2012-2013
IUPUC Undergraduate Psychology Program Review

Completed by: Kathy Compton, Interim Head of Undergrad Psychology Program

Evaluation Committee:
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Program Evaluation Goals for 2012-2013 (Appendix A)
- Evaluate curriculum and support services changes based on last year's report
- Evaluate student and program changes
- Adjust and make additional changes as needed

Findings from last year:

- Need to evaluate our academic advising. From March 2011 to November of 2012 we were without an academic advisor due to turnover. During this time faculty assumed advising responsibilities. This was done on an emergency basis and the committee felt evaluation should be deferred to this year.
- The committee followed IUPUI Psychology Program's leadership and we adopted the American Psychological Associations, ten student learning outcomes. These outcomes were applied to our learning community and capstone courses. The committee recommended continued improvement and development in applying and measuring SLO's. (Appendix B)
- Our program has grown, and we need to improve our processes for systematic assessment and improvement.

2012-2013 Program Assessment:

Academic Advising
- We were scheduled to review our academic advising last year. Due to staff turnover we were without an academic advisor from March through November in 2012. During this time faculty met with students to deal with day-to-day situations and for course selection. In November of 2012 we hired an academic advisor with a Master's in Counseling and an emphasis on higher education advising. Our new advisor is a huge asset to our program.

He has developed tracking systems, monitors at-risk students, and works with students on career coaching, resume building, and many other activities related to advising. In addition, he surveyed students to provide feedback on our advising program. The next paragraph summarizes his data.

- o An electronic survey was developed and sent to students who identify or interested in being a psychology major. There were 50 responses from a list of about 200 students. The survey consisted of 6 questions about advising in our program, and two questions about our certificate programs. Students ranked their answers on a 5 point scale with 5 being the highest rating.

Survey Questions		Results
How do you feel after you have an advising appointment?	o	4.5
How comfortable do you feel approaching a Psy. Advisor/faculty?	o	4.3
How accessible is psychology advising	o	4.4
Do you have enough information regarding advising/course requirements/graduation, resources	o	4.2
Are you planning to get a substance abuse certificate?	o	19
Are you planning to get a case management certificate?	o	27

- o Our analysis of these data indicate it is important to our students to have an academic advisor that is accessible and available more than a scheduled appointment to schedule appointments. Our program advisor assists in coaching students on success strategies, follows their progress in critical classes, and is available to direct students to campus and community resources. It is important for students to feel the advisor is approachable and believe in the advisors ability to accommodate their needs.
- o In measuring satisfaction with advising and available materials, students indicated room for improvement. In fall 2013, our academic advisor will teach parts of our freshman seminar course. We believe this strategy will help students develop a positive relationship with our advisor and see the advisor as an important of our program.
- o The score for receiving advising/program information was lower than other scores. The information is available, but students may not be aware or comfortable with web access. The strategy for improvement is to include our web address on advising materials/ or handouts. Assignments in the freshman seminar include finding information from the published web material. Also, students will receive a folder with advising information during their initial advising.

Certificate Programs

We offer two 19 credit hour certificates at IUPUC. One is in Addictions Prevention and Counseling and the other is in Case Management. Two of the questions on our student survey

were related to our certificate program. Of the 50 respondents, 46 indicated intent to earn a certificate while completing the bachelorette degree. At total of 19 students indicated an interest in working toward the addictions prevention and counseling certificate and 27 students indicated interest in working toward the case management certificate.

Interview Evaluations
We conducted interviews with six alumni who received one or both of the certificates and three students currently working toward their certificates. Following is a summary of their comments.

Has your certificate(s) been helpful in your professional career? (Alumni & current students)

"The certificate looks impressive in a resume and shows the richness and diversity of our psychology program"
"Employers notice the certificate on resume's and frequently ask about the certificate in interviews"
"I felt having a certificate gave me an advantage in certain positions"
"Having the certificates a part of my BA helped me to be more confident in my master's program"
"The certificates provided me with more exposure to specialty areas in the field and I believe introduced me to higher learning"
"Addiction education is important in any aspect that one is involved with, traditional curricula often does not provide the specific knowledge or skills for this challenging environment"
"I have been able to add it to my resume"
"I would recommend the certificate as it guided me to take specialty courses that applied to work"
" I am working toward the certificate to help me be more prepared for my career"

What needs to be changed? (Alumni and current students)

Add curriculum on HIV/Blood pathogens, First Aid & CPR (needed for state licensure)
Additional knowledge/skills on clinical applications, especially group facilitator skills
Easier access and more diversity in practica sites
More flexibility when courses are offered
Increase the number of on-line courses

