



PSYCHOLOGY DEPARTMENT PROGRAM REVIEW 2015

A PROCESS FOR
SELF-EVALUATION AND
CONTINUOUS IMPROVEMENT

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Psychology Department Program Review 2015

Bergen Community College

Program: Psychology

Program Review Team: See page 5

Date of this Report: April 25, 2015

Period of Years Being Reviewed: 2010 – 2015

Program Review Team

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Dr. Ann K. Brown, Associate Professor of Psychology, Program Review Co-Chair

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Overview

The Associate of Arts (AA) in Liberal Arts (LA) with a concentration in Psychology will prepare students for further academic study in Psychology at the junior and senior college levels. Through theoretical and experiential-based learning, students will develop basic competencies, such as knowledge acquisition, critical thinking, and analytical writing skills. This course variety potentially includes: general topics such as research methods, abnormal behavior, educational and developmental theories and practices, psycho-biological topics, topics in sexuality and gender, health and sports psychologies, and social and cultural psychologies.

Students completing the Associate of Arts (AA) degree in Liberal Arts with a concentration in psychology will have achieved the following skills and competencies:

- Introductory theoretical knowledge of psychology that spans a variety of psychology courses
- Basic practical application of theories and concepts in psychology to real-world, everyday situations
- Basic understanding and application of the scientific method to the systematic study of psychological phenomena
- Skill in acquiring dense amounts of detailed information including thinking and writing analytically about detailed theories and concepts
- Understanding psychology as a multi-faceted, ever-modifying, broad study area

The Psychology Department consists of 8 full-time doctoral level faculty (see Appendix A). Additionally, there are 2 lecturers in Psychology and 32 Psychology adjunct faculty.

The Psychology Department offers a large number of sections of General Psychology. During the Fall and Spring semesters there are on average 52 sections of General Psychology offered during each of those semesters. In all three Summer sessions there are on average 13 General Psychology sections offered. General Psychology serves as a General Education Requirement, and thus is completed by a large proportion of the Bergen Community College student population. General Psychology also prepares students for transfer with a Psychology degree at a four-year university.

Summary of Significant Developments Since Last Program Review

No previous Psychology Program Review completed.

Focus on Students

Data collected by the Social Sciences Department (see pages 13-14) on 2013-2014 enrollments statistics suggest that in the Fall semesters, on average, 125 courses in psychology have been offered, thus reaching approximately 3317 students each Fall. In the Spring semesters, although, on average, the same number of courses has been offered, the number of students taught was approximately 3200. There were 30 psychology courses offered during the 2013 & 2014 Summer sessions and approximately 735 student enrollments. While only two courses in psychology were offered during the 2013 Winterim session, the number has been tripled to 6 in 2014 Winterim session. The number of enrollments in Winterim sessions from 2013 to 2014 has been more than quadrupled to 157. More recently, during the Winterim session of 2015, while the number of courses offered in psychology has increased to 8, the number of students reached was 105. In the Spring semester of 2015, the psychology program reached over 3100 students with 111 course offerings.

According to the data collected by our department, the psychology program offered the following courses during the Fall, Spring, & Summer semesters of 2013-2014; General Psychology (PSY 101), Introduction to Abnormal Psychology (PSY 102), Educational Psychology (PSY 103), Developmental Psychology: Lifespan (PSY 106), Psychology of Sexuality (PSY 110), Sport Psychology (PSY 111), Behavior Modification (PSY 115), Cross-Cultural Psychology (PSY 123), Stress Management (PSY 127), Child Psychology (PSY 201), Adolescence Psychology (PSY 202), Psychology of Women (PSY 207), and Social Psychology (PSY 210). While during the Winterim session of 2013 only General Psychology was offered, Introduction to Abnormal Psychology, and Psychology of Sexuality were added to the offerings in the Winterim sessions of 2014 & 2015. The only courses that were not offered during the Spring 2015 semester were Behavior Modification and Cross- Cultural Psychology.

Data acquired from the Center for Institutional Effectiveness (see Appendix B) reveal that there were a total of 554 students in the concentration in Fall 2013, 349 (63%) of which were full-time students. Table 1 depicts the enrollment data by ethnicity during the Fall 2013 and Fall 2014 semesters.

Table 1 – Enrollment data by ethnicity during the Fall 2013 and Fall 2014

Ethnicity	Fall 2013	Fall 2014
Am. Indian/Alaska Native	2	1
Asian	31	24
Black/African American	36	35
Hawaiian/Pacific Islander	2	1
Hispanic (all races)	164	159
Two or more races	5	4
White	192	189
Non-Resident Alien	28	18
Unknown	94	102

Transfer Rates:

PSY majors who transferred to another institution were 18.5% (2009 Cohort).

Graduation Rates:

56 students graduated with the PSY major in 2012; 57 PSY degrees were awarded in 2013.

The Center for Institution Effectiveness conducted a follow-up survey of PSY graduates in 2012 (n=7) and found that they gave a “good” rating to the question: “How well did the courses you completed at BCC prepare you for further education?”

Students who completed the PSY major transferred to William Paterson University, Fairleigh Dickinson University, College of Saint Elizabeth, and Monroe College.

