

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 12-18

COMMITTEE DATE: November 29, 2011

BOARD DATE: December 6, 2011

**APPLICATION OF FISHER COLLEGE TO AWARD THE BACHELOR OF ARTS IN
PSYCHOLOGY**

MOVED: The Board of Higher Education hereby approves the Articles of Amendment of Fisher College to award the **Bachelor of Arts in Psychology**.

Authority: Massachusetts General Laws, Chapter 69, Section 30 et seq.

Contact: Dr. Shelley Tinkham, Assistant Commissioner for Academic, P-16 and Veterans Policy

Fisher College

Bachelor of Arts in Psychology

INTENT AND MISSION

Fisher College, a private coeducational institution, located in Boston, MA, requests authorization to offer the Bachelor of Arts in Psychology. The mission and purpose of the proposed program is to prepare students for careers and professional success in an interdisciplinary program that meets the needs of both traditional and non-traditional students. The proposed Bachelor of Arts in Psychology has been developed as a generalist program to address all aspects of the human experience; to prepare students to understand how the mind works; to grasp how culture and environment intersect; and to recognize how individual action and social interaction are understood.

The proposed program's intent reflects the mission and objectives related to the College's transitioning to a comprehensive four year undergraduate institution, and to offering students the necessary "knowledge and skills that will guide them through a lifetime of intellectual and professional pursuits (Fisher College revised mission statement, 2010). The proposed program emphasizes collaboration across multiple disciplines and the integration of the college's career-readiness model.

The program was developed using faculty expertise, an external consultant, and the Fisher College Curriculum Committee. The proposal was forwarded to the Faculty Forum (the faculty governance structure charged with review and approval of all curricular matters) for a vote and was subsequently endorsed by the faculty, approved by college leadership, and authorized by the Fisher College Board of Trustees on July 26, 2010.

INSTITUTIONAL OVERVIEW

Fisher College was founded in 1903 and functioned as a secretarial school for young women (and men beginning in 1946) until its approval as a junior college in 1952. In 1957, Fisher Junior College was approved to grant the Associate in Science degree by the Board of Higher Education. In 1968, authority was granted to award the degree Associate in Arts. In 1970, the college was accredited by the New England Association of Schools and Colleges. The college began offering programs and certificates through continuing education at sites throughout eastern Massachusetts in 1975.

In 1988, Fisher Junior College was renamed Fisher College, a private, two year college. In 1999, the Board of Higher Education approved Fisher College to offer the Bachelor of Science in Management and in 2000, the Board approved the certificates in Administrative Assistant, Computer Technology, Early Childhood Education, Paralegal Studies, Medical Assistant, Retail Merchandising and, Travel and Hospitality Management. In 2008, the Board also approved the Bachelor of Science in Human Services and the Bachelor of Arts in Communication and Media Studies.

In its current petition, the College seeks authority to award the Bachelor of Arts in Psychology

NEED AND DEMAND

Fisher College report that students enrolled in the institution's psychology program at the associates degree level often transfer after the first year of study. In a withdrawal survey issued by the College, respondents indicated that they would stay at Fisher College if their major was available at the baccalaureate level. The expressed interest of students who wished to attend Fisher College and major in psychology supported the college's decision to create the proposed program.

Information from the Bureau of Labor Statistics (BLS) also informed the college's decision to move forward with the addition of the proposed program. The BLS reports that demand for entry level social service jobs is projected to increase by 14 to 24 percent by 2018. In Massachusetts, eight of the 20 industries generating the most new jobs are fields that psychology majors could potentially work in, including, but not limited, to education, residential care facilities, individual and family service and employment services. The proposed program is designed to prepare graduates to pursue advanced degrees and/or garner entry level positions such as: school and vocational counselor, health educator, case manager, mental health and/or substance abuse counselor, youth worker, client advocate, community outreach worker, and research assistant.

ACADEMIC AND RELATED MATTERS

Curriculum (Attachment A)

Students must complete a total of 122 credit hours, including career readiness components imbedded throughout the curriculum. The early career-readiness components require students to engage in a shadowing/mentoring experience to help reinforce their decision to enter the discipline. Additionally, after the second year of study, students are required to be involved with professional organizations, learn more about career opportunities, and to develop the necessary tools to apply for internships and jobs. Students must also complete an internship as part of the capstone experience.

