of 12 credits each term to remain

eligible for full or partial aid. They work full-time jobs, spend hours a day taking public transportation, and sleep an average of four to five hours a night. Having the financial resources and time to attend college, paired with the challenges of being first-generation students has to be a significant contributor to the low retention and graduation rates at NJCU. The department, however, is unaware of any recent surveys conducted by the Alumni Office, which would confirm this assumption.

### **Recommendation**

1. The department will work collaboratively with University Advancement to receive and/or gather data on drop out and post-graduation success. Although EAB provides some useful data to track student success, its use is limited to identifying current, at-risk students.
2. The department will continue to survey its majors in order to identify student needs and ways the department can improve to meet their needs.

## **Psychology Major, Minor, and Course Offerings**

### **Psychology Major**

The Psychology Department offers a 36-credit general psychology concentration for undergraduates. Thirteen credits make up the Required Core: Psyc 110: Introduction to Psychology, Psyc 230: Statistics for the Social Sciences, 235: Experimental Psychology, and 336: Senior Research Seminar. The combination of the four courses provides students with an overview of the discipline's subfields and a basic understanding of research methodology. The Restricted Psychology Electives (Groups One-Five) are designed to provide greater depth of understanding of selected subfields. Students develop greater expertise and identify areas of individual interests. Students are required to take one course under each group for a total of 15 credits. Restricted Psychology Electives are depicted in the table below:

#### **Group Number**

#### **Group Restricted Electives**

Group One	Psyc 150: Development: Birth thru Adolescence Psyc 152: Development: Adolescence thru Adulthood Psyc 160: Social Psychology
Group Two	Psyc 340: Physiological Psychology Psyc 341: Perception Psyc 342: Motivation Psyc 343: Learning Psyc 344: Cognition
Group Three	Psyc 345: Personality Psyc 350: Advanced Development Psyc 360: Advanced Social Psychology
Group Four	Psyc 330: Tests and Measurement Psyc 410: Advanced General Psychology Psyc 412: History and Systems Psyc 414: Contemporary Issues in Psychology
Group Five	Psyc 300: Psychopathology Psyc 301: Abnormal Psychology



	Psyc 370: Techniques of Behavioral Modification Psyc 372: Introduction to Counseling
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In addition to the Required Core and Restricted Psychology Electives, students complete an additional eight credits of Overall Psychology Electives, designed to allow students to pursue areas of interests or gain knowledge in another subfield of psychology. These overall psychology electives are upper-level (300-400 level psychology) courses and can come from any additional Group Two through Group Five courses or any of the additional psychology electives (see below table). All psychology majors are encouraged to do at least one field placement.

### **Additional Overall Psychology Electives**

Psyc 315: Drug and Alcohol Counseling I
Psyc 317: Drug and Alcohol Counseling II
Psyc 347: Positive Psychology
Psyc 376: Group Dynamics
Psyc 472: Advanced Psychology
Psyc 480: Field Experience: Mental Health
Co-Operative Education/Internship Credits

Entry courses, Psyc 100-200 level courses, tend to emphasize principles, concepts, and theories of a particular subfield of psychology. Advanced courses (300-400 level) focus more on research methods, landmark studies, applications to current topics, and encourage students to engage in research and to identify an area of research interest. In addition to course content and research, some courses help students develop psychology-related skills such as Psyc 372: Introduction to Psychology, 472: Advanced Counseling, and Psyc 347: Positive Psychology. Introduction to Psychology exposes students to careers in psychology and career assessment tools.

Balancing work and family life with a full-time course load requires that the department offers core and upper-level courses in the morning and repeated in late and early evening, in order for students to take a full-load each term and complete their degrees on time. In addition to the days and times of course offerings, the department must offer diverse upper-level courses to ensure a selection of psychology electives each term. Required pre-requisite courses (Psyc 110-Intro to Psychology, Psyc 150-Birth to Adolescence, Psyc 152-Adolescence through Adulthood), Psyc 230-Statistics for the Social Sciences) and core methodology requirements (pre-requisite courses and Psyc 235: Experimental Psychology and Psyc 336-Senior Research Seminar) are offered throughout the day, beginning early morning through evening, on three or four days a week. The department reintroduced, significantly increased the frequency of, or increased the number of sections for the following courses: Psyc 340- Physiology, Psyc 341-Perception, Psyc 410-Advanced General, Psyc-History and Systems).

To better accommodate students' needs, Experimental Psychology and Statistics for the Social Sciences have been offered for several years on Fridays, and each term these courses have run at full capacity. Core pre-requisite along with an array of upper-level courses are offered in summer terms and are offered at different times and alternative teaching modalities. The department's collaborative effort to

spread our course offerings throughout the day and week and the infusion of a large, qualified adjunct pool we have met the scheduling needs of the great majority of our students.

