Assessment Plan
School of Psychology
College of Humanities and Social Sciences

Mission Statement
The goals of the School of Psychology at Kean University are aligned with the university mission. The faculty in the School of Psychology provide high-quality instruction that encourages students from diverse backgrounds to excel. Our mission is consistent with the principles of the American Psychological Association to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives.

The School of Psychology offers a Bachelor of Arts in Psychology and a dual-degree Bachelor of Science program in Psychology and Psychiatric Rehabilitation in conjunction with University of Medicine and Dentistry of New Jersey. In addition to supporting our academic major and minor, we serve students through courses that fulfill general education requirements, foundation requirements of other academic and professional programs. By selecting the Pre-Physical Therapy or Pre-Occupational Therapy option of our BA program, students may embark upon their preparation for advanced work in those fields while fulfilling all requirements for the BA in Psychology.

Vision Statement
The School of Psychology strives to:
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. Serve the communities of New Jersey by sharing our psychological expertise.
4. Provide faculty with continuous opportunities for training in effective teaching, and to receive feedback through peer and student assessment.
5. Increase psychology’s involvement with other STEM disciplines through pedagogic collaboration and scholarly engagement.

BA in Psychology

Mission Statement
The goals of the BA in Psychology program at Kean University are aligned with the university mission. The faculty in the School of Psychology provide high-quality instruction that encourages students from diverse backgrounds to excel. Our mission is consistent with the principles of the American Psychological Association 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 and contemporary psychological theory, applications and methods. Our instruction seeks to support critical thinking among our students as well as integrate issues of diversity, ethics and technology into course material.
Assessment Process

Background
As a direct consequence of a 2010 Psychology Department Self Study, the School of Psychology revised its undergraduate curriculum; this revision was approved by all university reviewing bodies in the spring semester of 2011 and will apply to all new students beginning Fall 2011. One of the revisions included the addition of PSY 2000, Professional Psychology: Principles and Practices, as a required course in the major. PSY 2000 focuses on the acquisition of professional skills and values in addition to exploring the scope of psychology as a profession. The curriculum revision also included the reorganization of major electives in psychology such that students must select courses from at least three major areas in the field. These curriculum revisions will impact our future assessment efforts of our goals.

Assessment Plan
Psychology students take six core courses as part of the requirements for the major. These six core courses provide a sound backbone of the discipline with regard to the fundamental skills and knowledge of applications in the field. As such, these core courses are the primary vehicle for assessing the skills, values and knowledge of our students. Beyond the core courses, students take five other program courses from at least three of five major content areas. Thus, it is likely that no two (or very few) majors take the exact same grouping of elective courses. Therefore, the faculty has agreed to focus our assessment on our required core courses.

Each core course has assessment tools such as exams, research projects and oral and poster presentations. Based on the results of our Self Study completed in 2010 and as part of the continuous evaluation process, the School of Psychology has made improvements to program practices and made revisions to increase student learning. Among the revisions are:

- The revision of the undergraduate major to include the reorganization of electives into five content areas from which students must choose from at least three different areas and the creation of a new required course – Professional Psychology: Principles and Practices;
- Elective courses have been newly developed (e.g., Positive Psychology) or reinstated (e.g., Field Experience and Research Design);
- Rubrics and standardization of poster formats have been developed and used for the School of Psychology Annual Research Conference; and
- The establishment of the Psychology Review Board for Undergraduate Research including the requirement that all Experimental Psychology (PSY 4230) students take and pass the National Institutes of Health (NIH) web-based training course, “Protecting Human Research Participants.”

Beginning Fall 2011, the culminating assignment done in the Capstone Course has been identified as a direct measure for assessing attainment of our program Student Learning Outcomes. In this course, assessment data is collected from an assignment that requires students to provide the evidence of meeting program goals. Each semester, composite data from scored
June 2012

Student assignments are collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements. In addition, a systematic process for gathering data utilizing an indirect measure, the Graduating Student Survey, was established. Data from the student survey are also utilized to inform our decisions regarding program improvement to increase student learning.

1. **Apply appropriate psychological constructs in measurement, research design, and statistical analyses** (KU 2, 4) (GE K1, S1, S2, S3, S4, S5, V1)

   **Direct Measures:**
   - PSY 4230: Individual research project scored via a faculty-developed rubric
   - PSY 4940: The Content Survey is a performance-based assessment directly measuring the six core courses and concentration areas
     Individual research review paper and oral presentation scored via faculty-developed rubrics.