Students must complete the college's general education and major requirements with a minimum cumulative GPA of 2.0 and are expected to complete the program in 4 years of full time of study. At least 25% of the required credit hours must be done at Fisher College, including the final 30 credits.

Admission Requirements

In order to be considered for admissions into the proposed program, a student must submit the following information:

- A completed application form and required fee;
- A combined SAT Quantitative and Verbal score of over 750
- High school transcripts with a minimum GPA of 2.1 for academic coursework only, or the official test scores for students who took the GED;
- International students must submit transcript translations and evaluation, TOEFL scores and meet the requirements for F-1 visa status.

Tuition and Fees

The anticipated student cost, including tuition and fees, of the proposed program for a day student living on campus based on four full-time years of study is \$106,030. The tuition and fees for a continuing education student who completes the program in four years is \$36,640.

The tuition differential between the day and continuing education students is associated with the lower cost of providing services to continuing education students who do not live on campus nor use primary campus facilities, such as athletic programs, cafeteria, health/counseling services and student clubs/activities.

Projected Enrollment

The initial cohort for the Bachelor of Arts in Psychology program is forecast to achieve a 50%, 6-year graduation rate as measured at the end of 2018. Enrollment projections for proposed program are based on a six-variable model:

- AA in Psychology unduplicated head count – matriculated students with pre-matriculation academic indicators suitable for baccalaureate acceptance;
- AA in Psychology unduplicated headcount admitted students who have not matriculated with pre-matriculation academic indicators suitable for baccalaureate acceptance;
- Matriculated students in related programs at the College (i.e. BS in Human Services);
- Number of recent AA graduates;
- Expected new inquiries; and
- Internal major transfers.

Program Enrollment Projection (Years 1-4)

# of students	Year 1	Year 2	Year 3	Year 4
Day Division New Full Time	14	16	18	20
Day Division Continuing Full Time	7	8	11	14
Div of Cont. Ed New FT	5	7	9	12
Div. of Cont. Ed Continuing Full Time	7	4	6	8
Div. of Cont. Ed New Part Time	5	7	9	12
Div. of Cont. Ed Continuing Part Time	6	4	6	8
Totals	44	46	59	72

RESOURCES AND BUDGET (Attachment B)

Administration and Faculty

The proposed Bachelor of Arts in Psychology will be housed administratively in the Division of Arts and Sciences and be led by a full time member of the faculty designated as program director. The college plans to make additional faculty hires, as needed, subject to growth of the program.

Library and Information Technology

In addition to PsychINFO and PsychARTICLES the Fisher College library also has the following databases: MEDLINE, Psychology & Behavioral Sciences Index, ProQuest Psychology Journals, and SocINDEX. The program budget allocation grows incrementally over four years from \$21,000 in FY 11-12 to \$34,000 in FY 14-15 under Academic Technology Expenses inclusive of new library acquisitions. Contingency funds are also available if needs exist beyond this funding.

Financial Resources

The budget for the proposed program is provided in Attachment B.

PROGRAM EFFECTIVENESS

Upon completion of the proposed Bachelor of Arts in Psychology program, students will be able to:

- Describe the development of children, adolescents and adults over the course of a lifespan, including their cognitive, emotional, psychological, social, and physical development within a socio-cultural context.
- Demonstrate an awareness of multicultural issues such as race, culture, ethnicity, gender, social economic status, sexual orientation, class politics, religion, and spirituality, and its impact on the individual.
- Discuss the purposes, history, and contributions of psychology.
- Demonstrate an understanding of psychological theory.
- Demonstrate an understanding of psychological research.
- Demonstrate familiarity with issues of ethical principles in psychology.
- Demonstrate effective counseling and crisis intervention skills.
- Learn to use critical thinking skills professionally in everyday life.