While 20 % of the 2012 survey respondents stated that PSY program of study helped their performance on the job, that percentage was equal to 50 in the 2011 survey (n=9).

The Office of Institutional Effectiveness also sent a Graduate Transfer Experience survey in December of 2013 to psychology graduates of FY2012 and FY2013 (n=6). Students who graduated with a psychology degree have enrolled in a psychology program, or a related field such as early childhood education or social work, in their transfer institution.

Overall, Psychology graduates at BCC transfer to a variety of colleges and report a positive educational experience from their time as students at BCC. In the future, larger sample sizes of survey data for graduates would be helpful to evaluate strengths and weakness of the Psychology degree program.

Focus on Faculty and Staff

The Psychology Department includes 8 full-time tenured faculty, 2 lecturers, and 32 adjunct faculty. A questionnaire was distributed to all Psychology faculty and an additional questionnaire was distributed to the full-time tenured faculty members during the Spring 2015 semester (see Appendix C). The data were collected to assess demographics, satisfaction with the Psychology Department, and support for teaching. The additional survey that was distributed to full-time faculty assessed professional affiliations, service to the college, awards/honors, special projects, grants, publications, presentations, and conference attendance. Table 2, Table 3, Table 4, and Table 5 show the gender, ethnicity, highest degree earned, and years of college teaching experience of Psychology Faculty at BCC.

The Psychology faculty at BCC has a good distribution of both male and female faculty. It would be helpful to increase recruitment efforts to hire faculty that are diverse and represent the student body at BCC, which currently is not the case. The Psychology faculty at BCC is highly educated, and a large proportion has doctorate degrees. Additionally, a large number of the Psychology faculty has extensive teaching experience.

Table 2 – Gender of Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

Gender (<i>n</i> = 30)	Percentage
Male	43%
Female	57%

Table 3 – Ethnicity of Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

Ethnicity (<i>n</i> = 28)	Percentage
Asian	4%
Black	4%
Hawaiian/Pacific Islander	4%
Hispanic	11%
White	79%

Table 4 – Highest Degree Earned Among Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

Highest Degree Earned (<i>n</i> = 30)	Percentage
Doctoral Degree	43%
Master's Degree	57%

Table 5 – Years of College Teaching Experience Completed by Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

Years of College Teaching Experience ($n = 30$)	Percentage
15 or more years	23%
10-15 years	20%
5-10 years	27%
0-5 years	30%

The Psychology Department faculty was surveyed about their satisfaction with various aspects of the department, as can be seen in

Table 6, Table 7, Table 8, and Table 9. Significantly, a large majority of Psychology faculty reported high degrees of satisfaction across all aspects of the department surveyed, as indicated below.

Table 6 – Satisfaction Ratings of the Psychology Department Leadership Among Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

How satisfied are you with the leadership of the Psychology Department? ($n = 29$)	Percentage
Very Satisfied	86%
Satisfied	14%
Not Satisfied	0%

Table 7 – Satisfaction Ratings of the Office Administration of the Psychology Department Among Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

How satisfied are you with the office administration of the Department? ($n = 30$)	Percentage
Very Satisfied	83%
Satisfied	17%
Not Satisfied	0%

Table 8 – Satisfaction Ratings of the Academic Offerings in the Psychology Department Among Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

How satisfied are you with the academic offerings in the Psychology Department? ($n = 29$)	Percentage
Very Satisfied	62%
Satisfied	38%
Not Satisfied	0%

Table 9 – Satisfaction Ratings of the Facilities and Technology Available for Teaching in the Psychology Department Among Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

How satisfied are you with the facilities and technology available for teaching in the Psychology Department? (n = 30)	Percentage
Very Satisfied	57%
Satisfied	40%
Not Satisfied	3%

Teaching support service for Psychology faculty is depicted in Table 10. The most used resources reported by Psychology faculty are library services, technology, tutoring center, and Moodle.

Table 10 – Teaching Support Service Use Among Full-time Tenured, Lecturer, and Adjunct Psychology Faculty

Which of the following do you use for support in your teaching? (n = 30)	Percentage
Library Services	77%
Computer Lab	27%
Writing Lab	27%
Technology	70%
Tutoring Center	67%
Office of Specialized Services	57%
Moodle	83%
Center for Innovation in Teaching and Learning (CITL)	30%
Center for Student Success	17%
Retention Alert (Pipeline)	7%

In summary, the Psychology Department faculty is highly educated in the field of Psychology with a large proportion having their doctorate degrees. The majority of the Psychology Faculty report that they are very satisfied with the leadership and the office administration of the department. The Psychology faculty is accessing a variety of supports in their teaching. Significantly, as indicated in Table 10, 77% report using library services, 83% report using Moodle, and 70% report using other technology. Also noteworthy is the usage of the tutoring center to support teaching by 67% of the faculty.

Survey Data for 8 Full-time Tenured Faculty:

Of the Full-Time tenured faculty 100% have a doctorate degree. As can be seen from Table 11, full-time tenured faculty have an average of 27 years of teaching experience (range 10 – 48 years), and an average of 24 years of teaching at Bergen Community College (BCC) (range 6 - 46 years).

