

Psychology Program Self-Study Report, 2014-2015
Department of Psychology, School of Humanities and Social Sciences
Scott Jones, Dean; Christina Downey, Chair

I. Review process

A. Program under review: Psychology

B. Review period: AY 2009-2010 through AY 2013-2014

C. Steps in the review process:

1. Describe sources of data for self-study:

Data were obtained from Student Services Databases, a report commissioned by Indiana University from Deloitte (examining regional changes in enrollment projections and employment prospects), psychology assessment reports and summaries, and individual faculty.

2. Describe how the self-study process was completed by faculty:

Resident psychology faculty members (Drs. Batis, Clark, Costello-Harris, Davis, Downey, Holcomb, and Morgan) submitted individual data. Some additional data from current and past adjuncts was obtained from most recent copies of curriculum vitas in files held by the office of our department chair. Dr. Downey gathered data for all tables except 8-10 from the Office of Information Management. The report was drafted and revised by faculty.

3. External review conducted by (name and affiliation):

William E. Addison, Ph.D.
Psychology Department
Eastern Illinois University

II. Review criteria

A. General program description

1. Program mission and consistency with University mission: *Describe the ways in which the program advances the Campus' mission, vision, values, and strategic goals.*

The Indiana University Kokomo Mission Statement reads as follows:

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associates degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and

strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

In January of 2011, Psychology separated from the former Department of Social and Behavioral Sciences, and became a department with a Chair. At that time, the Psychology Department adopted a mission that echoes the campus mission, while describing our goals for the knowledge base and skills students will achieve by graduation. Our mission is:

The mission of the psychology program is to provide students with a bachelor's degree in psychology within a liberal arts tradition. Thus, our program contributes to IU Kokomo's mission of providing undergraduate programs leading to the baccalaureate degree for residents of North Central Indiana. The psychology program strives to help its' majors understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and communicate more effectively. The psychology degree program seeks to provide students the opportunity to develop and achieve their personal and career aspirations, including opportunities for engaging in research with faculty, independent research, and practicum experiences within the community. Thus, our program contributes to IU Kokomo's mission to enhance research and develop partnerships between our degree and various community programs.

Students completing their major in psychology, then, clearly receive an education that accords with the campus mission. Psychology is an extremely popular major, as the 4th largest program by student headcount for the last several years (and projected to move to 3rd largest program within the next few years). Psychology courses are part of the campus General Education curriculum, meeting learning goals in the areas of Critical Thinking, Quantitative Literacy, and Social and Behavioral Sciences. Psychology courses are also required by various majors, such as Nursing and Criminal Justice, while other majors include psychology courses as options, such as Applied Sociology and Informatics (Cognitive Science cognate). While statistics on minors are not kept or reported consistently, we did receive data (in September 2013) that ours is the most popular minor on campus, with 113 students a declared minor at that time.

In addition, the campus has adopted a set of Strategic Priorities for the period from 2014-2020, which the Psychology program supports. Each Priority, and our program's related activities and goals, are elaborated below:

1. Strategic Priority I- Preparing students for a 21st century global economy by delivering innovative and relevant academic programs

Psychology is continuously examining our programs to ensure that they are appropriately preparing students for their futures. In Fall 2010, for example, Psychology

initiated its two Bachelor of Science program tracks, both designed to meet the needs of different student populations. Our original degree, the Bachelor of Arts, is still active and provides the traditional liberal arts education in psychology. Students complete the Campus General Education requirements, the Gen Ed requirements for all BA degrees on our campus (typically including more history, humanities, and foreign language), a set of core courses in psychology, and a set of electives. Students are also required to choose from either a two-semester supervised research project, or a basic helping skills course followed by a community practicum. This was a strong and growing program before we began the BS degrees, but we saw that some students were not as well served as seemed possible - for example, students transferring into our program from other programs or campuses, or students with specific postgraduate goals requiring coursework in addition to what could "fit" within the BA.

We therefore created two BS tracks with different goals in mind for each. We first reduced the General Education requirements to that required by the campus, opening up credits for specialization in different areas. The BS Psychology, General Science track requires more laboratory science than our BA does, and allows students to choose from research or practicum. This track is attractive to students who wish to attend graduate school in a medically-related area after graduation, such as occupational therapy, physical therapy, or medicine. The BS Psychology, Psychological Sciences track requires somewhat more laboratory science than the BA, additional core psychology courses, and requires students to complete supervised research before graduation. This track was designed to prepare students for graduate school, especially doctoral education in psychology.

Soon after launch of our new BS programs, we hired a new Assistant Professor of Psychology with a specialization in biological psychology. This was in response to recommendations from our previous program review, but also relates directly to the question of how to deliver a program that is current and relevant to the futures of our students. This instructor (Dr. Batis) and his courses have been very well-enrolled and well-received since his arrival in Fall 2013. His presence and openness to working with various other departments is helping make our current discussions of new degrees more fruitful than would have been possible otherwise. We also have hired a new Clinical Assistant Professor of Psychology (Dr. Davis) to (among other duties) assume primary responsibility for supervising student practica, and build stronger relations between the community and our department. Dr. Davis brings broad and deep experience in clinical practice to bear on this role, thus ensuring students have a well-supported practicum experience. Our most recent hires (Acting Assistant Professor of Psychology, Prof. Costello-Harris, and Lecturer in Psychology, Dr. Morgan) have brought new expertise to the department in the areas of disabilities and comparative psychology, respectively. Both of these areas of interest have broadened the department's knowledge base, and allowed us to add new courses to our offerings to meet student needs.

Psychology is continuing to discuss potential new programs, with most of our present focus on possible interdisciplinary programs. These include a possible BS in Cognitive Science (shared with the School of Science); a BS in Neuroscience (shared with the School of Science); and an MA in Counseling (a collaboration among several IU

regional campuses). We have also begun offering fully online courses in General Psychology and Lifespan Development, and are exploring adding Statistics and Abnormal Psychology to our available online courses.

Psychology has not only developed new programs, but has also continued to engage our students in high-impact learning practices at various points in the curriculum. Activities such as undergraduate research, community practica, service-learning courses, and campus involvement all serve our students' future goals. As we await the unveiling of our remodeled Psychology Lab, we are discussing ways we can engage greater numbers of students in such activities. For example, as we changed our research methods course from a single course to a two-semester sequence, we have provided students more opportunity to collect, analyze, and report original human subjects data prior to graduation.

There are many other ways that the Psychology programs support Strategic Priority I of our new campus Strategic Plan. A strong curriculum is one of our highest priorities, and we feel that we have been successful over the last five years in identifying ways to improve our programs, course offerings, and student learning experiences.

2. Strategic Priority II - Increasing college enrollment and degree attainment in north central Indiana

Psychology faculty have always been active in recruitment events on and off campus, with some recent efforts detailed below (F2). However, our recent curriculum changes, faculty hires, close work with advisors, coordination in teaching, and outreach to students have been somewhat more focused on retaining and graduating admitted students, than on attracting new students. Our various efforts at retention are described in F3 below.

3. Strategic Priority III - Promoting the culture of discovery and creativity among students, faculty, staff and community members

The Psychology Department has been highly successful at encouraging students to achieve at high levels in undergraduate research. Many faculty have students doing basic original research projects beginning in the 100-level course, and we have seen large increases in the numbers of students completing the required two-semester sequence in supervised research. We have also been very successful recently at obtaining internal grant funding to support student research projects and presentation at conferences.