What are the strengths and weaknesses of the certificate program? (Faculty and alumni)

Introduces students from other disciplines to these specialties
This brings excitement to the learning and often students develop a passion for these specialty fields
Strengths are adding diversity to course work and students learn valuable skills that can be transferred to the work environment.
Being a licensed practicing professional, I know the students have the opportunity to relevant topics and materials. These classes provide specific knowledge and skills that are rarely found in

graduate programs.
As a practicum supervisor, students need more work on group dynamics, and how to facilitate psycho-educational groups.
I feel the strengths of the courses that I teach include the opportunity to see what is done on a daily basis in a professional setting. With a little more clinical application I believe the students would be ideally prepared to step into a job/career after finishing their BA/BS degree.

Certificate Evaluation Findings
- Review the courses that are required for the certificate. There have been some changes in skills/knowledge needed since the certificate was developed. For example, we may need to alter some of the curricula or courses to include skills/knowledge that are required by the state or newer methods or techniques that are required by employers.
- It may be valuable to have a committee of alumni, employers, and faculty to review the courses and learning outcomes to make sure the content is relevant and valued by students and employers.

Core and Elective Assessment
- The program review committee mapped the ten (APA & IUPUI) SLO's onto our core courses, research courses, and upper level electives (Appendix A). Freshman courses, learning community courses and capstone courses were evaluated last year. Each evaluated course was assigned three SLO's determined by the committee to be primary learning outcomes for the courses. Instructors of these courses were asked to identify measures used in their course that apply to the three SLO's. Instructors were also asked to provide a summary of their outcome measures for the SLO's.
    - Next steps for evaluation are to evaluate the course assessments for appropriateness and develop rubrics across the curriculum for better measurement and comparison.
    - The mapping of SLO's onto our curriculum allowed the committee to identify specific SLO's that were not thoroughly covered in the curriculum.
        - The targeted three SLO's are mapped on 24 courses for this evaluation. The results are included in Appendix C.
        - After reviewing these data the committee determined SLO 6 measuring information technology skills were only identified twice across the curriculum. These skills were primarily addressed in our research methods courses. The curriculum depends on CSCI N207 for information technology skills. Since this SLO is addressed only twice during the curriculum, the committee recommends further assessment to determine if the SLO's of the CSCI course are in line with the psychology SLO's and students are leaving our program with appropriate technology skills.
        - Another potentially weak area of our curriculum is sociocultural and international awareness. Only six courses identified this SLO as a primary

learning outcome. The committee recommends further review of the curriculum to strengthen this component.

- Only five courses identified SLO 4 values and ethics as a primary learning outcome. The committee was less concerned with this number as nearly each course addresses values/ethics in some way. However, in our measurement process this SLO was not ranked among the top three SLO's for many courses. Values and ethics is a very important part of the psychology program and a separate assessment may be necessary to capture these data.

Action Steps

- Increase competency at measurement and self-assessment.
    - This year we mapped much of our curriculum and assigned SLO's and asked faculty to give us a base-line measurement. This allowed us to visually see the measures across the curriculum and make plans to share the information before the fall semester. We plan to work with our faculty to help refine our assessment and measurement.
    - Evaluate our measures across the curriculum to make sure they are appropriate and they provide the information needed to assess our program.
    - Develop a systematic assessment process for student input on advising, engagement, and student resources.
    - Develop additional measures for the certificate program that includes employers.

- We will increase the number of on-line sections offered. Faculty will receive training over the summer to gain skills. Hopefully, this will help more students take advantage of our certificate courses. Another advantage is to have additional faculty able to teach on-line courses.
- We will appoint a committee to evaluate our certificate courses/curricula for changes or updates in content to make sure they are relevant to careers.

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

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

7) Communication Skills
   7.1 Demonstrate effective writing skills in various formats and for various purposes (e.g., essays, correspondence, technical papers)
   7.2 Demonstrate effective oral communication skills in various formats
   7.3 Exhibit quantitative literacy
   7.4 Demonstrate effective interpersonal communication skills
   7.5 Exhibit the ability to collaborate effectively

8) Sociocultural and International Awareness
   8.1 Interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives
   8.2 Examine the sociocultural and international contexts that influence individual differences
   8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa
   8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity
   8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and in others
   8.6 Predict how interaction among diverse people can challenge conventional understanding of psychological processes and behavior

9) Personal Development
   9.1 Reflect on personal experiences and search for meaning in them
   9.2 Apply psychological principles to promote personal development
   9.3 Enact self-management strategies that maximize healthy outcomes
   9.4 Display high standards of personal integrity with others
   9.5 Seek input from and experiences with diverse people to enhance the quality of solutions

