FORENSIC PSYCHOLOGY MAJOR
SELF-STUDY REPORT

Fall 2022

I. Overview of the major

A. Introduction

John Jay College is one of the very few colleges in North America to offer a BA major in Forensic Psychology. In Fall 2021, 2045 students were enrolled as Forensic Psychology majors (BA), and 83 students were enrolled in the BA/MA program, representing 16% of all the undergraduate students at John Jay College (John Jay[1]) and the second largest undergraduate major in the college. The current curriculum was adopted in Fall 2011 to meet national standards for a specialized major in psychology which require that students master the basics of psychology *and* their specialization (forensic psychology). The mission statement and learning outcomes of the major are based on the 2013 recommendations of the American Psychological Association (APA) for an Undergraduate Psychology major (see Appendix I).

Undergraduates in the major receive a solid foundational education in basic, core areas in the discipline of psychology, in addition to the knowledge needed for specializing in forensic psychology. In keeping with the tenets of a liberal arts education, the major is designed to enhance students' intellectual and personal development, and for them to explore diverse perspectives and important contextual influences on individual behavior. Over the last decade we have made significant efforts to develop our major in a graded and sequential manner such that students are learning skills that are integral to a psychology major and building upon those skills as they progress through the major. Scaffolded course sequencing (students take courses first at 200-level, then at 300-level and ultimately at the 400 level) ensures that students incrementally build these skills and content knowledge across the curriculum. We have also worked to expand student opportunities to engage in faculty-supervised research projects, both in class settings and on a more individual basis. These experiences are crucial for successful graduate school applications, as well as for fostering students' critical thinking skills and personal growth.

As seen in Appendix II, the major requires 40 credits (in addition to PSY 101 - Introduction to Psychology), earned from four groups of courses. There are seven required courses in Part 1 (22 credits). The first six cover the essential foundational areas of psychology and their related research methodologies: Cognitive Psychology (PSY 200), Social Psychology (PSY 221), Developmental Psychology (PSY 231), Psychological Disorders and Distress (formerly Abnormal Psychology; PSY 242), Statistics (STA 250), and Research Methods in Psychology (PSY 311). The Seventh is our specialized signature course: Psychology and the Law (PSY/LAW 370). Part 2 consists of six 300-level core elective courses focusing on other foundational areas of psychology. Of these, students must choose at least two (6 credits), e.g., Brain and Behavior (PSY 320), Perception (PSY 324), Learning and Memory (PSY 327), History of Psychology (PSY 329), Multicultural Psychology (PSY 352), and Theories of Personality (PSY 353). Students must also choose two courses (6 credits) from a list of fourteen Part 3 general elective courses. These are 300-level courses (except for one course), some of which cover more specialized areas of a core sub-discipline, e.g., students might take Group Dynamics (PSY 336) after finding this concept interesting in Social Psychology (PSY 221).

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[1] [2021_tab10.pdf (cuny.edu)](#)

Some courses represent other core areas in general psychology (e.g., psychological testing; psychotherapy) or are more applied (e.g., research experience; fieldwork), or focus on more specialized forensic and legal psychology topics (e.g., Correctional Psychology, Psychology of Criminal Behavior). Finally, majors must take two (6 credits) of the five capstone courses (Part 4). Four of these courses are seminars and one is a research experience course. All of the capstone courses focus more deeply on an area of psychological inquiry or application and build upon previous courses within the major. Students read the primary literature in a domain and develop a written product in response (e.g., an integrative paper; a report of an original research project). Nearly all of the capstone course options are oriented toward forensic and legal psychology topics and their interface with basic psychological science, with some flexibility built in for individual student research interests. Two of the Part 4 courses (Clinical Topics in Forensic Psychology [PSY 430] and Seminar in Forensic Psychology [PSY 425]) are special topics courses, which allow faculty members to teach timely topics related to cutting-edge research and/or practice that are of particular interest to our students. The Advanced Research Experience in Psychology [PSY 485] course is an independent study course in which students carry out, write up and disseminate an original research project that was designed in the previous Part 3 Supervised Research Experience course (PSY 385).

We would be remiss if we did not address the impact of the COVID-19 pandemic upon postsecondary education in general and our department specifically as this review spans the years 2017-2022, half of which were significantly impacted by the pandemic. As New York City was the epicenter of the COVID-19 pandemic in the United States, this significantly impacted our students and faculty. In March 2020, CUNY pivoted to asynchronous online education, and this largely continued into the fall of 2021. This significantly impacted many initiatives that were developing prior to the pandemic, since, as of March 2020, our resources were dedicated to serving our students and meeting their needs in this new modality. This will all be addressed in this self-study. While COVID restrictions have been lessened, and more courses have returned to in-person format, many students have continued to opt for on-line or hybrid options. It is through this lens that we will evaluate our major for the past five years and discuss next steps moving forward.

B. Mission Fulfillment

1. What is the mission statement of the major?
As the undergraduate major is housed within our larger Department that encompasses multiple programs at different levels, the mission statement of the major was derived from the comprehensive mission statement of the Department that encompasses teaching, research, and service endeavors associated with the BA, BA/MA, MA, and PhD programs. The broader mission statement conveys our view that the Psychology Department is an integrated whole, comprised of interrelated and mutually supportive degree programs. The overarching educational goal of the Psychology Department is "*to educate a diverse undergraduate and graduate student body in the theoretical foundations and methods of psychology and to provide them with appropriate knowledge and competencies in forensic psychology research and practice.*"

Forensic Psychology Major Mission Statement

The mission of the Forensic Psychology major is to enhance understanding of behavior, in terms of its biological, cognitive, social, emotional, and contextual components and their interaction, and to develop an appreciation for its implications in forensic settings. Students will learn to employ a scientific approach to understand behavior.

The Psychology Department has five broad learning goals (adapted from those of the American Psychological Association (APA) Guidelines for the Undergraduate Psychology major: Version 2.0) for students in the major in the following areas:
> *Goal 1: Knowledge Base in Psychology*
> *Goal 2: Scientific Inquiry and Critical Thinking*
> *Goal 3: Ethical and Social Responsibility in a Diverse World*
> *Goal 4: Communication*
> *Goal 5: Professional Development*

2. How does the mission of the major relate to the College's mission?

The mission of the Forensic Psychology major is highly relevant to and compatible with the College's mission (see Appendix III). The College endeavors to educate "*fierce advocates for justice*" …*who question ...assumptions, consider multiple perspectives, think critically, and develop the humility that comes with global understanding*". The mission of the Forensic Psychology major is to deliver a curriculum that exposes students broadly and deeply to the field of psychology (and the sub-discipline of forensic psychology), which helps them to understand how and why people think, feel, and behave as they do, both within and outside the justice system and how those issues are impacted by culture and diversity. In our courses, students are encouraged to become "*fierce advocates for justice*" as they use a multi-disciplinary, biopsychosocial approach to better understand human behavior in a way that integrates social justice principles. Students grapple with social and criminal justice issues as they learn about the causes and assessment of typical and atypical behaviors, and about prevention and treatment approaches for mental health problems. They learn how human behavior is modulated by the social milieu of the individual by studying the influences of culture, diversity, group dynamics, and other contextual factors. They also learn how the public understands and conceptualizes justice, morality, and the functions, strengths and weaknesses of laws and the legal system.

In addition, both the mission statements of the major and of the College emphasize research, and encourage students to engage in self-reflective, critical discourse that is sensitive to ethical considerations and diversity broadly defined. The Department's adoption of APA's five broad learning outcomes for the Undergraduate Major in Psychology (APA, 2013) is consistent with the College's emphasis on the importance of a liberal arts education in preparing students for a variety of careers. "*[The] College's liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors*." Indeed, four of the five learning outcomes in our major focus on skills that are at the heart of a liberal arts curriculum: scientific inquiry and critical thinking, effective communication, ethical and social responsibility in a diverse world, and professional development. Focusing on these broad skills helps to prepare students for a variety of careers, including graduate work in the field of

psychology, while also providing them with the background and skills to be "fierce advocates for justice"

II. Assessment and Evaluation

A. Summarize the responses to recommendations from the previous self-study and action plan that was developed as a result of the program review process. Describe all actions taken.

The previous self-study, which was completed in the Spring Semester of 2017, generated two sets of recommendations: (1) those of the external evaluators, Drs. Jodi A. Quas (University of California, Irvine) and Ira K. Packer (University of Massachusetts Medical School) who submitted their report in March 2017 and (2) the Department's own recommendations contained in the previous self-study report.

The external reviewers' recommendation encompassed three main recommendations which they indicated were "… areas where improvements are not only needed but absolutely critical for the continued success of the undergraduate program."

1) a dedicated academic counselor/advisor
2) permanent administrative support staff
3) outreach to transfer students.

In addition, there were some secondary recommendations which were subsumed under these three main areas that are addressed below. Many of the external evaluators' recommendations were consistent with our own. Below we list these recommendations (in italics), followed by the actions taken to address the goals. First, we list our departmental recommendations (including those of the external evaluators where they overlap), followed by our responses to the external evaluators' unique recommendations.

Recommendation 1: A Full-time Dedicated Academic Advisor
The external reviewers highlighted the need for a full-time academic advisor that is dedicated to the psychology major, stating that having an academic advisor would not only relieve the "burden on the faculty, thus freeing them up more of their time to work directly with students, but would be a tremendous advantage to the students. A full-time academic advisor would be much more knowledgeable and current about various school requirements, and the specific needs of each student, than are faculty." This was also one of our own departmental recommendations for increasing advisement resources to the major and a recommendation that was also made by the external reviewers following our 2010 self-study. While academic advisement has a dedicated part-time advisor for psychology transfer students (which will be addressed in Recommendation 3), we still do not have a dedicated academic advisor for the Department. At present students receive advisement in one of five ways. First, they can receive advisement from the academic advisement center. These are general academic advisors who can do degree audits with students and help them fulfill their requirements for graduation. Second, as mentioned above, there is a part-time academic advisor for psychology transfer students who

has some space in her schedule to see non-transfer students as well. Third we have the psychology advising email where students can submit emails that are answered by the faculty advisor. For the last five years Dr. Wout has served in this role and has continued to do so in addition to his chair duties as all other faculty have other responsibilities. It should be noted that the large majority of emails that are received through the faculty advising email pertain to overtallies, missing prerequisites and other technical issues that do not require a doctoral level faculty member to respond. Fourth, we have instituted advisement for sophomore students (and have also encouraged transfer students to partake but no holds are put on their accounts) as described in the advisement section where students can meet with an individual faculty member to receive advisement on their course selections, career path and graduate school if applicable. Finally, we used to assign each faculty member a list of sophomore advisees to reach out to, but the response rate from students was low, and many students that did reach out had "technical issues" such as credit queries/questions about financial aid, etc. that faculty were not knowledgeable about and since the pandemic this practice has been discontinued. Some students will informally reach out to their professors or other faculty members although we cannot track this.

To meet the professional development needs of our students who are seeking employment post-graduation and those students who are on the graduate school track, we have instituted a Professional Development Committee. While we have previously held talks and presentations on issues related to careers, diversity, and applications for graduate school for the undergraduate students, we did not have a system in place to do this consistently. However, since we have returned to the college post pandemic, we have made this a priority and the Professional Development Committee will be a standing committee within the department, tasked with providing a lecture series for the students. Within their mandate will be to develop more resources that our students can access (such as on our psychology department website) which will provide further information on these topics.

Recommendation 2: Permanent Administrative Support Staff:
The reviewers felt that the department had insufficient administrative support stating that "high-level, permanent administrative support is needed to augment the current staff. They are doing an excellent job but simply cannot keep up with all of the needs of the faculty. Too much of the faculty's time, as a result, is devoted to administrative tasks related to personnel, grant management, evaluations, and paperwork, which take up time that could be spent providing academic opportunities and substantive mentorship to students. More administrative support would facilitate the department's capacity to track and follow-up undergraduate psychology majors, an element needed to obtain feedback about the efficacy of the students' education." This was also one of the departmental recommendations in the last self-study. While the department did have one full time administrator (HEO) and a part-time college assistant, the administrator has recently taken a leave of absence from the position for a year and the college assistant is fulfilling some of her responsibilities. At present there is no additional administrative support and, as such, many of the administrative duties (i.e., course scheduling) have fallen to the Department Chair. Given that we have numerous programs within the department (the major, the minor, the BA/MA program, the MA program, the FMHC program, certificate programs, the PhD program in Psychology and Law, the Clinical Ph.D. program, the CASAC certificate) and each of these programs requires faculty to oversee their administration, as well as serve on

departmental, college and CUNY committees, faculty are overburdened with administrative tasks. We plan to hire a full-time lecturer to oversee the administration of the MA program which will be helpful for continuity for our students at the MA level, but additional permanent administrative support is also needed for the department as a whole. It should be noted that, while over the last five years we have had work study students and college assistants who have helped with administrative tasks, these individuals usually changed on a semester or yearly basis thus requiring training. Rotating staff also lack the historical knowledge that is integral to a smoothly running department (i.e., who to speak to for various issues, how to track and document processes, when certain tasks must occur etc.).

Recommendation 3: Outreach to Transfer Students:
The external reviewers recommended outreach to transfer students, as between 89-269 students per semester are coming into the major from two-year colleges. Since the last self-study, the college appointed a part-time academic advisor in the Academic Advisement Center whose primary focus is meeting the needs of transfer students to the department. This has been very helpful, and the advisor sets aside 14 appointments per week for Forensic Psychology majors. She also helps with sophomore group advising. This past year the part-time academic advisor saw 306 individual Forensic Psychology majors from June 2021-June 2022.

The reviewers also questioned why the psychology department did not participate in the "Justice Academy" program which facilitates transfers from community colleges to John Jay. For departments that do participate, it enables community college students who take a specific set of courses at certain community colleges to automatically transfer into John Jay, with their community college credits automatically populating course requirements. This recommendation has not been further explored but has been added to the program priorities for the next five years. Given the number of transfer students into the major, improving the facilitation of their transfer would be extremely beneficial to them, if deemed feasible.

Recommendation 4: Provide Additional Support in the Domain of Student Writing
This was both a reviewer recommendation that came out of the site-visit as well as a departmental priority. As writing is a pivotal communication skill and one of the department's and APA's learning outcomes, this was important to the faculty and something that was under our control to improve. Under the leadership of Dr. Grose-Fifer, a leader in evidence-based teaching, the department received a John Jay College Program Improvement Grant and a Society for Teaching of Psychology APA (Division 2) grant to develop a sustainable Writing Improvement Program and to offset the costs of creating the teaching videos. Our major goals for this writing initiative were: 1) To use the flipped class model to create a professional development (PD) program for graduate students and other adjunct faculty to improve writing and critical thinking (CT) in psychology majors in our Department; 2) To create a bank of resources for instructors, including a series of low stakes writing assignments supported by short online videos and related quizzes for psychology majors; 3) To assess the feasibility and efficacy of the PD training and undergraduate materials; and 4) To assess learning objective 4.1 "Demonstrate effective writing for different purposes." Overall, using a quasi-experimental design, we found that this writing initiative helped to improve the quality of student writing and the correct use of APA format in their references. We did however find that many students were still engaging in patch-writing in 200- level courses. Based upon these findings the PD program

was offered to instructors at the 200 level and all the videos are available on the Department Blackboard page for professors to incorporate into their classes. An article describing this initiative was published in the journal of *College Teaching* (see Appendix VIII).

While these results demonstrate some significant changes in the mechanics of writing in the discipline, the Writing Center created a dedicated PSY Initiative entitled Writing *the Social Sciences/Psychology Research Paper* which provided a more in-depth overview of how to write for the major. This program was created by writing fellows over several semesters and consists of five total workshops divided into two parts: Skills and Writing the Social Science Research Paper. The first part consists of two workshops: "Writing the Social Science Research Proposal" and "Writing the Social Science Literature Review." The second part, the Research Paper, consists of three workshops: "Introduction," "Methods," and "Results and Discussion." The Writing Center created this initiative to improve the discipline-specific writing skills of students enrolled in social science/psychology courses, focusing on courses in which writing research projects are a requirement. During fall 2018, the Writing Center piloted its social science/psychology initiative with one section of PSY 311 serving a total of 48 students all of whom passed the workshop and 93% of whom received a grade of between A-C in their course after workshop completion.   Since that time, the writing center has run multiple additional workshops for PSY 311 students with similarly positive results. While many students chose not to enroll in the workshops, those that did had positive outcomes. We plan to build on these initiatives in the coming years.

Recommendation 5: Improve Faculty to Student Ratio: Since the last self-study in 2017, we have hired nine new faculty members. Six hires were tenure track professors [two clinical psychologists, one counseling psychologist, one developmental psychologist, one social psychologist and one cognitive psychologist (who left the following year)] and three tenure track lecturers. The three tenure track lecturers started in the fall 2022 and will each teach the equivalent of four courses per semester with a focus on large sections of our core courses such as PSY 101, 242, 311, and 430. We also continue to make efforts to have current doctoral students (Graduate Teaching Fellows) involved in undergraduate teaching, thus increasing our faculty to student ratio.   In the last five years, several faculty have retired, taken a leave of absence, or left the department, so overall we have two fewer faculty than we did in 2017 (if the faculty on leave of absence do not return to the department) and about 200 more students in the major. We continue to work with administration on hiring additional faculty, as we expect additional retirements in the next five years. We have three active faculty searches this year: one that is focused on an MA program administrator, and two with a specialty in social psychology. Even after these hires we will continue to need faculty with specialization in developmental, cognitive and/or counseling psychology. We would like to continue to recruit additional new faculty into the Department in subsequent years (especially as people retire) so that more students can be taught by full-time faculty. In particular, we hope to recruit more faculty that represent traditionally marginalized groups. As a department we may also continue exploring hiring more tenure track lecturers.

Recommendation 6: Admissions Criteria for the Major. In the previous self-study we had proposed exploring the creation of admissions criteria to the major to examine the feasibility and possible consequences of reducing the total number of students in the major – both in terms of

student preparation and success and implications for the Department. We planned to consult with faculty from the Forensic Science major at the College as they have already been through this process. However, with the onset of the COVID-19 pandemic in spring 2020, this initiative was tabled as our department faced more pressing issues. However, as discussed in Recommendation 5, having fewer students in the major could also help increase our student to faculty ratio.

Recommendation 7: Rebranding of the Major. This has been a topic of discussion within the department since before the previous self-study. Some faculty in our department feel that it would be desirable to rebrand the major as a "Psychology major, with a forensic specialization or track", rather than as Forensic Psychology, per se. Given our much broader emphasis on general psychology, this is probably a more accurate description of our major, and it might be better for students who do not want to pursue a "forensically-related" career to graduate from a major that does not look so specialized (at least in its title). However, it is not clear at this point whether this would serve to increase or decrease the number (or quality) of students coming to John Jay with the goal of majoring in Psychology, nor is it clear whether such a change would be possible within the broader structure of CUNY more generally. However, similar to discussions on admissions criteria above, the onset of the pandemic in 2020 tabled this initiative due to more pressing issues.