One recent change we made to formalize our department's commitment to undergraduate research is to reassign Dr. Holcomb to become Coordinator of our nascent IU Kokomo Institute for Undergraduate Research in Psychology (IURP). Dr. Holcomb received one course release this year to coordinate research activities related to the required Supervised Research sequence, such as directing students to research mentors, building a set of resources for students and supervising faculty, obtaining funding to support student research, and creating a set of procedures for students to

obtain individual grants to support their research. As this position is new this year, Dr. Holcomb has been examining how best to structure the Coordinator role and compile information for students. It has been decided that assembling resources online, including tutorials administered automatically through our course management system, would be very helpful to make sure students are prepared to find the appropriate mentors and carry out their projects. We would also like to find ways to publicize the Institute, and to encourage students to use the IURP terminology frequently (and thus increase its recognition on and off campus). We have made a budget request to obtain permanent funding in our departmental budget to support the IURP Coordinator position, and to expand its reach, and are awaiting final decisions now. Still, such an action makes clear the very high priority that Psychology faculty place on undergraduate research at IU Kokomo.

However, faculty continue to face challenges in finding funding resources and time to dedicate to advancing their own research. Regarding resources, IU Kokomo does offer competitive research funding grants; however, they are structured to be campus-wide and centrally administered through the Office of the VCAA, meaning that faculty applying for funds are competing with research faculty from every other School on campus. Such comparisons are inevitably difficult, as research projects in some disciplines and sub-disciplines require much more funding than in other areas. As an example within our own department, a typical research project in biological psychology may cost thousands of dollars, while only a few hundred might be more than sufficient for a project in social psychology. These variations might seem irrational to centralized funding review committees unfamiliar with the differences between these fields, and may make it difficult to obtain the amounts needed for each project.

Regarding faculty time, as our enrollments have grown very rapidly, the demands of teaching a standard tenure-track course load of 3 courses per semester have become greater. In addition, because closely-mentored experiential learning is required for all psychology majors, greater numbers of majors results in greater demand on faculty time outside of the standard classroom. Though we have developed some means of addressing this issue for some faculty (e.g., bundling together several independent study students into the equivalent of a course, and assigning the faculty member to teach those students within-load), such an approach can only work when there are sufficient numbers of independent study students working under a faculty member to justify assigning the course within load. In most cases, this teaching is done as overload, meaning that (typically) research productivity decreases for that faculty member.

We feel that an additional major challenge to advancing faculty research is the very high service load placed on faculty – particularly senior faculty – at IU Kokomo. The official breakdown of a tenure-track faculty member's time on our campus per semester is .72 teaching (.24 x 3 courses), .24 research, and .04 service. This would translate into 1.6 hours per week spent on service to the department, campus, University, and community. The reality for non-administrative senior faculty in our department is likely closer to an average of 5 hours per week, or a .125 (12.5%) service load. As our faculty understand our commitment to excellent teaching, this heavy service load inevitably

reduces time for faculty research. As noted below in G1, at least one of our faculty have been so burdened with teaching and service demands as to lose their course reassignment for research, due to not publishing peer-reviewed work on the required timetable. This is an outcome that is detrimental to that faculty member, the department, the School, and the campus. We feel that appropriate supports must be provided to such faculty who have strong research interests and potential, but have been tasked with far more than the official service load of the institution. Simply informing faculty members that publication is expected, does not mean that the faculty member is being supported. Systemic changes in service load to better align faculty time with our job duties seems essential to research productivity in our department. Along these lines, the School of Humanities and Social Sciences proposed a change to our Faculty Senate representation, such that HSS will have two School-wide representatives on each committee rather than the present four (committee representation having previously been based on our departments). However, ours is a School with a large number of junior faculty, so senior faculty will still be tasked with a large service load.

Faculty interest in research is very strong, and some faculty have been successful in obtaining funding for their own research, and in presenting and publishing work. It is clear that there is dedication to research within the department, and faculty would eagerly take advantage of opportunities to advance their research agendas if they were supported in doing so.

4. Strategic Priority IV - Being a valued regional partner by enhancing relationships with community members and alumni

Psychology's ties with the community have been fairly strong for some time. Such relationships have most often been fostered and developed through the student practicum experience (detailed in J below). However, we have also pursued relationships which would bring mutual recruitment and/or retention benefit to our program, and to those at other institutions. Our contact with alumni has been fairly good, but not formally structured. That is, we do not outreach to alumni in a strategic way, but rather maintain personal connections through email and social media that allow some exchanges of information from time to time. We do also maintain our Advisory Board in Psychology, which meets with the department each spring.

5. Strategic Priority V - Supporting the professional growth of faculty and staff

Faculty in Psychology have access to a range of professional development opportunities, mostly related to developing teaching expertise. Our faculty frequently attend trainings, workshops, and special interest group meetings to reflect on our teaching and work to improve our approaches. One psychology faculty is also a member of the Faculty Colloquium on Excellence in Teaching (FACET), an IU-wide organization that offers various teaching workshops and conferences. A second faculty member has submitted a dossier for admission to FACET, and should be notified of the decision this

spring. Finally, the department itself holds at least one teaching and assessment focused retreat each year, where ideas are exchanged. At the present time, if faculty wish to receive training in teaching, there are many opportunities readily available to us.

However, faculty development to build one's research expertise is more difficult to obtain. For example, our campus's small size means that we rarely have on-campus events available to faculty who wish to add to their (for example) statistical knowledge. Such workshops are available at IU Bloomington on a fairly regular basis, but gaining access to these trainings is a challenge. In addition, our small size means that each faculty member basically represents their discipline; we do not have multiple faculty in cognitive psychology, biological psychology, or social psychology, etc. This means that continuing training in research must be actively sought by each faculty member, which again raises the issue of limited available time to research these opportunities and attend them.

Overall, the Psychology faculty are very proud of our department, our programs, our students, and our accomplishments. We believe that we could do even more to serve our students and strengthen our institution, if we could find an efficient way to increase capacity while maintaining quality.

2. Faculty teaching in program: *List all faculty teaching in the program during the time frame of this report, including adjuncts, and attach CVs at end of report.*

Dr. Jeff Batis, Assistant Professor of Psychology (August 2013 to present)
Dr. Angela Becker, Associate Professor of Psychology (through July 2013)
Dr. Judey Budenz-Anders, Adjunct in Psychology (January 2013-December 2013)
Dr. Sharon Calhoun, Associate Professor of Psychology (through Spring 2010)
Dr. Kevin Clark, Associate Professor of Psychology
Prof. Vanessa Costello-Harris, Acting Assistant Professor of Psychology (August 2014 to present)
Dr. Rosalyn Davis, Clinical Assistant Professor of Psychology (August 2013 to present)
Dr. Christina Downey, Associate Professor of Psychology
Dr. Kathy Holcomb, Associate Professor of Psychology
Prof. Gary Jones, Adjunct in Psychology (August 2014 to present)
Dr. Gin Morgan, Lecturer in Psychology (August 2014 to present)
Dr. Kimberly Morris, Adjunct in Psychology (February 2011 to present)
Dr. Kathy Steinberg, Visiting Lecturer in Psychology (August 2013-May 2014)
Dr. Bob Wildblood, Adjunct in Psychology (August 2011-December 2011)

3. Demand at IUK for program: *Report number of majors each year for at least the past five years.*

The table below illustrates rapidly growing demand for the psychology programs at IU Kokomo.