Table 11 – Year of Teaching Experience Among Full-time Tenured Psychology Faculty

Years of College Teaching Experience (<i>n</i> = 8)	Average	Range
Total Years Teaching	27	10-48
Years Teaching at BCC	24	6-46

The BCC Full-Time Tenured Faculty have a variety of Professional Affiliations within the field of Psychology. These affiliations include: The American Psychological Association, American Ornithological Association, American Psychological Society, Sigma XI, New Jersey Psychological Association, National Education Association, New Jersey Education Association, Association for Behavior Analysis, New Jersey Association for Behavior Analysis and Community College Affiliate.

The BCC Full-Time Tenured Faculty serve on a variety of College-Wide Committees including: Faculty Senate, Faculty Emeritus Committee, College Wide Promotion Committee, Library Committee, College Wide Sabbatical Leave Committee, Institutional Review Board, Professor Emeritus Committee, Women’s History Month Committee, Faculty Development Committee, Learning Community Committee, JK Winn School of Honors Advisory Committee, The Strategic Management Mentoring Task Force, General Education Committee, and the Developmental Education Council.

The Psychology Department Full-time faculty are involved in a variety of additional service to the college. Some of the projects include: Interdisciplinary Biology/Psychology course (Plant/People Relationships), Polish Culture Club Faculty Advisor, Gateway to Completion (G2C) Project, Academic Department Chair, Psychology Program Review Committee Co-Chairs, Chair of Tenure Track Search Committee, Member of President’s Communication Task Force, Advising, Honors Advising, Self- Study Middle States Committee, Advising Korean Students Association, Women’s History Month Committee, Asian Heritage Week Committee, Psychology Club Faculty Advisor, Social Thinking Course for the BCC Turning Points Program, Outcomes Assessment Liaison, Faculty Advisor for Psi Beta Honors Society, Faculty Senate Sub-Committee for Promotion, Search Committee Member for Divisional Dean, Academic VP and Lecturers, Paired Course Development, and Book publication.

Full-time Psychology Faculty have completed a variety of Professional Presentations including: Keynote Speaker for Years In-Service Awards at BCC, Two Year College English Association, Tri State Best Practice Conference, Pearson Teaching and Learning Conference, Presentation to Graduate Students at Fordham University, Psi Beta Keynote Speaker, The Dark Side of Suburbia, CITL Trainings, and New Faculty Orientation.

Full-Time Psychology Faculty at BCC have attended a variety of conferences. Some of the conferences attended include: Edward Forsythe National Wildlife Refuge, BCC JKW Honors Conference, Tri State Best Practice Conference, Beacon Conference, Statewide Summit on Articulation at Middlesex Community College, Two Year College English Association, The College of New Rochelle Graduate School and the Association for Science in Autism Treatment, New Jersey Higher Education Conference, McGraw Hill Digital Symposium, and McGraw Hill Abnormal Psychology Symposium.

Overall, the Full Time Tenured Faculty are active in the discipline of Psychology and a variety of professional activities in service to BCC. Faculty serve on a variety of committees and regularly present at Professional Conferences. Faculty are staying active and current in the field of Psychology by attending conferences.

Adjuncts

There are 32 adjunct faculty members in Psychology that are hired by the Department Chair of Social Sciences Dr. Jackie Behn and the Divisional Dean. All adjunct faculty are observed by faculty in the Social Sciences Department once every 2-3 years. The department chair hires and schedules the courses for all the adjunct faculty.

Support Staff

The Psychology Department currently has one full-time secretary who works for the Social Sciences Department. Currently, there are two student workers in the Social Sciences Department providing office support. The student workers also split their time between the Social Sciences and Business Departments.

Focus on Curriculum

SUMMARY OF PROGRAM CURRICULUM*

Complete course descriptions from 2013-2014 BCC academic catalog:

Please see Appendix D

Master course syllabi from BCC syllabi central website and the departmental record:

Please see Appendix E

Program degree course requirements from 2014-2015 BCC academic catalog:

Please see Appendix F

Program Goals

Associate in Liberal Arts Degree in Psychology Program Learning Goals

Students will:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Demonstrate critical and creative thinking, skeptical inquiry, and use scientific approach to solving problems related to behavior and mental processes.
- Apply psychological principles to personal, social and organizational issues.
- Demonstrate effective writing skills and oral communication skills in various formats.
- Develop an appreciation for sociocultural diversity.
- Demonstrate insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Course offerings

The following courses shown in Table 12 are listed on the 2013-2014 Bergen Community College academic catalog:

Table 12 – Courses listed in the 2013-2014 Bergen Community College Academic Catalog

Course	Credits
PSY 101 General Psychology	3
PSY 102 Introduction to Abnormal Psychology	3
PSY 103 Educational Psychology	3
PSY 106 Developmental Psychology: Lifespan	3
PSY 110 Psychology of Sexuality	3
PSY 111 Sport Psychology	3
PSY 121 Comparative Psychology	3
PSY 123 Cross-Cultural Psychology	3
PSY 127 Stress Management	3
PSY 201 Child Psychology ⁺	3
PSY 202 Adolescence Psychology ⁺	3
PSY 207 Psychology of Women ⁺	3
PSY 210 Social Psychology ⁺	3
PSY 461 Co-Op Work Experience ^{**}	1
PSY 462 Co-Op Work Experience ^{**}	1