Recommendation 8: Create a More Intellectually Stimulating Environment in Department for both Faculty and Students. One of our own recommendations was to create a more intellectually stimulating environment in the Department for both faculty and students. We started brainstorming some of the ways in which to do this, such as by having more frequent colloquia, workshops, and expanding Psi Chi, the psychology honors association. Prior to the pandemic we held numerous successful talks and workshops within the department with presentations form our own faculty and we brought in some guest speakers. Similarly, we have continued departmental efforts to support Psi Chi (which is a student led organization) and our chapter has become much more organized and active within the last five years with over 50 students joining per year. In 2021 one student received the Psi Chi Undergraduate Scholarship ($3,000), a newsletter summarizing student professional opportunities was developed and disseminated biannually, and in the fall of 2020 a mentorship program that pairs Psi Chi alumni in the field with active Psi Chi students has been implemented.   The mentorship program includes monthly group meetings as well as pairing individual students based on interests. Each academic year there is also a joint BA/MA and Psi Chi professional webinar run by a student. In addition to the talks sponsored by Psi Chi we continued to have virtual talks during the pandemic which were well attended and allowed students who had more difficulty commuting to campus the ability to attend virtually.

Given the positive feedback we received from both faculty and students following these initiatives, we wanted to have a more structured approach to our student professional development. As such we have recently established a Professional Development Committee. This committee has been tasked with developing ongoing professional development opportunities for our students which will include presentations, seminars and information about professional development, graduate school, accessing research opportunities, careers in psychology and internships. The reviewers for our previous self-study also highlighted the need

to provide students with more information in general about graduate school and careers. While this is built into our new sophomore advising, the professional development committee will also discuss ways in which they can facilitate faculty teaching the core courses in the major to provide this information to students – be it virtually (synchronously and asynchronously) or in-person.

Recommendation 9: Assess Student Outcomes Post-Graduation. One of our departmental goals in the last self-study was to prioritize assessing our students' outcomes after graduation. We wanted to know what our students were doing post-graduation, whether they are successful in their jobs, and whether they feel that their major helped to contribute to their success. We have some information about the number of students pursuing graduate degrees one year after graduation (12.1%), but we need to do more to follow-up with our students about career placements and other post-graduation outcomes. We will work with the college to determine the best way to systematically gather this data from graduates.

Recommendation 10: Investigate the Feasibility of Having an Honors Thesis Track in the Major. In our previous self-study we proposed investigating the feasibility of having our own honors track in the major, given the existence of both an Honors Program and McCauley Honors College at John Jay. While there was interest from some students in having programs separate from the College Honors Program and the McCauley Honors Program, we currently do not have enough faculty availability to be able to supervise our own honors thesis students within the major and thus this no longer remains a current goal of the Department.

B. Student Learning

1. List the Learning outcomes for the major. Do these outcomes need revision?

As noted, our learning outcomes (adopted in 2015) are based on those recommended by APA in 2013. Each outcome has more specific learning objectives (in italics) operationalized underneath. We review these outcomes on a yearly basis in the curriculum committee and keep track of the current state of learning outcomes recommended by the APA. At present we do not feel these outcomes need revision.

Learning Outcomes for the Forensic Psychology major (adopted November 2015)

1) **Knowledge Base in Psychology**: Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
   1.1: Describe key concepts, principles, and overarching themes in psychology
   1.2: Develop a working knowledge of psychology's content domains
   1.3: Describe/recognize applications of psychology

2) **Scientific Inquiry and Critical Thinking**: Students will demonstrate scientific reasoning and problem solving skills including effective research methods.
   2.1: Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., Psycinfo).

2.2: Develop plausible behavioral explanations that rely on scientific reasoning and evidence rather than anecdotes or pseudoscience.
2.3: Read and summarize complex ideas accurately, including future directions, from psychological sources and research.
2.4: Describe problems operationally to study them empirically (e.g., identify research questions).
2.5: Evaluate the effectiveness of quantitative/qualitative research methods in addressing a research question.

3) **Ethical and Social Responsibility in a Diverse World**: Students will demonstrate ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increased diversity.
3.1: Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or non-human research participants
3.2: Evaluate critically or complete an HRPP application that adheres to ethical standards.
3.3: Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context.

4) **Communication: Students will demonstrate competence in writing and in oral and interpersonal communication skills.**
4.1: Construct arguments clearly and concisely using evidence-based psychological concepts and theories.
4.2: Use grammar appropriate to professional standards and conventions.
4.3: Use APA style effectively.
4.4: Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.

5) **Professional Development: Students will be able to apply psychology-specific content and skills to more general problem solving and exhibit career preparation.**
5.1: Evaluate the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction.
5.2: Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation and work habits.
5.3: Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions.

2. **Summarize the key findings and analysis of assessment results for the last five years (what has the program learned).**

One strength of our program is that the majority of students perceive that we are fulfilling the learning outcomes of our major. The OIR John Jay Fall Student Evaluation of the major survey data in 2021 (see Table 1 below) show that most students felt that the major had taught them to write clearly and effectively, helped them to speak clearly and effectively, taught them to think critically and analytically, and helped them to solve complex real-world problems. Also, the large majority (90.2%) reported that it provided them with preparation for future professional

work and for future study (85.7%). These results remained consistent from the 2019 OIR John Jay Student Evaluation of the Major suggesting that students did not feel that they lost a lot during the pandemic (writing 80.3%; speaking 72.8%; thinking critically and analytically 89.7%; solving complex real-world problems 81.2%; preparation for future professional work 91.4% and preparation for further study 86.9%).

Table 1: OIR John Jay Student Evaluation of Major 2021 Student Learning in the Major

Student Learning and Development in the major	% Responding Very Much or Some	
	PSY	JJC
Taught you to write clearly and effectively	79.3	79.0
Helped you to speak clearly and effectively	71.9	74.7
Taught you to think critically and analytically	86.7	86.1
Helped you learn to solve complex real-world problems	78.5	77.8

Since the introduction of our revised major in 2015, our department has been committed to a culture of assessment. However, it should be noted that some of our assessment plans were impacted by the COVID-19 pandemic as classes needed to be rapidly altered and adapted to the on-line environment. For example, as described below, our course coordinator initiative was not fully implemented and our pilot program for the use of undergraduate TAs was also impacted by the pandemic.

In 2020 we assessed the learning objective *Students will recognize and acknowledge the impact of racial, social, cultural, historic, economic, and other factors and their intersections in scientific inquiry* by reviewing course syllabi. Our review suggested that this learning objective was not being adequately addressed in our major, as evidenced by the absence of the learning objective on the majority of syllabi in required major courses, and a lack of related coverage in faculty syllabi and materials (including classroom activities). Additionally, we found that very few undergraduate syllabi (7%) for required courses in the Psychology major at John Jay included Diversity, Equity, and Inclusion statements. Consequently, we have begun a series of faculty workshops on integrating diversity into the curriculum which have been well received and attended, and a working group was established to develop and disseminate a guide on integrating DEI statements in syllabi that is available on the Department Blackboard page. We plan to reevaluate syllabi to see if our efforts were successful.

Also, in 2020 we planned to assess the feasibility and effectiveness of course coordinators. In order to have more consistency in the application of learning objectives in the same courses, we instituted course coordinators in the spring of 2020 for all our major required classes. Their mandate was to examine the appropriateness of course syllabi, consistency of learning objectives across sections as well as their consistency with course assignments and provide feedback and support to individual instructors across sections for our core courses. However, as this coincided with the onset of the pandemic these roles were not fully actualized and thus, we were not able to assess their effectiveness. Similarly, in the fall of 2020 we planned to pilot and assess the feasibility of having undergraduate TAs in our major, but this initiative was also disrupted by the pandemic.

We found students were struggling in their written work as reported by faculty. In addition, when we assessed learning objectives *2.1: Identify and navigate psychology databases and other legitimate sources of psychology information* and *5.3: Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions* across the core courses of our major in 2018/2019 we found that while students improved as they took higher level courses in the major (i.e. students in their senior capstones – 23% got 5 or 6/6 correct on the questionnaire; students at the 300-level - 20% got 5-6 correct; students at the 200-level - 10% got 5-6 correct). When we examined mean performance, students in their 300- and 400-level courses performed comparably, but significantly better than those in the 200-level sections. This somewhat reflects the building of skills across the major. However as seen in Table 2 below, the actual performance means were low. Using that more rigorous metric where there were different expectations for the criteria "meets expectations" across levels, students at the higher levels did not perform very well, with 7% at the 200-level, 19% at the 300-level and 41% at the 400-level failing to meet criteria.

Table 2: Percent of Students at each Course Level who Meet Expectations for Objectives 2.1 and 5.3

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
2.1: Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., Psycinfo).						
5.3: Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions.						
	ALL	694	**% of students at each course level who meet department standards/expectations**			
Does not meet expectations = 0-1/6 correct; Approaches expectations = 2/6; Meets = 3/6; Exceeds = 4-6 correct.	200s	414	36.2% (150)	33.3% (138)	23.2% (96)	7.2% (30)
Does not meet expectations = 0-2/6 correct; Approaches expectations = 3/6; Meets = 4/6; Exceeds = 5-6 correct.	300s	159	20.1% (32)	30.2% (48)	30.8% (49)	18.9% (30)
Does not meet expectations = 0-3/6 correct; Approaches expectations = 4/5; Meets = 5/5; Exceeds = 6 correct.	400s	121	2.5% (3)	20.7% (25)	35.5% (43)	41.3% (50)
	% of students at each course level with the scores below (out of 6):					
	6/6	5/6	4/6	3/6	2/6	0-1 /6
Ns: (PSY 200 = 72; PSY 221 = 165; PSY 231 = 60; PSY 242 = 117)	0.5% (2)	9.2% (38)	26.6% (110)	33.3% (138)	23.2% (96)	7.2% (30)
Ns: (PSY 311 = 85; PSY 370 = 74)	5% (8)	15.1% (24)	30.2% (48)	30.8% (49)	15.7% (25)	3.1% (5)
Ns: (PSY 421 = 7; PSY 425 = 15; PSY 430 = 34; PSY 476 = 65)	2.5% (3)	20.7% (25)	35.5% (43)	25.6% (31)	13.2% (16)	2.5% (3)

*There was a significant mean score difference by course level, $F_{(2, 691)} = 17.26$, $p < .001$. Students at the 200-level ($M = 3.08$, $SD = 1.11$) scored significantly lower than those at the 300-level ($M = 3.53$, $SD = 1.17$) and 400-level ($M = 3.65$, $SD = 1.12$) (paired comparison $ps < .001$). The latter two levels did not significantly differ.

Finally in 2020/2021 we assessed Learning objective 4.1: Students will demonstrate effective writing for different purposes by assessing students' ability to write a summary of a scholarly article using APA format. The findings of these information and writing assessments fueled our biggest initiative over the self-study period which was the implementation of a pilot program to test the efficacy of a low-cost, flipped model of professional development to help improve undergraduate writing and information literacy. We received both internal and external funds (Society for the Teaching of Psychology and John Jay College) to create a sustainable writing and critical thinking online program using a scaffolded series of low- and high-stakes writing assignments for psychology students. These were supported by instructional videos and online quizzes that are available to all instructors. We also pilot tested professional development about

evidence-based best practices for improving student critical thinking and writing with instructors and provided recommended assignments. The results of this pilot study were positive and published in the journal of college teaching. Overall, we found that the intervention helped to improve the quality of student writing and the correct use of APA format in their references. However, many students were still engaging in patch-writing in 200-level courses.

In the spring of 2022, we assessed learning objectives 2.1 & 2.2: *Demonstrate psychology literacy by using scientific reasoning* wherein the Curriculum Committee created a psychology literacy assessment in the form of an 8-question multiple choice test related to scientific reasoning that was distributed to students in the core classes. A total of 266 completed the assessment and results for the basic and advanced scientific literacy are shown by level below in Tables 3 and 4. The results show that most students across levels were relatively proficient in terms of their basic psychological science literacy, with fewer than 10% not meeting expectations. However, a little less than one quarter of students met or exceeded expectations on the advanced scientific literacy factor, about ~43% of the sample not meeting expectations for this factor. While we expected these findings for 200-level students, most of whom have not yet taken PSY 311 Research Methods, it is more concerning that many upper-level students are struggling with more advanced concepts related to study design. We attributed these results in part to student burnout and test fatigue due to the pandemic – and we will continue to assess these skills, particularly at the more advanced level as students return to the classroom.

Table 3. Basic scientific literacy (4 test items) factor scores by course level

	N	Exceeds expectations	Meets Expectations	Approaches Expectations	Does not meet expectations
Rubric Score		4.5 to 5	3 to 4	2 to 2.5	1.5 or less
All students	266	26 9.77%	144 54.14%	71 26.69%	25 9.40%
200-LEVEL	139	13 9.35%	72 51.80%	36 25.90%	18 12.95%
300-LEVEL	59	6 10.17%	34 57.63%	16 27.12%	3 5.08%
400-LEVEL	68	7 10.29%	38 55.88%	19 27.94%	4 5.88%
300- & 400-	127	13 10.24%	72 56.69%	35 27.56%	7 5.51%

Table 4. Advanced scientific literacy (4 test items) factor scores by level

	N	Exceeds expectations	Meets Expectations	Approaches Expectations	Does not meet expectations
Rubric Score		4	3	2	1 or less
All students	266	15 5.64%	47 17.67%	88 33.08%	116 43.61%
200-LEVEL	139	10 7.19%	20 14.39%	44 31.65%	65 46.76%
300-LEVEL	59	2 3.39%	15 25.42%	18 30.51%	24 40.68%
400-LEVEL	68	3 4.41%	12 17.65%	26 38.24%	27 39.71%
300- & 400-	127	5 3.94%	27 21.26%	44 34.65%	51 40.16%

3. **Describe how this major builds on the knowledge and skills learned by students in the College's general education requirements?**

The major builds on the knowledge and skills learned by students in CUNY's Pathways general education courses (see Appendix V) in several ways. Required courses in Pathways focus on developing critical thinking, scientific inquiry, quantitative reasoning and communication skills. These skills are built upon further in the Pathways flexible core as students learn about the role of the individual in various societies. The Psychology Department currently contributes one course to the College's general education requirements: our introductory survey course (PSY

101: Introduction to Psychology) counts toward the Individual and Society area of the flexible core.

Further, the five broad goals of the psychology major (knowledge base in psychology; scientific inquiry and critical thinking; ethical and social responsibility in a diverse world; communication; and professional development) are consistent with the skills outlined in Pathways. Many of our courses target more than one of these goals (see for example the Curriculum map in our Assessment Plan - Appendix VI) and so these skills are developed within the context of learning about why and how people behave, think and feel as they do. Quantitative literacy skills obtained in Math classes within the required core of Pathways are built upon in the mandatory Statistics course (STA 250) for our majors. Importantly, students learn how to *apply their math skills* in this course as well as in others, including PSY 311: Research Methods in Psychology, where they learn how to analyze and present data to test hypotheses. All of our courses require that students develop their communication skills. Many of our writing assignments require students to think critically in their application of psychological theories to real life situations, or in their analysis of a person's behavior in a book or movie (e.g., PSY 242) or to design a study (PSY 311). Our core courses also require that students learn how to write within the style of the discipline. Students write research reports and literature reviews using APA style.

Many of our courses broaden our students' understanding of human behavior by considering the importance of context (e.g., Developmental Psychology) and addressing issues of diversity. For example, the major includes core and general electives such as "Multicultural Psychology," "Psychology of Gender," and "Culture, Psychopathology, and Healing." Many other courses (e.g., Social Psychology) consider race and ethnicity, and related topics like prejudice, stigma, and intergroup processes. Finally, because of psychology's inherent interconnectedness with other disciplines (e.g., Psychology courses that cover physiological aspects of psychology, such as Brain and Behavior and Perception, are deeply interconnected with the discipline of biology), involvement in the major helps build students' appreciation for, and understanding of, the major mission of Pathways which is to provide students with "well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which students live today, and the ability to help society create a fresh and enlightened future. The framework allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and symbol systems effectively. It also develops students' intellectual curiosity and commitment to lifelong learning."

4. **Discuss specific changes have been made as the result of assessment findings, as well as specific changes that are currently in process.**

Over the past five years we have undertaken two major initiatives as a result of our assessment results – improving student writing in the major and addressing diversity outcomes.
As noted above, we identified student writing and information literacy as an area that needed improvement. We addressed this in a two-pronged approach. We are extremely lucky to have a researcher in pedagogy in our department who published a book on evidence-based teaching practices. In the spring of 2019, Dr. Jill Grose-Fifer offered a well -received professional development workshop which resulted in some faculty making changes to their teaching

approach. Conversations on information literacy have continued in the department in faculty meetings and faculty have referred students to the writing and information program in the writing center that was previously described.

In Spring 2020, we created a handbook, faculty development videos and a bank of resources including student training videos to improve writing and critical thinking (CT) in psychology majors at John Jay. We piloted the project in summer (PSY 221) and Fall 2021 (PSY 200); the adjunct faculty who participated reported that they found the training and resources helpful. We also documented increased learning gains in relation to LO 4.1 in last year's assessment report. Among the 200-level students who received the intervention, significantly more met or exceeded expectations in their final papers than those who did not receive the intervention. We published the results of the summer intervention in *College Teaching.*

Our 2020-21 Undergraduate Assessment Report demonstrated that diversity outcomes are not well addressed in the required courses of the Undergraduate Forensic Psychology Curriculum. Increasingly, students at all levels of our Psychology Programs (PhD, MA, and BA) have brought DEI issues to the attention of faculty in the Psychology Department. Relatedly, a syllabus review in Spring 2021 of required UG courses in the major showed that only 6.9% contained a DEI statement. In 2020-21 the Psychology Dept Diversity Committee asked a working group (Allwood, Grose-Fifer, LaDuke) to create guidelines for DEI statements on syllabi as a way to signal faculty's intention to create equitable and inclusive classroom spaces.

In Fall 2021, the Curriculum Committee undertook another review of syllabi and found that the number of syllabi with DEI statements was still low. In March 2022, this working group produced a document that was shared with the department entitled *Diversity Equity and Inclusion Syllabus Statements Guidelines, Recommendations, and Examples*. In the spring we had a series of joint presentation from the Diversity and Curriculum committee about integrating DEI into our curriculum followed by a discussion about DEI statements in our syllabi. These presentations and workshops were well received by faculty. As described below this work will continue into Fall 2022.

5. **Discuss additional information or new assessment tools that should be considered and/or included in program's next assessment plan.**

In enacting our assessment plan for the next five years (see Appendix V), one of the areas that we will be assessing is teamwork. This is an important outcome for both the APA learning objective, but also because it is one of the key skills employers are looking for from employees in 2022 (NACE, 2022). Given the importance of this skill, we will need to develop a way to measure it accurately. Simply noting whether group work is present or absent will not be sufficient. As such we will need to research how best to assess this skill in our curriculum.

Secondly, increasing numbers of our classes are being offered online both synchronously and asynchronously to meet the needs of our students. Our assessments are largely premised on in-person instruction, and we have not assessed how this translates to the online environment. Further, there are different pedagogical skills that are required to teach on-line as opposed to in-person, yet we have not compared how our students fare in online classes as opposed to those

conducted in person. Going forward we will work with JJay Online to further refine our assessment methodology for use with on-line education.

C. Program Trends

1. Discuss the emerging changes in the discipline. What is being done and can be done moving forward and seize emerging/future opportunities.