Table I. Program Demand and Graduation Success

	Fall 2009	Spr 2010	Fall 2010	Spr 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014
New majors	37	21	27	16	36	17	36	25	41	41	45
Total majors	103	107	113	103	122	120	149	142	166	180	188
BA	103	107	113	103	115	88	80	61	61	56	47
BS	-	-	-	-	7	32	69	81	105	124	141
# of grads	9	11	13	22	28	8					
BA	9	11	12	16	10	2					
BS	-	-	1	6	18	6					

B. Overview of curriculum and program goals

1. Degree(s) offered

- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology
 - General Science track
 - Psychological Science track

2. Summary of degree program(s) and main goal(s) for student learning/education:

Describe the overall purpose of each degree offered within the program.

Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology has existed since the psychology major was first developed at IU Kokomo. Because of the more extensive coursework in general education, students attaining a BA in Psychology have a broader liberal arts education that is required to include two years of a foreign language. This degree offers the most flexibility to students, in that it prepares them to enter the workforce after graduation, or attend graduate school. BA in Psychology students take 39 credits in psychology, including choosing between taking the two semester research sequence, P493-P494, or the P381 Helping Skills and 495 Practicum two semester sequence. More information about the BA in Psychology, including a link to the program requirements, can be found at <http://www.iuk.edu/humanities-and-social-sciences/psychology/majors-minors-programs/bachelor-arts-psychology/index.php>

Bachelor of Science in Psychology – General Science track

The Bachelor of Science in Psychology – General Science track was developed more recently with the particular goal of preparing students for professional schools. To create this degree, the psychology faculty researched requirements in occupational therapy specifically to ensure that we could provide students interested in OT with a strong preparation for professional school. This track also works well for transfer students who have completed a number of science credits (such as students from nursing) to be able to complete the Psychology degree in a timely manner. Students in the BS in Psychology – General Science track complete fewer general education credits overall, with additional courses in the physical and life sciences, particularly biology and chemistry. Students in this track complete 42 credits in psychology, including choosing between taking the two semester research sequence, P493-P494, or the P381 Helping Skills and 495 Practicum two semester sequence. More information about the BS in Psychology – General Science track, including a link to the program requirements, can be found at <http://www.iuk.edu/humanities-and-social-sciences/psychology/majors-minors-programs/bs-psych-general-science/index.php>

Bachelor of Science in Psychology – Psychological Science track

The Bachelor of Science in Psychology – Psychological Science track was developed along with the other BS in Psychology degree to serve students interested in preparing to apply for graduate school in psychology. This degree provides students with a more extensive background in psychology as a science in that students are required to take the two semester research sequence, P493-P494 (some students also take P381 Helping Skills and 495 Practicum as electives). Students in this track complete 45 credits in psychology, including an extra course in our “core clusters.” More information about the BS in Psychology – Psychological Science track, including a link to the program requirements, can be found at <http://www.iuk.edu/humanities-and-social-sciences/psychology/majors-minors-programs/bs-psych-psychology-science/index.php>

C. Main strengths of program: *Describe the strongest aspects of the program as viewed by its faculty*

The greatest strengths of our program are elaborated throughout this report, but can be summarized thus:

- Forward-thinking faculty who are dedicated to educating students meaningfully
- A well-designed curriculum with options available to support students with diverse educational and career goals
- High-quality, high-impact teaching practices integrated throughout all levels of the program
- A clear and articulated focus on career readiness at several points in our curriculum
- Skilled and enthusiastic resident and adjunct instructors, many with well-established records of teaching excellence

- A Dean who works to support our needs and goals wherever possible
- An institution that often recognizes our accomplishments in public settings, and has provided necessary resources to support our operation as an independent Department
- Good relations with the surrounding community via faculty and student relationships with various individuals and organizations

D. Main challenges facing program: *Describe the weakest and/or most challenging aspects of the program as viewed by its faculty*

- Very tight staffing due to steeply rising enrollments and a lack of accessible adjuncts to teach courses across the curriculum
- Very high service demands on senior faculty, to both mentor junior faculty within the department and to ensure departmental representation on important campus committees and initiatives
- Limited time and resources for faculty research, grant writing, sabbaticals, etc.
- An institutional climate that is pushing for greater external outreach, when internal demands remain extremely high
- Limited external sources from which to secure funding (e.g., for student scholarships) due to most community partners being nonprofit organizations with very tight budgets

E. Summary of recommendations from last program review, and program actions in response to those recommendations

1. Suggested curriculum changes

- a. Recommendation 1: Add a course in biological psychology

Response: Achieved

In 2012, our former Chair (Angela Becker) announced that she would be leaving IU Kokomo the following July. This provided an opportunity to hire a biological psychologist as her replacement, which we did in August 2013 (Jeff Batis). Dr. Batis brought expertise in neuroscience with a specialization in drugs of addiction. This allowed for the recommended reconfiguration of our curriculum to be implemented. Specifically, we now have four “clusters” of upper-level content courses in our programs, and students must select 1 from each pair of courses. For our “biological” cluster, students choose from either P326 Behavioral Neuroscience or P407 Drugs and the Nervous System, both taught by Dr. Batis. Dr. Batis is also heavily involved in mentoring student research, which is giving our students excellent opportunities at engaging deeply with biological topics in psychology. For example, a recent graduate conducted his Supervised Research project testing the effects of creatine on aggression in adolescent male rats, as an analogue for the effects of this performance-enhancing substance on adolescent male athletes.

b. Recommendation 2: Reduce the capstone courses from 2 to 1
Response: Achieved

Though we initially did not make this change because of the research writing learning outcomes covered in the P457 Senior Seminar course, over time we observed that students were needing greater preparation earlier in the program for their senior year research work (specifically, Supervised Research, the two-semester independent study sequence). Therefore, we implemented a change in our curriculum where the Senior Seminar was discontinued, and the former P211 Methods of Experimental Psychology was replaced by a two-semester research methods sequence. The current configuration is now P259 Introduction to Psychological Inquiry, followed by P355 Experimental Methods. Students typically take P259 in their sophomore year, where they focus on reading and understanding empirical research, reviewing literature in APA style, learning general skills of critical thinking necessary in psychology, and exploring their program and career readiness and directions. After completing this course and K300 Statistics, students can then enroll in P355, where they learn about the details of various research methods and carry out an actual project using original human subjects data. This sequence focuses as much on developing writing as the former Senior Seminar did, but is better able to scaffold students throughout their program rather than “cramming” such learning into the senior year. P459 History and Systems of Psychology is now our official capstone course, where students are expected to integrate their learning and development throughout the four years of the program. P459 also now serves as the Writing Intensive course for students completing BA degrees.

c. Recommendation 3: Require P199 Planning Your Psychology Career, and consider increasing the credit hours associated with the course from 1 to 3
Response: Not achieved, but integrated into other changes

As noted above, P259 Introduction to Psychological Inquiry is now our required course where (among other things) students gain career knowledge in psychology. This course does come early in the curriculum, but it encourages all students to form a foundation of knowledge regarding psychology careers that they can later revisit with individual faculty in their areas of interest. The course has also been effective at helping students understand early which psychology program to complete; which faculty member to work with in their senior year experiential learning (research or practicum); how to obtain effective and accurate advising help in psychology on our campus; and whether they indeed are well-suited for psychology as a program and/or career at all. The course is relatively new so the faculty who teach it (Drs. Clark and Holcomb, and soon Dr. Davis) are still crafting it and experimenting each term, but on the whole it seems to have addressed the problem of not requiring all students to engage in some career exploration. We have also continued other career-development activities; for example, Drs. Batis and Davis have been active in holding graduate

school preparation workshops for students on campus (not only for psychology, but particularly germane to psychology).