Departmental assessment efforts are part of the College's regular cycle of program review. All academic programs are reviewed every three years utilizing a three-part instrument that includes assessment of college-wide learning outcomes, specific program learning outcomes and a general evaluation of the program's mission, enrollment, and resources.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

External Review

The proposed program was reviewed by the visiting committee of Dr. Ruth Hannon, Bridgewater State University; Dr. Jerome Rekart, Rivier College; Dr. Dennis Kolodziejski, Western New England College, and Dr. Mark Schlesinger, UMass-Boston. The evaluation included the team's review of the written proposal submitted to the Massachusetts Department of Higher Education (MA-DHE) by Fisher College to offer the *Bachelor of Arts in Psychology* degree, and the site visit conducted from March 20-22, 2011. During the site visit additional documents were provided by the college, and information was also obtained from direct communications with the college's President, Provost, Dean of Admissions, Vice President of Finance, division chairs, select faculty, students, and the college librarian. The committee toured the main campus, library, a sampling of instructional spaces and faculty offices. It should be noted that a separate visiting team concurrently conducted a review of a proposed *Bachelor of Science Degree in Criminal Justice* degree.

The team found the program to be consistent with the college's endeavor to provide students with a sequence of courses that will prepare them for careers in the helping professions upon graduation. The Committee also supported the interdisciplinary nature of the curriculum but believed it did not have the necessary breadth of content to promote students' understanding of the discipline of psychology. The Committee made the following recommendations:

- Modify the proposed program's course offerings avoiding excessive overlap with existing program in Human Services and Sociology; revise existing course syllabi so that clear, measurable course objectives are indicated and linked to course assessments; and use the American Psychological Association's Guidelines for the Undergraduate Major when redesigning the program curriculum;
- Hire additional full-time, Ph.D.-level faculty to the proposed psychology major;
- Hire at least one faculty member immediately who comes from an experimental background such as cognitive, biopsychology or social psychology.
- Ensure greatly faculty involvement at new program inception, as well as planning design and implementation processes related to baccalaureate programs.

Institutional Response

The institution responded substantively to all the committee concerns and specific responses to the issues outlined above are as follows:

- The program director reviewed the American Psychological Association (APA) Guidelines for the undergraduate psychology major, and along with the psychology department as a whole, as well as other faculty with specific expertise and knowledge, redesigned the curriculum, developed program and course learning outcomes, and created assessment tools to reflect a greater focus on the science of psychology;
- A full-time, Ph.D. level faculty with the appropriate credentials has been hired for the proposed program; and

- In April 2011, the entire faculty engaged in a discussion to reaffirm faculty leadership in course and program development, the faculty structures currently in place to support, encourage, and review matters related to the curriculum, and the role of the Curriculum Committee.

PUBLIC HEARING

The required public hearing was held in the Board of Higher Education office on November 17, 2011. No comments were offered in opposition to the proposed program.

STAFF ANALYSIS AND RECOMMENDATION

After a thorough evaluation of all documentation submitted, staff is satisfied that the proposed **Bachelor of Arts in Psychology** meets the criteria set forth in 610 CMR 2.08(3) in the Degree-Granting Regulations for Independent Institutions of Higher Education, accredited by the New England Association of Schools and Colleges. Recommendation is for approval.

ATTACHMENT A: CURRICULUM OUTLINE

I. Bachelor of Arts in Psychology Program Curriculum Outline

Course Number	Required Courses in the Major	Credit Hours
PS 101	Introduction to Psychology	3
PS 102	Psychology of Personality	3
PS 105	Human Development	3
PS 208	Abnormal Psychology	3
PS 212	Psychology of Learning	3
PS 315	Social Psychology	3
PS 322	Cognitive Psychology	3
PS 210	Statistics for Psychology	3
PS 211	Research Methods in Psychology	3
PS 325	Physiological Basis of Behavior	3
PS 415	Psychology: History and Systems	3
SO 121	Social Justice Race & Gender Issues in American Society	3
IS 210	Professional Development for Internship	1
PS 450	Senior Seminar	3
PS 460	Psychology Internship	3
	Sub Total Required Credits	43
	Program Elective Courses: 4 required	
Course Number	Course Title	Credit Hours
PS 420	Group Dynamics	3
PS 203	Sport and Exercise Psychology	3
PS 220	Psychology of Motivation	3
PS 320	Human Sexuality	3
PS 330	Forensic Psychology	3
PS 335	Psychology of Terrorism	3
PS 410	Deviant Behavior	3
PS 430	Advanced Research	3
PS 310	Health Psychology	3
PS 425	Psychological Assessment	3
	Sub Total Program Elective Credits	12
	Free Elective Courses: 8 courses required	24
	Sub Total Free Elective Credits	24
	General Education Courses-14 courses required	
	<i>Arts and Humanities, including Literature and Foreign Languages</i>	<i>27</i>
	<i>Mathematics and the Natural and Physical Sciences</i>	<i>7</i>
	<i>Social Sciences</i>	<i>9</i>
	Sub Total General Education Credits	43
	Total Credits	122