As a relatively new science, psychology continues to constantly evolve and as such it is important for the department to stay abreast of current trends within the discipline. While not a new trend, the world and the field of psychology and law specifically has seen increased emphasis on areas of diversity and how issues of systemic racism and oppression have influenced the criminal justice system. Many of our faculty are on the forefront of research and practice related to issues of diversity, and we plan to continue to leverage their expertise to integrate these opportunities for change into our curriculum and departmental culture.

There is also a nation-wide shortage of mental health providers, specifically those that represent historically marginalized groups. As the majority of the students in our department identify as being part of a minoritized group, we have the opportunity to help them meet this need by integrating more undergraduate students in our labs, providing career and graduate school application counseling, and providing professional development opportunities to help our students succeed and meet the growing need for professionals in our field.

2. If relevant to the program, how do leaders within industry, business, government, or non-profit organizations become involved in offering advice and perspectives on the program and curriculum.

One of the great advantages of being situated in New York City is that we have the opportunity to integrate adjunct professors from a wide variety of disciplines into our curriculum. Many of our adjunct professors are industry leaders, clinicians, government and non-profit employees and they bring their expertise into the classroom.

D. Enrollment, Retention and Graduation.

1. Describe and analyze the five-year enrollment, retention, and graduation patterns in the major.

As can be seen from Table 5 below, our enrollment has been very consistent over the past five years; typically, between 16-17% of the total number of students enrolled in the College are forensic psychology majors. As such, forensic psychology is the second largest major in the College. The majority (80% to 85%) of forensic psychology majors are enrolled as full-time students. Over the past four years, of all the first-time, first-year students in the College, about 17% are psychology majors. Over the past three years, about 17% of degrees conferred at the College are to forensic psychology majors.

Table 5: Number of students enrolled in the Department by Year
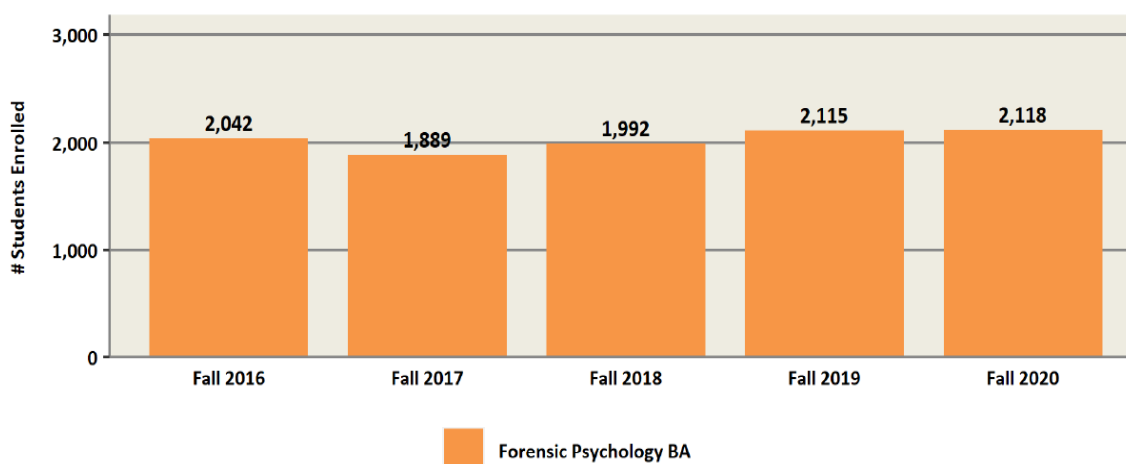
2. Examine and evaluate progress to degree metrics and comparison to peers

For students entering the College as forensic psychology majors between 2011 and 2015, on average, 48% (46 - 52%) graduated within six years (see Table 6). However, not all graduated as forensic psychology majors. Within these cohorts, of those who graduated as psychology majors, on average, 36% (range: 32 to 41%) graduated within six years. This is somewhat higher than the mean proportion of all students at the College (28% over the last five years) who graduated within six years in their major.

Table 6
Percentage of students in various cohorts who graduated in six years (OIR)

COHORT College-wide #	2011 244 (39%)	2012 349 (43%)	2013 334 (43%)	2014 325 (44%)	2015 263 (41%)
FP INITIAL	124 (51%)	160 (46%)	182 (54%)	138 (52%)	128 (49%)
FP MAJORS	79 (32%)	111 (32%)	137 (41%)	121 (37%)	91 (35%)

FP Initial = Students who initially enrolled as FP majors

3. What efforts have been made to improve progress to degree performance and completion rates

This has been an area we have discussed, and problem solved in Faulty meetings. We have been working to identify students who are struggling and provide them with extra guidance and support. We are working with the college on their initiatives to support high risk students by

providing timely feedback on their progress. Many of our faculty also took the EPOT training provided through the college to learn how to effectively teach on-line. One of the key strategies that was taught was how to identify and engage students who were not accessing and engaging in the on-line courses. Further, we have been working with the college to develop plans for students who have received INC in courses to resolve these in a timely manner.

4. **Do students from educationally underrepresented groups (racial/ethnic minority, low income, first generation in college) succeed in the program at rates comparable to other students? How are equity gaps addressed?**

Based upon available data in Table 7, in our Department, racial and ethnic minority students are graduating at rates that are proportional to their Freshman/transfer enrollment in the major – see Table 10. For example, in 2017-2018, 14% of first-time freshmen and 21-25% of transfer students identified as Black, and in 2020-2021, 21% of all psychology degrees were award to Black students. Similarly, in 2017-2018, 44% of first-time freshmen and 47-49% of transfer students identified as Hispanic, and in 2020-2021, 43% of all graduates identified as Hispanic. To ensure these trends continue we are monitoring outcomes and integrating the Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum.

Table 7: Degrees Awarded in the Psychology Department by Race/Ethnicity

Major	Race/Ethnicity	Percentages				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Forensic Psychology BA						
	American Indian or Native Alaskan	< 1	< 1	1	< 1	1
	Asian or Pacific Islander	9	9	10	10	11
	Black	20	23	20	22	21
	Hispanic	45	42	44	43	43
	White	26	26	24	25	25

E. **Trends in Graduate Outcomes**

1. **Describe trends in employment, post-graduate, and professional education of students who have graduated from your major using the OIR data on post-graduation employment and your program's data on alumni if kept.**

According to the OIR, one year post graduation 12.1% of our majors are enrolled in a graduate program compared to 8.1.% of the students in the college. No additional information is currently available, but we hope to gather this information in conjunction with OIR moving forward.

2. **What is the range of student career outcomes? Are these outcomes consistent with program goals?**

As seen in Figure 1 below, according to the U.S. Census Bureau, five years post-graduation students are choosing careers in a wide variety of industries with the top three being Healthcare and Social Assistance, Educational Services and Public Administration. These are in line with the goals of our program as these careers are in the human services and education fields and require critical thinking skills, which align with program goals.

Figure 1. Five Year Post Secondary Outcomes for Psychology Graduates (n=3410) from John Jay College
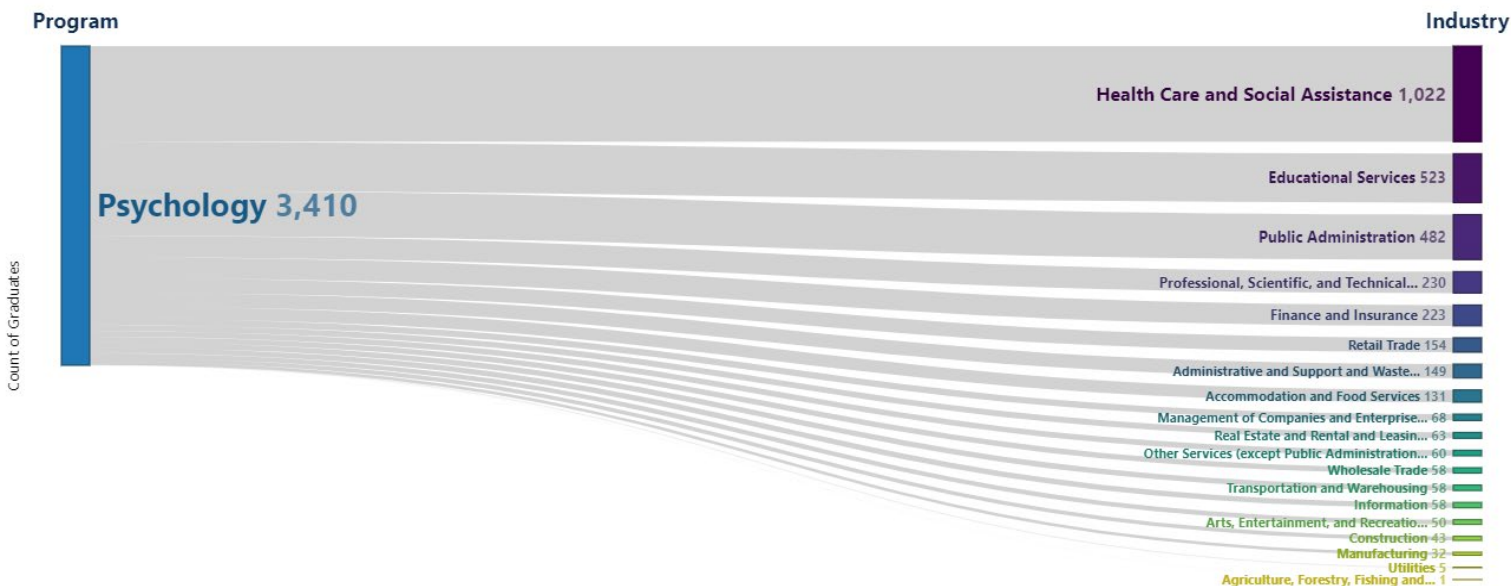
3. What career resources are available to students?

Each year the department conducts a *careers in psychology* presentation that highlights many of the key areas where students can seek employment. Resources on careers in psychology are also distributed during sophomore advising and available in hard copy in the department and on-line on the department webpage. In addition, the departmental advisor (currently the department chair) can also answer career-related questions through the psychology advising e-mail. Many faculty integrate discussions of careers in psychology into their classes. Most PSY 101 classes discuss the various types of careers that can be found within the profession. Finally, faculty are also available to meet with students who reach out to them and discuss various career options.

III. Addressing Ethical and Current Issues

A. How does the major address new and traditionally marginalized scholarship in the discipline?

This is an area of great importance to our department and one that we are working on addressing. Including scholarship from traditionally marginalized scholars within our courses was identified

as a key DEI initiative by the department. The diversity Committee compiled a list of scholarly sources by topic area produced by BIPOC scholars which is available on the Department Blackboard site and faculty are strongly encouraged to incorporate such readings into their courses. In addition, the Diversity Committee also assembled a list of readings on issues related to diversity within the profession which is also available on the Department Blackboard page. Faculty regularly attend talks, trainings and workshops presented by BIPOC scholars and integrate their scholarship into their teaching. As discussed below, as a department we are working on incorporating the Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum into the work we do in our department.

Many of our faculty are at the center of our discipline as contributors to cutting-edge research and teaching, recipients of federal and foundation grants, consultants and practitioners in the criminal justice and legal systems, and associate and consulting editors of major journals. Thus, the faculty of the Department can be depended upon to keep abreast of recent developments and new scholarship in the discipline. In turn, faculty members routinely introduce new scholarship, emerging areas of inquiry, and relevant new databases into not only their research, but also their teaching.

Further:
- In the basic survey courses, the Department requires latest-edition textbooks to be assigned, ensuring that new developments in course content are broached. Textbooks in most of the large content courses that have multiple-sections and large enrollments (e.g., Introductory, Abnormal, and Social Psychology) are now chosen by a committee of those teaching the course
- We have a curriculum committee charged with regular review of the curriculum and the need for new courses.
- The faculty meets to discuss new hiring opportunities and retirement replacements specifically in light of needs associated with developments in the discipline and areas that are underrepresented in the Department's scholarly and teaching landscape.

In addition to the three research experience courses that allow students to be exposed to the faculty's latest research, we have special topics capstone courses: Clinical Topics in Forensic Psychology and Seminar in Forensic Psychology. These courses ensure that students are exposed to current, topical issues in Forensic Psychology, in addition to taking advantage of the faculty's expertise.

B. How does the major prepare students with particular job skills or bodies of knowledge specified by the communities of practice related to the major?

As noted before, the psychology major was expressly designed to provide students with a broad and general training in the core of psychology, with a specialization in forensic psychology. The current major provides good preparation for graduate programs in any area of psychology. Success in psychology graduate programs, including those with forensic specializations, require undergraduate exposure to and some mastery of psychological research methods, a broad grounding in the core, foundational areas of the field, and familiarity with thinking critically

about human behavior. The courses and experiences required by the Forensic Psychology major ensure that foundations are in place. The critical and psychological thinking tools and content relevant to human behavior also provide a good background for law school and graduate programs in social work, counseling, education and human resources.

The Forensic Psychology major provides an excellent liberal arts education for students interested in working in areas that are relevant to the intersection between Psychology and the Law. As such, it provides a relevant and useful background for jobs in areas such as counseling (e.g., supervised work with troubled youth or at halfway houses), law enforcement, and entry-level management and administrative positions. Our learning objectives target skills related to critical thinking, communication, data analysis, information and technology literacy, and a fundamental understanding of human behavior in a wide variety of contexts, and these skills should be of value in virtually any career and/or educational setting. In particular, our learning outcomes emphasize the ability to problem solve, use analytical skills and work well with others from a diverse range of backgrounds, which are skills that the majority of employers look for in new employees (National Association of Colleges and Employers (NACE, 2022)[2]. This means that our majors are well prepared for a number of different careers. Recent OIR student satisfaction data (see Table 8) show that of the students surveyed, the majority agreed that the major prepares them well for both future professional work and for further study. Further, between 2016-2021, 12.1% of students in the major attended graduate school one year after graduation (compared to 8.1% in the College overall).

Table 8: Fall 2021 Student Satisfaction Data

	% Responding Strongly Agree or Agree	
	PSY	JJC
Provided me with preparation for my future professional work	90.2	86.2
Provided me with preparation for further study	85.7	85.0

C. How does the major incorporate the Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum

In April of 2021, the College Council at John Jay adopted the "Seven Principles for A Culturally Responsive, Inclusive and Anti-Racist Curriculum at John Jay College" which states that John Jay curriculum and teaching should reflect the following principles:

1. We center Critical Engagement by forming learning communities that engage in critical (self) reflection, alongside empirical analysis, about how Anti-Black racism, institutional racism, and all forms of racism inform the subject matter of our courses and the interactions of members of our learning communities.

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[2] National Association of Colleges and Employers (NACE). (2022). The Skills/Qualities Employers Want in New College Graduate Hires. Retrieved from doi: The Attributes Employers Want to See on College Students' Resumes (naceweb.org)

2. We grapple with evolving perspectives about Criminal Justice Education by interrogating the origins, facts, and effects of institutional racism and individual acts of discrimination in the criminal justice system.

3. We normalize discussions about Complex Social Challenges by anticipating and addressing the challenges of engaging with racism, institutional racism, and exploitation, as well as social justice and racial equity in a diverse classroom through dialogue and reflection.

4. We practice Embodied Learning by using trauma-informed pedagogy and strategies to incorporate the lived experiences of students and faculty, promote cultural competence, and increase social and emotional intelligence.

5. We use Diverse Content throughout the learning experience through incorporating course materials that are diverse by author identity, form, medium, and/or voice.

6. We design for Equitable Assessment by employing varied opportunities for students to demonstrate learning and self-assess their progress.

7. We promote Democratic Education which affirms that education is participatory and non-hierarchical, and that student learning is experiential, characterized by an on-going collaborative process of problem solving grounded in discussion, consultation, research, and debate as ways to engage in informed decision-making by people with diverse interests.

The psychology department embraced the adoption of these seven principles as they align with the overarching mission of our department as well as with the learning goals of the department/APA. However, we are aware that this is an on-going process, and we are committed to making the adoption and embodiment of these principles into our work a priority in the department. Faculty have been encouraged to engage in a course of self-study, and a list of suggested readings has been posted on the department Blackboard page, and faculty were meeting in small groups to discuss readings and how to apply them to our work. Faculty were strongly encouraged to participate in DEI trainings that were available through the college and through the profession. We had a DEI consultant who came and met with faculty in the spring of 2020. Faculty were encouraged to review their courses and readings and modify their approach based upon these seven principles. Further, a database of articles written by BIPOC psychologists by topic and additional articles related to race, culture, and ethnicity as they apply to the study of psychology is available on the Psychology Department Blackboard page. We have also directed faculty to benefit from the resources, lectures and podcasts on racial justice and the creation of a culturally responsive antiracist curriculum available through the Teaching and Learning Center. On a more tangible note, the Diversity Committee in conjunction with the Curriculum Committee conducted a series of on-going workshops (which will continue into 2022). In the Spring of 2021, Dr. Silvia Mazzula gave the workshop in our monthly faculty meeting entitled "Where is the DEI in our curriculum?" and in the spring of 2021 a working group created a document entitled *Diversity Equity and Inclusion Syllabus Statements: Guidelines, Recommendations, and Examples* that was shared in a faculty meeting. This will be followed up by a faculty meeting in the upcoming academic year where faculty workshop their diversity statements.

In addition, the department chair, Dr. Daryl Wout, also convened a department-level Anti-Racism Task Force, chaired by Dr. Veronica Johnson. The taskforce includes faculty and

students and has focused on addressing the climate and culture of the Psychology Department, with a specific emphasis on anti-racist work. In 2022, the taskforce completed a department climate survey. Respondents were representative of the racial/ethnic makeup of our undergraduate population and included over 300 students. The task force is currently working to develop recommendations based on the findings from that report

D. How does the major address ethical or moral issues and questions?

Fostering awareness and concern for ethical and moral issues, including professional ethics, is clearly an important learning objective of the major. Points of curricular contact with ethics, morality, and social and personal values-related issues are identified throughout sections of this self-study. Most courses in the major address both the ethics of the research and/or practice associated with the course content and connect the content to broader, societal, personal, and moral questions. All majors are directly exposed to questions and principles of research ethics in the required course, PSY 311: Research Methods in Psychology. Students taking the Supervised Research Experience courses and research-intensive courses must also directly address ethical questions in their research designs. Ethical principles in the practice of forensic and clinical areas of psychology are covered in PSY 378/379: Fieldwork in Forensic Psychology. Finally, all of the capstone courses in the major include some coverage and revisiting of ethics and values in psychological science and practice.