2. Suggested changes to assessment

a. Recommendation 1: Partner with the Alumni Association to do periodic surveys of alumni for the purpose of identifying types of careers and graduate training programs pursued by our graduates

Response: Not achieved

Alumni Relations on our campus has undergone several changes in leadership since this recommendation was first made. With different approaches to connecting with alumni, faculty have not made consistent connections or been able to obtain needed information on a consistent basis. Psychology faculty have also been working at maximum capacity for several years, having worked in a program that is growing at an average rate of 15% per year in numbers of majors over the past 6 years, completing 4 full searches leading to hires in the past 2 years, and developing a new mentoring program for probationary faculty (among several other initiatives). Therefore, time constraints are a primary challenge to engaging our alumni consistently.

Faculty have been very active in maintaining relationships with former students, particularly through social media. At the present time, the Chair maintains a Facebook group for alumni, and the Psychology Club also maintains a separate group. Therefore, we do feel we have some idea of what recent graduates are doing academically and professionally. However, we have not conducted any formal survey, and see this as an issue we should revisit soon.

3. Suggestions for increasing external demand for psychology programs

a. Develop partnerships with high schools teachers in the region and visit their psychology classes to discuss opportunities at IU Kokomo

Response: Achieved, and continuing to develop

With hires of new faculty in our department, each new faculty member understands that service to the department, campus, and University are important to his or her progress. Dr. Batis in particular has invested a significant amount of time in strengthening the department's relationship with the local school systems (where his children attend), frequently making visits to local schools for presentations. Prof. Costello-Harris has also begun to build such relationships, contacting special education teachers and sharing her interest in disability issues.

As noted in the Deloitte study, nearly every county in our region will see a decrease over time in college-aged individuals to recruit to campus. The two counties where college demand is projected to increase are Hamilton and Tippecanoe counties, two of the wealthiest and fastest-growing counties in the state. Therefore, beginning this summer and fall faculty will be regularly tasked with making contacts with teachers in these counties, and making campus visits. Our current count of 178 majors (following December graduations) is a

sustainable number at our current staffing level, but if we continue our pattern of rapid growth, staffing of courses will very quickly become an issue once again. There is reason to believe we will continue to grow in the future, though perhaps not quite so quickly; for example, the campus enrollment increased by only 2 students from Fall 2013 to Fall 2014 (essentially flat), but our program increased by 22 students (an increase of 13.2% in the same time period). Our primary goals in taking part in these recruitment efforts, then, would be to prevent decreases in our enrollments and to allow new programs to be launched, rather than having to recruit to ensure our continued health as a program.

4. Suggestions for increasing research productivity

a. Collaborate with faculty at other institutions

Response: Attempted, still in process

For the first three years of this review period, the foci of faculty in the department have been to carefully develop and implement the curriculum-focused recommendations made in our last review, as well as establish ourselves as an independent department (described below). In the remaining two years, faculty in the department have had to not only continue this implementation, but also invest time in searching and hiring replacement and new faculty, and in successfully completing the transition of the Chair position. Some faculty (Drs. Batis and Downey) have worked to develop research collaborations at institutions within and outside Indiana University, and some of these collaborations have been productive. We are also aware of networking possibilities at various conferences, and some faculty have taken advantage of some of these (for example, the Midwestern Psychological Association and National Institute on the Teaching of Psychology conferences). There has also been somewhat more institutional support for such collaborations (for example, a retreat in Fall 2014 for faculty from various IU campuses to meet and develop projects). However, time constraints are probably the biggest barrier to moving these budding partnerships forward more rapidly.

b. Apply for external grant funding

Response: Attempted, still in process

Several of our faculty are interested in applying for external grant funding, but faculty on our campus frequently face challenges in being competitive for external research funding due to our small size and relatively limited research infrastructure. Grants that have been attempted during the time of this review have not been funded, and it is difficult to know whether this may have been in part because faculty on our campus rarely are granted time to focus on preparing successful applications. The campus is discussing now whether to make internal funding available to give faculty a course release for writing a grant proposal, but no program of this type has been formally announced.

5. Suggestions for developing our future potential

a. Develop a department of psychology

Response: Achieved

This recommendation was one we had honestly not considered prior to our last program review, but which upon discussion made a great deal of sense to us. We wrote a proposal, determined the resources necessary to make the change, and submitted it for consideration with campus administration. The proposal sparked a broader discussion of how departments are configured on our campus, that continues into the present. As of January 2011, we officially became our own department with a Chair, and have continued to work and grow under that administrative structure. Our standing as a department strongly supports our continued success, in that our department delivers only programs in psychology (rather than a diverse set of fields with different methods and objectives). Issues discussed at the department level are processed efficiently, and the Chair is able to be highly familiar with nearly all issues relevant to the department. Performance evaluation is also facilitated, as the Department has developed its own Annual Evaluation and Promotion and Tenure criteria that reflect the priorities of the department and discipline. We are very pleased with our present standing and thank the reviewer for the recommendation. In light of recent discussions regarding possible restructuring of HSS, we desire to continue as an independent department into the future.

b. Explore options for developing a Master's program in some area of psychology

Response: Addressed, and ongoing

This suggestion was another that we as faculty had not considered seriously prior to our 2010 Program Review. This was in part due to our having been a program within the former Department of Social and Behavioral Sciences, and in part due to our having been a relatively small program (about 100 majors at the time of the review). As we discussed whether to become our own department, we found that our general interest in one day developing a Master's program seemed more likely to be successful if we were an independent department. Exploring a Master's program, then, became part of the rationale for becoming an independent department.

After becoming a department, we wished to consider the requirements and implications of a Master's program carefully as a faculty before deciding whether to pursue it further. Therefore, in Spring 2011 the faculty and administration agreed that one faculty member (Dr. Downey) would receive a course release in order to gather information regarding possible Master's programs. Over the course of the 2010-2011 AY, the faculty examined current programs in the region, along with admission requirements for each, their numbers of applicants, enrolled students, and graduates, and program features (such as coursework, research/practicum requirements, and possibilities for licensure or certification after completion). It was discovered that there are

actually several Master's programs relatively accessible to psychology students in our service region. For example, Ball State University, Butler University, Christian Theological Seminary, Grace College, IPFW (Fort Wayne), IUPUI (Indianapolis), IU South Bend, Indiana Wesleyan University, and the University of Indianapolis (among others) all offer Master's level programs in counseling-related fields leading to licensure. Therefore, we concluded that our students who were requesting that we start our own program, were doing so for reasons other than a lack of other possible programs to explore. We also concluded that any program we started would be challenged to remain viable in this particular market. At the time, we were only graduating 11 majors per year, and only about a third of those were pursuing graduate education. We thought it possible that a well-publicized program might draw earlier graduates in its first couple of years of operation, but afterwards the local market for students would be depleted, and recruiting from other areas would be challenging given the competition.