10) Career Planning and Development
   10.1 apply knowledge of psychology in career choices (e.g., decision strategies, life span processes, psychological assessment, and careers)
   10.2 Identify the types of academic experience and performance in psychology and the arts that will facilitate entry into the workforce
   10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits
   10.4 Identify and develop skills and experiences relevant to achieving selected career goals
   10.5 Articulate how changing societal needs can influence career opportunities an foster flexibility to manage in a changing world
   10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility

Appendix C

Core & Research Courses	Assessment/ Measure	Outcome

B305 Statistics F12

SLO 2 Research	Quiz Research Methods	Competency reached at 26.7/30 pts
SLO 3 Critical thinking	Final Exam	9 /20 students earned grades of A or B and 1/20 failed
SLO 6 Information technology	Homework 2 (data analysis)	Mean score was 90% meeting course expectations

B307 Tests & Measurement SP13

SLO 2 Research	Comprehensive assessment	Mean score of 79%
SLO 3 Critical thinking	Comprehensive assessment	Mean score of 79%
SLO 4 Application	Comprehensive assessment	Mean score of 79%

B310 Lifespan Development SP13

SLO 1 Knowledge base	Exams/essays	Midterm average was a B+ average or 84%
SLO 3 Critical thinking	Cqw3e studies	Average score was 90%
SLO 9 Cultural awareness	Class Assignments/group	Mean score was 92%

B311 Research Methods & Lab SP12

SLO 2 Research	Thinksheet # 2 Methods Assign.	Students achieved goals at 90% for readiness for capstone
SLO 3 Critical thinking	Peer Project Feedback	Critical thinking goals met at 84% competency
SLO 7 Communication	Oral Project Presentations	Oral presentations for faculty/peers with all scores higher than 78%

B320 Behavioral Neuroscience SP13

SLO 1 Knowledge base	4 exams over primary content	Average 77% (B-) meeting goal 52.2% got 77% or higher
SLO 2 Research	4 short essay questions	Average 86% (B+) meeting goal 81% got 77% or higher
SLO 5 Application	4 short essay questions	Average 85% (B+) meeting goal 81.8% got 77% or higher

Core & Research Courses	Assessment/ Measure	Outcome

B340 Cognition   F12

SLO 1 Knowledge base	Exams	Mean exam competency assessment was at 84%
SLO 3 Critical thinking	Cognition Lab/Class assessments	Mean lab/assignment assessment was at 94%
SLO 6 Information technology	Cognition Lab	Mean lab/assignment assessment was at 94%

B344 Learning   SP13

SLO 1 Knowledge base	Exams	Mean exam competency was at 82%
SLO 2 Research	Ability to select related articles	Mean competency was at 80%
SLO 4 Application	Learning by doing project	Mean competency was at 82%

B356 Motivation F12

SLO 1 Knowledge base	Homework/theory perspectives	95% of class received a grade of B
SLO 7 Communication skills	Student class presentation	90% of class passed the assignment
SLO 8 Cultural awareness	Video review Assignment	Mean grade was above 90%

B358 Organ/Industrial Psychology Su 12

SLO 1 Knowledge base	Exams 1 & 2	Class scored a mean score of at least 75%
SLO 8 Cultural awareness	Exam 1 & 2	Class scored a mean score of at least 75%
SLO 10 Career planning	Interview/paper	The mean score was 80%

B370 Social Psychology F12

SLO 1 Knowledge base	Exams/cumulative final	Scores ranged between 75% -80%
SLO 7 Communication skills	APA style research paper	Average score were 85%
SLO 8 Cultural awareness	Test 2	Average score was 79%

Core & Research Courses	Assessment/ Measure	Outcome

B380 Abnormal Psychology F12

SLO 1 Knowledge base	4 tests over primary content	Students averaged 86% meeting course learning goal
SLO 4 Application	Clinical Simulations (6)	90% of class applied material successfully
SLO 8 Cultural awareness	3 Movie Reviews	79% of class demon. Cultural awareness of disorders

B424 Theories of Personality SU12

SLO 1 Knowledge	Article Reflection Paper	81% of class got a 90% or higher
SLO 4 Application	Compare/Contrast Assign	86% of class got a 90% or higher
SLO 8 Cultural awareness	Cultural Statements Assign	Mean score was 77%

B425 Capstone in Personality F12

SLO2 Research	Research Methods Assessment	86% of class received passing grade
SLO 7 Communication	Class Presentation	100% passed oral presentation
SLO 10 Career/development	Resume and feedback	33% of class submitted resume's for feedback