### **Psychology Minor**

The Psychology minor is a 24-credit minor comprised of a Required Core (Psyc 110: Introduction to Psychology, Psyc 230: Statistics for the Social Sciences, 235: Experimental Psychology), Restricted Psychology Electives, and an Overall Psychology Elective. The Required Core represents 10 of the 24 minor electives, the Restricted Psychology Electives 12, and the Overall Psychology Elective two credits. An overwhelming number of psychology students are majors. An Education and Psychology Co-major comprise approximate 15% of our student base, and less than 2% are minors. Of those who do minor in psychology, they most often are majoring in either Criminal Justice, Art, or Sociology.

### **Cross-Discipline Course Offerings**

The Psychology Department offers several courses that are required to complete other major or minor requirements. The Sociology Department offers a minor/certificate program in Drug and Alcohol Counseling. Two of the six courses required to complete the minor/certificate are offered by the Psychology Department: Psyc 315: Drug and Alcohol Counseling 1 and Psyc 317: Drug and Alcohol Counseling 2. The Psychology Department encourages our students with 18 or more free electives to research potential minors. Many of our students are interested in clinical psychology and have earned the minor/certificate offered by Sociology as a way to gain greater knowledge and experience in the field. Students graduate with a greater expertise and gain a competitive advantage in the job market.

Students who co-major in Education and Psychology are required to complete one of two developmental psychology courses: Psyc 150: Birth through Adolescence and Psyc 152: Adolescence through Adulthood. The Psychology Department has worked with Early Childhood Education to better understand our students' education major requirements, and substitute or waive psychology requirements that overlap with the education major. For example, students in Education take an education and learning course, so this course may get waived in psychology, depending on the student's grade point average, current education phase, and number of credits transferred. Further, Education/Psychology co-majors are not encouraged to complete an internship in psychology because they are required to complete two extensive placements in the classroom.

In response to the changes in the general studies program, the Psychology Department created two Tier-One courses: Psyc 120: Social Psychology of Everyday Life and Psyc 140: Exploring Human Sexual Behavior. Since the introduction of these courses, classes have been at or near full capacity and received positive evaluations.

### **Recommendations**

1. Pre-requisites for upper-level, 300-400 level courses need to be evaluated for consistency and curriculum improvements. The Department will review the major at our first departmental meeting in fall 2017.
2. The Psychology Department will meet to discuss possible pre-requisite requirements for any field placement (Psyc 480 Field Experience or Co-Operative Education Placement) such as the number of psychology credits a student must have before going into the field or possible courses they need to complete.

## Online Course Offerings

Historically, psychology courses have remained traditional in their delivery format. In Spring 2007, the psychology department added 7 online courses to meet the needs of students who required greater flexibility. Since this time, the number of courses and diversity of courses offered online have grown, but improvements can be made. The introduction of courses to an online-delivery method has been conducted in a strategic fashion. Hence, courses that are most popular among our students, can be used to fulfill more than one area of the psychology major, and contain content most conducive to online delivery have been added to our course offerings. Psychology online course offerings include the following:

### Course Subject

1. Psyc 110: Introduction to Psychology
2. Psyc 230: Statistics for the Social Sciences
3. Psyc 150: Development: Birth through Adolescence
4. Psyc 152: Development: Adolescence through Adulthood
5. Psyc 343: Learning
6. Psyc 345: Personality Theory
7. Psyc 414: Contemporary Issues: Discrimination and Racism
8. Psyc 300: Psychopathology
9. Psyc 301: Abnormal Psychology

The table below highlights an overview of online courses offered and their placement in the major:

Term	# of Online Course Titles	Number of Online Sections	Major Areas Met
Fall 2013	8	10	Required Core, 1, 2, 3, 5
Spring 2014	8	10	Required Core, 1, 2, 3, 4, 5
Summer 1, 2014	6	6	Required Core, 2, 4, 5
Summer 2, 2014	4	4	Required Core, 4, 5
Fall 2014	9	11	Required Core, 1, 2, 3, 5
Spring 2015	9	10	Required Core, 1, 2, 4, 5
Summer 1, 2015	3	3	Required Core, 1, 5
Summer 2, 2015	1	1	Group 2
Fall 2015	10	12	Required Core, 1, 2, 3, 5
Spring 2016	8	10	Required Core, 1, 2, 4, 5
Summer 1, 2016	3	3	Required Core, 1, 5

Summer 2, 2016	5	5	Required Core, 1, 2, 5
Fall 2016	7	9	Required Core, 1, 2, 3, 5

By offering multiple course options with multiple time options each semester and providing increasing flexibility through online delivery format, the department has been successful in recruiting, retaining, and graduating its majors consistently each academic year. Four of 11 full-time faculty (37%) in the department offer courses online and teach approximately half of the online courses offered each term. The adjuncts who do teach online courses for the department remain relatively consistent across time.

