

## 2013-2014 IUPUC Undergraduate Psychology Program Review

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The Psychology Program at IUPUC, within the Division of Science, has approximately 213 majors in the BA/BS programs, plus an additional 30 who have designated certificate programs, and/or indicated their intent to minor. Within IUPUC, which has approximately 1800 students, our program plays a crucial role as a major, and as a supporting discipline to other majors, and offers a variety of general education requirement options. With four full time faculty, one shared advisor, and nearly a dozen highly qualified adjunct faculty, we strive to offer a high quality education to all students we serve, and view assessment of our program as an important part of producing the best quality program possible. The academic year 2013-2014 is designated as Year 4 in our five-year assessment plan, and in this report we will provide program evaluation on the specific goals for this year, plus a recap and response to major findings from last year.

### **Program Evaluation Goals for 2013-2014 (Appendix A)**

- I. Re-evaluate SLOs, measures, and assessment processes
- II. Reassess introductory courses, research, capstone, learning community, student needs and faculty needs
- III. Collect and interpret data
- IV. Identify changes and begin implementation

### **Findings from last year:**

- Advising was evaluated, and we are scheduled to reassess advising in Year 5 of our cycle (next year). The past survey was updated to assess the adoption of a campus-wide unified advising model, Appreciative Advising (Bloom, Hutson, & He, 2008). A pilot survey was conducted this year, with results presented in our section on Student Needs. Because the appreciative advising model was newly adopted in 2013-2014, full assessment will be conducted as scheduled next year.
- After adopting the American Psychological Association's standards for educational outcomes, and mapping them to our SLO's, we received feedback to include the PUL's in our assessment. Thus, we followed the IUPUI Psychology Program's model, and mapped the APA standards and SLO's onto the IUPUI PUL's. (Appendix B)

## 2013-2014 Program Assessment

### I. “Begin cycle with re-evaluating SLOs, measures, and assessment processes”

- Feedback from Institutional Research and PRAC indicated that we needed to address the PUL’s as part of our assessment. The committee was generally satisfied with the past years’ assessment and measurement processes. In light of this, we included assessments of the PUL’s and SLO’s, but did not change the methods by which we conducted course assessments.
- The committee created a curriculum map which matched each Psychology Course with an SLO and APA standards. Based on the curriculum map, the committee noticed one instance of duplication they wanted to address, and another area where an SLO could be addressed better.
  - First, Information and Technological Literacy (SLO 6, PUL 1C) is addressed in PSY b305, b311, and the Capstone courses. Thus, the committee has proposed to work to eliminate a non-Psychology course on technology (currently CSCI N207), opting to enhance the curriculum of existing courses to fulfill the SLO/PUL. We anticipate roll-out of this new model 2015-2016.
  - Secondly, as noted in previous reports, writing (SLO 7, PUL 1A) remains a challenge to address consistently across the four-year curriculum. All introductory psychology instructors noted in a caucus meeting that they require a writing component in their course, and it is required in Research Methods and Capstone. However, only one core psychology course requires writing, and it is not considered a major outcome of the course. Thus, the committee discussed different options of incorporating writing throughout the curriculum, concluding that a junior-level APA-style course should be designed and taught. Anticipated roll-out would be 2015-2016.

### II. “Reassess introductory courses, research, capstone, learning community, student needs and faculty needs” and III. “Collect and interpret data”

#### Introductory Courses and Learning Community

- The IUPUC Psychology Program’s introductory sequence remains unique. To continue to serve students in south-central Indiana, we have maintained the model of a three-course sequence at the introductory level. Our introductory sequence involves a two-semester sequence of introductory psychology courses: PSY b104 (Social Science, 3 cr.) and PSY b105 (Biological Science, 3 cr.), plus the addition of a one-credit required learning community course, PSY b103 (Orientation to the Major). The learning community course at IUPUC is paired with PSY b104 in a student’s first year, and the instructors work diligently to create cohorts of students, and to connect students with the Psychology Club

on campus. These cohorts have historically (and currently) worked together and moved through the remainder of the program, serving as social support for one another.