   **Indirect Measures:**
   - Graduate and alumni survey
   - PSY 1000: SIR II Student Evaluations

2. **Differentiate basic concepts and principles of the major theories of psychology** (KU 4) (GE K2, S1, S2, S4)

   **Direct Measure:**
   - PSY 4940: Performance-based assessment directly measuring the six core courses and concentration areas (Content Survey)

   **Indirect Measures:**
   - Graduate and alumni survey

3. **Critically evaluate classic and contemporary issues, advances, and research in psychology** (KU 1, 2, 4) (GE K2, S1, S2, S4)

   **Direct Measures:**
   - PSY 4230: Individual research project scored via a faculty-developed rubric
   - PSY 4940: Individual research review paper and oral presentation scored via faculty developed rubrics
     Performance-based assessment directly measuring the six core courses and concentration areas (Content survey)
   - PSY 1000: Essay assignment scored via a standardized rubric

   **Indirect Measures:**
   - Graduate and alumni survey
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)

Direct Measures:
PSY 4230: Individual research project scored via a faculty-developed rubric
PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics.
Performance-based assessment directly measuring the six core courses and concentration areas (Content survey)

Indirect Measures:
Graduate and alumni survey

5. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology (KU 1, 3, 4) (GE K2, S1, S2, S4, V4)

Direct Measure:
PSY 4940: Performance-based assessment directly measuring the six core courses and concentration areas (Content survey)

Indirect Measures:
Graduate and alumni survey

6. Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports (KU 2, 4) (GE K1, S1, S2, S3, S4, S5)

Direct Measures:
PSY 4230: Individual research project scored via a faculty-developed rubric
PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics

Indirect Measures:
Graduate and alumni survey

In Spring 2012, we began collecting data utilizing the performance-based assessment instrument from students in PSY 4940; data collected in PSY 1000 in Summer 2012 will serve as a baseline for a longitudinal assessment AND serve as a “snap shot” cross-sectional comparison when compared with current student performance in PSY 4940.

Finally, as one of the three honors courses offered in the School of Psychology, in Fall 2011, the Honors Tests and Measurements class (PSY 4205) took on the special project of revising and gathering psychometric information regarding our Performance Based Assessment. In particular, the measure used in our recent self-study was examined and revised with regard to content validity, reliability and construct validity.
BS IN PSYCHOLOGY AND PSYCHIATRIC REHABILITATION

The goals of the Bachelor of Science Program in the School of Psychology at Kean University are aligned with the university mission. The program offers a dual degree in Psychology and Psychiatric Rehabilitation in conjunction with the University of Medicine and Dentistry of New Jersey. The faculty in the Bachelor of Science Program provide high-quality instruction that encourages students from diverse backgrounds to excel.

Our mission is also consistent with the principles of the American Psychological Association 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 and contemporary psychological theory, applications and methods. Our instruction seeks to support critical thinking among our students as well as integrate issues of diversity, ethics and technology into course material. The inclusion of a Psychiatric Rehabilitation skill set provides our students with the knowledge and application of these principles. This dual major will provide students with several career options and enable them to qualify for employment in the mental health field.

Assessment Process

Background
As a direct consequence of a 2010 Psychology Department Self Study, the School of Psychology revised its undergraduate curriculum; this revision was approved by all university reviewing bodies in the spring semester of 2011 and will apply to all new students beginning Fall 2011. One of the revisions included the addition of PSY 2000, Professional Psychology: Principles and Practices, as a required course in the major. PSY 2000 focuses on the acquisition of professional skills and values in addition to exploring the scope of psychology as a profession. The curriculum revision also included the reorganization of major electives in psychology such that students must select courses from at least three major areas in the field. These curriculum revisions will impact our future assessment efforts of our goals.