Notes:

⁺ Courses that have Psychology 101 as a Prerequisite in the 2014-2015 Catalog

^{*} Offered by Co-Op/Service Learning Department

BCC academic programs for which psychology courses are required for graduation

The following programs depicted in Table 13 require psychology courses for graduation as listed in the 2014-2015 Bergen Community College academic catalog:

Table 13 – Programs Requiring Psychology Courses for Graduation and the Required Courses

Program	Required Course(s)
Transfer Degree Programs	
Liberal Arts - Psychology Option: <i>AA.LA.PSY</i>	PSY-101 PSY-102 PSY-106 or PSY-201
Liberal Arts - Sociology Option: <i>AA.LA.SOC</i>	PSY-101
Liberal Arts - Women's Studies Option: <i>AA.LA.WMST</i>	PSY-101 PSY-207
Professional Studies - Education Option: <i>AS.PS.EDU</i>	PSY-101 PSY-106
Professional Studies - Social Work Option: <i>AA.PS.SOCWK</i>	PSY-101 PSY-102
Career Degree Programs	
Human Services - Correctional Studies: <i>AAS.AS.CORR</i>	PSY-102 or PSY-104
Human Services - Law Enforcement Studies: <i>AAS.HS.LAWENF</i>	PSY-102 or PSY-104
Health Professions: Dental Hygiene: <i>AAS.HP.DENTL</i>	PSY-101
Health Professions: Diagnostic Medical Sonography: <i>AAS.HP.DMS</i>	PSY-101
Health Professions: Medical Office Assistant: <i>AAS.HP.MOA</i>	PSY-101
Health Professions - Paramedic Science: <i>AAS.HP.PAR</i>	PSY-101 PSY-201
Nursing Day Section: <i>AAS.NURS.DAY</i>	PSY-101 PSY-106
Nursing Evening Section: <i>AAS.NURS.EVE</i>	PSY-101 PSY-106
Certificate of Achievement	
Marketing Assistant: <i>COA.MKTG.ASST</i>	PSY-101

Psychology as one of the most popular majors at BCC

As can be seen in Table 14, BCC Factbook from 2013-2014 shows that psychology is one of the most popular majors:

Table 14 – Most Popular Majors at Bergen Community College, Fall 2013

Program Name	Program Code	Division	Enrollment, 2013
General Professional Studies	AS.PS.GEN	MS	3,214
General Liberal Arts	AS.LA.GEN	AHW	1,884
Criminal Justice	AS.PS.CRIMJ	BSPS	819
Business Administration	AS.PS.BUS.ADM	BSPS	697
Psychology	AA.LA.PSY	BSPS	554

Note: Most recent available resources were used to develop this table.

CURRICULAR ISSUES

Articulation agreement

We have articulation agreements with the following 6 institutions for our A.A. L.A.PSY program:

1. Capella University
2. Dominican College
3. Felician College
4. N.Y.U. Steinhardt School of Education
5. Thomas Edison State College
6. Berkeley College

Under the "Lampitt Bill" for N.J. all our A.A./ A.S. transfer programs (including our A.A. in psychology program) transfer directly into N.J. state colleges and universities.

Course development

Since 2010, faculty members have developed the courses indicated in Table 15. Some new courses were created; some have been updated and revised. Additionally, some courses have been reinstated and were offered again. Table 15 shows Psychology course development activities that includes the creation of new courses, honors section, hybrid section, online section, international section, and reinstated courses.

Especially noteworthy is the development of 7 honors Psychology offerings to meet the needs of the expanding Honors program at BCC. In addition, two brand new courses were developed recently: Sport Psychology and Social Psychology, and 4 courses recently were reinstated: Behavior Modification, Cross-Cultural Psychology, Psychology of Adolescence, and Psychology of Women. The implementation of these new courses, as well as the fact that so many courses (both old and new) now are being offered in multiple formats, serve the diverse needs of community college students very well.

Table 15 – Course Development Activities

Course Number and Title	New Course	Honors Section	Hybrid Section	Online Section	International Section	Course Reinstated
PSY 101 General Psychology		•	•		•	
PSY 102 Abnormal Psychology		•	•			
PSY 106 Developmental Psychology		•		•		
PSY 110 Psychology of Sexuality		•				
PSY 111 Sports Psychology	•					
PSY 115 Behavior Modification						•
PSY 123 Cross-Cultural Psychology		•		•		•
PSY 202 Psychology of Adolescence						•
PSY 207 Psychology of Women		•		•		•
PSY 210 Social Psychology	•	•		•		

LEAD-IN COURSES

Dual Enrollment

Currently, we are dual enrolling psychology courses in Glen Rock (Psy-101), Rutherford (Psy-101) and Ridgefield Park (Psy-101, Psy-201) whereby students take our courses at their high school taught by the high school teacher.

High school students are taking psychology courses on our campus through the Bergen Prep Program (seniors only) and through the College Experience Program (juniors and seniors) which is under the domain of the Office of Registration.

These are the only official programs whereby high school students can register for psychology courses. However, they could also register as a non-degree seeking student without identifying as a high school student.