### **Recommendations for Course Offerings**

1. Increase the number of course subjects offered online. The department needs to expand online course offerings for our students by either having other full-time faculty in the department offer at least one course within their specialty or by the department actively recruiting adjuncts experienced and/or willing to teach online courses for the department. The end result will be that students will have a far greater likelihood of taking online courses each semester because a broader array of course subjects will be offered each term.
2. Identify adjuncts or faculty in the department qualified to offer new, updated courses in areas such as Psychology and Law, Media Psychology, Neuropsychology, Industrial and Organizational Psychology, Educational Psychology, etc. and write new course approvals over the next two years.

### **Co-Operative Education and Field Experience**

With exception of co-majors from Early Childhood Education, all psychology majors are encouraged to gain professional experience and develop networks. Dual Early Childhood and Psychology majors are not encouraged to do a field placement, because they complete two placements (junior placement and senior placement) for the Early Childhood Education major. The senior field placement requires full-time hours for one full semester. As outlined above, all psychology majors are required to take 8 credits of upper-level (300-400 level) psychology electives. The department encourages students to fulfill one or even two psychology electives through field experience. In the past, our students were limited to searching for field experience by working directly with the Career Development and Co-Operative Education Center. Students could take two, four, or six credits of internship and half of the credits would count toward their psychology electives and the other half toward the overall University electives. This assignment of course credits is due to the fact that half of their grade was based on P/F determined by the site supervisor. The University does not allow P/F grades to be used for a major course. Students continue to be confused by how earned co-operative P/F credits count toward their 120 degree requirement and fulfillment of the psychology major. Both Co-operative Education and the Psychology Department continue to try to find a way of better advising our students on this point.

Beginning in summer 2013, the Psychology Department started offering Psyc 480: Field Experience Mental Health, a long-standing approved course in psychology that had rarely been offered. In an

attempt to provide closer supervision and to increase the number of field placement opportunities for our students, the department reintroduced Psyc 480: Field Experience: Mental Health. One faculty member encourages all interns to take Psyc 472: Advanced Counseling concurrently with the field experience. In addition to Psyc 480: Field Experience Mental Health, students can also be register for another field placement, Psyc 1480+2480 (3 credits total) and earn a supervisor certificate. This latter placement is done under one particular faculty member in the department is part of the Applied Cognition Project. The project was designed and implemented by Dr. Wattenmaker which has been ongoing for 15 years. The goal of the project is to prevent drug use, reduce bullying and violence, and increase academic success and pro-social behavior in the Jersey City Schools and general community. Students who participate in the project work with children in Jersey City Public Schools and in after school programs. Through the project Psychology undergraduates work with well over 500 hundred children each year in individual or small group settings. Supervision, assessment, and grading are handled fully by the faculty member.

There are several advantages for students to enroll in a field placement as a course rather than as a co-operative education experience. One, students are interviewed, selectively placed, and supervised closely by the professor offering the placement. Two, the process of getting assigned to a site is streamlined. Three, students receive all credits as a psychology elective, rather than split between psychology and overall elective credits.

Despite the advantages of taking Psyc 480: Field Experience: Mental Health rather than enrolling in a co-operative education placement, Co-Operative Education has consistently offered services that the department is not qualified to offer or have the resources to deliver. Co-Operative Education places our students in more diverse sites than the Psychology Department does. Our field experience placements are limited to one or two professors each term who have a limited range of placement sites. Co-operative placements are supervised by any faculty member of the department. Hence, six or seven faculty can be overseeing placements in one term. Co-Operative Education has partnerships with many of the placement sites and they work actively to seek employment opportunities for students following their successful placement experience. Furthermore, Co-Operative Education offers a comprehensive, full-service internship and career placement services such as resume and cover letter writing workshops, mock interviews, and career skills and personality assessments. The Director of Co-operative Education actively networks for our students and seeks paid internship placements for our students.

The table below depicts enrollment numbers for undergraduate field placements from Summer 2010 through Spring 2017 terms.

<b>Term</b>	<b>Co-Op</b>	<b>Psyc Placement</b>	<b>Total Placements</b>	<b># of Sites Served</b>
Summer 2010	6	0	6	6
Fall 2010	10	0	10	9
Spring 2011	23	0	23	14
Summer 2011	6	0	6	5
Fall 2011	7	0	7	6
Spring 2012	11	0	11	9
Summer 2012	3	0	3	3
Fall 2012	7	0	7	6
Spring 2013	8	0	8	6

Summer 2013	0	24	24	1
Fall 2013	7	4	11	4
Spring 2014	5	44	49	14
Summer 1, 2014	1	29	30	3
Summer 2, 2014	1	24	25	3
Fall 2014	2	31	33	3
Spring 2015	6	43	49	16
Summer 1, 2015	0	28	28	2
Summer 2, 2015	0	26	26	0
Fall 2015	4	41	45	6
Spring 2016	6	43	49	16
Summer 2016	1	0	1	1
Fall 2016	8	24	32	9
Spring 2017	6	43	49	14

In total, psychology students have been placed in seventy different sites over the past six years. The diversity of the types of agencies and organizations where our majors have been placed are reflective of the diversity of psychology. Subfields of psychology include psychology and law, health psychology, sports psychology, arts and creative expressions, religion and psychology, education, development, experimental research, engineering and psychology, marketing and advertising, clinical psychology, community psychology, etc. Below is a listing of the sites where students have been and continue to be placed.