B497 Individual Capstone F12

SLO 2 Research	Data Analysis on project	Student successfully completed
SLO 7 Communication	Presentation	Student presented at national conference
SLO 10 Career/development	Resume/grad school application	Student completed graduate school application

Upper Level Elective Courses	Assessment/ Measure	Outcome

B321 Clinical Writing

SLO 3 Critical thinking	Clinical chart	Mean scores for charts was 84%. All students met course goals
SLO 4 Application	Case Study	Case study in mental health terminology 87% competence
SLO 7 Communication	Letters, written reports	Professionally prepared products with 80% competence

B325 Professional Ethics

SLO 1 Knowledge	Test items	Understanding of professionalism rated @ 86% competency
SLO 5 Values/ethics	Role plays	Ability to demonstrate appropriate use at 85% competency
SLO 9 Personal Development	Case studies	Self rated measure of growth of an 8 out of 10 pts.

B362 Practicum in Child Psychology Sp 13

SLO 4 Application	Field placement/employer eval.	100 % of students met goals with a 4 out of 5 pt. rating
SLO 5 Values/ethics	Field placement/employer eval.	100% of students met goals with a 4.5 out of 5 pt. rating
SLO 10 Career Plan/development	Coaching by site & IUPUC Supervisor	100% of students completed coaching goals

B364 Community Psychology Sp 13

SLO 1 Knowledge	Comprehensive Exam	Class exceeded course learning goals with 93%
SLO 3 Critical thinking	Speaker presentations/Analysis	Applied local issues with course material at 80% accuracy
SLO 4 Application	PBL Simulation	Class struggled a bit with a 77% goal accomplishment

Upper Level Elective Courses	Assessment/ Measure	Outcome

B374 Group Dynamics Sp 13

SLO 1 Knowledge	Midterm/final exam	Essay exams yielded average scores of 87%
SLO 3 Critical thinking	Article Critique	Scores averaged 87%
SLO 4 Application	Assignment/sports/family/leadership	Average scores of 62% demonstrating struggle

B382 Practicum in Community Psy Sp 13

SLO 3 Critical thinking	Field placement/employer eval.	100 % of students met goals with a 4 out of 5 pt. rating
SLO 5 Values/ethics	Field placement/employer eval.	100% of students met goals with a 4.5 out of 5 pt rating
SLO 10 Career/personal dev.	Coaching by site & IUPUC Supervisor	90% of students completed coaching goals

B386 Introduction to Counseling F 12

SLO 4 Application	Portfolio	Completed portfolios with an average of 80%
SLO 5 Values/ethics	Role play/portfolio	Demonstrated competency at 90%
SLO 9 Career/personal dev.	Peer & faculty coaching	Growth rated as 8.5 on a scale of 10 pts.

B388 Human Sexuality F 12

SLO 1 Knowledge	Comprehensive assessment	Mean score of 89%
SLO 2 Research	Comprehensive assessment	Mean score of 89%
SLO 3 Critical thinking	Comprehensive assessment	Mean score of 89%

B394 Drugs and Behavior F12

SLO 1 Knowledge	Comprehensive assessment	Mean score of 83%
SLO 2 Research	Comprehensive assessment	Mean score of 83%
SLO 4 Application	Comprehensive assessment	Mean score of 83%

B395 Addictions Counseling F12

SLO 4 Application	Role plays	Demonstrated application of concepts at 86%
SLO 5 Values/ethics	Discussion Forums	Pre/post evaluation demonstrated 90% improvement
SLO 6 Cultural awareness	Reflection Papers	Scores reflect competency at a level of 8.5 out of 10 pts.

Upper Level Elective Courses	Assessment/ Measure	Outcome

B396 Alcoholism and Drug Abuse Sp13

SLO 1 Knowledge	Homework Assignments	Assign. Goals completed at a rate of 77%
SLO 4 Application	Role plays	Ratings on skill application are 8.5 on a scale of 10 pts.
SLO 8 Cultural awareness	Guest speakers	Ratings on reflection papers are at 80% cultural competency

B472 Practicum in Group Dynamics Sp13

SLO 4 Application	Portfolio Assessment	Mean score of 85%
SLO 3 Critical Thinking	Portfolio Assessment	Mean score of 85%
SLO 10 Personal Development	Portfolio Assessment	Mean score of 85%

B422 Professional Practice SP13

SLO 3 Critical thinking	Field placement/employer eval.	100% met goals with a rating of 4.5 out of 5 pts
SLO 4 Application	Field placement/employer eval.	100% met expectations with a rating of 5 out of 5 pts
SLO 10 Career/personal dev.	Coaching by site & IUPUC Supervisor	100% met goal and expectations