2020-2021
IUPUC Undergraduate Psychology Program Review

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Evaluation Committee:
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The Psychology Program at IUPUC, within the Division of Science, has approximately 110 majors in the BA/BS programs, plus an additional 20 who have designated certificate programs, and/or indicated their intent to minor. Within IUPUC, which has approximately 1000 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 faculty with an administrative role, and a few 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. In this report we will provide program evaluation on the specific goals for the coming years.

Changes to the program since the last evaluation:
- We had a shared advisor in psychology. Our advisor, Aaron Miller, will be transitioning to University College in the Fall of 2021 and therefore programmatic evaluation of advising, which was part of our last report, will no longer be carried out in psychology.
- During the last round of evaluation, we included 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. In addition, we changed our program requirements to match IUPUI's program requirements.

2020-2021 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.
- In the last report, 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.

   o   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 did not carry out this change for general education reasons. Therefore, CSCI N207 is still part of our curriculum.

   o   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. In addition, many core and foundational psychology course require formal writing assignments.

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 is in alignment with APA guidelines and IUPUI requirements. To continue to serve students in south-central Indiana, we have maintained the model of a four-course sequence at the introductory level. Our introductory to psychology sequence involves a one-semester class of PSY-B110 (3 credits), plus the addition of a one-credit required learning community course, PSY-B103 (Orientation to the Major), PSY-B203 (3 credits; Ethics and Diversity), and a one-credit hour PSY-B303 (Career Planning for Psychology Majors) course.
       on campus.
   •   In recent years, multiple sections of the learning community have been needed, as our initial cohorts of Psychology Majors are 40-50 students per year. We have two full-time instructors (Kathy Compton & Dr. Elizabeth daSilva), and our advisor (Aaron Miller) 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.

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 (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.
- 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.
- In addition, two faculty members (Dr. Elizabeth daSilva & Dr. Joan Poulsen) are conducting a longitudinal study to assess students' perception of their writing skills throughout the psychology curriculum. Students will be assessed in the beginning sequence of courses, a midpoint course, and the end sequence to see how their writing develops over the course of their training in the psychology program.
- The Capstone course we offer continue to be one of the highest quality undergraduate experiences offered in any similar psychology program. For one thing, it requires all students, instead of just honors-level students, to conduct a research project from development phase through writing and presentation. They take the lead through all parts of the process with the mentorship of a faculty. This 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 Univeristy of St. Louis) in that we require a research-based capstone project of all students.
- 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.

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. 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, currently we address this in multiple ways. We have added a course early in the program's sequence Career Planning for Psychology Majors (PSY-B303) to dedicate official time for students to explore possible career development paths. Second, in the Capstone courses, our academic advisor (who is trained in career advising) presents workshops on resume preparation, searching for job openings, and interviewing techniques.
- Mentoring of students is an important aspect of teaching for our faculty. In 2021-2022, two Psychology students received funds for research projects through the IUPUC Office of Student Research, and will present their work in April 2022; one researching growth mindset and how sources of information might matter, the other interested in testing associations between personality and the detection of lies. These students will present their 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. We hope this fund will grow and be able to support student development.

Faculty Needs
- Since the last report, we have successfully hired a Cognitive Psychology, Dr. Elizabeth daSilva, to a tenure-track position in psychology. In addition, Dr. Mark Jaime gained tenure and is now Associate Professor in psychology. In all, we have 3 tenured faculty members and 1 tenure track with 1 non-tenure-track faculty in the program.
- Although we have the most faculty currently in our program than at any time in our history, many of our faculty teach reduced loads that cause a strain on our programmatic needs. For example, Dr. Joan Poulsen is our resident social psychologist and teaches Social psychology (PSY-B370), a required Foundations course in our program. However, Dr. Poulsen's load is 1 course per year. Likewise, as director of the program, Dr. Le is on a reduced teaching load, which limits the ability of the program to offer Content courses such as Theories of Personality. In addition, faculty members in the past few years have had reduced loads due to grant awards, leaves of absence, and sabbaticals. These interruptions in teaching loads are likely to continue, though non-systematically, moving forward. In the future, we would like to add faculty members, especially if more faculty move into positions that reduce their ability to teach their full load of courses.
- Dr. Mark Jaime plans on spearheading a new certificate program related to Applied Behavioral Analysis therapy. To this end, he has current remonstrances submitted for ABA-related courses. Once these courses are approved, the program will assess how best to create a certificate to allow students to serve a growing need within the community.

However, this positive development will also create a need for increases in faculty to teach these classes for this certificate program.

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

IUPUC SLO Definitions

1) Content /knowledge of Psychology (**IUPUI PUL 4**)
    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 (**IUPUI PUL 1B**)
    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 (**IUPUI PUL 2**)
    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 (**IUPUI PUL 3**)
    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 (**IUPUI PUL 6**)
    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 (**IUPUI PUL 1C**)
    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 (**IUPUI PUL 1A**) 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 (**IUPUI PUL 5**)

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 (**IUPUI PUL 6**)

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 (**IUPUI PUL 3**)

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: Assessment Data from Introductory, Learning Community, Research, and Capstone Courses 2021-2022

Course Title	Assessment/ Measure	Outcome
B110 Introduction to Psychology Fall 2021		
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
B103 Orientation to a Major in Psychology Fall 2021		
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
B311 Research Methods & Lab Fall 2021		
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
B425, 471, 497 Capstone Courses in Psychology Fall 2021		
SLO 2/PUL 1B Research methods	Two assignments	Mean score of 80.60% or 4.03 out of 5
	(Finalized measures, hypothesis testing)	
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