- In recent years, multiple sections of the learning community have been needed, as our initial cohorts of Psychology Majors are 50-60 students per year, with no signs of decline. We now have a full-time instructor (Kathy Compton), and our full-time advisor (Aaron Miller) who teach this course. To increase retention, this course employs the use of peer mentors, successful upper-level students who serve as academic mentors and social support persons for our new students.
- Because our introductory sequence of courses was timed for assessment this year, we held an introductory psychology caucus meeting in December, 2013 to discuss a variety of issues unique to introductory psychology. Eight instructors attended this meeting and discussion. Discussion included verifying content overlap and distinction between b104 and b105. Instructors agreed that material on research and learning (reinforcement) merited being covered in both courses due to its centrality and technical nature.
- The idea of merging b104 and b105 into a single semester was proposed at the caucus, and unanimously struck down by faculty. The sentiment was that the extended sequence provides a stronger foundation for learning in the later core and elective courses (supports SLO's 1, 4; PUL's 4, and 3).
- Additionally, the caucus discovered that writing assignments are required by all instructors! Thus, although not mandated, our PSY b104 and 105 courses are working to integrate PUL 1A into instruction.
- The final outcome of the caucus was the proposal of the creation of a common assessment for program evaluation purposes. A goal is to work on this assessment during the 2014-2015 year to pilot in 2015-2016.
- Direct assessment of the SLO's and PUL's associated with introductory courses is provided in Appendix C.

#### Research and Capstone

- Just as our program integrates introductory content courses with our learning community model to create an introductory sequence, we have a mirrored set of courses at the upper-level which constitute the 'senior sequence'. Typically students are advised to take Research Methods (PSY b311), then a Capstone course (PSY b425, b471, or b497) near the end of their college career. This two-semester sequence links these courses, and provides strong integration and application of prior coursework.
- The goals of this sequence are to take students who have built a base of knowledge (SLO 1, PUL 4), and in Research Methods, to focus on training research skills, and concurrently to develop an implementable research project proposal. Next, students execute this project during as their capstone course, which (we have found) demands that students truly demonstrate proficiency in all PUL's/SLO's.

- Considering Research Methods specifically, three instructors rotate offering this course. All instructors are active researchers in their discipline. The course has two main goals of teaching methodology, which is assessed with tests and assignments; and leading students to produce an APA-style research proposal. This second goal has proven to be a challenge pedagogically, and course instructors have worked together to create a learning environment where students of all ability-levels can successfully produce a viable project for Capstone. In the past five years, instructors have begun requiring multiple drafts, beginning earlier in the semester for this proposal. This allowed feedback and revision on the students' part. Additionally, instructors recognized the major problems students tended to have in the process and designed assignments to address these. For instance, most students have a problem writing a true hypothesis. A low-stakes assignment is now used to take students from an idea, to a research question, to a testable hypothesis.
- The Capstone course received intense evaluation this year. We learned that IUPUI, whose program we typically model, does not mandate a research-based capstone project. The faculty debated offering other options to students such as internships, or a service project. For one thing, many students lack an inherent interest in research, and for another, it requires a low student: faculty ratio, making it a challenge in staffing. However, we researched best practices, and found our current practice to be among the best (similar to Washington University of St. Louis) in that we require a research-based capstone project of all students. After consideration, we decided to stay with our current research-based capstone.
- The Capstone course had the highest enrollment in history in Spring 2014 with 30 students completing the course. Capstone students are expected to complete IRB forms (human subjects), to collect their own data, analyze their own data, and to present their work in two ways: as a poster at a public display, and in a full APA-style report. This spring 28 of the 30 students successfully did so.
- Despite our findings that our research and capstone courses meet high external standards, we continue to seek ways to improve them. Of major concern is the problem that writing is not emphasized between a student's first-year, and these courses, leaving students underprepared for the expectations of the course sequence. In April 2014, research-capstone faculty met and worked on a proposal to address several of these concerns. For 2014-2015 we plan to add new course numbers to capstone, so that it is not limited to social or personality as content areas. Additionally, faculty have proposed to either add a course, Statistics II, or increase the credit hours on b311, and add an APA writing course to be taken in a student's junior year. The faculty will take action on this 2014-2015.
- Direct assessment of the SLO's and PUL's associated with research and capstone courses is provided in Appendix C.