To inform the Office of the VCAA of our conclusions, and to try to gain information about the VCAA's interest in investing in such a program, we composed a final document outlining two possible program ideas: one in Counseling and one in a Health Psychology-Wellness Promotion area. We determined that though the Master's in Counseling would likely be our most popular option, the number of new students needed each fall to keep the program sustainable (18) was likely too high to be feasible at that time. This was particularly because we knew we would need to hire at least two new faculty to teach the courses such a program would involve. We also determined that the wellness promotion program, while being interdisciplinary on campus and thus needing fewer resources to run, might struggle to attract students, as the program would not lead to licensure. The response from the VCAA was to thank us for our hard work, but to also voice concern about investing resources in a program that was likely to struggle. As of May 2011, we agreed to table the idea for the time being.

However, our numbers of majors and graduates have risen considerably since 2011, and with the addition of a fully-licensed Clinical Assistant Professor of Psychology (Dr. Davis), there has been renewed interest in exploring the idea of a counseling program. The campus is currently tasked with identifying possible new programs and areas of potential growth, and a number of administrators have approached Psychology and inquired about whether a multi-campus M.S. in Counseling might be feasible. Such a program would involve sharing of several online courses, such that each of the 6 regional campuses would teach a few of the total 60 credits of coursework required by the State of Indiana for licensure. Each campus would handle practicum placements and supervision for its own enrollees, in its own region, and select courses would be offered face-to-face to ensure high quality. Dr. Sharon Calhoon, who used to be full-time faculty in Psychology, now has an administrative role working with the Office of the Vice President for Regional Campus Affairs on developing multi-

campus agreements and programs, so she has already offered to fully guide us through the development of such a degree if we wish to move that direction. The greatest concern is staffing, as it is difficult to imagine releasing current faculty from teaching in our undergraduate program in order to teach graduate courses. In particular, we are already challenged to maintain our commitment to a full and enriching experiential learning experience for every single student, as most of this work is currently performed as overload independent study teaching. However, should our numbers of majors stay stable, and we be permitted to hire two new faculty (another Assistant Professor and Clinical Assistant Professor, most likely), then we would have capacity to teach courses in such a shared graduate program.

F. Program efforts and output

1. Ongoing development of curriculum

a. What steps has the program taken to develop pedagogical innovation and forward-looking curricula?

As described elsewhere in this report, Psychology faculty frequently discuss educational and career-related issues faced by our students, and readily attempt changes in courses and curriculum if they seem to address an identified need. When issues are identified, faculty are systematic about gathering relevant knowledge and making empirically-based decisions whenever possible. For example, we have frequently consulted the APA Guidelines for Undergraduate Programs in Psychology to inform our curriculum discussions. Our regular holding of departmental meetings and summer term retreats are very important to this process, as is our annual Advisory Board meeting (to get the view of external stakeholders on our program). Fundamentally, it is the dialogue among faculty about our students that drives our continuous self-improvement efforts.

One way we have worked to keep our curriculum current is through the creation of new programs (e.g., the BS degrees) and courses. As the BS degrees are described elsewhere, we offer examples of new courses introduced during the period of this report which indicate our pedagogical innovation efforts:

Online courses: We now offer P103 General Psychology and P216 Lifespan Development in fully-online formats every semester (including summer terms). These courses are primarily taken by IU Kokomo students, who typically enroll in them due to personal need for convenience and flexibility of scheduling.

Special Topics courses, all taught as variable titles under the course number P390: Examples which have either been taught during the period of this report, or are scheduled to be taught this year, include Psychology of Political Thought, Body Image and Eating Behaviors, Child Psychopathology, Experiential Engagement in Community Psychology, Psychology of Addictions, Addictions and the Community, Developmental Disabilities, Motivation to Learn, Organizational Psychology, Multicultural Issues in Counseling, and Comparative Cognition. Most

of these are taught during summer sessions, and many include a service-learning component.

Courses planned for new entry into our regular rotation of offerings: P316 Psychology of Childhood and Adolescence, P322 Psychology in the Courtroom, and P327 Psychology of Motivation. P322 and P327 do not meet core requirements of the program, but are part of our efforts to diversify our offerings and attract a variety of students (e.g., Criminal Justice and Education majors).

b. Describe how the assessment of student learning has impacted curriculum development. Include specific findings as appropriate.

Psychology has engaged in assessment activities through the duration of this review period. The objectives we have assessed in that time include:

Knowledge base in psychology: Major psychological perspectives; Research Methods; Statistics; Biological Bases; Cognition; Development; Individual Differences; Psychological Disorders & Treatments; and Social Psychology

Research in psychology: Design basic studies; Explain the role of research in psychology; Explain the purpose of systematic empiricism

Ethics in psychology: Recognize need for ethical standards/behaving ethically; Understand and apply ethical principles

Quantitative Literacy: Select appropriate statistics

Writing in Psychology: Communicate ideas effectively; Use APA style documentation appropriate to assignment; Use APA style formatting appropriate to assignment

We have utilized administration of a standardized test in psychology, the ACAT exam, to assess student knowledge base in their senior year. We have examined various student products (mostly advanced classroom assignments, such as papers from the senior-level capstone course) to assess other student skills.

Psychology finds assessment of student learning very helpful to stimulate departmental discussions of our teaching, curriculum, and student needs. For example, it was through discussion of assessment results involving student research papers in the former P211 Methods of Experimental Psychology course that helped us determine the need to divide that course material among two courses. Such discussions have also convinced us of the need to discuss important research and writing concepts earlier in our curriculum, and to provide stronger guidance to students in learning scholarly writing and argument. In addition, it was discussions of P211 assessment results, paired with discussions of recommendations from our last program review, which led to the development of P259 Introduction to Psychological Inquiry. By covering both

basic psychological and research literacy with coverage of careers in psychology, this course was designed to address both important needs simultaneously.

The use of standardized testing has assisted us in seeing the relationship between timing of student completion of courses, and their performance on these tests. For example, scores on the Developmental Psychology subtest of the ACAT have tended to be lower than average, and not to meet our stated benchmarks. However, in years when upper-level courses emphasize developmental topics (such as in the former Senior Seminar or Special Topics courses, which are variable title and have covered topics such as Child Psychopathology in some years), performance is consistently better on the ACAT. This indicated to us that students would likely benefit from having more course options in developmental psychology than only the P216 Lifespan Development course. Though all psych majors take this course, they typically do so in the sophomore or even freshman year, long before they are tested again on that knowledge during the senior year. We have recently decided to begin offering P316 Psychology of Childhood and Adolescence starting in Fall 2015, to give students an advanced option for this discipline. Students will not be able to get credit for both P216 and P316, so this section of P316 will essentially replace a section of P216 in that semester.

2. Recruitment to program and courses: *Describe recruitment efforts by faculty, and include description of how other offices and departments on campus have been involved as appropriate.*

a. What steps has the program implemented to attract enrollment of new majors?