#### **Co-Op and Field Placement Sites**

A+ Personnel Angela Cares Inc.	A. Harry Moore School ARC of Camden County	Anderson Advertising Bergen County Department of Human Resources: Division of Family Guidance Youth Resource Center
Bergen Reginal Medical Center	Bonnie Brae Center	Borden Avenue Veterans Residence
Broadway House for Continuing Care	Camp Liberty	Care About You
Catholic Charities	Christ Hospital	City of Jersey City-City Hall-HR Department
East Orange General Hospital	Emeritus Senior Living	Endeavor House
Essex County Vocational Technical High School	Ethical Community School	Express Personnel Services

Federation of Multicultural Programs of NJ Inc.	DYFS	Golden Door Charter School
GI GO Fund	Goodwill Mission	Horizon Family Health Care Center
Hudson County Community College	Hudson County Family Court	Hudson County Court Supervised Visitation Program
Hudson County Superior Court	Hudson Youth Build	Hudson Speaks
International Institute of NJ	Jersey City Global Charter High School	Jersey City Medical Center
Jose Saud Law Professional	Karlusugan Coalition	Kintock Group Inc.
Lincoln High School	Los Ninos Services	Magno International
Mental Health Association	Natalie Johnson Internal Medicine	New Essecare of New Jersey
New Jersey State Parole	Newark Extended Care	Newark Pre-School Council@NJCU
NJ Allstars	NJCU-Assist VP for Student Affairs	NJCU Human Resources
NJCU Opportunity Scholarship Program	NJCU Peers Protecting Peers	NJCU Athletics Department
NJCU/The Learning Center Department	NJ Police Department	North Jersey Maternal Health
NYU Project Aspire	Office of Specialized Services for Students with Disabilities	Pony Power@3SistersFarm
Pride Mentors	Puerto Rican Family Institute/Kids First	Red Cross
Rocking Horse Rehab	Spectrum Healthcare	Supreme Consultants

Team Walker, Inc.	The Children's Home	The New Roberto Clemente School
Youth Success Network		

In reviewing of the above field placement enrollments and the diversity of sites, several points can be made. Although the number of placements have increased dramatically due to the addition of the Psychology Department's course offerings (Psyc 480 7 Psyc 1480+2480), on average, only approximately only a small percent of our students are gaining field experience. Approximately two years ago, faculty discussed field experience opportunities and procedures in their classes. Students as a whole did not seem well informed about how field experience or co-op credits fit in the psychology major. Some students reported that due to work schedules and transportation issues they were not able to do an internship.

The diversity of faculty placement and supervision have remained fairly restricted. To date, two faculty offer field experience sections, and one of the two faculty only offers it during spring terms. Due to the limited number of full-time faculty, number of majors, and the diversity of core courses required each term, the department will have to explore the various options which include keeping the offering as it currently stands, increasing the number of sections and faculty offerings, allowing adjuncts to supervise field placements, or through collaborations with the Career Development and Co-Op Center, develop other possibilities.

#### **Recommendations for Co-Operative Education and Field Experience**

1. A department survey of our students needs to be conducted to explore, among other topics, awareness of internship opportunities, obstacles to achieving an internship experience, areas of interest that students may want to complete a placement.
2. Department Co-Chairs need to meet with the Director of the Career Development and Co-Op Center to explore possible collaborative opportunities.
3. Students need published information available in the department at all times regarding the diversity of site placements, the advantage of internships for career and graduate school placement, and written instructions for how to ultimately get enrolled in a field placement offered through the Department. Each professor has a different process for selecting a student, identifying the placement site, and how supervision is conducted. The process in the Department needs to be streamlined as it has remained in the Career Development and Co-Op Center
4. The Psychology Department needs to improve its communication and collaboration with the Career Development and Co-Op Center. Specifically, the Career Development and Co-Op Center has a well-established application, placement, assessment, and grade entry. Despite this, the Psychology Department does not have access to the co-op application, list of possible placement sites, and the grade for the academic credit portion of an internship does not get entered by the faculty but must be sent to the Career Development and Co-Op Center for entry.
5. The Psychology needs to create written advisement information on the assignment of P/F grades for all Co-Operative Education placements, which includes examples for clarification.



## **Student Advisement**

The Psychology Department remains the largest department in the College of Arts and Sciences, and the second largest at NJCU. It is a popular major across the nation and continues to grow. On average, our active enrollment is 500 students. We have had an average of five to six full-time faculty each semester holding office hours due to being a department of 11, with two to four members out on sick leave the past five years, so the demand for advisement has required much of the department's time and energy.