### Student Needs –includes student supports

- Serving students on a commuter campus means that students often have challenges with scheduling classes in order to minimize their trips to campus each week. The IUPUC Office of Institutional Research provided results from a student survey about preferred days and times of class meetings and we discovered that although there is a wide array of preferences, there are distinct preferences for Tuesday/Thursday classes in the middle of the day. Currently, Psychology has a large array of offerings at these times, but this information is encouraging to maintain our current practices.
- Career Development is a major concern for psychology majors. A bachelor's degree in psychology is an adaptable degree, but knowing how to market it can be a challenge. In the past, our program relied on advising as the only place for career development. However, we found that upper level students were not reliably meeting with their advisors, and that often their advising meetings did not address career development. In 2013-2014, two workshops were offered to address preparation for graduate school, and in the Capstone courses, our academic advisor (who is trained in career advising) presented workshops on resume preparation, searching for job openings, and interviewing techniques.
- The Psychology Club on the IUPUC campus welcomes all majors, and in 2013-2014 did several events, including a Halloween party and a fundraiser for a children's cancer charity. New leadership is in place for 2014-15, and they plan to re-invigorate the club, and have already scheduled weekly activities for Fall semester which align with the learning community in Psychology. One way to improve here is to add a Psi Chi Chapter. Psi Chi is the national honors society in Psychology. We hope the current Psychology Club leadership will consider taking on this task in 2014-2015.
- Mentoring of students is an important aspect of teaching for our faculty. In 2013-2014, two Psychology students received funds for research projects through the IUPUC Office of student research, and presented their work in April 2014; one researching mental illness and creativity, the other researching local law enforcement officers' stress levels. Another student received funding from the IUPUI Undergraduate Research Opportunity Program to conduct research on an intervention she developed for women in prison. She presented her work at the Indiana University Undergraduate Research Conference, as well as at a professional conference (Midwestern Psychological Association). Students have expressed a growing desire to attend professional conferences to learn about the current activity in the field, however, because of expenses, they are often unable to do so. We have worked with the gift development office to create a Psychology Student Travel fund, and received our first donation of \$250 in Spring 2014. We hope this fund will grow and be able to support student development.
- Academic Advising was assessed in 2013-2014 using an online survey of psychology majors. There were 28 responses from a list of about 200 students. The survey consisted of six questions about advising in our program, and seven questions about

implementation of the appreciative advising model. Students ranked their answers on a 5 point scale with 5 being the highest rating, with results provided in Table 1.

Table 1. Survey Questions

	2012-13	2013-14
How satisfied do you feel after you have an advising appointment?	4.5	4.3
How comfortable do you feel approaching a Psy. Advisor/faculty?	4.3	4.6
How accessible is psychology advising	4.4	4.4
Do you have enough information regarding advising/course requirements/graduation, resources	4.2	4.1

- Our analysis of these data indicate that students are generally satisfied with advising and feel it is meeting their needs. An area for improvement is disseminating graduation information.
- In the implementation of a campus-wide appreciative advising model, there are six central aspects to the approach: finding student's skills; building trust and rapport; encouraging the student; being supportive of him/her; helping plan goals; and challenging students to stretch their limits. An additional aspect is that the advisor's office be a welcoming environment, which aligns with a campus-level strategic goal of being a welcoming campus. All of these were assessed briefly in our survey with a single item. A 1-5 scale was used, with 5 being the highest rating; 28 students responded. Results are presented in Table 2.