IV. Internal Coherence and Structure of the major

A. What courses within the major, if any, appear to be outdated, and in need of revision, elimination, or replacement?

In the last decade we have completely overhauled our major to be in line with the curriculum of other top psychology programs in the country, thus making sure that our undergraduates receive a solid foundation in psychology with a specialization in forensic psychology. As part of this process we revised, eliminated, or replaced any outdated courses.   In the Curriculum Committee we conduct a yearly review of the courses in our major and of how these align with what is taking place with psychology teaching nationally. For example, in 2021 we changed the name of PSY 242 (one of the required courses in our major) from Abnormal Psychology to "Psychological Disorders and Distress". Abnormal psychology implies pathology and a deviation from the norm. Such a characterization increases stigma toward those who are experiencing psychological disorders and distress and can in fact increase the severity and duration of their symptoms and prevent them from seeking treatment. In an effort to overcome this stigma, especially among students who will be practicing in the field, we changed the course title to better reflect a broader understanding of psychological disorders and distress without value labels. We believe that this is in line with the mission of the college and its focus on social justice and the way the field of psychology is moving in general.   While some colleges and universities have already made changes to the name of this course, others have not yet. Therefore, to avoid confusion, we refer to the old course name (formerly Abnormal Psychology) in the new course title so it will appear on transcripts and will not impact students should they transfer or apply to graduate school where this course is often a required prerequisite. We also wanted to highlight the importance of studying

psychological disorders and distress with a focus on culture and individual differences and as such we also updated the course description.

B. Does the sequence of courses in the major prepare students for success at each level?

The recommended sequencing of courses (see Appendix VII) for forensic psychology majors is designed such that students take foundational (200-level) courses first to develop skills and content knowledge that will be needed in later, more advanced (300 and ultimately 400 level) classes. Statistics (STA 250) is a pre-requisite for all Part 2 Core Electives to ensure that students have sufficient quantitative literacy skills to interpret graphs and statistical analyses that are typically found in the primary source articles that they are often required to read in these courses. This also reinforces the importance of completing statistics early in the major. Some 200-level required courses are prerequisite courses for 300-level courses that delve more deeply into specific areas or forensic applications of the foundational field in question. For example, Social Psychology (PSY 221) is a prerequisite for Group Dynamics (PSY 336). Similarly, Psychological Disorders and Distress (formerly Abnormal Psychology; PSY 242) is a foundational prerequisite for Psychology of Criminal Behavior (PSY 372), Psychology of Alcoholism and Drug Abuse (PSY 266), Correctional Psychology (PSY 373), Key Concepts in Psychotherapy (PSY 339), Introduction to Counseling Psychology (PSY 342), and Culture, Psychopathology and Healing (PSY 345). Finally, the major offers five (400-level) capstone courses that are *culminations* of a sequence of knowledge and skills gained in relevant prior courses. Capstone courses are only taken by junior or senior majors who have passed the PSY/LAW 370 (Psychology and Law), and the relevant required survey course for that capstone course (e.g., PSY 421: Forensic Social and Experimental Psychology will have PSY 221: Social Psychology as a prerequisite). Capstone courses occupy the last stage of a sequence of deeper and broader learning, and require students to examine psychological literature, research findings, and practical applications at a higher level and to "put it all together" using knowledge and experience acquired in coursework earlier in the sequence of learning (including conceptual content, information literacy, research skills, and communication skills). The goal of our course sequencing across the board is for it to be graded and sequential (see also a description of our research experiences below which we have designed to be graded and sequential).

C. Research and Internship: describe the opportunities for supervised internships and for student participation in faculty research.

There are various opportunities for supervised internships and for student participation in faculty research in the major. These include fieldwork internships, the research experience program, specialized research courses, working as research assistants in professors' laboratories, and getting involved in various research-based programs within the college as described below.

Internships: Currently, students may take up to six credits in PSY 378/379 (Fieldwork in Forensic Psychology), with three credits counting toward the major as an elective (Part 3) course. These courses are administered through the College's Center for Career and Professional Development, overseen by faculty in the psychology department. Students may work under supervision in various psychology settings, including metropolitan psychiatric units, community mental health programs, halfway houses, addiction counseling centers, and prisons. Some

faculty members in the Psychology Department have also offered internships for students to work in their labs on campus. On average during the assessment period there are approximately 20 students per semester that have taken these courses.

Specialized Research Experience Courses: Students who wish to participate in original research may take an independent study research experience course under the guidance of a full-time faculty member. Often, the project undertaken by the student has been derived from, or is connected to, the faculty member's research program. Courses are offered at the 300, and 400 levels and students need permission of the instructor to enroll. These courses give students an opportunity to develop a professional relationship with their mentors and to engage in detailed discussions about their career paths. Students also typically have extensive interactions with the graduate students working in the faculty members' labs, who can also advise students about what it is like to be a student at the masters or doctoral level. After having taken foundational courses, students can register for *Supervised Research Experience in Psychology* (PSY 385/387), a 3-credit course in which students engage in hands-on research with a faculty member. Students typically attend lab meetings and are trained to carry out various lab-related duties. They are often involved with data collection, entry, and analyses. Under the guidance of the faculty member, they produce a literature review or original research proposal. *Advanced Research Experience in Psychology* (PSY 485) is a 3-credit capstone course, designed as a follow-up to PSY 385/387 in which students carry out and then write and present a research report on the project that they proposed in the PSY 385/387 course (both of which can count toward the major). Thus, these two courses together provide a year-long research experience sequence for undergraduates, which is especially valuable for those students who are interested in applying to graduate psychology programs. Most students in PSY 485 present their work during the College's Research Week. Since the last self-study in 2017, 42 students have registered for these courses (approximately 8-10 per semester), although there was a significant drop off in registration since the pandemic as many faculty were not able to continue operating their research labs.

Research Experience Program. We consider exposure to research to be an essential part of a psychology major's education and believe that this should begin early in the curriculum. To this end, students in introductory-level psychology classes are invited to participate in ongoing faculty research studies in exchange for points toward their final grade in the course. Students who choose not to do this are given an alternative assignment in which they must read and write about classic research studies in psychology. Student participation in faculty research studies is administered using a web-based (SONA) software system, which makes it easy for students to find out about the studies and to sign up. All students are given an educational debrief in which the goals of the study are explained, and the hypotheses and the dependent and independent variables are identified. This gives the students the opportunity to see firsthand what research is about, while exposing them to different types of research designs and topics.

Other Types of Student Engagement in Faculty Research. Students also get involved in faculty research through various other routes. Students who are interested in getting involved in a particular area of research often contact a faculty member with a request to volunteer in their lab. This often occurs when they establish contact within a classroom setting. Faculty members are always willing to entertain such requests and to share any criteria they may have for

accepting research assistants. Faculty members also often approach students in their classes who they feel would be a good match for their research, to ask what their career plans are and whether they could consider volunteering in the lab. Often student volunteers later enroll in the specialized research experience courses (described above) with that faculty member.

In 2013, two members of the Department Diversity Committee received an APA Commission on Ethnic Minority Recruitment, Retention and Training Grant (CEMRRAT) to develop the Diverse Leadership in Education and Academic Pursuit (D-LEAP) Program within the Psychology Department at John Jay. D-LEAP's goal was to develop the graduate education capabilities of undergraduate students who are from traditionally underrepresented groups (e.g., Latino, African American/Black, American Indian/Native American, Pacific Islander; males from racial/ethnic minority backgrounds) within the academic and professional field of Psychology. D-LEAP mentees received mentorship from both faculty and advanced graduate students, got hands-on experience conducting research, and received guidance for transition to graduate education. Seven students have completed the D-LEAP program and almost all have completed Masters or doctoral degrees or are currently enrolled to do so. In 2020, D-LEAP received additional funding from John Jay's Presidential Fund. However, the program has been deeply affected by the pandemic and the extended absence of students from campus. D-LEAP mentors continue to maintain contact with student mentees, and it is anticipated that the program will resume by Spring 2023.

In addition, during the past 5 years, more than half of the faculty (24) have mentored approximately 49 students as part of the College's Ronald E. McNair Post-Baccalaureate Achievement Program. The purpose of the program is to encourage low-income first-generation students and those from underrepresented populations to pursue graduate study. The program provides academically enriching experiences and mentoring to prepare students for graduate school admission (with an emphasis on doctoral program applications). Students worked one-on-one with their faculty mentors to develop and execute independent research projects, usually over the period of 12-18 months. These students presented their research at national and international conferences, and most were successful in achieving their goal to pursue their studies at the graduate level.

Students also get involved in research through the College Honors Program. The Honors Program at John Jay College brings together academically talented students who have the potential to become tomorrow's leaders. Working closely with distinguished faculty and advisors in an on-going learning community, students explore the idea of the common good in a sequence of enriched, challenging, and interdisciplinary courses. The program emphasizes critical thinking, creativity, and ethical decision-making with attention to global concerns, community responsibility and civic engagement. Students participate in hands-on leadership experiences and research projects that address enduring questions of human existence, contemporary questions of social justice, and perspectives from the humanities, social sciences, and sciences. Students in the Honors Program rank in the top 10% of their class at the college, and admission to the program is competitive. Most students in the honors program are psychology majors. Over the past five years 15 faculty have mentored 30 students in the Honors Program, almost all of which have gone on to graduate school or professional degree programs.

To further encourage students to get involved with research, the college has opened the Office for Student Research and Creativity (OSRC). On a yearly basis the OSRC offers 10 annual scholarships to undergraduate students and six to graduate students affording them the opportunity to conduct research or engage in creative works with a John Jay College professor over the course of an academic year. Most students involved in the OSRC program are psychology majors. In the past 5 years 14 psychology faculty have supervised 34 psychology majors in the OSRC program.

The Department has also set aside some funds which can be used for undergraduate research. The Psychology Department's Undergraduate Textbook Fund is used to make awards to support student research. The monies for this fund come from royalties that are awarded to the Department based on the bookstore sales of various textbooks that we have customized for John Jay students by adding supplementary materials (this also reduces the cost of the textbook to the students). The College's Office of Undergraduate Research has also provided funding for research supplies, conference travel and summer fellowships.

D. How does the capstone or senior seminar culminate the learning experience for students in the major?

The major provides five 3-credit courses from which students must choose TWO to fulfill their required capstone experiences. The capstone requirement was an enhancement of the newly revised major. With the exception of the Advanced Research Experience course (PSY 485), the capstone courses are all designed as seminars with enrollment capped at 21 students. The capstone experience encompasses all facets of our learning objectives for the major. In these courses, students harness the skills and knowledge that they developed in their previous classes. Depending on the course, they may be assigned contemporary research articles, theoretical articles, integrative reviews of research on a topic, or position papers from the field (e.g., of the American Psychology-Law Society) regarding application, clinical practice, or current scientific knowledge. They are asked to relate this material to knowledge and perspectives they have already gained in their experience as a Forensic Psychology major. The capstone course typically culminates in a term paper, which may be a review of knowledge in an area, or a research proposal or report informed by a competent review of prior research and theory on the topic. Thus, in the capstone courses, students hone and demonstrate both their understanding of an area of psychological inquiry at a high level and their ability to use this knowledge to explain psychological phenomena. They practice and demonstrate their abilities to read and interpret research literature, they engage in critical thinking about research scholarship and its application to forensic and other real-world issues, they use their oral and written communication skills by presenting psychological findings, theories, and ideas (and their thoughts about these ideas), and articulate their appreciation and awareness of values, ethics, and cultural significance of these ideas. The up-close-and-personal nature of the capstone courses and their connections to professional pursuits in psychology also foster personal development and encourage career planning.

As described below, two of the capstone courses (Clinical Topics in Forensic Psychology, Seminar in Forensic Psychology) pursue an in-depth examination of a specific, usually timely, topic in forensic psychology that may focus on a particular faculty member's research or clinical

expertise. Some topics that have been covered in these capstone courses include interrogation, confessions and wrongful convictions, race and the criminal justice system, the treatment and rehabilitation of justice involved individuals and the psychology of extremist groups. Two others (Forensic Social and Experimental Psychology, Seminar in Advanced Analysis of Criminal Behavior) survey in-depth and at the "cutting edge" a range of topics that are central and of great contemporary interest to two subspecialties within forensic and legal psychology. The major also offers a research practicum course option (Advanced Research in Psychology PSY 485), in which students are involved in carrying out an original research project that was formalized in PSY 385 Supervised Research Experience.

PSY 421 Forensic Social and Experimental Psychology: This course critically examines selected areas in social and experimental forensic psychology. Students will gain an in-depth knowledge of topics focusing on individual behavior and perceptions (such as eyewitness, child witness, or expert witness testimony) and topics focusing on group behavior (such as jury selection and decision making.) Students will read original research articles and will explore current debates in the field relating to research questions, research methods and ethical issues in research.

PSY 425 Seminar in Forensic Psychology: This course will provide students with the opportunity to undertake an in-depth course of study in a topical area of social/experimental forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization. As a capstone experience, students will be expected to integrate the skills, concepts, methods, and theories learned over the course of their studies within the Psychology major, into a meaningful culminating experience

PSY 430 Clinical Topics in Forensic Psychology: This course will provide students with the opportunity to undertake an in-depth course of study in a topical area of clinical forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization but possible topics include: child emotional disorders: forensic implications; treatment and rehabilitation of the offender; evaluation and counseling of sexual offenders; addictions in the legal system; and psychopathy. As a capstone experience, students will be expected to integrate the skills, concepts, methods and theories learned over the course of their studies within the Psychology major, into a meaningful culminating experience.

PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System: Advanced analysis of criminal behavior and various problems confronting the criminal justice system from a psychological perspective. Topics include the psychological assessment of offenders and the psychosocial assessment of various components of the criminal justice system. Ethical issues in the assessment and rehabilitation of offenders, and in researching psycholegal issues will also be considered. Case studies and student presentations will be emphasized.

PSY 485 Advanced Undergraduate Research Experience in Psychology: This course is a capstone experience marking the end of a student's undergraduate studies. Students will have the opportunity to complete an original research project, in collaboration with a faculty mentor, on a topic in psychology. Students will produce and present a final research report at the conclusion of their project.

E. Tracks or Concentrations

    1. If the major has tracks or concentrations explain the rationale for having them.

The major does not have tracks or concentrations.

    2. Provide enrollment data for each track or concentration.

N/A

F. Compare the curriculum for this major with similar majors offered at other colleges both within and outside of CUNY. Are there ideas from other programs worthy of adoption?

To our knowledge, there are only a handful of other undergraduate, non-interdisciplinary majors in forensic psychology in the United States (i.e., where they are the sole major within a psychology department), making it difficult to make comparisons with other forensic psychology programs. However, we are confident that in adhering to the guidelines provided by the American Psychological Association (2013) that the major provides the essential exposure and training that defines an undergraduate psychology major. APA standards have been widely adopted by other colleges both within and outside CUNY, and therefore our curriculum is comparable to those at top Universities in the U.S. that also offer a psychology major. Furthermore, the current version of the major was based upon an extensive review of Psychology majors across the nation to ensure that our curriculum was comparable to the best programs.

As already mentioned, one of our goals from the last self-study was to discuss whether we would better serve our students by rebranding the major to Psychology with a forensic specialization rather than a Forensic Psychology major per se. As it exists at present, our major has a strong focus on gaining foundational knowledge in general psychology, along with opportunities to gain more specialized knowledge in topics related to forensic psychology. All majors are required to take Psychology and the Law (PSY 370), but the range of choice in the general electives and in the capstone courses makes it possible for a student to graduate having taken relatively few additional "forensic" courses. This was intentional on our part because we wanted to broaden our graduates' eligibility when applying to graduate programs and careers in various fields related to Psychology. The broader focus of the major mirrors the mission of the College (see Appendix III) which states that students at the College "*explore justice in its many dimensions*" [in order to be educated as] "*fierce advocates for justice*". This contrasts with the College's previous more narrow emphasis on criminal justice issues. However, this discussion was tabled following the onset of the pandemic. Therefore, we plan to resume this discussion in the coming years and thus have kept this issue as a potential "next step" for our department.

V. Faculty

A. Demographics

1. **How many faculty teach in the major and what are their ranks? Provide a table or pie chart.**

Presently, the Psychology Department has 41 full-time, tenure-line faculty members (including 3 faculty members who are currently on leave – two have obtained other positions and one is on travia leave prior to retirement) - see Table 9 below. However, the four distinguished professors do not teach courses in the major, although students may from time to time sign up with them for a research experience course. Furthermore, at least six more faculty members have reduced teaching loads because of their administrative and teaching responsibilities, either for the Department as a whole (Chair; Assessment Chair) or within the doctoral, masters and BA/MA programs housed at John Jay. Note, we have recently hired (starting fall 2022) three tenure track lecturers with doctoral degrees in Psychology.

Table 9
Ranks of faculty within the Psychology Department Fall 2022

Rank	Lecturer	Assistant Professor	Associate Professor	Professor	Presidential Scholar	Distinguished Professor
Number	3	5	12	16	1	4

2. **What is the percentage of full-time to part-time faculty coverage in the major?**

According to Faculty Workload Data for Fall 2021 and Spring 2022, 55% of the workload for Psychology Faculty was for teaching in the major. This is lower compared to the median for the college (62%). It should be noted that the Psychology Department was above the median for the percentage of faculty involved in administration, junior faculty contract releases, sponsored research and other non-teaching workload responsibilities (overall Psych Department 45% versus median for college – 38%). The reasons for our lower FT faculty to student ratio are discussed in previous sections and include faculty and junior faculty release time, administrative duties, the fact that our 4 distinguished faculty do not teach in the major, and several faculty on leaves of absence). It should be noted that on average between 7.5%-15% of our undergraduate classes are taught by graduate teaching fellows (GTFs) from one of the two doctoral programs housed at John Jay. If GTFs are combined with FT faculty then our faculty to student ratio exceeds the median of the college. We have tried to address the faculty to student ratio by using the larger class model – although this was hampered since the pandemic as many of the classes were on-line and they were capped at smaller numbers. As noted previously, three new full-time tenure track lecturers started in the fall of 2022 and they will be teaching large sections of core courses in the major. In addition, we will be hiring more faculty in the coming year so we anticipate that our FT faculty to student ratio will increase in coming years.

B. Teaching

1. Are there any areas of expertise that are not sufficiently represented among the faculty of the major?

Our psychology department has one of the largest and most comprehensive concentrations of psychologists specializing in forensic psychology/psychology and law of any faculty in any psychology department in North America. Most areas of expertise and inquiry in forensic psychology are broadly represented within our department. Four faculty members hold law degrees in addition to doctorates in psychology. Many students come to our department specifically to work with our faculty.

In terms of the larger discipline of psychology, most of the major foundational sub-disciplines of the field are represented in the ranks of full-time faculty, so with the exception of developmental psychology (see below), there is no course in the major that, theoretically, could not be covered by a tenure-line faculty member. Given their specialty's historical involvement with forensic and legal psychology topics and issues, slightly more than half of the full-time faculty members are clinical or counseling psychologists (n=22) while other faculty members are social, experimental, or cognitive psychologists. One faculty member who has expertise in cognitive neuroscience and consistently teaches the Brain and Behavior course (Fall semesters) and the Perception course (Spring semesters), although they are on sabbatical this academic year. The department had two developmental psychologists, one of whom is now serving as Dean and thus is no longer in the department (although multiple faculty have developmental research interests), and two cognitive psychologists. Given that both Cognitive and Developmental Psychology are required courses, and that we have a Forensic Mental Health Counseling MA program that requires additional full-time faculty coverage in developmental psychology, we will need to recruit additional developmental psychologists.