Assessment Plan
The students in the dual major program take six core courses under the Psychology major and nine core courses under the Psychology and Psychiatric Rehabilitation major to fulfill requirements. These core courses provide a solid foundation of the discipline with regard to fundamental skills and knowledge of applications in the field. In addition, students take two electives in psychology, selecting from at least three of five major content areas. In addition, students take four electives in psychiatric rehabilitation, selecting from seven courses that supplement learning in specific areas of the discipline. It is likely that no two majors take the exact same electives in psychology or psychiatric rehabilitation; therefore assessment of the major is focused on our required core courses. Each core course has assessment tools as part of the evaluation process; however, culminating assessment is done in Experimental Psychology (PSY 4230) and our capstone course (PSY 4940). In these courses, assessment data is collected from an assignment that requires students to provide the evidence of meeting program goals.
Each semester, composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements. In Psychiatric Rehabilitation culminating assessment is done in the practicum courses (PSRT-4111 Practicum in Psychiatric Rehabilitation I and PSRT-4112 Practicum in Psychiatric Rehabilitation II).

**1. Apply appropriate psychological constructs in measurement, research design, and statistical analyses** (KU 2, 4) (GE K1, S1, S2, S3, S4, S5, V1)

**Direct Measures:**
PSY 4230: Individual research project scored via a faculty-developed rubric.

PSRT 4121: Individual research review paper scored via a faculty-developed rubric.

**Indirect Measures:**
Graduate and alumni survey

**2. Differentiate basic concepts and principles of the major theories of psychology and psychiatric rehabilitation** (KU 4) (GE K2, S1, S2, S4)

**Direct Measure:**
Performance-based assessment directly measuring the six psychology core courses and five of the nine core courses in psychiatric rehabilitation and concentration areas

**Indirect Measures:**
Graduate and alumni survey

**3. Critically evaluate classic and contemporary issues, advances, and research in psychology and psychiatric rehabilitation** (KU 1, 2, 4) (GE K2, S1, S2, S4)

**Direct Measures:**
PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics.
PSRT 2231: Individual research lit review paper and evaluation project
Performance-based assessment directly measuring the six psychology core courses and five of the nine core courses in psychiatric rehabilitation and concentration areas

**Indirect Measures:**
Graduate and alumni survey

**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)

**Direct Measures:**
PSY 4230: Individual research project scored via a faculty-developed rubric.
Indirect Measures:
Graduate and alumni survey

5. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology (KU 1, 3, 4) (GE K2, S1, S2, S4, V4)

Direct Measure:
Performance-based assessment directly measuring the six psychology core courses and five of the nine core courses in psychiatric rehabilitation and concentration areas

Indirect Measures:
Graduate and alumni survey

6. Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports (KU 2, 4) (GE K1, S1, S2, S3, S4, S5)

Direct Measures:
PSY 4230: Individual research project scored via a faculty-developed rubric.
PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics.
PSRT 2121: Individual web-based project scored via a faculty-developed rubric.
PSRT 2231: Individual web-based project and literature review scored via a faculty-developed rubric.
PSRT 4121: Individual literature review scored via a faculty-developed rubric.
PSRT 1204: Individual literature review scored via a faculty-developed rubric.

Indirect Measures:
Graduate and alumni survey

7. Master rehabilitation and treatment practice skills to effectively compete for jobs in mental health field (KU 3, 4) (GE K2, S1, S2, S4)

Direct Measures:
PSRT 1102: Individual evaluation of demonstrated clinical practice skills in the classroom via audio-tape and faculty-developed rubric.
PSRT 1103: Individual evaluation of demonstrated clinical practice skills in the classroom via faculty-developed rubric.

PSRT 4121: Individual evaluation of demonstrated clinical practice skills in the classroom via faculty-developed rubric.

PSRT 4111: Individual evaluation of demonstrated clinical practice skills in the field by both faculty and field supervisor via faculty-developed rubric.

PSRT 4112: Individual evaluation of demonstrated clinical practice skills in the field by both faculty and field supervisor via faculty-developed rubric.

Indirect Measures:
Graduate and alumni survey, employer surveys (2-3 years)

In 2011-2012, we began collecting data utilizing the performance-based assessment instrument from students in PSY 4940; data collected in Summer 2012 in PSY 2000 will serve as a baseline for a longitudinal assessment AND serve as a “snap shot” cross-sectional comparison when compared with current student performance in PSY 4940.

Finally, as one of the three honors courses offered in the School of Psychology, in Fall 2011, the Honors Tests and Measurements class (PSY 4205) took on the special project of revising and gathering psychometric information regarding our Performance Based Assessment. In particular, the measure used in our recent self-study will be examined and revised with regard to content validity, reliability and construct validity.