Table 2. Pilot survey of implementation of appreciative advising in Psychology.

Aspect of appreciative advising assessed	Mean response
Find student's skills	3.9
Build trust and rapport	4.1
Encourage the student	4.0
Be supportive of him/her	4.0
Help plan goals	3.9
Challenge students to stretch their limits	3.3
Office is a welcoming environment	4.1

- Given that this advising approach is new in 2013-2014, and that assessment of advising is not scheduled in earnest until next year, we will use this information to take a hard look at improvement. Although our advisor does well building trust, encouraging students, offering support, and creating a welcoming environment, other areas could be improved.

#### Faculty Needs

- A new faculty member specializing in biological psychology was hired starting 2013-2014. Based on his program of research, a specialized lab space and equipment was procured for him. Dr. Jaime is continuing his active program of research at IUPUC, and has already begun to mentor students and involve them in his research.

- An additional full-time faculty member specializing in cognitive psychology is needed after a failed search in 2013-2014. We anticipate hiring a high quality candidate in Fall 2014.
- In order to support both students' preferred scheduling formats, and allow for balance between teaching and research for faculty, a two-day per week teaching schedule will be tested in 2014-2015. Faculty and students will be assessed in 2015 to see if this format was helpful.
- Since 2007, the number of full-time faculty in Psychology has grown, which means that the faculty have historically been largely 'junior' or pre-tenure faculty. Dr. Poulsen earned promotion to Associate professor and tenure, effective July 1, 2014. Additionally, Dr. Le submitted his dossier for promotion to Associate professor and tenure on June 30, 2014, and we anticipate a successful case. The IUPUC Psychology Program can demonstrate successful retention and promotion of full-time faculty.

#### IV. "Identify changes and begin implementation", or Action Items

- In our assessment (Sections II and III), many of the changes are already listed, but they are repeated here concisely, and we provide several other changes we plan to implement, but which were not intended as the focus of the assessment in our Five-Year plan.
- As stated before, we plan to work to:
  - more effectively provide students appreciative advising and provide a deeper assessment of this student support in 2014-2015.
  - eliminate an external computer course and replace it with content specific to applications of technology which psychology majors utilize frequently.
  - develop a standardized assessment for introductory courses.
  - develop an APA writing course to implement midway in a student's coursework.
  - intensify career development through community speakers, and increased visits about career preparation from our advisor and career services office.
  - encourage student engagement in Psychology Club, and encourage students to apply for a Psi Chi chapter.
  - increase the Psychology Student Travel Fund with the gift development office.
- An additional change we are considering is to infuse a professionalism training component/expectation into more classes. We have learned that the Nursing program implements such expectations, and because many of our majors will or do work with clients, this warrants additional emphasis in the Psychology program.
- Based on our curriculum map onto PUL's/SLO's, we recognize that as a program, PUL 5/SLO 8 (Cultural awareness) could be emphasized more than it is. We are currently beginning the remonstrance process of adding PSY b203 (Ethics and Diversity in Psychology) to our curriculum as an option for students to increase their multi-cultural perspective.

- IU Online is working with Kathy Compton to move our two certificate programs online using best pedagogical practices. The first course will be piloted in Fall 2014 (Abnormal Psychology), with others to follow. The program will monitor how this shift in delivery method impacts student learning outcomes.

## **Appendix A**

### **IUPUC's Five Year Assessment Plan**

- **Year 1 (2010-2011)**
  - Develop measures for SLOs for introductory, core courses, learning community, and certificate programs
  - Collect and analyze data
  - Identify curriculum changes
  - Develop a timeline for changes
  - Identify student needs
  - Identify faculty needs
- **Year 2 (2011-2012)**
  - Develop measures for SLOs related to elective courses, certificate programs, support services( advising, mentoring, tutoring, Research facilities), faculty needs and student needs
  - Collect and analyze data
  - Identify curriculum and support services changes
  - Develop timeline for changes
- **Year 3 (2012-2013)**
  - Evaluate curriculum and support services changes
  - Evaluate student and program changes
  - Adjust and make additional changes as needed
- **Year 4 (2013-2014)**
  - Begin cycle with re-evaluating SLOs, measures, and assessment processes
  - Reassess introductory courses, research, capstone, learning community, student needs and faculty needs
  - Collect and interpret data
  - Identify changes and begin implementation
- **Year 5 (2015-2016)**
  - Reassess elective courses, support services, faculty needs, and student needs
  - Interpret data
  - Identify and begin changes