Several faculty members have been active participants in VIP days on campus that target students from area high schools who are considering Indiana University Kokomo for college. They and their parents are able to interact with students and faculty over the day, to learn more about the psychology program and what future career options they may have with a degree in psychology. Faculty have also gone to local high schools as part of recruitment efforts at Indiana University Kokomo, attending both college fairs and individual classes. Recently, Admissions has begun inviting middle school students to campus, and Psychology faculty have participated in these visit days as well.

Having resident faculty teach the lower level courses has attracted several majors that include undecided students and those transferring from other majors. We also work to make sure that all advising and admissions personnel understand our program features, strengths, and future prospects for graduates, so that they are recommending us to students interested in our programs. We gain many more students than we lose through such intracampus transfers each semester.

Continued promotion of high impact practices such as practicum and supervised research give students an opportunity on the undergraduate level to participate in things that are not always available at other institutions. These are

heavily emphasized in the Introduction to Psychological Inquiry class. In addition, all faculty come for a special event in Intro to Psych Inquiry called Meet the Faculty day, where faculty share their own journeys to a career in psychology. Faculty also discuss their involvement in high-impact practices so that students can start to visualize moving forward in their educational career.

The Psychology Club is another recruitment tool, especially in years when the club is become more active. In the past year, Psychology Club has been particularly dynamic, as students have been able to attend conferences, present their research, sponsor events and participate in two of mental health-related national screening days. Such work has encouraged dialogue and brought a few students into the psychology fold. Faculty have also participated in a number of on campus service events in which they were able to discuss what the program has done previously, is currently undertaking and its plans for the future.

b. How has the program addressed changes and/or problems in demand?

The Psychology program has been among the fastest growing programs at IUK over the last 5 years, with a year-to-year increase of 15% annually. Related to this increase in majors, staffing of required courses has been a persistent challenge. Particularly in since AY 2012-2013, we have added sections of nearly all courses, added new courses as the curriculum has evolved, and increased the frequency of offerings. Many courses that were previously offered once a year are now offered every semester, with some of those courses being offered in multiple sections each semester. One challenge that we continue to face is capacity in our senior-level experiential learning courses, which are mostly taught as overload.

While one solution to this capacity problem would be to have students take fewer classes each semester, the state of Indiana now requires that all students have 4 year plans to map out all of the classes they would need to take to graduate within 4 years. As such, failure to teach the necessary number of classes to accommodate general education requirements, as well as curricular requirements for our majors and minors, would result in consequences being imposed on IU Kokomo. We feel it is in the best interest of all involved to teach the necessary number of courses so that our students can graduate in 4 years if they wish.

Over the past 2 years, the department has hired 5 full-time faculty (including 1 visiting assistant professor who was replaced by a permanent lecturer this year), with most being replacements of positions vacated at different times over the past several years. Thus, as of 2014-2015 there are now 7 resident teaching faculty in psychology, up from the previous high of 6 in 2009-2010. These hirings have allowed stability and continued growth, but capacity has just managed to keep pace with student demand. We have discussed various alternatives to address this capacity issue, but we are hard-pressed to find a solution that does not require a major change in our curriculum and/or

reduce quality (e.g., assigning a single faculty member each term to supervise all student research projects within-load, rather than allowing students to select advisors based on field of expertise).

3. Retention to program and campus: *Describe retention efforts by faculty, and include description of how other offices and departments on campus have been involved as appropriate.*

a. What steps has the program implemented to retain majors in the program? Psychology has taken many steps to try to retain majors in our programs. Specifically:

Thoughtful program design and course sequencing: Designing three separate programs, each best-suited for a different general career path, helps students feel that they are getting the education with the highest probability of helping them reach their goals. Courses within all three programs are sequenced to engage students early (P103 and P259 in particular) and to build on prior skills as students advance. The change from a single research methods course, to a two-course sequence, is a key change in this vein.

Introduction to Psychological Inquiry course: As noted above, this course helps students visualize their education and career in psychology, while they are still early in their program. It also helps majors connect with one another, and with resident faculty.

Hiring dynamic, engaging faculty: One of our highest priorities in making hiring decisions has been to attract new faculty who have strong potential to engage students through their teaching, research, service, and interpersonal approach. We have been very fortunate over the years covered in this review to have been highly successful in this regard.

Maintaining program quality: The Psychology faculty have worked very hard to maintain the high quality of our program by maintaining low course caps in upper-level courses, having resident faculty teach nearly all courses, and holding back from increasing our online course offerings until each change is discussed among faculty. Excellent teaching is at the heart of our retention efforts, and these structural aspects impact teaching quality.

Experiential learning: Psychology has long been forward-thinking in making sure that every graduate gains an authentic learning experience prior to graduation. We have maintained this as an integral part of our program despite rising enrollments and other demands. By encouraging students to think early about their experiential learning opportunities, we promote their retention in our major.

Psychology Club and Psychology Mentoring: Co-curricular experiences related to psychology can help identify our strongest student advocates, who then work with us to help other students remain successfully engaged in our programs. Because these are student-driven activities, they are not as central to our retention efforts, but they are an important part and we would like to see their reach expand.

b. What campus-wide retention efforts have faculty engaged with?

The main campus-level retention efforts that faculty have engaged with are working closely with the Advising staff to create and update our four-year degree plans (mandated by the State of Indiana), which are meant to give incoming students a “roadmap” through their degree and encourage their committing to take enough courses to graduate on time. We have also provided information to our staff working on the Educational Advisory Board predictive analytics system, identifying benchmark grades in key courses (P103 General Psychology, primarily) to help flag students who would have a statistically lesser chance of graduating with a Psychology degree.

Starting in Fall 2014, Psychology faculty have also begun teaching in the Freshman Learning Community program again after a long hiatus. The Freshman Learning Community program is aimed at engaging freshman students in courses and campus life. Students take a paired set of courses in different disciplines in a smaller than typical class size (24 instead of 45). Instructors work together to orient students to college, as well as forge relationships with one another. Therefore, teaching in this program requires an investment of time that tends to exceed the typical 100-level course. So far, Dr. Batis has taught in Fall 2014 and Spring 2015 in this program, and Prof. Costello-Harris will begin teaching in it in Fall 2015.

Table 2. Retention and Graduation Rates for Majors

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Fall-to-fall retention	35.0%	30.8%	37.0%	47.8%	40.0%	61.9%	40.7%	62.1%	55.9%
4-year graduation	0.0%	3.8%	3.7%	13.0%	4.0%	23.8%	-	-	-
6-year graduation	5.0%	7.7%	7.4%	17.4%	-	-	-	-	-

Note: These figures only represent students who were first-time, full-time students starting in Psychology, and who were retained or graduated in Psychology. Students transferring within-campus to another major, or transferring off-campus, are not counted in these data. Students transferring into Psychology from other programs also are not counted in these data.

Table 3. Courses Offered, Low-enrolled Courses, and Cancelled Courses

	Fall 2009	Spr 2010	Fall 2010	Spr 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014
Total # of	26	28	25	28	23	26	26	25	30	38	45

courses offered											
# of low-enrolled courses	3	2	3	1	0	0	0	0	0	0	2
# of cancelled classes	0	1	1	0	0	1	0	0	0	1	2

Note: The low-enrolled (<10) courses and cancelled courses do not include independent study courses, which typically enroll 1-5 students maximum per section and are usually taught as overload. They also do not include Honors sections, which are listed as separate courses even though students are completing most of the standard coursework of the associated course.