At this point there are no plans to expand the dual enrollment offerings, as the number of students seeking these types of courses are not increasing at the moment.

SCHEDULING

Table 16 shows the number of courses and enrollment across Winterim, Spring, Summer, and Fall semesters for 2013, 2014, and 2015. The Psychology course offerings per semester for 2013, 2014, and 2015 are shown in Table 17.

Table 16 – Number of psychology courses and enrollment statistics

Term	2013		2014		2015	
	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment
Winterim	2	37	6	157	8	105
Spring	122	3085	129	3305	111	3108
Summer	30	720	30	752		
Fall	128	3375	123	3260		
Annual Total	282	7217	288	7474		

Table 17 – Psychology course offerings per semester

Term	PSY 101 General Psychology	PSY 102 Abnormal Psychology	PSY 103 Educational Psychology	PSY 106 Developmental Psychology	PSY 110 Psychology of Sexuality	PSY 111 Sports Psychology	PSY 115 Behavior Modification	PSY 123 Cross-Cultural Psychology	PSY 127 Stress Management	PSY 201 Child Psychology	PSY 202 Psychology of Adolescence	PSY 207 Psychology of Women	PSY 210 Social Psychology
2013 Winterim	•												
Spring	•	•	•	•	•	•	•		•	•	•	•	•
Summer	•	•		•	•			•	•	•	•	•	•
Fall	•	•	•	•	•	•		•	•	•	•	•	•
2014 Winterim	•	•			•								
Spring	•	•	•	•	•	•		•	•	•	•	•	•
Summer	•	•		•	•			•	•	•	•	•	•
Fall	•	•	•	•	•	•		•	•	•	•	•	•
2015 Winterim	•	•			•								
Spring	•	•	•	•	•	•			•	•	•	•	•

Note: Psychology courses are offered at both Paramus and Lyndhurst campuses. Psychology courses are offered in form of face-to-face, online and hybrid courses.

ASSESSMENT

An assessment was conducted for the Psychology department in 2010-2012 following the time cycles of assessment established by the college. The intended outcome of the assessment was that students will analyze and apply the scientific method as it relates to social science research.

The assessment was conducted as an ungraded classroom activity. Some professors provided extra credit for completion of the assessment. All students in attendance on the day of the activity completed the assessment. Thirty percent of Psychology 101 sections taught by full-time and part-time faculty were evaluated. Psychology 101 sections were sampled from the Paramus and Lyndhurst campuses. The sample included 378 students from 15 Psychology 101 sections taught by seven faculty members.

Results showed the following:

1. During Spring 2011, 89% of our sample of General Psychology students achieved a satisfactory or excellent score on identifying how social scientists gather and analyze data thus, exceeding the goal of 80%. The General Psychology students have demonstrated an understanding of how psychologists gather and analyze data. This course material is sufficiently addressed as part of the curriculum in General Psychology courses.
2. During Spring 2011, 78% of our sample of General Psychology students achieved a satisfactory or excellent score on differentiating between correlational and causal research findings thus, not meeting the goal of 80%. Student performance was very close to meeting criterion (78% of the sample), thus it seems possible that instruction in this area may need additional emphasis.
3. During Spring 2011, 64% of our sample of General Psychology students achieved a satisfactory or excellent score on identifying the merits and limitations of research methods thus, not meeting the goal of 80%. The measure of identifying merits and limits of research methods may not have been met due to different instructional focus on the Research Methods material in General Psychology.
4. During Spring 2011, 95% of our sample of General Psychology students achieved a satisfactory or excellent score on applying the scientific method to a research question thus, exceeding the goal of 80%. The General Psychology students in our sample have demonstrated an understanding of how to apply the scientific method to a research question. This course material is well addressed as part of the curriculum in General Psychology courses.

In conclusion, the results of our assessment demonstrated that overall student performance by students in analyzing and applying the scientific method was satisfactory. These results of the assessment project were distributed to Social Science faculty, and faculty members agreed that current instructional practices should continue as they are. The model that was used to assess the scientific method in General Psychology will be the basis of our next assessment project.

INNOVATIONS OR CHANGES IN LAST FIVE YEARS

Paired courses in psychology

In a paired course, students take two or more classes concurrently. The Psychology Department has been offering paired classes with EBS (English Basic Skills) and ESL (English as Second Language) or ALP (American Language Program) departments. This project has been implemented to target students who are at risk for not completing General Psychology due to their need to improve basic English language skills.

Paired Course of EBS (English Basic Skills) and Psychology

Dr. Ann Brown taught the paired sections of EBS 012 (Developmental Skills) and PSY 101 (General Psychology) during the Spring 2012 and Spring 2013 semesters with Professor

Martha Goodwin. Surveys from students showed positive responses regarding this paired course.

Paired Course of ALP and Psychology

Since Fall 2012, Dr. Mi Na Ahn has been teaching the paired sections of ALP 063 (Writing Level 3) and PSY 101 (General Psychology) with professor Maria Kasparova. Both courses are designed to reinforce learning of material in each class. Psychology 101 will function as a bridge course for students in ALP 063. In Table 18 the following are goals and assessment for Psychology 101 and ALP 063 are shown below..