## Appendix B

### IUPUC Student Learning Outcomes Adapted from APA Guidelines, mapped to PUL's.

IUPUC SLO Definitions
<p>1) Content /knowledge of Psychology (<b>IUPUI PUL 4</b>)</p> <p>1.1 Characterize the nature of psychology as a discipline and a science</p> <p>1.2 Demonstrate knowledge and understanding of the breadth and depth in selected content areas</p> <p>1.3 Use of concepts, language, and major theories of the discipline</p> <p>1.4 Explain major perspectives of psychology (e.g., behavioral, biological, sociocultural).</p>
<p>2) Research (<b>IUPUI PUL 1B</b>)</p> <p>2.1 Describe basic characteristics of the scientific method in psychology</p> <p>2.2 Understand and apply different research methods used by psychologists</p> <p>2.3 Design and conduct basic studies to address psychological questions</p> <p>2.4 Ability to evaluate conclusions derived from psychological research</p> <p>2.5 Follow APA Ethics Code in the treatment of human and nonhuman participants</p> <p>2.6 Generalize research conclusions appropriately</p>
<p>3) Critical Thinking Skills in Psychology (<b>IUPUI PUL 2</b>)</p> <p>3.1 Use critical thinking effectively</p> <p>3.2 Engage in creative thinking</p> <p>3.3 Use reasoning to recognize, develop, and criticize arguments and persuasive appeals</p> <p>3.4 Approach problems effectively</p>
<p>4) Application of Psychology to personal, social, and organizational issues (<b>IUPUI PUL 3</b>)</p> <p>4.1 Describe major applied areas (e.g., clinical, I/O, health, research, teaching)</p> <p>4.2 Identify appropriate applications of psychology in solving problems</p> <p>4.3 Articulate how psychological principles can be used to explain social issues and inform public policy</p> <p>4.4 Apply psychological concepts, theories, and research findings as they relate to everyday life</p> <p>4.5 Recognize that ethically complex situations can develop in the application of psychological principles</p>
<p>5) Values in Psychology (<b>IUPUI PUL 6</b>)</p> <p>5.1 Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology</p> <p>5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior</p> <p>5.3 Seek and evaluate scientific evidence for psychological claims</p> <p>5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative</p> <p>5.5 Recognize and respect human diversity</p> <p>5.6 Assess and justify their engagement with respect to civic, social, and global responsibilities</p> <p>5.7 Understand the limitations of their psychological knowledge and skills</p>
<p>6) Information and Technological Literacy (<b>IUPUI PUL 1C</b>)</p> <p>6.1 Demonstrate information competence at each stage : formulate a researchable topic; locate and choose relevant sources from appropriate media, use and accurately summarize scientific literature</p> <p>6.2 Use appropriate software to produce understandable reports, methods, and statistical and qualitative analyses in APA or other style, use graphic representations of data</p> <p>6.3 Use information and technology ethically and responsibly</p> <p>6.4 Demonstrate computer skills using basic software programs, search the Web, use proper etiquette and security safeguards when communicating via electronic methods</p>