Table 4. Experiential Learning: Supervised Research, Practicum, and Student Research Assistantship

	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
# of supervised research students (P493-P494)	4	-	3	5	7	5	7	12	23
# of practicum students	2	4	5	6	5	6	15	24	19
# of students assisting with faculty research for credit	-	-	-	-	1	2	4	3	1
# of students assisting with faculty research for experience (no credit)	-	-	-	1	2	2	2	5	10
# of students presenting research on campus	-	-	-	1	-	2	1	2	9
# of student presenting research off-campus	-	-	4	-	2	-	-	1	4

Table 5. Credit Hour Productivity by Majors

	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	AY 2012- 2013	AY 2013- 2014	Fall 2014
Major credit hours	557	490	637	737	864	1152	1671	858
100-200 level credit hours	184	172	259	255	300	309	321	150
300-400 level credit hours	373	318	378	482	564	843	1350	708

Note: These figures represent the numbers of credit hours that psychology majors took in psychology courses for each year. Summer terms are not counted in these figures. As the table shows, most of the credit hours taken by declared majors are in upper-level courses. This is not surprising as we only have three required courses (P103 General Psychology, P216 Lifespan Development, and P259 Introduction to Psychological Inquiry (launched under that course number in Fall 2014) offered at the 100 or 200 level.

Table 6. Credit Hour Productivity by Non-Majors

	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	AY 2011- 2012	AY 2012- 2013	AY 2013- 2014	Fall 2014
Non-major credit hours	2081	1903	1861	1974	1995	1821	2687	1584
100-200 level credit hours	1487	1477	1462	1527	1626	1533	2141	1221
300-400 level credit hours	594	426	399	447	369	288	546	363

Note: These figures represent the numbers of credit hours taken in psychology by non-psychology majors for each year. Summer terms are not counted in these figures. As the table shows, most of the credit hours taken by non-majors are in the 100 and 200-level courses, mostly P103 General Psychology. It should be noted that there was a trend from AY 2007-2008 to AY 2012-2013 that non-major credit hours in the upper-level psychology courses were declining, even as the lower-level credit hours remained stable. This was likely due to how our numbers of majors were growing, but the numbers of sections of upper-level courses did not increase much due to staffing limitations. In AY 2013-2014, however, we added two faculty to our department, and both lower-level and upper-level credit hours increased notably. We added two more faculty in Fall 2014, and are on track this AY to produce more non-major credit hours than last year.

Table 7. Faculty FTE Productivity Based on Total Major and Non-Major Credit Hours in Psychology

	Fall 2009	Spr 2010	Fall 2010	Spr 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014
Total credit hours	1349	1149	1385	1326	1433	1426	1566	1407	2126	2232	2442
FTE	3.36	3.12	3.12	3.12	3.12	3.12	3.36	3.36	4.32	4.8	6.24
Credit hours per FTE	401.5	368.3	443.9	425	459.3	457.1	466.1	418.8	492.1	465	391.3

Table 8. Faculty Teaching Grant and Award Activity (insert number)

	Calendar Year (corresponds to Faculty Annual Report)							
	2007	2008	2009	2010	2011	2012	2013	2014
Grants submitted	-	-	-	-	-	-	1	3
Grants achieved	-	-	-	-	-	-	1	2
Awards applied or nominated for	3	1	1	-	2	2	1	1
Awards achieved	3	-	1	-	2	2	-	-

4. Student outcomes after graduation: *Describe outcome information on graduates as available; in particular, describe known outcomes in employment and enrollment in graduate programs. Information on exit exams, licensure, and other tests and exams should also be provided if available.*

As noted elsewhere in this report, our contact with alumni is not formalized, and we do not offer exit or licensure exams prior to student graduation. However, we have maintained good relations with most of our graduates via social media, so we can say with some confidence that our graduates' outcomes are very frequently positive.

Based on our last three years of graduates (who are those that we keep in best contact with), about 80% seek and gain employment in a field that they seem to find rewarding. Many go into human services, such as case

management, child services, applied behavior analysis, and residential treatment centers. Many others go into professional positions of various types, most often with financial, health care, and educational institutions. Most of the remaining 20% seek graduate education in fields such as psychology, social work, counseling, occupational therapy, physical therapy, or business. The few we know of who are not employed or advancing their education have elected to do so (for example, raising children in the home). We very rarely hear of cases of graduates who are seeking but unable to find gainful employment.

G. Faculty engagement in research

1. Research productivity of faculty: *Describe efforts to support faculty scholarship, and any challenges to maintaining appropriate levels of scholarship among program faculty.*

As noted above, support of faculty research is a primary challenge of the Psychology program. Our teaching and service demands are high and rising, so finding time to devote to advancement of one's research agenda is the main barrier to research productivity. Each faculty member has a set of research interests that he or she is very dedicated to and wishes to pursue, but often when priorities must be balanced, research progress is delayed.

Much of the variation in faculty productivity seems due to variation in research method. Faculty who have found it within their research interests to collect data on multiple smaller projects have tended to be more successful in producing scholarship at the expected rate. When undergraduate students are interested in gaining research experience with faculty due to the nature of the faculty member's research question or when a required Supervised Research project is particularly high-quality, some faculty have benefited from student co-authorship. Faculty whose research timeline tends to be longer due to the nature of their research questions, or whose research questions have attracted fewer students capable of producing publishable work in their area, have often been more challenged to stay on the "capacity model" time arc of a peer-reviewed publication at least once every three years (the absolute minimum required to retain one's course release for research at the rank of Associate Professor or higher). During the time of this report, it has been the case that at least one faculty member has been required to teach four courses per semester, due to not having published work on this timeline. Once faculty lose their course release for research, they must have a peer-reviewed publication accepted before they can return to a 3-3 teaching load – but of course, with even less time for research after this transition, this is a very challenging prospect indeed.

A different type of challenge to our research productivity has been our facilities for research. With the addition of a biological psychologist, our facilities issues now include not only a human subjects lab, but also an animal research lab, and issues have arisen with both in the time of this review.

Regarding human subjects research: Our former Psychology Lab was for the period of this review, wholly inadequate to supporting the kinds of research projects we have been most interested in doing, and which would have strong potential for publication. It was basically a few rooms with tables and chairs, and 12 small “booth”-sized rooms that had been used sporadically for storage for the past two decades. We had repeatedly asked that the space be remodeled and provided current technology for research, but the institution was not able to satisfy that request until a large state allocation came last year to remodel our entire building.