Table 18 – Goals and Assessment for Psychology 101 and ALP 063

<i>Goals</i>	<i>Assessment</i>
1. Improving students' performance in both courses and future college classes.	Objective psychology exams, in-class writing assignments and exit tests. GPA. Follow-up qualitative study of student opinion of the paired course and analysis of student GPA after completing the ALP.
2. Increasing students' motivation and satisfaction in both courses.	Survey questionnaires. And/or Qualitative surveys
3. Increasing the retention rate of students in the ALP and student progression through academic programs.	Data of retention rate.

Assessment results

The Office of Institutional Effectiveness has been analyzing academic performance of students in paired courses since 2013. Table 19 shows the comparison in outcomes between students in the ALP-063 paired section (-047P) and students in all other ALP-063 sections who met the 6 ALP credit requirement, as well as the overall one-year retention rate for each group.

Table 19 – Outcomes Measures – ALP-063-047P vs. Other ALP-063 Sections

Number of Students Enrolled	ALP-047P (Paired)		Control (Non-Paired)	
	15		125	
Pass Rate	14	93.3%	89	71.2%
Withdrawal Rate	0	0.0%	4	3.2%
Attempted College Level 2013SP	14	93.3%	76	60.8%
Pass Rate in CL (All)		85.7%		83.9%
Withdrawal Rate in CL (All)		6.1%		4.7%
Fall 2013 Retention	9	60.0%	66	52.8%

Table 20 shows the differences in degree and overall GPA between students in ALP-063-047P and students the control group. The GPA values are current as of November 2013.

Table 20 – GPA in Fall 2013 – ALP-063-047P vs. Other ALP-063 Sections

	ALP-047P (Paired)	Control (Non-Paired)
Degree GPA (Fall 2013)	2.97	2.72
Overall GPA (Fall 2013)	3.25	2.96

The present data from the Office of Institutional Effectiveness demonstrate promise for the viability and potential of pairing college-level with ALP courses. As more paired sections are added in future semesters, more robust research into the benefits of these courses can be assessed.

DATA NEEDS

It would be helpful to have some follow up data on transfer students. Dr. Mi Na Ahn attended the psychology program articulation committee that met at Raritan Valley Community College in 2013 to discuss the challenges psychology student face as they transfer from 2-year institutions to 4-year institutions. The committee identified some recommendations that would help strengthen transfer across the state.

Focus on Support

Technology:

Thirty percent of the psychology professors attend and participate in the CITL workshops, including giving workshops on the use of social networking websites such as Pinterest in teaching, using PowerPoint to create review games, and participating in the CITL summer showcases and showcases on teaching and learning.

Facilities and Equipment:

Many of the psychology classrooms are technology-enhanced and allow for the use of clickers which are used by multiple psychology professors in their classrooms. At BCC 70% of Psychology faculty report using technology in their teaching.

Learning Resources:

The library provides access to journals that are used across the social sciences curriculum. Students consistently use the library databases of Proquest and Academic Search Premier to find articles for class assignments. Additionally, students have access to 242 journals that include the word psychology in their title, such as the American Journal of Psychology, Educational Psychology in Practice, History of Psychology, Journal of Abnormal Psychology, among many others. There are over 3500 books in the library related to psychology. The topics range from career oriented (focusing on careers and majoring in psychology), to subject oriented (focusing on anything from sleep and dreams to learning and cognition), to disorder oriented (describing the causes, treatments, and experiences of having psychological disorders).

The tutoring center is also an area of support for students in psychology courses. There are tutors specifically focused in psychology to help students write papers, complete homework assignments, and understand tough theoretical concepts. At the start of the semester the tutoring center presents to classes and professors the services offered. Specific paired classes include an assigned tutor that attends and helps out during class sessions as well. The tutoring involvement ranges from 1:1 sessions in the tutoring center, to in-class tutoring which provides additional support to students during class, assisting them on a weekly basis and is particularly helpful to students who might not seek help on their own. Additional support resources are the writing center, in which student can attend to get help on their research papers and using citation styles such as APA.

Recruitment Efforts:

The faculty represent the department at all BCC open houses. Our departmental website includes current faculty listings, a list of degree programs, as well as the link to updated course descriptions and requirements. The Psychology program's brochure was revised as of Fall 2014.

Support Services:

The testing center is an often used support service by psychology students. The use of the testing center allows the department to accommodate special needs, such as increased time, the use of a transcriber, among others.

Resources/Budget:

The IT department supports all student, faculty and staff as a whole. Everything that IT does supports the Psychology department as well as all other areas of the college but not with an individual department budget line. The process involves coordinating a request with the department chair, dean, VP Mullaney, and CIO, Sharyne Miller so that IT could plan accordingly.

Focus on Community

Internal Environment

The environment at BCC offers Psychology students a variety of community activities that relate to the study of Psychology. Below is a description of campus resources for students. The Psychology Club and Active Minds Club (see below) are advised by Psychology faculty. Psychology faculty are not directly involved with The Torch; S.P. A. R. K. A Change; or Counseling Services (also described below); however each of these services is related in some way to the discipline of Psychology.