Each faculty member in the department is required to hold a minimum of 5 advisement hours per week, during the academic term. As a department, we have coordinated our office hours to best accommodate the schedules of our students. Office hours are available in the department early, late morning, afternoon, early evening, and late evening several days a week (see Appendix Two). To provide greater flexibility of hours and reduce the need to travel to campus, all psychology faculty do advisement through email. Several regularly conduct advisement through text and Skype. Most of our faculty extend advisement hours during peak advisement periods, meet with students before and after class, and offer by appointment options. Advisement is available by the department co-chairs throughout Winter and Summer terms.

To better communicate with our majors and minors, a listserv was created. This listserv allows us to communicate with our students regarding matters such key University deadlines, department office hours, department policies, upcoming workshops, and address misunderstandings about major requirements, such as "Senior Research Seminar can only be taken the last semester before graduation." Department office hours and location are posted outside the department's door so that students can get the information as long as the building is open. As students come in the department's main suite area, copies of the psychology major, minor, and general studies sheets are kept in wall trays for easy access. Flyers, brochures, and announcements are also left in the hall entrance for interested students. Examples of brochures include information on how to join APA (national professional organization for psychologists), Psi Chi (honor's society for undergraduate and graduate psychology major) and/or the Psychology Club.

The advisement needs of such a large major exceeds the resources of the department. Several factors contribute to this issue. First, there are approximate 500 psychology majors and eleven faculty with five advisement hours a week. Of the eleven faculty, for the past five years, two to four of the faculty have been on full or partial sick leave. Two of these four faculty members have retired this Spring 2017 term. One line is currently being filled. Junior faculty have tremendous research and service demands on them, and they receive course release. Students are resistant to seeing faculty that they do not know, have not had as a professor, and often their advisement issues can only be resolved with the co-chair, for example, overrides to filled courses, overrides for pre-requisites, graduation clearance, and graduation audits.

Student advisement support was added to the University approximately two years ago. Additional advisors were hired in University Advisement and advisement policies were revised. Students are not sent for advisement to the Psychology Department until they have earned 65 credits or more and have declared their major. The University Advisement Center has a targeted advisors who serves as the

psychology expert. This point person is well versed on the psychology major and has been a tremendous asset to our department.

Recently, a new initiative, EAB, was introduced. This initiative has had a very notable demand on the department co-chairs' time. All Department Chairs and Co-Chairs are listed as the main advisor for intended majors and majors. In our department, Dr. Lynn does is the advisor for the undergraduate and Dr. Lennon is the graduate advisor. This distinction is not made on either GothicNet or EAS. Further, by replacing professional titles (Dr. Lennon, Co-Chair of the Psychology Department, Coordinator for the Educational Psychology Department, Graduate Advisor; Dr. Lynn, Co-Chair of the Psychology Department, Undergraduate Advisor), confusion over our roles, responsibilities, and limitations occur on a near daily basis. One important tool in EAS is the ability for communication to be sent by professors for at-risk students. This is a very important tool in helping our students. It has, however, dramatically increased contacts at peak points of term, considering the number of majors we have and the number of full-time faculty advisors in the department. We are hoping that in later stages of EAB greater clarity of who students should contact for specific services such as financial aid, tuition payment, parking, permission to get into full courses in other departments may be a possibility. Daily we receive a number of emails that are misdirected, resulting in frustration for the student and added time demands on an already taxed department. As an example of the confusion students often suffer as a result of accuracy and clarity on the part of the University, the following email was sent to the Psychology Department Co-Chairs:

Hi, I was wondering why my brother, who is also going to New Jersey City University, received a hard copy of his class schedule in the mail and not me. Also, we both need to come in and change our schedules around because we will be hopefully playing baseball so I think we need our classes in the morning. Is there a certain time that is best to come in?

Sincerely,  
Michael

### **Graduation Clearance**

The Psychology Department graduates a record number of students each fall and spring. Each student must be audited for General Studies, Psychology Major, and the 120 minimum requirement by the department co-chairs. Due to the complexity of graduation clearance procedures and the number of psychology majors audited each term, the Psychology Department's advisement demands are greater than many, although not all, other departments. Students who apply for graduation clearance apply under different circumstances. Some apply because they have enough total credits to qualify to apply, but they know they will not be approved for graduation or even to walk in the ceremony. They "just want to know where they stand." Another group of students apply with the hopes of being approved to walk, that is, they only have six credits remaining and can complete them by summer's end. These students first apply for graduation, wait to be denied, get denied, wait for advisement period to start, register for remaining courses, wait for the "Approval to Walk" application opens (approximate three later), go in person to the Registrar's office and fill out an application, apply to walk, and wait for approval. In order for the student to be allowed to apply to walk, they must first receive written permission from the co-chair. This requires the co-chair then review the audit for a second time and send an email to the Registrar that restates the audit comments. Students are then approved to walk in the ceremony. This is a confusing, highly time consuming process for a department with approximate

160, first audit applications. All those denied, then come for a second approval and all this occurs during the peak period of advisement for the department. Below is a table of the number of first-round graduation clearance audit requests from the first semester of online graduation audits (fall 2015-Spring 2017).

