School of Psychology

Mission Statement
The goals of the School of Psychology at Kean University are aligned with the university mission. 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. Faculty in the School of Psychology provides 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.

Student Learning Objectives
1. Apply appropriate psychological constructs in measurement, research design, and statistical analyses
2. Differentiate basic concepts and principles of the major theories of psychology
3. Critically evaluate classic and contemporary issues, advances, and research in psychology
4. Demonstrate knowledge of psychology as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline
5. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology
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
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 core courses provide a sound backbone of the discipline with regard to fundamental skills and knowledge of applications in the field. In addition, students take five electives in psychology, selecting from at least three of five major content areas. It is likely that no two majors take the exact same electives in psychology; 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.

1. Apply appropriate psychological constructs in measurement, research design, and statistical analyses

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

Indirect Measures:
Graduate and alumni survey

2. Differentiate basic concepts and principles of the major theories of psychology

Direct Measure:
Performance-based assessment directly measuring the six core courses and concentration areas

Indirect Measures:
Graduate and alumni survey

3. Critically evaluate classic and contemporary issues, advances, and research in psychology

Direct Measures:
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

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

**Direct Measures:**
PSY 4230: Individual research project scored via a faculty-developed rubric
PSY 4230: Student research application assessed by the Psychology Review Board (with external member) to evaluate ethical use of human participants in research
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

**Indirect Measures:**
Graduate and alumni survey

5. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology

**Direct Measure:**
Performance-based assessment directly measuring the six core courses 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

**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 2011-2012, we plan to begin collecting data utilizing the performance-based assessment instrument from students in both PSY 2000 and PSY 4940; data collected 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) will take 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.
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 provides 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.

**Student Learning Objectives**

1. Apply appropriate psychological constructs in measurement, research design, and statistical analyses
2. Differentiate basic concepts and principles of the major theories of psychology and psychiatric rehabilitation.
3. Critically evaluate classic and contemporary issues, advances, and research in psychology and psychiatric rehabilitation
4. Demonstrate knowledge of psychology and psychiatric rehabilitation as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline
5. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology and psychiatric rehabilitation
6. Master current technological tools in the field including conducting literature reviews, data collection, data analyses, word processing, and designing web-based research
7. Master rehabilitation and treatment practice skills to effectively compete for jobs 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**

   **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**

   **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**

   **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**

   **Direct Measures:**
   - PSY 4230: Individual research project scored via a faculty-developed rubric.
   - PSY 4230: Student research application assessed by the Psychology Review Board (with external member) to evaluate ethical use of human participants in research.
   - PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics.
   - PSRT 1204: Individual research review paper scored via a faculty-developed rubric.
   - PSRT 1102: Individual research review paper scored via a faculty-developed rubric.
PSRT 4111: Individual research project scored via a faculty-developed rubric. Performance-based assessment directly measuring the six psychology core courses and concentration areas

**Indirect Measures:**
Graduate and alumni survey

5. Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology

**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

**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.

**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 plan to begin collecting data utilizing the performance-based assessment instrument from students in both PSY 2000 and PSY 4940; data collected 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) will take 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.