ATTACHMENT B: BUDGET PROJECTION

Fisher College
BA Psychology
Proposed Revenue and Expense Budget

	Year 1	Year 2	Year 3	Year 4	Formula
Revenue:					
Day Revenue	351,288	421,546	534,836	658,402	Enrollment Data page
DCE Revenue (Campus and On-Line)	113,050	111,920	160,248	224,348	Enrollment Data page
Total Revenue	464,338	533,465	695,084	882,749	
Expenses:					
Staffing:					
FT Day Faculty - Program Director	60,000	61,800	65,000	67,500	See Assumptions
FT Day Faculty - New Hire	-	-	60,000	62,000	See Assumptions
Allocation of FT Faculty	16,000	14,000	(29,333)	(30,667)	See Assumptions
PT Day Faculty	2,000	6,000	10,000	16,000	See Assumptions
PT DCE Faculty	28,000	26,400	36,000	48,000	See Assumptions
<i>Total Faculty Expenses</i>	106,000	108,200	141,667	162,833	
Taxes and Benefits	15,900	16,230	21,250	24,425	15% of salaries
<i>Total Salaries and Fringe Expenses</i>	121,900	124,430	162,917	187,258	
Academic administration/ACE	31,500	36,000	43,500	51,000	\$1,500 per FTE
Student Services	31,500	36,000	43,500	51,000	\$1,500 per FTE
Admissions	31,500	36,000	43,500	51,000	\$1,500 per FTE
Academic Tech Expenses	21,000	24,000	29,000	34,000	\$1000 per FTE
Facilities	56,000	61,200	76,000	92,000	See Assumptions
Academic Program Development	10,000	10,000	20,000	20,000	
Academic Program Assessment	-	10,000	10,000	10,000	
Contingency	20,000	20,000	20,000	20,000	
General & Administrative Allocation	64,680	71,526	89,683	103,252	20% Administrative Fee
Total Expenses	388,080	429,156	538,100	619,510	
Total Surplus/(Deficit)	76,258	104,309	156,984	263,239	

Fisher College

BA Psychology

	Year 1	Year 2	Year 3	Year 4	
Headcount:					
Day FT	21	24	29	34	
Day PT	-	-	-	-	
DCE FT	12	11	15	20	
DCE PT	11	11	15	20	
Total FTE	44	46	59	72	
Enrollments:					
Day Division - FTE	21	24	29	34	
DCE - Enrollments (courses sold)	140	132	180	240	
Tuition Rates:					
Day Tuition and Fees	24,600	25,830	27,122	28,478	5% annual tuition increases
FTS - 32%	(7,872)	(8,266)	(8,679)	(9,113)	
Net Tuition	16,728	17,564	18,443	19,365	
DCE - Tuition and fees	850	893	937	984	5% annual tuition increases
FTS - 5%	(43)	(45)	(47)	(49)	
Net Tuition	808	848	890	935	
Staffing/Classes:					
DAY					
Day academic year (FTE*10classes/15per class)	12	13	16	19	
FT Faculty Program Director	8	8	6	6	
FT Faculty Program	-	-	10	10	
Existing Faculty	3	2	(5)	(5)	\$6,000 per class
Adjunct	1	3	5	8	
Dce Adjunct	28,000	26,400	36,000	48,000	
average class 10, \$2000 per class					
Facilities - Per FTE	56,000	61,200	76,000	92,000	
Day at \$2,000 per FTE	42,000	48,000	58,000	68,000	
DCE @ \$100 per enrollement	14,000	13,200	18,000	24,000	