It should also be noted that at the time of our 2010 self-study, we had 45 tenure track faculty, and the major was approximately 200 students smaller than it is today. Additionally, we did not have the MA Forensic Mental Health Counseling Program, our MA Forensic Psychology program was also substantially smaller than it is today, and our two doctoral programs (Clinical and Psychology and Law) were combined into one. As such the number of students, programs and the ensuing administrative responsibility have grown, and the overall number of faculty has shrunk. At present we have 41 tenure track faculty (three of which are on leave of absence/travia leave). As noted above, four of our faculty are distinguished professors who do not teach in the undergraduate program and multiple faculty have reduced teaching responsibilities due to administrative tasks (i.e. Department Chair, Director of Ph.D. Program, Director of FMHC Program), research releases for grants or course releases that they had accumulated prior to the latest contract negotiation.

Many of the faculty who have left the department either through retirement or by pursuing other opportunities were members of the Psychology and Law doctoral faculty. As such we are mounting job searches to hire individuals with specializations in Psychology and Law.

2. **Are student assignments planned and reviewed systematically to support the alignment of curriculum and learning outcomes?**

Teaching assignments are made by the Chair of the Psychology Department. Most assignments are relatively consistent from semester to semester so that faculty can teach in their areas of expertise. We have worked to have coverage of large sections of core courses by tenure track faculty congruent with their area of expertise (social, cognitive, psychological disorders/distress). If faculty are needed to teach particular sections of a course, the Chair reaches out to appropriate faculty individually or announcements are made to the faculty at large.

3. **How does the major assure that all classes have a quality syllabus which includes the areas specified in the College's *Guidelines for Model Syllabus?***

New faculty members and adjuncts are given information about syllabi for the courses that they are teaching including the link to the model syllabus. All faculty members are required to submit their syllabi each semester to the Departmental administrator. Syllabi are reviewed during the faculty observation process each semester using the checklist for the College model syllabus. In addition, select course syllabi and/or components of syllabi are reviewed on a yearly basis according to the department assessment plan.

C. **Recruiting, Admissions, and Enrollment**

1. **What is the optimal size of your major at John Jay?**

The optimal size of the department is a challenging question. At present our department is the second largest in the college with approximately 2045 undergraduate majors, 268 students in the Forensic Mental Health Counseling Program, 221 in the Forensic Psychology MA Program, 61 students in the BA/MA program, 30 in the Clinical Psychology Doctoral Program and 20 in the Psychology and Law Doctoral Program. Given our current resources [faculty, space (classroom, office and lab) advisement, and administrative support] this number of students exceeds our current capacities. We have previously discussed admissions criteria to the major which would help to decrease its size, but this discussion was tabled due to the COVID pandemic. However, if we hope to maintain our reputation as both a preeminent department in forensic psychology, as well as a place where students from traditionally underrepresented groups can come to prepare themselves for careers in the field of psychology and be *fierce advocates for justice,* we either need to significantly decrease the number of students and programs offered by the department or increase our resources as noted in the recommendations.

2. **What effort has the department/program made to enhance student diversity (traditionally underrepresented groups in the field? Have those diversity efforts been successful.**

Increasing representation in the profession and supporting students from traditionally marginalized groups is a priority for our department. As seen in Table 10 below, new bachelor

students are diverse, with on average approximately 70% coming from minoritized racial/ethnic and cultural groups.

Table 10: Percentage of First-time enrollments in the Psychology Department by race/ethnicity

New Student Description	Semester	Race/Ethnicity	Percentages				
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
First-time Freshmen							
	Fall	American Indian or Native Alaskan		< 1			< 1
	Fall	Asian or Pacific Islander	10	9	10	9	10
	Fall	Black	14	12	18	18	28
	Fall	Hispanic	44	47	47	41	34
	Fall	White	31	31	24	31	28
Fall New Transfers							
	Fall	American Indian or Native Alaskan		1	< 1	< 1	
	Fall	Asian or Pacific Islander	10	5	11	7	7
	Fall	Black	25	22	25	28	26
	Fall	Hispanic	47	53	45	47	40
	Fall	White	19	19	18	18	27
Spring New Transfers							
	Spring	American Indian or Native Alaskan	2				
	Spring	Asian or Pacific Islander	11	10	6	9	16
	Spring	Black	21	17	23	27	29
	Spring	Hispanic	49	47	41	41	29
	Spring	White	17	26	30	23	26

And the distribution of graduates from our major by race/ethnicity remains consistent with enrollment trends as shown in Table 11 below

Table 11: Percentage of Psychology Graduates by race/ethnicity

Major	Race/Ethnicity	Percentages				
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Forensic Psychology BA						
	American Indian or Native Alaskan	< 1	< 1	< 1	1	< 1
	Asian or Pacific Islander	10	9	9	10	10
	Black	18	20	23	20	22
	Hispanic	42	45	42	44	43
	White	29	26	26	24	25

One of the goals of our department is to increase representation of individuals belonging to traditionally marginalized groups in the psychology profession broadly defined, which requires further study at the MA and/or PhD level (depending upon the terminal degree sought). We have instituted and have participated in multiple initiatives to help low income, first generation and/or students from minoritized groups. As noted, more than half of our mentors have participated in the McNair program in the past 5 years supervising 49 students, the majority continuing on to graduate school. In addition, several of our faculty developed and received funding for the D-LEAP program whose goal is develop the graduate education capabilities of undergraduate students who are from traditionally underrepresented groups (e.g., Latino, African American/Black, American Indian/Native American, Pacific Islander; males from racial/ethnic minority backgrounds) within the academic and professional field of Psychology. While we believe that these initiatives have been successful, they have only targeted small numbers of our graduates. We also work to recruit students from our BA program to our MA and FMHC programs. One of our goals for the next five years is to increase advisement and research opportunities for traditionally underrepresented students to engage in research and prepare them for graduate study.

D. Advisement

1. What is done to advise students about the course requirements of the major?

Course requirements for the major (as well as a 4-year advisement plan) can be found easily on the College website: http://www.jjay.cuny.edu/forensic-psychology-ba Hard copies of this information, as well as several other handouts that are also on the website (e.g., information sheets about the major and the Department's advising program, a list of FAQs about the major) may also be obtained at the Psychology Department main office in the New Building and at the College's Academic Advisement Center. The PSY 101 and PSY 221 textbooks also come packaged with a departmental supplement that includes the list of required courses. The department has a dedicated e-mail (psychologyadvising@jjay.cuny.edu) that is overseen by the Deputy Chair of Advising (currently the Department Chair) who addresses student questions and meets with students who have specific questions about courses that cannot be fielded by the general office of the psychology department. Upper sophomores (those with between 45-59 credits) have a hold placed on their registration and are strongly encouraged to participate in

curricular advisement sessions. Prior to the pandemic, this was done in small groups led by 2-3 faculty members each semester primarily during community hour. Since the pandemic, we were able to pivot to the online format and one of our new faculty members has streamlined the process making it more accessible to all students. As such we used the switch to on-line as an opportunity to build a more streamlined and accessible process for students. One of the previous complaints from students was that those who were on-line or those that had night schedules had a very hard time coming to campus for the sessions. Therefore, we developed a Blackboard page for students so that they could use a platform that is already familiar to them, and we built a multiple step advising process that allows students to engage with material at their own pace while still receiving the individual advising that they critically need. Students start by reviewing written materials, describing the psychology major, the requirements, providing information about minors, and helping them begin to think about grad school. They then progress to the second step, watching a video walking them through their major requirements and explaining how to go about building a plan of study. Next, they complete a Qualtrics form detailing what courses they have already taken towards the major and planning out which classes they will take to fill each requirement, and then tentatively planning the semester in which they will take them. Finally, students sign up for an advising session on Zoom; the sessions start as a small-group meeting for students to get general questions answered, and then each student meets with an advisor one-on-one. The advisor has already reviewed the student's submitted plan of study and comes prepared with suggestions and feedback. Students commonly also use this time to ask questions about the major, careers, or how to access other resources they need at John Jay. The advising system is designed so that students cannot get access to a given step until they have completed the prior step.

2. **What percentage of sophomores between 30-50 credits in your program have you advised on a per semester basis?**

We have been conducting advisement with upper Sophomores who have 45-59 credits each semester. This is an excellent time point for advising because upper sophomores have completed many of their general education electives and are ready to take more classes in the major. We are then able to advise them about course sequencing, graduate school and careers (as described above), and which courses in the major might best serve their different career and educational goals. In the spring of 2022, 245 students out of 391 eligible for advising accessed the Blackboard page (63%) and began the advising process; and 84 students attended an individual advising session (this was not a requirement).

3. **What is done to advise students about careers for which this major serves as a preparation? How does the Department work with communities of practice to make the major relevant to the work world?**

Students are first advised about careers in psychology in PSY 101 classes. Instructors provide an overview of the many kinds of jobs that psychologists do and the settings in which they work (this information is also available in the PSY 101 textbook supplement described above). Reference to careers is made throughout this course, as well as in more advanced courses. The department has also created a number of flyers that include information about the kinds of careers for which the major may help to prepare them. In addition, there is a bulletin board

mounted outside the Psychology department where other information is posted. This includes flyers received by the Department from employers, training centers, graduate programs, internship sites, career counseling services, among others. The department participates in career information days and fairs hosted by the university. There is also a local chapter of *Psi Chi* (the psychology student honor society), which has a faculty advisor. The department and *Psi Chi* sponsor annual panel discussions focused on careers in psychology and on getting into graduate and professional schools. We also now have a Professional Development Committee which as part of their mandate will provide on-going professional development (including career information) presentations and resources for all psychology majors. Information on careers is also now integrated into our on-line academic advising for upper sophomores.

4. **What is done to advise students about graduate and professional school admissions?**

In addition to the resources just noted, an information sheet prepared by department faculty is posted and available on our department webpage and in the main office that offers details and guide-lines about "How to Plan Ahead for Graduate School in Psychology "http://johnjay.jjay.cuny.edu/files/departments/psychology/Plan_GraduateSchool_Psych.pdf. The sophomore advising sessions also provide information about applying to graduate school. In addition, prior to the pandemic, the Department hosts a graduate school and social work panel once per academic year where representatives of MA, doctoral and social work programs in the New York City area are invited to come in and present to interested students. This is something that we plan to reinstitute in the coming year. We also have scheduled an "applying for graduate programs" talk at least once yearly which will now be overseen by the professional development committee. Finally, (and we believe most importantly) the scaffolded Research Experience courses (at the 200, 300 and 400 levels) in the revised major also bring many undergraduates into faculty research laboratories and programs. As a result, students will have more opportunities to discuss career plans with faculty and graduate students. There are also specific programs in the college such as the McNair Program, the Honors Program and Office of Student Research and Creativity (OSRC) which provide undergraduate students the ability to engage in mentored research. While the aforementioned programs are available to all students in the college, the majority of both students and faculty mentors in these programs come from psychology.

5. **What strategies are employed to create a sense of community among majors (i.e. student clubs, external speakers, meetings, lounge, etc.).**

The department participates at all university advisement days and career fairs. In addition, we have a listserv that includes all psychology majors that is used to share information and opportunities and to communicate with our majors. One of the primary goals of the newly formed Professional Development Committee will be to foster a sense of community for majors within the department. Given that many of our students are non-traditional students, the committee has already discussed the importance of various modalities of outreach to the in-person talks we have previously held. As everyone is now much more comfortable with on-line communications, we plan to leverage this strength as we move forward. Eligible students are also encouraged to join the psychology student club (*Psi Chi*). However, because it is an honorary society with admission criteria, it is not as inclusive as it could be. It does hold several

activities that are open to all majors, including some external speakers and the career panel discussions. Undergraduate majors are typically invited to talks by external speakers sponsored by other units of the Department. The scaffolded Research Experience courses (at the 200, 300 and 400 levels) will bring many more undergraduates into faculty research laboratories and programs. As a result, more majors spend more time in the Department, meeting others and developing an identity and sense of ownership within the Department and the major program.

E. Scholarship

1. **Summarize scholarly achievements by all faculty teaching in the major in the last five years, including publications, grants, and other contributions.**

Over the past five years, according to the Office for the Advancement of Research (OAR), faculty in the Psychology Department have received over 14.5 million dollars in funding from external agencies. More than half of full-time faculty members are or have been funded by external grants from such agencies as the National Science Foundation, National Institute of Mental Health, National Institute of Justice, National Institute on Aging, National Institute on Disability, Independent Living and Rehabilitation Research, Department of Education, National Institute of Child of Child Health and Human Development, Robert Wood Johnson Foundation, Donaghue Foundation, and the Laura and John Arnold Foundation (OAR). The majority of faculty members have had internal research grants from CUNY. Between 2017 and 2021 (Office for Advancement of Research), faculty members collectively have contributed to a total of 1680 scholarly works with an average of 302 per year over the past two years. This is almost double the number of publications of any other department in the college. This total includes 40 books, 118 book chapters, 702 refereed journal articles and 593 conference presentations. It should be noted that this total includes a drop in productivity in 2020 and 2021 when the college was on-line, labs were shut down and conferences were rescheduled or virtual. Additionally, faculty members serve or have served on the editorial boards of prestigious journals in psychology and psychology and law, including *Law and Human Behavior, Psychology, Public, Policy, and Law, SSRN Law and Psychology, Social Justice Research, Applied Cognitive Psychology, Journal of Applied Psychology, Child Maltreatment, Journal of Youth and Adolescence, Journal of Quantitative Criminology*, *Legal and Criminological Psychology*, *Sexual Abuse,* and *Journal of Personality and Social Psychology*. Several faculty members are Fellows of such prestigious organizations as APA and the Association for Psychological Science, the Society for Personality and Social Psychology, and the Association for the Treatment of Sexual Abusers. Some faculty testify in legal cases and one faculty's testimony has made case law on trauma bonding in New York State. Over the past five years, faculty within the Department have won numerous awards at the University and College-level (faculty have won the John Jay Distinguished Teaching Prize, the Outstanding Scholarly Mentor award, the Scholarly Excellence Award, and the team BRAVO! Employee Recognition Award). In 2022, Dr. Nadal was named one of the youngest distinguished professors at CUNY and the first Asian American and second person of color at John Jay College to hold the title. Dr. Kovera won the Distinguished Graduate Alumni Award from her Alma Mater, Dr. Kassin won the 2021 APS James McKeen Cattell Lifetime Achievement Award, the 2017 APA Award for Distinguished Contribution to Research in Public Policy and the 2017 EAPL Award for Distinguished Lifetime Contribution Dr. Widom was

awarded the ITSS 2019 Robert S. Laufer Ph. D. Memorial Award for Outstanding Scientific Achievement in the Field of PTSD.

2. How do the research strengths of the faculty support the curriculum?

The scholarly research of the faculty spans most of the major areas of inquiry in forensic and legal psychology, social justice and also includes basic psychological research not directly connected to forensic matters. In a significant number of forensic domains, our faculty researchers are at the leading edge of research, with programs of scholarship and publication that are visible and influential at the national and international levels. Empirical scholarship is the dominant form of research in the Department, data collection takes place in campus laboratories, in field studies in various forensic venues, and in web-based studies carried out over the internet. Much of the research both advances the knowledge and theoretical bases of psychology and has important practical application to the criminal justice and legal systems. Thus, faculty research informs the curriculum directly through their contribution to the science that students are studying, but also through the engagement of many students in their research endeavors. While our faculty developed pedagogical initiatives are too numerous to list, one example is Dr. Keith Markus, who is an expert in research methods and has reimagined several statistics classes using a flipped classroom model.

Ample evidence of the high quality and strong reputation of faculty research comes from a number of sources such as grants, publications and presentations. As described above, more than half of full-time faculty members are or have been funded by external grants from such agencies as the National Science Foundation, National Institute of Mental Health, National Institute of Justice, National Institute on Aging, National Institute on Disability, Independent Living and Rehabilitation Research, National Institute of Child of Child Health and Human Development, and the Robert Wood Johnson Foundation, Donaghue Foundation, and the Laura and John Arnold Foundation (OAR). In the last 5 years faculty in the psychology department have received over 14.5 million dollars in funding from external agencies. The majority of faculty members have had internal research grants from CUNY. Faculty members serve or have served on the editorial boards of the most prestigious journals in psychology and psychology-and-law. While the accomplishments are too numerous to list, below are a few highlights. Three faculty members are Past Presidents of the American Psychology-Law Society. Included in the faculty are several Fellows of such prestigious organizations as APA and the Association for Psychological Science, the Society for Personality and Social Psychology, and the Association for the Treatment of Sexual Abusers. One of our junior faculty was selected as an ELEVATE fellow (program for junior faculty at minority serving institutions) and APA PSI fellow (program for underrepresented faculty in psychology).   Finally, we note that, in the last 5 years, faculty members collectively have contributed to a total of 1680 scholarly works averaging about 302 scholarly works per year (2017-2021; Office for Advancement of Research).

The scholarly work of the psychology faculty is too vast in scope and productivity to describe or even summarize here in its entirety, but we can provide a broad overview of the types of scholarship that are taking place. A great deal of research is taking place in areas of inquiry that might be categorized as forensic social and experimental psychology, or as what APA has designated as legal psychology. John Jay College probably has the largest concentration of

major investigators in this research realm in North America, and possibly internationally. There are several lines of programmatic research on jury decision-making and factors relevant to appraisal of evidence by jurors, eyewitness testimony, influences on memory reports, and the factors that affect the relation between eyewitness accuracy and eyewitness confidence. Confession evidence is being studied here, led by one of our distinguished professors, who is perhaps the leading researcher in this area. Faculty also study interrogation practices such as those used to elicit confessions, deception detection, and use of appropriate Miranda warnings. There is also work on interviewing strategies to elicit reports from young and vulnerable witnesses. Important research is also taking place about the psychological analysis and profiling of crime and criminals as an aid to investigation and analysis of serial homicide, sex crimes, and stalking. Research is also being carried out on microaggressions, coercive control, the cycle of abuse, racial trauma, sexual violence prevention, substance abuse, juvenile justice, assessing and treating mental health stigma, neuropsychological correlates of offending behavior, mindfulness-based interventions, the psychology of extremist groups, substance use disorders, youth violence, and numerous other topics of forensic interest. The psychology and perception of procedural and distributive justice are also topics of empirical study in the Department.

In the realm of development, faculty researchers are investigating children's memory reports and children's pro-social and anti-social lying. Another research program is looking at adolescent brain development and its association with risk taking through the use of event-related potentials extracted from EEG recordings. We can also note the ongoing longitudinal research led by one of our distinguished professors on the consequences of early childhood abuse and neglect, namely the "cycle of violence" across generations. This rich array of research supports the curriculum by enriching student understanding of basic and applied aspects of psychology through exposure to cutting-edge research across the curriculum.

VI. Resources

A. Describe College resources (personnel, library, equipment and supplies, facilities, etc) necessary to support the major.

The Psychology Department is housed on the tenth floor of the New Building (entire floor), with additional space (doctoral classroom; large research lab; FBI lab) on the ninth floor, space for a center on the sixth floor, and 11 faculty labs in the BMW building across the street. Every full-time faculty member has a private office in the Department (ninth or tenth floor), equipped with an office computer. In addition to these offices, there are 24 rooms (tenth floor) that serve as research labs dedicated to individual faculty members or groups/pairs of faculty (e.g.,; Kassin/Hartwig). Almost all of the labs and research rooms have one or more computers or computer data-collection stations. The "Event-Related Potential Lab" has EEG recording equipment; another lab has extensive video recording equipment. There is also a mock courtroom used for trial and jury simulation research within the Department. The FBI Archival Data Lab (housed on the 9th floor) stores FBI files and serves as a research station for studying criminal profiling.