	<b>Majors</b>	<b>Minors</b>
<b>Term</b>	<b>Initial Graduation Audits</b>	<b>Initial Graduation Audits</b>
Fall 2015	56	7
Spring 2016	120	2
Summer 2016	43	2
Fall 2016	53	1
Spring 2017	140	8

In summary, the Psychology Department suffers a shortage of resources required to provide the attention our students need and deserve. The department can do a better job of providing clear, relevant, and accessible advisement information to our students. How to better streamline our advisement procedures needs to be addressed at the beginning of the fall 2017/2018 academic year.

### **Mentoring Opportunities for Psychology Majors**

Another type of advisement and rich mentoring opportunities is provided through The Psychology Club, a club that is student run and faculty supervised (Dr. Patrice Dow-Nelson, current faculty advisor). It is recognized by Student Government, and as such, workshops related to psychology careers, graduate study, and developing topics in psychological research are given throughout the year. Psychology faculty serve as regular invited guest speakers and offer workshops related to applying to graduate school and developing a professional network. For example, on April 1, 2017, Drs. Dow-Nelson and Lamar conducted a workshop titled “Life after the B.A.” for all psychology majors. The Psychology Club allows students to gain experience in top leadership roles and teaches how to network within the University.

### **Recommendations**

1. The department needs to identify ways of improving our advisement procedures and how we communicate with our students about advisement.
2. The department needs to survey its current student body to identify their advisement needs, issues, concerns, and suggestions.
3. The department needs to meet with the Dean of the College of Arts and Sciences to identify possible advisement resources for the department. Examples include increase of release time for chairs, increasing support staff that is qualified to assist with advisement, or other options coordinated with University Advisement Center.

## Psychology Faculty Members and Adjunct Profiles

### Psychology Faculty Profile

In spring 2015, the long-standing department chairperson of 28 years resigned. The chair position is currently shared between two faculty members: Dr. Jim Lennon and Dr. Maria Lynn. Dr. Lennon addresses all personnel, departmental, and graduate student business. Dr. Lynn addresses all undergraduate student advisement matters. Student complaints at the undergraduate level regarding teaching matters are handled by both chairs.

The Psychology Department's first commitment is to the education, professional, and individual welfare of our students. Although we have different teaching styles and philosophy, professional interests, and mentoring styles, our shared commitment to student success and love for our discipline unites us. Our department is best described as collaborative, united, and enjoys friendly work relationships. The Psychology Department is comprised of primarily senior faculty with 15, 20, 25 years and more service. Nine of the 11 faculty in the department are tenures and eight of the eleven members (73%) are tenured, full professors (see Table below).

#### Full-Time Faculty Name

#### Faculty Rank

Joan Bailey, PhD	Professor
Patrice Dow-Nelson, PhD	Professor
Andrew Getzfeld, PhD	Professor
David Hallerman, PhD	Professor
Al Hurley, PhD	Professor
Ansley Lamar, PhD	Professor
James Lennon, PhD	Professor
Maria Lynn, PhD	Professor
Frank Nascimento, PsyD	Assistant Professor
Peri Yuksel, PhD	Assistant Professor
William Wattenmaker, PhD	Associate Professor

The faculty areas of interests are diverse and represent the diversity of the field of psychology. With the recent addition of two new faculty, the areas of development and school psychology are now better represented in our course offering and research activities. The table below lists the areas of specialization for each faculty member.

#### Full-Time Faculty Name

#### Area of Expertise

Joan Bailey, PhD	Social and Personality
Patrice Dow-Nelson, PhD	Clinical Psychology
Andrew Getzfeld, PhD	School/Clinical Psychology
David Hallerman, PhD	Counseling Psychology
Al Hurley, PhD	Developmental Psychology
Ansley Lamar, PhD	Social and Personality
James Lennon, PhD	Educational Psychology and Statistics

Maria Lynn, PhD	Experimental Psychology
Frank Nascimento, PsyD	School Psychology
Peri Yuksel, PhD	Developmental Psychology and Cognition
William Wattenmaker, PhD	Experimental Psychology and Cognitive

Although the Psychology Department has enjoyed years of faculty stability within the department, the past five years have brought many changes: Two senior faculty have been on partial and/or full medical leave, one senior faculty member retired unexpectedly, and two additional senior faculty have taken either a year or one-term full medical leaves. As a result, the department has been forced to rely on additional adjuncts to teach core, foundation psychology courses in the areas of clinical psychology, personality, social, and developmental psychology.

In addition to senior faculty being out on medical leave or retiring from the institution, the psychology department has hired two new faculty. One faculty hire filled a much needed line in School Psychology, and the second hire replaced the opening in developmental psychology due to retirement. The department has recently received a third hire to keep pace with the growth and development of the psychology discipline. Two weeks ago the department interviewed and passed along its recommendation for the hire to the Dean's office. It is our expectation that the new hire will bring experience in the area of clinical psychology and neuroscience, support undergraduate research, and teach courses in physiology, cognition, psychopharmacology, and experimental psychology.