The Psychology Club:

Advisor: Ann K. Brown, Ph.D., Associate Professor of Psychology at BCC

Helps students understand psychology as a discipline.

- the psychology courses offered at BCC, and understanding of the goals and focuses.
- The psychology club helps students see how psychological theories can be practically applied to real life.
- Getting students involved in the community doing volunteer work is one of the goals of the psychology club.

Active Minds Club:

Advisor: Melissa Harwin, M.A., Lecturer in Psychology at BCC

- Educate students about mental health, mental illness, the stigma of mental illness and living with mental illness.
- Encourage and support students to speak openly and honestly about mental health.
- Educate and bring awareness of mental illness to students.
- Eliminate the stigma attached to mental illness by helping others understand the true nature of mental illness
- Guide those who may suffer in silence and direct them to find the right help.

S.P.A.R.K. A Change (Students Practicing Acts of Random Kindness)

Advisor: Jamie Keller

- Spread awareness and prevention on bullying and cyber bullying
- Help students identify signs of bullying
- Provide information on getting help when a student is struggling because of bullying

Counseling Services

- Provides assistance with adjustment to college life and campus environment
- Help students with both selecting the right courses, making the appropriate schedules and

registering for classes

- Guide with transferring credits to other colleges or help with applying to other colleges
- Provide personal counseling for those students that need it
- Support students plan for educational and career goals

The Torch:

- The student newspaper of Bergen Community College is distributed to all three BCC campuses.
- The newspaper actively participates in publications of BCC campuses, academic affairs, student affairs, psychological research, and updates from all active clubs on BCC campuses.
- The newspaper seeks to connect campus life to the community.

External Environment

The Psychology faculty at BCC are involved in a variety of endeavors that make contributions to the community at large. Listed below are some of the activities that BCC Psychology faculty have completed.

- Educating community members about various topics, including those related to Comparative Psychology at the Edwin Forsythe National Wildlife Refuge in N.J.
- Participated and created a team in the AFSP and SPARK club's Out of the Darkness walk for suicide prevention.
- Active Minds club participation at the Mental Health Summit.
- Documentary shown at Bergen called, Destiny's Bridge, with participation from the filmmaker and participants in the documentary.
- Delivered psychology lectures at the Korean Community Center.
- Panel discussion through the Suburban Studies program entitled "The Dark Side of Suburbia."
- Hosted an inter-disciplinary conference at the Meadowlands titled "Autism: Social, Political and Ethical Perspectives."
- Participated in the New York City AIDS walk to help raise money for HIV/AIDS awareness and prevention.
- Gave a lecture about "Becoming a Professor" at the Mount Sinai Adolescent Health Center to pre-doctoral psychology interns.
- Had community speakers visit the Meadowlands campus and discuss various topics such as genocide, transgender issues, and homophobia along with Invisible Children that visited the Paramus campus.

Program Highlights

The Psychology Program offers the following opportunities for students to explore academic research, career planning, current events, and community outreach initiatives: The Psi Beta National Honor Society in Psychology for Community and Junior Colleges, the Active Minds outreach organization, and the Psychology Club.

Establishment of the Psi Beta National Honor Society in Psychology for Community and Junior Colleges

Advisors: Dr. Anne Maganzini & Dr. Anthony Yankowski

The Psi Beta National Honor Society in Psychology was established in 2013. The mission of Psi Beta National Honor Society in Psychology for Community and Junior Colleges is to promote professional development of psychology students in two-year colleges through promotion and recognition of excellence in scholarship, leadership, research, and community service.

The first Psi Beta National Honor Society in psychology induction ceremony at Bergen took place on Nov. 26, 2013. Psychology faculty member Dr. Ann K. Brown served as the keynote speaker, delivering an address titled "Psychology: A Life" in which recounted her personal and professional experiences intertwined with community, society and psychology.

Active Minds: A Student Run Organization

Advisor: Melissa Harwin

Located in the Wellness Center at Bergen Community College, Active Minds is a student organization that focuses on raising awareness of mental health issues such as depression and eating disorders. Active Minds is a student-run on campus organization, dedicated to promoting awareness for the disorders that may result from poor mental health. Active Minds is the nation's only nonprofit organization dedicated to raising mental health awareness among college students on the peer level.

The Psychology Club

Advisor: Ann K. Brown

The purpose of the Psychology Club is to provide students with the opportunity to meet to discuss current events and academic literature relevant to the study of psychology. The Psychology Club meets twice a month during the free hour on campus. During the Spring 2015 semester student's organized a bake sale fundraiser for Autism New Jersey. Once a semester a guest speaker event is scheduled related to a topic in Psychology.

Summary

Program Achievements, Progress Made Since Last Review

No previous program review.

Mission/Goals/Objectives

The Psychology Program at BCC is meeting its mission of providing students the core courses in Psychology that meet the requirements for The Associate of Arts (AA) in Liberal Arts (LA) with a concentration in Psychology along with the preparation for transfer and further academic study in Psychology. A review of survey data given to Psychology graduates of BCC indicate that student's find their preparation in Psychology courses at BCC useful for further education and for performance on the job. Psychology faculty at BCC report being very satisfied with the course offerings and leadership in the Psychology department.