In addition to offices, labs and research rooms, the physical space of the Department includes a conference room (which is heavily used by faculty for lab meetings), 5 bullpens for graduate

students and one for adjunct instructors. There is a main department reception area with a large work area for work-study students, offices for post-doctoral fellows, and an office for the Department administrative director (as well as offices for masters program and doctoral program staff).

Of the 103 classrooms in the College, most accommodate 40 students or less. The college has seven classrooms that seat between 48 and 75 students, but there are only two rooms with the capacity for 120 students and one for 250 students. Faculty members may request to teach their courses in a computer classroom – either for a semester or for individual class periods (for non-jumbo sections). Most of the classrooms have multimedia e-podiums with a classroom computer connected to an LCD projector and Wi-Fi is available in most classrooms. All faculty have an outlook email account with limited storage capacity.

As noted in the recommendations section, we currently have one HEO line (the HEO is currently on a one-year leave of absence and that position is being filled by our college assistant) and one college assistant line to support the undergraduate program. In addition, we have a part-time academic advisor in the academic advising department who oversees advisement for psychology transfer students.

The Sealy Library at John Jay together with the CUNY-wide library system provide access to the most important and extensive databases that are relevant to psychology and law, most importantly PsycINFO and Google Scholar. Electronic journal holdings are relatively extensive and highly adequate for teaching in the major as well as for scholarly activities of both students and faculty. Any materials that are not available from the CUNY library can be inter-library loaned.

There is a library liaison for psychology who advises faculty wanting help with designing information literacy projects within their classes and help with their research. The library also holds important workshops to introduce students to using the library, as well as more advanced workshops on APA style and how to go about doing a literature search. The library website also hosts helpful documentation about these processes. Faculty can also request for a librarian to conduct an informational session for their class, either in their own classroom or in the library classroom. These typically focus on how to use various databases such as PsycINFO. The college has some computer classrooms, which can be reserved and have been used by faculty when appropriate for the material that is being taught. Laptops are readily available in the College for students to borrow and during the pandemic all students who did not have computers were able to borrow laptops from the college.

B. Discuss resource needs over the next 5 years.

The current resources in the Department are adequate in many ways (sufficient faculty computer and printing access; sufficient travel funds) – but they are deficient in several ways that have been present historically and will continue to be problematic over the next 5 years: There are not enough full-time faculty who are available to teach in the major, there is not enough space, and we do not have enough administrative and advising support.

With regard to full-time faculty, one of the challenges that we face is ensuring that large numbers of undergraduates in the major are taught by full-time faculty – as already described, our major is one of the largest in the college with over 2000 students. Of our current 41 tenure track faculty, three are on leave, four are distinguished professors who do not teach in the major, and five others have significant administrative responsibilities which results in decreased instructional requirements. This does not take into account that on average 2-4 faculty are on sabbatical leave each year and that several faculty have banked release time accumulated from previous contract negotiations. As discussed in previous self-studies, there are several ways to increase the number of faculty teaching undergraduate students. The easiest way would be to have more large classrooms available to us. Of the 103 classrooms in the College, most accommodate 40 students or less. These classroom spaces are adequate for the many standard-sized class sections that are offered in the major. However, we are committed to offering several large sections every semester, especially in PSY 101 and classes at the 200 level, to maximize the number of students taught by full-time faculty. At present there are only seven classrooms that seat between 48 and 75 students, and only two rooms with the capacity for 120 students and one for 250 students which limits our ability to teach more large sections – although having increased numbers of large sections of major courses increases our FT faculty to student ratio.

Another means of addressing full-time faculty coverage is through additional hiring. While we have hired seven faculty members over the last five years, many have also left the department. We recently have hired three tenure track lecturers which will help the faculty to student ratio as they are each required to teach 4 courses per semester and several of them teach large sections of core courses. While we have three open searches currently, finding adequate office and lab space for new hires continues to be a challenge – particularly if we are able to hire beyond the three positions that are currently being advertised.

As already discussed, full-time academic and career advisement and administrative support for the department were identified as priorities by both the external reviewers and the department itself. The faculty are overburdened with administrative tasks and as such that takes them out of the classroom and leaves less time for mentoring and advising students. Further, we do not have adequate resources to provide students with the help and information they need for success.

It is very important for our students to have mentored research experience. This gives them the skills to be competitive candidates for graduate school. Given that the majority of our undergraduate students come from groups that have been historically underrepresented in psychology, supporting these students as they pursue advanced training in the profession falls within the mission of the department, college and profession. We have multiple faculty in our program who supervise undergraduate students in research through various mechanisms (McNair, OSRC, Honors Programs, PSY 385/387, PSY 485). However, these same faculty also supervise MA students who are required to complete MA theses to receive their degree and doctoral students. At present, mentoring course credit is capped at 3.0 credits which only enables for the mentoring of between 5-6 students/semester and this often limits the number of undergraduates that faculty are able to take into their labs. Lifting or at minimum increasing this limit would enable faculty to take more undergraduate students into their research labs.

Another challenge that has emerged since the pandemic is that faculty computers are operating at very slow speeds and some faculty have reported that their office computers are inoperable, and they are unable to do work when they come into their offices. While many faculty computers have been replaced over the past 5 years, this problem appears to persist. Similarly, faculty have reported that many of the classroom computers do not function in the way they are supposed to function, Wi-Fi service is poor, and there are frequently problems with AV equipment (i.e. with the computer itself, the projector, or access to the network/internet) that impact their ability to teach. Faculty report that requests are put in to remedy these issues but nothing changes and that the large lecture hall has had burned out lightbulbs for over one year. Faculty also do not have access to SPSS (statistical software for the social sciences) for use on their personal computers and while it is available on the CUNY VPN, it is too slow to be functional.

VII.   Summary, Recommendations, and Next Steps

A. Outline key findings from the self-study, including the primary program strengths and challenges, and priorities the program has identified for improvement.

Our Forensic Psychology major has many strengths. Our major attracts large numbers of diverse students to the college (about 16% of the total college enrollment and about the same number of seniors graduate from the major each). Our students receive a solid foundation in the general discipline of psychology that is aligned with the learning goals of the APA. Additionally, our students receive a unique education in topics at the intersection of psychology and the law with a focus on social justice. Forensic Psychology students at John Jay have opportunities to learn from some of the best and most accomplished scholars and researchers in the world. Despite multiple demands on our time (teaching and service in our Masters' and doctoral programs, high teaching load and other departmental, college and University-wide service demands), faculty members in the Psychology Department are extremely productive in their various research domains. Over the past five years, faculty members within the Psychology Department have been awarded over 14.5 million dollars in grant funding and have contributed 1680 scholarly works. Faculty members serve or have served on the editorial boards of prestigious journals in psychology and psychology and law, and several have received awards and recognition at the college, state, national and international level.

We have been very pleased with the changes that we made to the curriculum in 2015 and we feel that our students are getting a solid foundation in psychology with a specialization in forensic psychology. The 2021 OIR Student Evaluation of the Major indicates that overall students are pleased with their experience in the department and by and large report that the major taught them to write and speak effectively, think critically/analytically and to solve real world problems while preparing them for their future career and/or studies. They also reported that our faculty were effective teachers, knowledgeable and experienced.

We are particularly proud of our initiatives to develop ways to address student writing and information literacy in the major with our pilot study demonstrating that using a low-cost, flipped model of professional development could help to improve undergraduate writing and information literacy. Further, partnering with the writing center and their program for writing in the social sciences for a more in-depth focus on the quality of student writing has the potential to

have great impact. We plan to continue to build upon these initiatives in the upcoming years. We are particularly proud of our student research mentoring. In addition to the integration of graded and sequential integration of research experiences within the curriculum, more than half of our faculty provide one on one research mentorship to over 100 students in the major through independent/capstone courses, the Honors Program, the McNair Program and the OSRC. Many of these students have gone on to produce independent projects which give them the skills and experience they need for successful graduate school applications.

Many of the challenges that we face in the major remain the same as they did five years ago and stem from having a very high undergraduate to faculty ratio (for 2022-2023 we estimate that this was about 54:1 [not including faculty on sabbatical and distinguished professors]). Although we have streamlined our academic advising making it more accessible to students, only slightly more than half of our majors report having an advisor in the major and being satisfied with the academic advising that we offer. Furthermore, since the last self-assessment report we have seen a decrease in the percentage of students taught by full-time faculty. This may be due in part to several full-time faculty members having to use banked course releases before the Spring 2020 deadline and so fewer were available to teach in the major. Additionally, a number of faculty in the Department have retired, left or gone on extended leave since the previous self-study and so the total overall number of full-time faculty has decreased. We now have four distinguished professors who do not teach in the major and multiple faculty have significant administrative responsibilities which also takes them out of the classroom. Having a large number of class sections also makes it challenging to perform outcomes assessment in the major as it requires considerable coordination with many faculty members (some of whom are adjunct faculty and so are not so readily available for meetings). Therefore, one of our priorities going forward is to try and increase the number of faculty who are available to teach in the major by making more hires. We recently have hired three tenure track lecturers and we are discussing whether we should hire more. We would also very much like to have a full-time academic advisor in Psychology to increase the availability of advising to students in the major. Only 54.1% of our students indicated that they had an advisor in the major, and only 58.3% of the majors indicated that they felt that the quality of advising they received was good or excellent. It is our hope that having a dedicated full-time advisor in the department would largely ameliorate this problem.   Further, given that only about 12% of graduating students in the major go on to further education, we feel that it is particularly important that students have access to someone who can give career advice about how being a major in Forensic Psychology could prepare them for specific kinds of jobs. Our full-time faculty members know a lot about getting into graduate school and working in academia, but far less about other careers. Furthermore, related to the issue of improving faculty to student ratios in the major, we plan to resume discussions about the feasibility and potential consequences of reducing the total number of students in the major if we were to institute some admissions criteria.

As noted, the psychology department, like the rest of the world, was negatively impacted by the COVID-19 pandemic. While our faculty rose to the occasion as we pivoted on-line in the spring of 2020 with 32 faculty taking courses on how to teach more effectively on-line, many initiatives had to be put on hold as we navigated this new terrain. We were also able to reimagine our sophomore advising in the online format – making it more easily accessible to students. As we

are now returning to the classroom, we plan to spend the next year taking stock of where we are, what needs to be done and how we can serve our students and meet their needs most effectively.

B. Outline the program's plans for improvement over the next five-year period (curriculum, student learning and assessment thereof, facilities, faculty recruitment and development, diversity goals, etc.)

After presenting the key findings of this self-study to the faculty of the Psychology Department, we have decided upon the following priorities for improvement in the major the next five years:

1. We would like to increase advisement resources for the numerous students in our major. More specifically, in addition to the current part-time advisor for transfer students we would like to hire a full-time advisor, who would be embedded in the department and who would provide course and career advisement to the students.
2. We would like to use a tenure track lecturer line to hire a Director of Undergraduate Education. They would be responsible for the day-to-day operations of the undergraduate program and work under the supervision of the chair to hire and support adjunct faculty and schedule courses. This would enable the chair to oversee the operations of the entire department including issues related to tenure and promotion of faculty and delegate the day-to-day operations of the Department to the program director and administrative staff.
3. We plan to continue to improve our faculty to student ratio by making new hires in the Department. In addition to our current faculty searches we would like to continue to recruit new faculty into the Department in subsequent years (especially as people retire) so that more students can be taught by full-time faculty. We would like to prioritize hiring faculty with a specialization in developmental psychology and faculty who come from underrepresented groups. We are also discussing whether to continue hiring faculty on tenure track lecturer lines and hiring faculty for primarily administrative roles (e.g., program director).
4. We would like the College to increase administrative funding so that we may better serve the needs of our students and faculty. Ideally this would be the addition of a second HEO line to serve the needs of the department and maintain consistency over time. This would allow faculty to spend less of their limited time addressing administration, with the goal of freeing more of their time and energy for student mentoring and advisement.
5. We want to continue our work incorporating diversity into the curriculum and implementing the Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum. The Curriculum Committee will continue to work in conjunction with the Diversity Committee to provide faculty with learning opportunities in faculty meetings and by providing teaching and learning resources. The curriculum committee will continue to review syllabi, learning outcomes and course content and provide feedback related to these initiatives to faculty.
6. We plan to explore the creation of admissions criteria to the major to examine the feasibility and possible consequences of reducing the total number of students in the major – both in terms of student preparation and success and implications for the Department including how this would impact the number of students in the major taught by full-time faculty. We plan to consult heavily with faculty from the Forensic Science major at the College as they have already been through this process.

7. Related to the previous plan, we will explore whether it might be advantageous to our students to rebrand the major. Some faculty in our Department feel that it would be desirable to rebrand the major as a "Psychology major, with a forensic specialization or track", rather than as Forensic Psychology, per se. Given our much broader emphasis on general psychology, this is probably a more accurate description of our major, and it might be better for students who do not want to pursue a "forensically-related" career to graduate from a major that does not look so specialized (at least in its title). However, it is not clear at this point whether this would serve to increase or decrease the number (or quality) of students coming to John Jay with the goal of majoring in Psychology, nor is it clear whether such a change would be possible within the broader structure of CUNY more generally.

8. We want to involve more students in research as this will teach them critical thinking skills as well as provide them with skills needed to be competitive candidates for graduate school. While we believe that the best student research experience is to work in faculty labs, we are limited by space and faculty ability to supervise large numbers of students. Another option would be to do more hands-on research as part of class-based projects. We would like to discuss options for how to incorporate such opportunities into core classes such as PSY 311.

9. Related to faculty ability to supervise independent research, at present faculty course credit for supervising undergraduate, MA and PhD students is capped at 3.0 credits for research supervision and independent studies each semester (5 students per semester across all programs). Given that many faculty members supervise research in multiple programs (undergraduate, MA and Ph.D.) and approximately 30-50 MA students need thesis supervisors each year, this prevents faculty from supervising many students at the undergraduate level as MA students need to complete a thesis in order to graduate in the research track. Eliminating or at minimum increasing the cap on mentoring credits would allow faculty to supervise more students.

10. We want to create a more intellectually stimulating environment in the Department for both faculty and students. We have recently established a Professional Development Committee that will lay the groundwork for establishing a regular speaker series as well as other initiatives to provide students with information about careers, graduate school and getting involved in research. We plan to make this information easily available and accessible on our website and within the department. This is particularly salient for our transfer students and first-generation students and so we will work to develop initiatives to specifically target and engage these students.

11. We want to explore how/whether the Psychology Department can participate in the "Justice Academy" program which facilitates transfers from community colleges to John Jay. For departments that do participate, it enables community college students who take a specific set of courses at certain community colleges to automatically transfer into John Jay, with their community college credits automatically populating course requirements. Given the large number of transfer students within our department this could be very beneficial to our students.

Appendix I: APA Learning Goals for the Undergraduate Psychology Major

(APA 2013)

1) **Knowledge Base in Psychology**: Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

1.1: Describe key concepts, principles, and overarching themes in psychology
1.2: Develop a working knowledge of psychology's content domains
1.3: Describe/recognize applications of psychology

2) **Scientific Inquiry and Critical Thinking**: Students will demonstrate scientific reasoning and problem solving skills including effective research methods.

2.1: Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., Psycinfo).
2.2: Develop plausible behavioral explanations that rely on scientific reasoning and evidence rather than anecdotes or pseudoscience.
2.3: Read and summarize complex ideas accurately, including future directions, from psychological sources and research.
2.4: Describe problems operationally to study them empirically (e.g., identify research questions).
2.5: Evaluate the effectiveness of quantitative/qualitative research methods in addressing a research question.

3) **Ethical and Social Responsibility in a Diverse World**: Students will demonstrate ethcically and socially responsible behaviors for professional and personal settings in a landscape that involves increased diversity.

3.1: Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or non-human research participants
3.2: Evaluate critically or complete an HRPP application that adheres to ethical standards.
3.3: Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context.

4) **Communication: Students will demonstrate competence in writing and in oral and interpersonal communication skills**.

4.1: Construct arguments clearly and concisely using evidence-based psychological concepts and theories.
4.2: Use grammar appropriate to professional standards and conventions.
4.3: Use APA style effectively.
4.4: Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.

5) **Professional Development: Students will be able to apply psychology-specific content and skills to more general problem solving and exhibit career preparation.**

5.1: Evaluate the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction.
5.2: Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation and work habits.
5.3: Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions.

Appendix II: Forensic Psychology Major Requirements

Description. The Forensic Psychology major is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions. (These are the requirements for students entering John Jay September 2011 and after; students from earlier semesters have the option of meeting these requirements.)

Prerequisites. PSY 101 (does not count toward 40 credits required in the major); Math 108 or 141 (prerequisite for STA 250). *** It is recommended that students take STA 250 & PSY 311 by the end of their sophomore summer.**

(40 total credits)	Courses *(prerequisites)*
PART 1 *Required courses* (22 credits)	___PSY 200 Cognitive Psychology (ENG 101 & PSY 101) ___PSY 221 Social Psychology (ENG 101 & PSY 101) ___PSY 231 Developmental Psychology (ENG 101 & PSY 101) ___PSY 242 Abnormal Psychology (ENG 101 & PSY 101) ___*STA 250 Statistics (MAT 104; MAT 108 OR 141) ___*PSY 311 (4cr) Research Methods in Psychology (ENG 102/201; PSY 101, PSY 200; STA 250) ___PSY/LAW 370 Psychology & Law (ENG 102/201; PSY 101; and PSY 221 *OR* PSY 242 *OR* LAW 203)
PART 2 ***Core Electives in*** ***General Psychology*** **Choose 2 (6 CR)**	___PSY 320 Brain and Behavior (ENG 102/201, PSY 101, PSY 200 & STA 250; PSY 311 is recommended) ___PSY 324 Perception (ENG 102/201, PSY 101, PSY 200 & STA 250) ___PSY 327 Learning and Memory (ENG 102/201, PSY 101, PSY 200 & STA 250) ___PSY 329 History of Psychology (ENG 102/201, PSY 101 & STA 250 or permission of instructor) ___PSY 352 Multicultural Psychology (ENG 102/201, PSY 101 & STA 250) ___PSY 353 (formerly PSY 243) Theories of Personality (ENG 102/201, PSY 101, PSY 242 & STA 250)
PART 3 ***General Electives*** **Choose 2 (6 CR)**	___PSY 266 Psychology of Alcoholism & Drug Abuse (ENG 102/201, PSY 101) ___PSY 332 Psychology of Adolescence (ENG 102/201, PSY 101, PSY 231) ___PSY 333 Psychology of Gender (ENG 102/201; PSY 101 *or* permission of the instructor; *and* pre- or co-requisites PSY 311 *or* SSC 325) ___PSY 336 Group Dynamics (ENG 102/201, PSY 101, PSY 221) ___PSY 339 Key Concepts in Psychotherapy (ENG 102/201, PSY 101, PSY 242 and PSY 353), junior standing or instructor permission) ___PSY/CSL 342 Introduction to Counseling Psychology (ENG 102/201, PSY 101, PSY 242 and PSY 353) ___PSY/ANT 345 Culture, Psychopathology & Healing (ENG 102/201, PSY 101, PSY 242, junior standing) ___AFR/PSY 347 Psychology of Oppression (ENG 102/201; *and* [PSY 101 *or* AFR/PSY 129]; *and* [PSY 221 or 200-level AFR studies course]) ___PSY 355 Tests and Measurement (ENG 102/201, PSY 101, PSY 200, STA 250) ___PSY 372 Psychology of Criminal Behavior (ENG 102/201, PSY 101, PSY 242 or permission of instructor) ___PSY 373 Correctional Psychology (ENG 102/201, PSY 101, PSY 242) ___PSY 375 Family Conflict & Family Court (ENG 102/201, PSY 101, PSY 231) [___PSY 378 Fieldwork in Forensic Psychology (ENG 102/201, PSY 101, PSY 242, Forensic Psych major; IMPORTANT: students arrange fieldwork/internship and register with Center for Career & Professional Development) *OR* ___PSY 385 (or 387) Supervised Research Experience in Psychology (ENG 102/201, PSY 101, STA 250, PSY 311, junior standing, and instructor permission: students complete independent study form to register)
PART 4 ***Capstone Courses*** **Choose 2 (6 CR)**	___PSY 421 Forensic Social and Experimental Psychology (ENG 102/201, PSY 221, STA 250, PSY 311, PSY/LAW 370, and senior standing) ___PSY 425 Seminar in Forensic Psychology (ENG 102/201, STA 250, PSY 311, PSY/LAW 370, senior) ___PSY 430 Clinical Topics in Forensic Psychology (ENG 102/201, PSY 242, 311, PSY/LAW 370, senior) ___PSY 476 Seminar in Advanced Analysis of Criminal Behavior (ENG 102/201, PSY 242, PSY/LAW 370 or PSY 372, senior standing) ___PSY 485 Advanced Research Experience in Psych (ENG 102/201, PSY 385, instructor permission: students complete independent study form to register)

Appendix III: College Mission Statement

John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College's liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.