The full-time psychology faculty have the following demographic make-up: 8 (73%) full professor, 1 (1%) associate professor, and 2 (18%) assistant professor. Our faculty represent a part of the diversity representative of Jersey City and its student body. Five (45%) of the faculty are non-white, minority or from Europe. Four of the eleven faculty are women and we represent a range of age, particularly with the last two hires, and religious affiliations. Until recently, however, our department has been comprised of English speaking faculty with no second language skills. Our recent two hires, however, speak either Portuguese or German.

### **Faculty Teaching, Research, and Service**

Having a senior faculty has allowed the department to have representation on many key University-wide committees, serve pivotal roles in outside organizations, and to create collaborations that provide networks for our students. Over the past four years alone, our department faculty have developed long standing alliances that have proved to be invaluable networks for our students. In the past six years, the Psychology Department has created community partnerships with 70 organizations in the New Jersey and New York areas in order provide professional experience for our students. The types of agencies are as varied as the psychology discipline. Students have been gained professional work experience in the subfields of Education (Ex: Jersey City Global Charter High School, A. H. Moore School, Lincoln High School, Hudson County Community College), Health Psychology (EXL Bergen Regional Medical Center, East Orange General Hospital, Christ Hospital, Children's Hospital, Jersey City Medical Center), Law (Jose Saud Law Professional, Hudson County Courts, Hudson Family Courts, Jersey City Police), Industrial Organizational (EX: A+ Personnel, Anderson Advertising, Express Personnel Services, NJCU Human Resources, Supreme Consultants), Elderly Care (EX: Angela Cares, Emeritus Senior Living), and Community, non-profit agencies (EX: Pride Mentors, Kids Camps, Goodwill, Hudson Speaks, Pony Farm, Borden Avenue Veterans Residence, Camp Liberty, Care About You, Hudson Youth Build, NJ Allstars,

NYU Aspire, Youth Success Network). The department's community connections are particularly important for the type of students we serve; that is, being first-generation students, they do not come from families with professional connections or a culture that understands the role networking can have on one's professional future.

Among our department faculty, The Psychology Department is well represented on many University-wide committees including General Studies Assessment Committee, Co-Chair of Middle States Self-Study 2010 , University Strategic Planning Steering Committee 2012-2018, Institutional Review Board, Promotions Committee, Rate Change Committee, Communication Across the Curriculum liaison, Ideas and Brainstorming Committee, Internationalizing the Curriculum Committee, Union Promotions and Tenure Procedures Subcommittee, etc.). Psychology faculty currently sit on boards such at institutions such as C.G. Jung Foundation, International Boys and Girls Club, and Leukemia Society. Several department faculty are regular guest lectures at universities in New Jersey and New York including Columbia University, New York University, Bloomfield College, and University of Pennsylvania.

In the past five years, two faculty have books, a revised textbook and a memoir. Due to the addition of two new faculty members, the department has had three, peer-reviewed journal articles, seven national and international conferences, and three University grants. One faculty member serves as a peer reviewer for a journal on language development. Two faculty serve as program reviewers for the Council for Accreditation of Educator Preparation (CAEP) and the National Association of School Psychology (NASP). Due to the efforts of the coordinator and faculty member, the Masters of Arts in Educational Psychology and Professional Diploma in School Psychology program was accredited by the International School Psychology Association (ISPA) in 2017. The Professional Diploma in School Psychology is "National Recognized" by CAEP and "Fully Approved" by NASP starting in 2005 and continuing through December 2019, when the next portfolio program review is due.

### **Junior Faculty Mentoring**

Junior faculty meet with one of the co-chairs (Dr. Lennon) as part of the mentoring process. In addition, junior faculty members are mentored and meet informally with senior faculty members. In departmental meetings, junior faculty receive support and ideas from senior faculty on topics related to effective teaching, research ideas and collaboration, and University-wide committees and other service activities.

### **Adjunct Profile**

The adjuncts who teach in the Psychology Department are owed the credit for a significant part of the department's success. Not only do they offer a diversity in teaching styles, ideas, but without them many of our courses could not be run. Without our adjuncts, our students could not maintain a full-time school load and complete their majors on time.