<p>7) <b>Communication Skills (IUPUI PUL 1A)</b></p> <p>7.1 Demonstrate effective writing skills in various formats and for various purposes (e.g., essays, correspondence, technical papers)</p> <p>7.2 Demonstrate effective oral communication skills in various formats</p> <p>7.3 Exhibit quantitative literacy</p> <p>7.4 Demonstrate effective interpersonal communication skills</p> <p>7.5 Exhibit the ability to collaborate effectively</p>
<p>8) <b>Sociocultural and International Awareness (IUPUI PUL 5)</b></p> <p>8.1 Interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives</p> <p>8.2 Examine the sociocultural and international contexts that influence individual differences</p> <p>8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa</p> <p>8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity</p> <p>8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and in others</p> <p>8.6 Predict how interaction among diverse people can challenge conventional understanding of psychological processes and behavior</p>
<p>9) <b>Personal Development (IUPUI PUL 6)</b></p> <p>9.1 Reflect on personal experiences and search for meaning in them</p> <p>9.2 Apply psychological principles to promote personal development</p> <p>9.3 Enact self-management strategies that maximize healthy outcomes</p> <p>9.4 Display high standards of personal integrity with others</p> <p>9.5 Seek input from and experiences with diverse people to enhance the quality of solutions</p>
<p>10) <b>Career Planning and Development (IUPUI PUL 3)</b></p> <p>10.1 apply knowledge of psychology in career choices (e.g., decision strategies, life span processes, psychological assessment, and careers)</p> <p>10.2 Identify the types of academic experience and performance in psychology and the arts that will facilitate entry into the workforce</p> <p>10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits</p> <p>10.4 Identify and develop skills and experiences relevant to achieving selected career goals</p> <p>10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility to manage in a changing world</p> <p>10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility</p>

### Appendix C: Assessment Data from Introductory, Learning Community, Research, and Capstone Courses 2013-2014

Course Title	Assessment/ Measure	Outcome
<b>B104 Introduction to Psychology as a Social Science</b> Fall 2013		
SLO 1/PUL 4 Knowledge base	Final Exam	Mean score of 68.48% or 3.42 out of 5
SLO 2/PUL 1B Research methods	Exam 1	Mean score of 75.88% or 3.79 out of 5
SLO 3/PUL 2 Critical thinking	Four learning activities	Mean score of 94.31% or 4.71 out of 5
<b>B105 Introduction to Psychology as a Biological Science</b> 1 section Fall 2013, 2 sections Spring 2014, averaged		
SLO 1/PUL 4 Knowledge base	Cumulative Final Exam	Mean score of 76.59% or 3.83 out of 5
SLO 2/PUL 1B Research methods	Chapter 1 Quiz	Mean score of 77.55% or 3.88 out of 5
SLO 3/PUL 2 Critical thinking	Comprehensive assessment	Mean score of 89.59% or 4.48 out of 5
<b>B103 Orientation to a Major in Psychology</b> Spring 2014		
SLO 7/PUL 1A Communication Skills	Student Challenge Planning	Mean score of 76.00% or 3.80 out of 5
SLO 9/PUL 6 Personal Development	Response to program handbook	Mean score of 83.33% or 4.17 out of 5
SLO 10/ PUL 3 Career Planning & Development	Create a professional resume	Mean score of 67.26% or 3.36 out of 5
<b>B311 Research Methods &amp; Lab</b> Fall 2013		
SLO 2/PUL 1B Research methods	Thinksheet # 2 Methods Assignment	Mean score of 85.70% or 4.28 out of 5
SLO 3/PUL 2 Critical thinking	Article Circle – discussion and critique	Mean score of 96.50% or 4.82 out of 5
SLO 7/PUL 1A Communication Skills	Oral Research Project Presentation	Mean score of 83.14% or 4.16 out of 5
<b>B425, 471, 497 Capstone Courses in Psychology</b> Spring 2014		
SLO 2/PUL 1B Research methods	Two assignments (Finalized measures, hypothesis testing)	Mean score of 80.60% or 4.03 out of 5
SLO 7/PUL 1A Communication Skills	Poster presentation	Mean score of 90.95% or 4.55 out of 5
SLO 10/ PUL 3 Career Planning & Development	Interview and resume assignment	Mean score of 83.30% or 4.16 out of 5