Our students are eager to engage in original research and experiential learning, excited to study in one of the world's most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.

Student Evaluation of Major, Fall 2021
Major: Forensic Psychology BA

	PSY	JJC
N Responses	214	1328
Administration of the Major	**% Responding Strongly Agree or Agree**	
	PSY	**JJC**
The major provides services/information that help students find employment related to the major	66.2	76.5
The major develops the skills and knowledge required for students to succeed in jobs/careers related to the major	87.3	87.0
The major provides services/information that help students pursue further study	77.5	79.1
	% Responding Excellent or Good	
	PSY	**JJC**
The goals, mission, or purpose of the major are clear	87.4	85.2
Frequency with which courses are offered in the major	74.8	68.0
Class size in the major	75.5	78.0
Variety of advanced courses offered in the major	72.8	68.6
	% Juniors/Seniors	
	PSY	**JJC**
I could not register for a course in major because it was filled/not offered at time I could take it	54.9	41.2
Faculty in the Major	**% Responding Excellent or Good**	
	PSY	**JJC**
Teaching ability of faculty in the major	86.0	80.3
Knowledge and experience of faculty in the major	89.0	86.5
Teaching methods of faculty in the major	80.1	75.5
Most faculty members in the major are effective teachers	90.4	85.3
Advising in the Major	**PSY**	**JJC**
Do you have an advisor in your major?	54.1	59.7
	% Responding Excellent or Good	
	PSY	**JJC**
Availability of advising in the major	54.5	61.8
Overall quality of advising you have received in your major	58.3	65.2
Overall Satisfaction	**% Responding Excellent or Good**	
	PSY	**JJC**
How would you rate your overall experience in your current major so far?	78.8	76.4

Student Learning and Development in the major	**% Responding Very Much or Some**	
	PSY	**JJC**
Taught you to write clearly and effectively	79.3	79.0
Helped you to speak clearly and effectively	71.9	74.7
Taught you to think critically and analytically	86.7	86.1
Helped you learn to solve complex real-world problems	78.5	77.8
	% Responding Strongly Agree or Agree	
	PSY	**JJC**
Provided me with preparation for my future professional work	90.2	86.2
Provided me with preparation for further study	85.7	85.0

Source: John Jay Fall 2021 Student Evaluation of the Major Survey

Appendix V: CUNY Pathways General Education Requirement Structure

**SOURCE: http://www.jjay.cuny.edu/new-general-education-requirements-structure**

I. The **Required Core** classes provide a foundation in vital critical thinking skills. They develop your ability to write clearly, problem-solve, analyze, interpret information, research, apply numerical data to a range of situations, and think creatively while using different methodologies. These courses prepare you for the challenges of higher level coursework.

II. **The Flexible Core** classes continue to develop your critical thinking and communication abilities as you learn about not only the amazing diversity within our own country but also study the interactions between the U.S. and other nations and cultures around the world. You'll look at a range of issues while exploring the role of individuals in society, the significance of creativity to human life, and how scientific methods, discoveries, principles, and tools impact us on numerous levels.

III. We are tremendously excited about the **John Jay College Option** courses because they have a strong and inspiring justice component, which is the heart of John Jay's mission! Along with the importance of educating for justice, our College Option classes also emphasize how to look at issues through a historical lens, and the vital importance of communication in an increasingly interconnected world.

The entire new General Education curriculum will make up 42 of your 120 total credits. The remaining 78 credits will consist of your major requirements and elective classes.
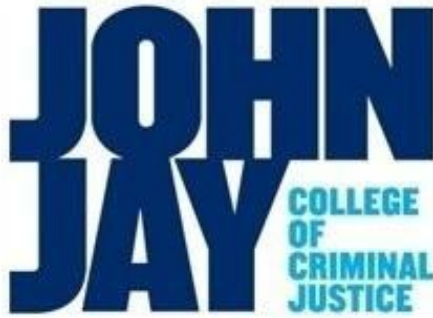
Psychology Department

Forensic Psychology Major

5 Year Assessment Plan

Department vote of approval: March 4, 2021

John Jay College of Criminal Justice
Department of Psychology

Forensic Psychology Major Assessment Plan

Outline of Document

Forensic Psychology Major

I.   *Mission Statement & Learning Goals*

The mission of the Forensic Psychology major is to enhance understanding of behavior, in terms of its biological, cognitive, social, emotional and contextual components and their interaction, and to develop an appreciation for its implications in forensic settings. Students will learn to employ scientific approaches to understand behavior.

The Psychology Department has developed a series of learning goals and objectives (adapted from those of the American Psychological Association (APA) *Guidelines for the Undergraduate Psychology Major: Version 2.0*) that reflect "optimal expectations for performance by undergraduates who are engaged in the study of psychology" (APA, 2013 p. 3). In their document, the APA identified 5 broad goals for undergraduate psychology majors, listed below. The framework we adopted includes those five goals:

Goal 1: Knowledge Base in Psychology

Goal 2: Scientific Inquiry and Critical Thinking

Goal 3: Ethical and Social Responsibility in a Diverse World

Goal 4: Communication

Goal 5: Professional Development

II.   *Assessment Philosophy*

Philosophy

The Psychology Department values a culture of assessment. The goal of outcomes assessment is to continuously evaluate, support and catalyze innovation and improvement in both the teaching and learning experiences in our major. Our assessment plan is designed to provide appropriate data to allow us to evaluate strengths and weaknesses in our major and the degree to which we are meeting our objectives. Toward this end, we will assess learning goals both directly and indirectly and each learning goal will be addressed in (at least) one of our core courses. Our specific learning objectives are informed, in part, by our prior years of assessment findings, as well as by student and faculty feedback. The department seeks to implement an assessment strategy that is formative and constructive for faculty and students.

Results from our assessments will be used to refine our major, our learning objectives (particularly for individual courses), our requirements at different points in the curriculum, our standards and professional development opportunities for faculty in support of student success in their majors and beyond.

American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major. Version 2.0* Washington, DC: Author. Retrieved from www.apa.org/ed/resources.html

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Forensic Psychology Major
5 Main Learning Goals/Objectives (adapted from APA)

</div>

Below are the five main Learning Goals of the Forensic Psychology Major. Below each goal is the list of specific learning objectives we will assess during this assessment cycle. These are adapted from the comprehensive APA list and represent a more limited focus on departmental priorities, reflecting our prior annual assessments, as well as student and faculty feedback. It also allows for greater depth in addressing each objective (versus superficial examination of the comprehensive list). .

#1. Learning Goal: Knowledge Base in Psychology: Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

Specific Learning Objectives
1.2: Develop a working knowledge of psychology's content domains.

#2. Learning Goal: Scientific Inquiry and Critical Thinking: Students will demonstrate scientific reasoning and problem solving skills, including effective research methods.

Specific Learning Objectives
2.1 & 2.2: Demonstrate psychology information literacy by using scientific reasoning (e.g., evaluating strengths and weaknesses of a research design, identifying and addressing plausible rival hypotheses).
2.5: Recognize and acknowledge the impact of racial, social, cultural, historic, economic, and other factors and their intersections in scientific inquiry.

#3. **Learning Goal: Ethical and Social Responsibility in a Diverse World:** Students will demonstrate ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

Specific Learning Objectives
3.3: Demonstrate knowledge and awareness of ethical and socially responsible behaviors that build community at local, national, and/or global levels.

#4. Learning Goal: Communication: Students will demonstrate competence in writing and in oral and interpersonal communication skills.

Specific Learning Objectives
4.1: Demonstrate effective writing for different purposes.
4.2: Exhibit effective presentation skills for different purposes.

#5. Learning Goal: Professional Development: Students will be able to apply psychology-specific content and skills to more general problem solving and exhibit career preparation.

Specific Learning Objectives
5.4: Enhance teamwork capacity.
5.5: Develop meaningful professional direction for life after graduation.

Curriculum Map - Learning Objectives Worksheet

Learning Objective	Psy 200	Psy 242	Psy 221	Psy 231	Psy 370	Psy 311	Capstone Courses[1]	Other: Advising/ Research Experience
1. Knowledge Base of Psychology								
• 1.2	✓	✓	✓	✓	✓	✓		
2. Scientific Inquiry and Critical Thinking								
• 2.1 & 2.2	✓	✓	✓	✓	✓	✓	✓	✓
• 2.5	✓	✓	✓	✓	✓	✓	✓	✓
3. Ethical and Social Responsibility in a Diverse World								
• 3.3	✓	✓	✓	✓	✓	✓	✓	✓
4. Communication								
• 4.1	✓	✓	✓	✓	✓	✓	✓	✓
• 4.2							✓	
5. Professional Development								
• 5.4	✓	✓	✓	✓	✓	✓	✓	✓
• 5.5					✓	✓	✓	✓

NB: While Psy 101 is a requirement of the major it will not be assessed. Sta 250 is not administered by Psychology so will also not be assessed.
[1] Capstone courses for the major are: PSY 421, 425, 430, 476 and 485.

<u>**Forensic Psychology Major – Assessment Schedule**</u>
Revised October 2020

The Forensic Psychology major will be assessed according a five-year cycle (as described below). Annual assessment reports will provide data to assist the Department in refining learning outcomes for the curriculum, for individual classes, and for our majors.

(1) 2020-2021 Academic Year
- *Fall 2020:* Department review and vote on 5-year assessment plan.
- *Spring 2021:*
  o Assess faculty focus on learning objective 2.5 via review of existing syllabi in required classes (bearing in mind possible spread of focus across various class materials).
  o Assess learning objective 4.1 through an assessment of writing in 200-level major courses.
- Write annual assessment brief on assessment outcomes and activities for the 2020-2021 academic year and present findings to the department for discussion. Generate ideas and materials to share with faculty in response to findings, especially in relation to goal 2.5.

(2) 2021-2022 Academic Year
- *Fall 2021:*
  o Share materials with faculty in response to findings, especially in relation to goal 2.5.
  o Broaden or continue testing the application of the writing program for students in the major as a way to apply findings from 4.1. (Goal of 30% faculty participation.)
- *Spring 2022:*
  o Assess objective 2.5 with students (to examine impact of sharing resources with faculty in response to prior assessment of syllabi; minimum goal of 90% with focus apparent)
  o Assess 2.1-2.2 (via qualtrics survey of students)
  o Meet with AP for Institutional Effectiveness and Director of Outcomes Assessment to discuss self-study process, discuss data to be provided to the program, and review past 5 years of outcomes assessment to begin to shape self-study narrative.
- Begin to discuss and plan self-study and external reviewer nominee list.
- Write annual assessment brief on assessment outcomes and activities for 2021-2022 academic year and present findings to the department for discussion.

(3) 2022-2023 Academic Year
- *By Fall 2022:* Department plans and holds meetings and/or retreats to discuss and plan the self-study and external reviewer nominee list.
- *Fall 2022:*
  o Examine institutional data on grades and student satisfaction, as well as indirect assessments of student satisfaction during the prior 5 years (2016-2021), since last self-study. Choose appropriate self-assessment questions for program self-study, which will be drafted this semester.
  o Sept 10th: List of 5 nominees for the external review team due to AP for Institutional Effectiveness.
  o October 15: First draft of self-study DUE
  o Oct/Nov: Draft is revised, submitted to subcommittee for program review; revised

- o December 1: Final draft DUE to UCASC (presented at their meeting); revised
- *Spring 2023:*
  - o Jan/Feb: Self-study adopted by UCASC.
  - o March 1: Self-study sent to external review team
  - o March/April: Site visit
  - o April/May/June: College receives report and discusses action plan
  - o June 1: Action plan due (June 15, plan sent to Provost and CUNY)
- Department self-study, taking the place of our annual assessment report, will be presented to the department for discussion and refinement throughout the process.

(4) 2023-2024 Academic Year
- *Fall 2023:*
  - o Begin work on action plan in response to site visitor report.
  - o Provide additional faculty training/resources around objectives 2.1, 2.2, 2.5, as needed, depending on the outcomes of the assessment (share materials with all new hires)
  - o Provide professional development resources to foster students' teamwork skills (5.4)
- *Spring 2024:*
  - o Assess 4.2 (oral communication) via presentation grades in capstone classes.
  - o Assess 3.3, 5.5 (exit survey of seniors).
- Write annual assessment brief on assessment outcomes and activities for 2023-2024 academic year and present findings to the department for discussion.

(5) 2024-2025 Academic Year
- *Fall 2024:* Assess 1.2 (grades across levels of curriculum) and 5.4 (teamwork)
- *Spring 2025:* Assess 4.1 (writing) through evaluation of capstone papers.
- Write annual assessment brief on assessment outcomes and activities for 2024-2025 academic year and present findings to the department for discussion.

Appendix VII: Course Sequencing in the Major

Revised 9/9/13

FORENSIC PSYCHOLOGY FOUR YEAR ADVISEMENT PLAN

FALL		WINTER	SPRING		SUMMER
ENG 101 (English Comp 1 RC)	3		ENG 201 (English Comp 2 RC)	3	**Gen Ed Categories**
MAT 105 (Math & Quantitative Reasoning RC)	3		World Cultures & Global Issues (FC)*	3	Required Common Core = RC
100 level Justice Course (CO)	3		Life & Physical Sciences (RC)	3	Flexible Common Core = FC
PSY 101 (Individual & Society(FC)/PreReq)	3		PSY 200 (Major)	3	College Option = CO
Creative Expression (FC)	3		MAT 108 (PreReq)	3	
Total Credits:	15		**Total Credits:**	15	
FALL		WINTER	SPRING		SUMMER
PSY 221 (Major)	3		PSY 231 (Major)	3	
STA 250 (Major)	3		PSY 311 (Major)	4	
Communications (CO) *	3		U.S Experience in its Diversity (FC)	3	
Scientific World (FC)	3		Elective or Minor	3	
Elective or Minor	3		Elective or Minor	3	
Total Credits:	15		**Total Credits:**	16	
FALL		WINTER	SPRING		SUMMER
PSY 242 (Major)	3		PSY 370 or LAW 370 (Major)	3	***MAJOR NOTE ***
Part 2 Core Elective Course 1(Major)	3		Part 2 Core Elective Course 2(Major)	3	Students are encouraged
Part 3 General Elective Course 1(Major)	3		Learning from the Past (CO)	3	to complete an internship
300 level Justice Course (CO)	3		Additional Flexible Core Course (FC) ^	3	to fulfill a Part 3 General
Elective or Minor	3		Elective or Minor	3	elective course.
Total Credits:	15		**Total Credits:**	15	
FALL		WINTER	SPRING		**Curriculum Summary**
Part 4 Capstone 1 (Major)	3		Part 4 Capstone 2 (Major)	3	Degree Type: BA
Part 3 General Elective Course 2(Major)	3		Elective or Minor	3	Gen.Ed. Credits: 42
Elective or Minor	3		Elective or Minor	3	Major Credits: 40-46
Elective or Minor	3		Elective or Minor	3	Elective/Minor Credits: 38-32
Elective or Minor	3		Elective or Minor	3	Total Amount of Credits Needed To
Total Credits:	15		**Total Credits:**	15	Graduate: 120

Gen Ed Notes: * Students who are not exempt from For.Lang. must take FL101 to satisfy World Cultures & FL102 to complete Communications.
^ The "Additional Course" can be from any Flexible Common Core Area. If FL101 was needed the additional course MUST be from World Cultures.

Major Notes: Highlighting indicates Core Courses in the major//Honors Thesis I & II is optional (0-6 credits)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE   Academic Advisement Center

* Academic Plan for students as of Fall 2013

Appendix VIII: Article on Departmental Writing Initiative

Flipping Professional Development to Improve Writing Skills in Undergraduates

Jillian Grose-Fifer[a,b], Angela M. Crossman[a,b] and Sydney Baker[a,b]

[a]John Jay College of Criminal Justice, City University of New York; [b]The Graduate Center, City University of New York

ABSTRACT

Objective: We piloted a low-cost, flipped model of professional development to help improve undergraduate writing.
Method: An adjunct instructor first watched online videos and then discussed the materials with a trainer, and used the provided resources in a Social Psychology summer course.
Results: Post-training student papers were significantly better than those from control group (taught by same instructor in the previous year). Both instructor and students rated the intervention very positively.
Conclusion: The training was an effective, low-cost way to improve student writing, and a similar approach could be adopted by other departments.

Introduction

College instructors frequently express frustration with student writing (Kuh 2003), but lack sufficient training to make improvements (Arum and Roksa 2011). This issue may be particularly prevalent in departments with large numbers of adjunct and graduate instructors, who have little time for professional development (PD) because of conflicting responsibilities. Assessment data within our large Psychology department at a public university showed that few instructors used Writing Across the Curriculum (WAC) best practices, such as frequent low-stakes writing and/or deconstructing (scaffolding) complex assignments (Zawacki and Rogers 2012). Not surprisingly, our students, like many others around the country (Dixon 2017; Landrum 2013; Mandernach, Zafonte, and Taylor 2016), struggle to write well. Therefore, we decided to assess the efficacy and feasibility of a low-cost professional development pilot program for instructors to improve student writing. To accommodate their busy schedules, we developed a "flipped" teaching model (e.g., Bergmann and Sams 2014; Talbert 2017) so that instructors could work through foundational materials online at their own pace to prepare for higher order thinking with other instructors. This PD format has been shown to be effective for K-12 teachers (Hardin and Koppenhaver 2016).