The Psychology Department has been fortunate to have a strong and steady pool of adjuncts with diverse areas of expertise willing and able to teach at varied times of the week. Many of our adjuncts have taught courses in the department for over 15 years. The introduction of Taleo job application tool has resulted in many more applicants than in past years. On a near weekly basis the department receives adjunct applications, along with follow-up emails from potential candidates. The integration of IDEA faculty teaching assessment tool has resulted in additional teaching performance information that

the department uses to rehire adjuncts. Beginning in July 2015, the department began rehiring adjuncts based on several factors including compliance with IDEA assessment returns, compliance with administrative responsibilities such as submitting syllabi in a timely way and meeting syllabus format standards, and providing current contact information to students and department. Newly hired adjuncts are interviewed by one particular department co-chair and all staffing is controlled by this same person. Adjuncts who did not meet, hold, or teach appropriate course content, were unhelpful or rude with students, or who were ineffective classroom instructors are not rehired. The assigned co-chair evaluates each adjunct's performance before rehiring for the next term. The department has worked to upgrade the level of adjunct preparation, with new hires holding a terminal degree in psychology (doctoral-level) or a post-master's diploma such as the professional diploma in school psychology, a 74-credit graduate degree.

Courses taught by adjuncts are diverse as well as their areas of expertise and background. Over the past four years, adjuncts have taught an average of 60% of the psychology course load, and cover pre-requisite, core, and psychology elective courses. For example, since the retirement of a full-time faculty member responsible for the development of, approval of, and teaching of "Psyc 347: Positive Psychology," this course has been taught by adjuncts, and continues to receive high ratings. Counseling courses, methodology courses, cognition, development, social psychology courses for example have some sections that are taught by adjuncts. Unlike many of the full-time faculty members, most of our adjuncts are working in the field and therefore bring a wealth of practical experience as well as critical career networks for our students.

The table below provides an overview of the number of adjuncts hired each term.

Term	Adjunct Hires	Courses Offered
Summer 2013	4	11
Fall 2013	42	85
Spring 2014	35	77
Summer 1, 2014	4	14
Summer 2, 2014	6	13
Fall 2014	38	87
Spring 2015	38	82
Summer 1, 2015	1	10
Summer 2, 2015	3	11
Fall 2015	37	79
Spring 2016	34	43
Summer 1, 2016	1	6
Summer 2, 2016	1	8
Fall 2016	32	76

### Teaching and Student Learning Outcomes

The department continues to receive strong teacher ratings and assessments. The IDEA teaching evaluations have been used 2016 & 2017 with 48% of students enrolled in psychology courses at the beginning of the semester responding. A review of three summary indicators for the IDEA assessment

suggest faculty at both the adjunct and full-time level are highly rated, with the mean for adjuncts at 4.3 and for full-time faculty at 4.6 on a 5-point scale. In addition to the outstanding evaluations by our students, several faculty in the department received teaching awards and one faculty received the “best advisor” award twice in the past seven years.

The current 2012-2018 Strategic Plan contains two goals that directly relate to student learning outcomes: Goal 1: Enhance academic excellence and Goal 2: Achieve Student Success. Two objectives under Goal 1: Enhance academic excellence that help shape student learning outcomes are: Develop life-long learners, and Develop future leaders and scholars. Goal 2 outlines the objective of developing the University-wide student learning outcomes. The Psychology Department adopted the following three student learning outcomes in order to fulfill the University-wide student learning outcomes and the student learning outcomes outlined in APA Guidelines for the Undergraduate Psychology Major, Version 2.0 August 2013: Knowledge Base in Psychology (APA)/Content Expertise (NJCU), Scientific Inquiry and Critical Thinking (APA)/Critical Thinking and Problem Solving (NJCU), and Professional Development (APA).

Critical thinking skills has been assessed using the Psychological Critical Thinking Exam, developed by Dr. Tim Lawson (see Appendix Three). Students continue to fall below the standards set by the Psychology Department. To address this shortfall, the department began introducing research methodology and statistics in Psyc 110: Introduction to Psychology and has targeted this content in all upper-level psychology courses. Despite these efforts, students’ performance has shown only minimal improvement. The same pattern has been shown for statistics and methodology content knowledge and application.

Professional development learning outcome has remained very strong. Field supervisor reports remain approximately 4.3 mean on a Likert type scale ranging from 1-5 (see Appendix Three). Field supervisors have found our majors to be highly responsible, engaged, ethical, adaptive, and hardworking. Our students are determined and resilient people. Although students enrolled in Psyc 480: Field Experience: Mental Health have been consistently rated high by field supervisors, the type of scale used differs from that of Co-Operative Education. To improve outcomes assessments of field placements, the Department will need to collaborate with Co-Operative Education to better streamline the assessment instruments.

The Psychology Department has not had the human resources to manage the student, course, and administrative load it has faced over the past four to five years. However, in the March 2017 departmental meeting, a new student outcomes assessment committee was formed and will begin its official efforts in fall 2017. The first goals for the subcommittee is to revise the statistics exam and devise an assessment schedule for the Psychological Critical Thinking Exam.

## **Recommendation**

1. The Psychology Department will collaborate with the Career Development Center and Co-Operative Education Center to streamline placement assessment evaluations with the department’s field placement evaluation.



2. The outcomes assessment for student learning will meet within the first three weeks of the term and develop an agenda for assessment in fall 2017 and spring 2018.
3. The outcomes assessment for student learning will collaborate with the Office of Institutional Research once an agenda has been set.