Strengths and Challenges

The strength of the Psychology Program can be seen in its strong faculty who are committed to educating students in the field of Psychology. All full time tenured faculty have doctoral degrees and remain active in their discipline. Students may take a variety of Psychology courses in a variety of instructional formats - online, hybrid, and honors formats, to prepare them for transfer as a Psychology Major to a University, or for General Education coursework. Innovative instructional methods to teach Psychology are used in the paired Psychology and ALP courses. Additionally, the Psychology Department has a variety of additional opportunities for students to learn about Psychology outside of the classroom, through the Psychology Club, Psi Beta Membership, and the Active Minds Club.

Challenges of the Psychology Program include the scheduling logistics of filling a large proportion of the Psychology courses offered by adjunct faculty. During the next academic year the department will endeavor to complete the next phase of Assessment. A Psychology Liaison will be appointed, and a comprehensive study of how well Student Learning Objectives are being met will be the focus of the project.

Action Plan

Dr. Karen Bearce served as the External Reviewer for the Psychology Department. Dr. Bearce visited BCC on April 20, 2015 and met with a variety of faculty, administration, and students (see Appendix G for Agenda for Campus Visit). Dr. Bearce has a doctorate in Psychology along with experience serving as an Acting Dean for Instructional and Institutional Effectiveness (see Appendix H for Curriculum Vitae). Dr. Bearce provided the Psychology Department Program Review Committee with a report that included recommendations for the Psychology Department (see Appendix I for External Reviewer's Report). Dr. Bearce's report addressed the areas of student, faculty, and the Psychology program's curriculum and assessment. Below are some of the recommendations from Dr. Bearce. These recommendations will be emailed to faculty as part of this report and discussed at the department meeting during the Fall 2015 semester.

- Psychology Department should look at their transfer rate to see if students are leaving before completing their degree.
- Collect student satisfaction data as part of the Psychology Department's assessment process.
- Review Psychology course offerings in terms of choice and value to the Psychology degree and transferability.
- Maintain focus on student advisement.
- Include adjunct faculty in Psychology department activities.
- Psychology Department should explore their top transfer schools to see if students receive Psychology credit or general elective credit for their Psychology courses.
- Continue to develop transfer articulation agreements.
- Review catalog to determine what courses are required and recommended for the Psychology degree.
- Evaluate whether courses could be redesigned as 200-level courses and if Psychology 101 should serve as a prerequisite.
- Consider reducing the number of credits to be as close to 60 credits to complete an associate degree in Psychology.
- Engage in cohort tracking for the Psychology degree to see how long it takes students to complete their degree program.
- Eliminate courses not consistently offered from the course catalog.
- Collect data on pass rates for General Psychology in paired Psychology and ALP courses.
- Assessment efforts should focus on evaluation of the Student Learning Objectives and a timeline for assessment in the department.
- Complete a curriculum map for the Psychology Associates degree. (In reference to this suggestion, our discipline has completed its curriculum map and it is currently under review.)
- Create and evaluate a student success dashboard for program review to evaluate pass rates for Psychology courses.

- Psychology Department should engage in General Education Assessment to address how the Psychology A.A. program addresses the LEAP Essential Learning Outcomes.

Goal 1: Increase total number of tenure-track/ tenured faculty in psychology (current number is 8) in light of significant and growing number of students who take psychology courses per academic year (over 7,000 students per each recent academic year). Strive to increase diversity of tenure-track faculty to reflect ethnic/racial diversity of student body, as noted in Center for Institutional Effectiveness Psychology Report (Appendix B). Currently, the 8 tenured faculty members teach 40% of sections in the discipline.

Objective: Conduct tenure-track search(es) in psychology.

Timeframe: During 2015-2016 academic year.

Responsible Parties: Search Committee, Divisional Dean, VPAA, BCC President.

Resource Implications: College budget to fund more tenure-track faculty members, and to advertise positions widely.

Goal 2: Increase number of psychology articulation agreements with colleges to which BCC students routinely transfer.

Responsible Parties: Psychology faculty, Advisement Director, Divisional Dean, VPAA, BCC President.

Timeframe: Over next 2-3 academic years.

Resource Implications: More informed and careful advisement going forward. More support for transfer counseling and other BCC areas that aid in researching, preparing and implementing articulation agreements.

Goal 3: Increase assessment efforts with aim of continuing to improve psychology degree program. (In this vein, external reviewer remarked that converting some current “100” level courses to “200” level courses could improve curriculum and possibly increase transferability of BCC courses to 4-year institutions).

Objective: Identify “Assessment Liaison for Psychology” to commence relevant work.

Responsible Parties: Psychology faculty.

Timeframe: During 2015.

Resource Implications: Release time for participating faculty.

Goal 4: Continue to improve “retention rates” of students taking psychology courses. For example, work with staff members involved in new Title 5 Grant Proposal to develop and test out strategies to improve student success in psychology. Other strategies would be to implement in-class tutoring services, further develop paired courses, and use new educational technology.

Responsible Parties: Psychology faculty, Grants Office, Student Services (e.g. Academic Counseling; Advising; & Learning Assistance Center).

Timeframe: Over next 2-3 academic years.

Resource Implications: Release time for participating faculty.