Studies show that college instructors need scaffolded learning experiences and sufficient resources to make significant pedagogical change (Sorcinelli et al. 2017) and that tenured full-time instructors should take the lead with experimentation (Condon et al. 2016). Thus, three tenured professors created three online PD training videos and a substantial bank of resources (that had previously been tested by one of them) for instructors, so that they could help students tackle a common undergraduate assignment in the natural and social sciences: summarizing a primary source research article from a scholarly journal. We then conducted a formal pilot study to assess the efficacy of the training with an adjunct instructor teaching Social Psychology in an online five-week summer course. We compared rubric scores on her final papers with those from her class in the previous year. We hypothesized that the post-training papers would be better than previous papers. In addition, we surveyed students about the videos and quizzes that were developed to support their learning and the instructor about her perceptions of the training.

Materials and methods

Participants

This study was classified as exempt by our University Institutional Review Board. We invited all instructors

teaching required introductory (200-level) psychology courses during summer 2020 to participate. One adjunct instructor volunteered. She gave her written informed consent and after the study was completed, she was compensated $500 for her time. The participant served as her own control – she had taught a five-week summer Social Psychology course in summer 2019 (controlgroup) and again in summer 2020 (intervention group). Both courses were taught asynchronously online, used the same textbook and materials, had the same final paper assignment, and included comparable numbers of students, $n = 27$ (2019); $n = 26$ (2020).

Procedure

The participant watched three online training videos stressing the importance of using frequent ungraded (or minimally graded) in-class "writing to learn" exercises to improve critical thinking skills (Bean 2011) and reduce basic writing errors (Hayes 2006). She also reviewed the materials in a resource manual provided via email. We then conducted an hour-long Zoom session to discuss issues associated with writing in her previous courses and answered any questions. The participant used the resources we provided, including five student videos and quizzes (see description below of the Instructor Resource Manual), in her 2020 course. She provided the research team with the following: final papers and paper grades from her 2019 and 2020 courses, student quiz scores, and student perceptions surveys. She then completed an online survey asking about her perceptions of the training.

Materials

Instructor videos

The first video was nine minutes long and focused on common problems that our department assessment data had noted, including plagiarism, lack of evidence-based statements, inappropriate sources, not using APA style correctly, and high incidence of surface-level writing errors, such as spelling mistakes and grammatical errors. The video also covered why these problems were likely to occur, as well as strategies for resolving them. The video introduced the concepts of WAC and Writing within the Disciplines (WID), explaining that most students only take two English composition courses in their entire careers and that writing instruction needs to occur in every class for substantial improvements to be made. We also explained that it is sometimes difficult for experienced

writers to deconstruct the writing process for students, but that scaffolding (breaking a complex assignment into more manageable steps that build on each other) is essential for improving writing, as is ensuring sufficient practice (Grose-Fifer, Brooks, and O'Connor 2019). We provided the following three strategies to improve student writing: 1) ensure the assignment is developmentally appropriate; doing a full literature review using primary source articles is not realistic for most students in introductory level courses (Soysa et al. 2013); 2) ensure that instructions are clear by providing detailed explanations and rubrics (Jonsson and Svingby 2007; Reddy and Andrade 2010) and asking students to explain what they need to do in their own words (Nicol 2010); and 3) increase the frequency of ungraded writing in the course by utilizing low-stakes "writing to learn" exercises, such as minute papers (Gingerich et al. 2014) where students explain concepts in their own words (for more suggestions see Bean 2011). The second 13-minute video explained how to use the scaffolded assignments described in the Instructor Resource Manual (see below for details) for writing a summary of an empirical study in a scholarly journal as a final paper. The third 14-minute video detailed how to import the five student training videos and associated five-question quizzes into the course management system (CMS; Blackboard 9.1).

Instructor resource manual. The resource manual (see Supplementary Materials for more details) contained recommendations for scaffolded low-stakes assignments for writing a summary of a primary source scholarly article (based on Grose-Fifer and Davis-Ferreira 2018) and a scoring rubric for the final paper. There were also links to five videos and associated quizzes for students to work through, which could quickly be imported into the CMS. The student videos covered: 1) What is a scholarly article? (5:42 min); 2) Reading and taking notes on an empirical scholarly article (7:09 min); 3) Conducting a literature search with PsycINFO (6:54 min); 4) Writing in your own words (4:49 min); and 5) Writing in APA style (including how to format a student paper and using past tense, active voice, and person-first language; 9:36 min). To encourage mastery, we asked the participant to allow students to take the quizzes as many times as they wanted.

Surveys. At the end of the semester, students completed a short 6-item questionnaire about the videos and quizzes, which was administered within the CMS. All answers were anonymous. The participant also completed a 7-item questionnaire about her perceptions

of the training and its efficacy in improving student writing and critical thinking.

Paper scoring

We created a 12-item rubric, each with a maximum of 2 points (see Table 1) to score the students' papers (de-identified and coded for course year by one member of the research team). A different member of the research team graded all the student papers and was blind to which group (2019 or 2020) the paper came from. She also tallied the number of direct quotes per paper (as a measure of ineffective paraphrasing).

Analyses

We compared the rubric scores and instructor grades for the student papers from 2019 and 2020. Before comparing mean scores between the two groups, we used Shapiro-Wilk and Levene's tests to check that the data met assumptions of normality and equal variance, respectively. When both assumptions were met, we used two-tailed Student t-tests to compare scores across groups and if data did not meet these assumptions (even after transformations), we used non-parametric Mann-Whitney U tests to compare across groups. We also calculated the number of attempts for each video quiz and the scores for each.

Results

Student papers

In 2019, four of the 27 (14.8%) students did not submit a final paper, whereas in 2020 only two of the 26 (7.7%) students failed to submit the final paper, however, this difference was not statistically significant, X^2 (1, $N = 53$) = 0.67, p = .41. The instructor's paper scores were not normally distributed, $W = 0.64$, $p < 0.01$ (even after various transformations), and so we used non-parametric statistics to compare the scores across the two groups. There was no significant difference in instructor paper scores between the control ($M = 73.9$, $SD = 35.1$) and the intervention groups ($M = 76.1$, $SD = 26.0$), Mann Whitney U test = 249, p = .56, η^2 = 0.03, $d = 0.35$. In contrast, the researcher's rubric scores were significantly higher for the intervention group ($M = 16.3$, $SD = 4.3$) compared to the control group ($M = 13.7$, $SD = 4.1$), $t(45)$ = 2.14, p = .04, $d = 0.63$ (see Table 2 for mean scores on individual rubric items). The number of quotes were not normally distributed, $W = 0.86$, $p < 0.01$, therefore we used a Mann Whitney U-test to compare the two groups and found that the control group ($M = 2.65$, $SD = 2.71$) quoted more frequently than the intervention group ($M = 0.63$, $SD = 0.88$), U = 132, p = .001, η^2 = 0.24, $d = 1.14$.

Students' use of videos and quizzes

Table 3 shows the number of students who took each quiz, the mean number of attempts per student, and the mean scores on the first and final attempts, for each quiz. Of the 26 students, 24 completed each of the five quizzes, one student only did one of the quizzes, and one student attempted none of the quizzes. All students who retook a quiz improved their score; 23 students retook at least one quiz.

Table 1. Researchers' paper scoring rubric.

	Good (2 points)	Adequate (1 point)	Poor (0 points)
1. Did student use their own words?	Yes	Quoting - with " "	Plagiarism
2. Hypotheses	Clearly stated in own words	Mostly correct	Not clearly stated or copied from text
3. Participant description	Well described	Some detail	Incorrect or not present
4. What did researchers assess and how?	Well described	Some detail	Incorrect or not present
5. Main results - What did they find?	Well described	Some detail	Incorrect or not present
6. Main conclusions - did their findings support the hypotheses?	Well described	Some detail	Incorrect or not present
7. Reference present in APA format	Well formatted	Some errors but most information present and format mostly correct	Incorrect or not present
8. Appropriate use of in-text citations	Clear where the information came from and used APA format	Mostly clear where information came from some errors in APA format	None
9. Format (4 pages 12 point Times Roman with one inch margins?)	Yes	One parameter not met	Neither
10. Quality of writing?	Well-written, no typos	A number of grammatical/spelling errors	So many grammatical errors - very difficult to understand.
11. APA format of text	Uses past tense, active voice, and person-first language most of the time	Uses past tense, active voice, and person-first language some of the time	Does not use past tense, active voice, and person-first language
12. Sources	All sources appropriate		Some sources not appropriate

Table 2. Mean scores and (standard deviation) for individual items on the paper scoring rubric for pre-intervention and post-intervention groups.

Item	Pre-intervention	Post-intervention
1. Did student use their own words?	0.30 (0.70)	0.65 (0.92)
2. Hypotheses	0.96 (0.71)	1.13 (0.80)
3. Participant description	0.94 (0.80)	1.40 (0.87)
4. What did researchers assess and how?	1.30 (0.64)	1.69 (0.55)
5. Main results - What did they find?	1.20 (0.72)	1.52 (0.70)
6. Main conclusions - did their findings support the hypotheses?	1.24 (0.80)	1.50 (0.71)
7. Reference present in APA format	1.35 (0.73)	1.47 (0.71)
8. Appropriate use of in-text citations	1.00 (0.71)	1.32 (0,71)
9. Format (4 pages 12 point Times Roman with one inch margins?)	1.70 (0.47)	1.83 (0.38)
10. General quality of writing	1.17 (0.39)	1.17 (0.41)
11. APA format of text – past tense, in-text citations, active voice	1.11 (0.30)	1.15 (0.35)
12. Sources	1.48 (0.73)	1.50 (0.83)

Note: Each item was scored out of 2 points.

Table 3. Video quiz attempts and scores.

Video quiz	Mean # attempts per student (SD)	# of students who took quiz more than once	Mean score 1st attempt (SD)	Mean final score SD
1. What is a scholarly article?	2.33 (1.49)	15	7.79 (1.13)	9.83 (0.36)
2. Reading & taking notes	1.92 (0.81)	19	6.74 (1.49)	9.46 (1.32)
3. Conducting a Literature Search	1.92 (0.57)	20	6.58 (2.46)	9.70 (1.01)
4. Writing in your own words	2.25 (1.32)	17	7.92 (1.78)	9.75 (0.68)
5. Writing in APA style	2.00 (0.42)	22	5.33 (2.45)	9.69 (1.23)
6. All quizzes	2.08 (1.00)	23	6.86 (2.12)	9.57 (1.07)

Note: Students were permitted to re-take the quizzes as many times as they wanted, not all students chose to exercise this option. All quizzes were scored out of 10. Mean final score represents the score on the last attempt (for some students this was also their first attempt), which was the score used in their grade calculation.

Student perceptions of the videos and quizzes

Twenty-four of 26 students completed the anonymous end of semester survey about the helpfulness of the videos and quizzes. Table 4 shows the means and standard deviations of the ratings. Only one student said that they found the videos and quizzes unhelpful.

Participant perceptions of the training

Overall, the participant's response was positive and highlighted the beneficial impacts on students' writing and the grading process. Table 5 shows the participant

Table 4. Student ratings of the helpfulness of the videos and quizzes.

Question	Rating Score (SD)	% ratings ≥ 4
1. How helpful did you find the videos in improving your writing in this course?	4.38 (0.66)	87.5
2. How helpful did you find the videos in improving your critical thinking in this course?	4.21 (0.81)	75
3. How helpful did you find the quizzes in improving your writing in this course?	4.01 (1.00)	75
4. How helpful did you find the quizzes in improving your critical thinking in this course	4.25 (0.93)	87.5
5. All psychology instructors should use these videos and quizzes in their 200-level classes	4.21 (0.93)	87.5

Note: Ratings were made using a 5 point Likert scale. For the first four items, students were asked to rate the helpfulness of the materials (5= most helpful). For the 5th item, students were asked to indicate their agreement with the statement (5 = strongly agree).

Table 5. Participant's ratings of the professional development training and the student materials.

Question	Rating
1. To what extent do you think the videos (both student videos and instructor videos) were a helpful way to learn about best practices for teaching?	7
2. To what extent do you think the Zoom discussion was a helpful way to learn about best practices for teaching?	6
3. How helpful do you think the video assignments were for your students?	7
4. How helpful do you think the scaffolding of assignments was for your students?	7
5. How much has your teaching of writing and critical thinking, changed as a consequence of this professional development training?	6

Note: All items were rated on a 7 point Likert scale. A rating of 7 was equivalent to very helpful (items 1-4). For item 5, 7 = very much.

ratings for the helpfulness of the professional development training and the student materials. In response to the open-ended question about the efficacy of the PD, the participant wrote: "*Students often present with difficulty writing in my classes, and … my attempts to address these issues more informally…. has [sic] been less effective than using the videos, quizzes, and scaffolded assignments. … your grading rubric …improved the grading of the final paper and made the process faster and the objectives clearer.*"

She also noted, "*…one of the most helpful aspects of the … training for the students was the videos … (and) the feedback they received on the note-taking assignment … having the feedback at a much earlier stage in the process and on a low-stakes assignment was really much more helpful than receiving feedback after an initial draft had already been completed (sometimes incorrectly, in which case they would have to*

essentially start over from the beginning and could feel overwhelmed)...Your skills training program was able to be implemented even in an accelerated 5-week course which I really appreciated. ... the (student) skills training videos encouraged a lot more discussion about the paper among students in the discussion board ... students were posting many more questions, often about the paper, showing that they were thinking about the paper much earlier than in other terms and learning from each other, ... (in) previous terms, students ... do not think about the paper until the last minute, ... resulting in sending frantic emails. ... I have seen a significant decrease this term in the number of papers submitted that overuse direct quotations as compared to previous terms. Bonus: I really enjoyed reading the final papers a lot more this term! Students overall did a good job and seemed to have a much better sense of the objectives of the paper."

Discussion

This study piloted the feasibility, acceptability, and efficacy of a low-cost flipped model of PD training for improving undergraduate writing. The adjunct instructor who participated underwent training and implemented what she had learned in an intensive five-week Social Psychology online summer course. She had positive perceptions of the training (particularly the instructor videos that she watched before the synchronous Zoom discussion) and felt that the scaffolded assignments resulted in a better final paper than in previous years, which was supported by the researchers' rubric scores. The participant also stated that she would continue to employ similar strategies in future.

The online videos and quizzes for students were also well received by the students in her course. On average, students took each quiz twice, indicating their willingness to spend time developing mastery of the material. On average, quiz scores improved from a D on the first attempt to an A on the final attempt. Most students reported that the videos improved their writing and the quizzes improved their critical thinking. The vast majority agreed that the videos and quizzes should be used in more courses. The open-ended responses echoed these sentiments; students reported replaying the videos multiple times, especially when completing their final papers.

In the 2019 course that the participant taught prior to the PD, she merely provided feedback on an optional first draft of the paper, which contrasts strongly with the multiple assignments in the post-training course. The participant felt that these new assignments encouraged students to think about the final paper much earlier in the course than previously, as evidenced by a large number of paper-focused posts on the CMS Discussion Board. In particular, the participant thought that giving feedback on the note-taking exercise was particularly valuable for getting students on the right track early. Although the intervention generated more assignments than previously, the participant did not feel that she spent more time grading and giving feedback. This may be because the training stressed that grading low-stake assignments on a complete/incomplete basis typically results in better quality final papers, and the participant reported that using a final paper rubric made grading faster. However, there was not a statistically significant improvement in instructor-assigned paper scores for the post-training group. This might be because the participant did not use a rubric to score the papers from the pre-PD course, possibly resulting in greater subjectivity. Alternatively, the participant may have unintentionally engaged in comparative, rather than absolute, grading in both courses. Nevertheless, the training-related improvement in papers scored by the research team using the same rubric showed a medium effect size. We also found a large effect size for the training-related decrease in the number of quotes, suggesting that the intervention was particularly effective in reducing this undesirable writing habit. Overusing direct quotes is a common problem among undergraduates (Jackson 2006; Landrum 2013), maybe in part because quoting is encouraged in the humanities (Madigan, Johnson, and Linton 1995), but also because learning to paraphrase effectively takes time.

Despite these gains, mean scores on the rubric were still relatively low (67.9%). Although two of the videos recommended that students read and then write from memory in order to paraphrase effectively, multiple students engaged in "patch-writing," where many sentences in their papers were too similar to those in the article (Horning 2011; Howard, Serviss, and Rodrigue 2010; Jamieson 2013). This suggests that although students were no longer copying large portions of text, they were still looking at the sources when writing. Sometimes, they deleted words or used the thesaurus to substitute a synonym; in other cases, they recombined parts of sentences to create new ones. This practice is widespread among undergraduates at the beginning of their academic journeys (Horning 2011; Howard, Serviss, and Rodrigue 2010; Jamieson 2013), particularly among less fluent readers

(Jamieson 2013). However, it may also be the consequence of a strongly engrained habit (Granello 2001) that is exacerbated when students are under time pressure to submit assignments. These issues may have been intensified by the short time frame of this course. Also, students are less likely to benefit from distributed learning in five weeks (Cepeda et al. 2008; Dempster 1989; Dunlosky et al. 2013; Schmidt and Bjork 1992) because it is difficult to spread out the assignments. In 15-week courses, students could be provided with even more frequent opportunities to read and write from memory, thus helping students to become meta-readers who try to understand the general message within a text before beginning to write (Horning 2011).

Overall, we are encouraged by these results and will scale-up the intervention so that in time, all instructors in lower-level undergraduate courses will use similar strategies and materials (including the videos and quizzes) for scaffolding final papers. Given that significant improvements in writing have been associated with continued instruction over multiple semesters (Johnstone, Ashbaugh, and Warfield 2002; Kokaliari, Brainerd, and Roy 2012), our ultimate goal is to train faculty so that we can embed a developmentally appropriate, comprehensive writing program across all course levels. We also believe that this approach and the undergraduate assignments can be used or adapted for other undergraduate courses.

To that end, we are hopeful that the flipped PD program tested in this study will be used by others. The virtual nature of much of the training increases the potential for reaching large numbers of faculty without having to worry about scheduling concerns. The online training videos are available 24/7, allowing instructors flexibility as to when they engage with the materials. They can work through the videos at their own pace, depending on their level of expertise and time constraints. Some instructors may want to re-watch certain segments to improve comprehension, while others will run quickly through. This then allows the follow-up session(s) to be more productive, as instructors are likely to engage in discussions at a deeper level. We also provided structured instructional materials, making it relatively easy for instructors to apply the recommended techniques, without having to spend a lot of time developing new assignments and resources (Sorcinelli et al. 2017). Moreover, the undergraduate materials were developed by full-time tenured faculty within the psychology department based on their previous teaching experiences, and their use is further validated by the results of this study.

Similarly, students have access to their videos and quizzes 24/7 and so are able to work through them at their own pace. Indeed, several students said that they found it helpful to refer back to a video when they were writing their final papers. We hope that this will make adjunct faculty feel relatively secure about using the materials to make modifications to how they teach (Condon et al. 2016). Finally, we anticipate that scaling up the intervention will help instructors see that good teaching is valued in our department which, in turn, is more likely to lead to positive pedagogical change (Condon et al. 2016). We hope that these materials will be used by other departments to strengthen writing skills of undergraduates across the country.

Declaration of interest statement

We have no known conflict of interest to disclose.

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