The process for planning the remodeling largely began in Fall 2013, when departments who were going to be impacted by the remodeling were asked to submit descriptions of their facilities needs to the VCAA Office for review. In our case, we were told that our plans had been received; however, the first draft of the remodeled building included (among other omissions) no space for the Psychology Lab at all. Over the next several months, our department received confusing messages regarding our Lab space, leaving us uncertain as to whether we would actually be given any dedicated laboratory space (for example, we were asked several times by different parties whether our research space could be shared with other departments, or why we could not just complete projects in our offices). The lack of clarity led us to conclude that the best course of action was to draw up a document detailing why we needed a lab space, and what the consequences to our research productivity and our students would be if none were provided. We submitted this document to campus Administration, and were granted a meeting with the Chancellor, VCAA, and Director of Facilities to discuss our concerns. Several meetings between the Chair, Dean, and architect team followed, where possibilities were explored and plans were penciled out. We finally felt confidence that our most important needs would be met when the finalized draft plans were released just last month, which included not only clear square footage and arrangement of our lab space, but also promises that each of our lab areas will be equipped with computers, teleconferencing technology including via video, and appropriate seating for smaller and larger group meetings and data collection. However, we lost significant square footage for dedicated lab space compared to our previous facilities (roughly cutting our research space in half). While we believe we will frequently utilize the resulting space when it opens next year, the process of reaching this point has been stressful for us, to the point where we could not help but wonder for many months whether our research endeavors were highly valued by the institution. We are hopeful that the facility meets our expectations and assists us in improving our research productivity.

Regarding animal research: Our biological psychologist was granted space in the Science and Math building to set up an animal lab, and was provided startup funds in the amount of \$15,000 to purchase equipment for studies. Dr. Batis has set up this space to make certain projects possible, and a student was able to run an experiment involving rats in late 2014. However, the startup

funding was a one-time allocation, so future needs of the animal lab will require other funding sources. Dr. Batis’s specific research interests involve rat studies of drugs of abuse, so very specialized and costly equipment and materials are needed. As noted elsewhere in this report, external funding to support research on our campus is challenging to obtain in this competitive funding environment, so it is unclear where this funding will come from long-term.

It must also be noted regarding animal research that there may be some lack of understanding, or even prejudice, against such research in some places on our campus. We were not aware of any such sentiment until Dr. Batis and his student applied for funds from the Applied Learning Grant program (offered by the Office of Student Services) to try to fund the rat research project. Previous applications for funding for human subjects research had been granted in the same semester without objection. However, the rat project was denied, with the explanation that the review committee was “uncomfortable” with funding research with animals. The intense but civil discussions that resulted made it clear that the decision was final, and also revealed that psychology student research was using up a large proportion of the Applied Learning funds (which we had not been informed of). We were informed that student research had not actually ever been part of the intended use of these funds, and we would need to look to other programs on campus to support all psychology research projects from Fall 2014 forward. We were able to obtain a VCAA grant under the Undergraduate Research Program, for an amount in excess of the standard award (\$2500 instead of \$2250) to support human subjects research projects for AY 2014-2015. This context contributed to our seeking departmental funding for student research support in the present campus budget cycle. Our request is presently being considering by Administration, and both our Dean and our Chancellor have spoken favorably of the idea in recent meetings.

Table 9. Faculty Scholarly Activity (insert number)

	Calendar Year (corresponds to Faculty Annual Report)							
	2007	2008	2009	2010	2011	2012	2013	2014
Refereed or invited presentations	1	3	2	2	1	2	2	3
Journal articles	1	2	-	1	-	-	2	1
Book chapters	-	-	-	-	-	4	1	1
Books	-	-	-	-	-	1	-	-

Table 10. Faculty Grant and Research Award Activity (insert number)

	Calendar Year (corresponds to Faculty Annual Report)							
	2007	2008	2009	2010	2011	2012	2013	2014

Grants submitted	-	-	2	1	-	-	4	-
Grants achieved	-	-	2	1	-	-	3	-
Awards sought or achieved	-	-	-	-	-	-	-	-

H. Faculty engagement in service

1. Service contributions of faculty: *Describe engagement of program faculty in service, and impact of that service on and off campus (other than any already described in this report). A list of total service efforts, along with information regarding the level of that service (department, campus, University, etc.), is sufficient for this section.*

Campus

- Faculty Senate (on-going, all faculty members)
- Faculty Board of Review (Holcomb, 2009-10; Holcomb, Chair, 2011-12, 2013-14; Batis 2014-present)
- Faculty Affairs Committee (on-going rep.; Becker, 2009-11; Holcomb, 2011-present)
- Educational Policies Committee (Clark, 2008-14)
- Nominating Committee (Becker, 2009-13)
- Budgetary Affairs Committee (on-going rep.; Becker, 2009-12; Downey, 2012-13; Clark, 2013-present)
- Assessment Council (on-going rep.; Becker, 2009-13; Downey, 2013-present)
- Faculty Senate Assessment Committee (Becker, 2009-13, Chair)
- Graduate Affairs Committee (Downey, 2011-12)
- Calendar Committee (Morgan, 2014-present)
- Administrative Review Committee (Costello-Harris, 2014-present)
- Faculty Development and Grants Committee (Becker, 2009-13)
- Foundations of Excellence, Learning Committee (Becker, Co-Chair, 2009-2010)
- Foundations of Excellence, Steering Committee (Clark, 2009-10)
- Foundations of Excellence, Roles and Purposes Dimension Committee (Clark, co-chair, 2009-10)
- Foundations of Excellence, Philosophy Dimension Committee (Downey, 2009-10)
- Foundations of Excellence, Transitions Dimension Committee (Holcomb, Co-Chair, 2009)
- Chancellor's On-time Graduation Task Force (Downey, 2010)
- Strategic Planning Committee (Clark, priority II co-chair, 2011-12)
- Women's Studies Program (Holcomb, Co-Director, 2005-10)
- Indiana University Students Engaged in Excellence at Kokomo (IU-SEEK; Downey Director, 2008-13)

- Experiential Learning Council (Downey, 2013-present)
- Service Learning and Civic Engagement, Advisory Board (Downey, 2012-14)
- IT Advisory Committee (Downey, 2008-11)
- Distance Education Committee (Downey, Co-chair, 2012, rep 2013-present)
- All Campus Promotion and Tenure Committee (Holcomb, 2011-present)
- School of Education, mentoring committee (Clark, 2011-present)
- School of Education, Promotion and Tenure committee (Clark, 2013)
- Claude Rich Excellence in Teaching Award Committee (Becker, Chair, 2009-11; Holcomb, Chair, 2011-12)
- Faculty Research Award Selection Committee (Downey, 2009-14)
- Institutional Review Board (3 reps 2007-12; 1 rep 2012-14; Holcomb Vice-chair 2013-present)
- Institutional Animal Care and Use Committee (Becker, 2009-13; Downey, 2013-present)
- Center for Research and Creative Activity (Holcomb, Director, 2007-10)
- Research Affairs Committee (Downey, 2008-11; Batis, 2013-present)
- Applied and Community Research Center, Advisory Board (Downey, 2013-15)
- Research Support Group (Batis organized, 2014-present)
- Search and Screen Committee, mental health counselor (Davis, 2014)
- Search and Screen Committee, Chancellor (Downey, 2013)
- Search and Screen Committee, Vice Chancellor for Academic Affairs (Davis, 2014)
- Search and Screen Committee, Police Sergeant (Davis, 2014)
- Search and Screen Committee, Athletic Director (Downey, 2013)
- Campus Observation and Response Team (Downey, 2009-present; Davis, 2013-present)
- Sexual Assault Prevention Week presenter (Batis and Davis, 2014)
- National Depression Screening Day coordinator (Downey, 2009-10; Davis, 2014)
- Health and Wellness Education Center Advisory Committee (Downey, 2008)
- Phi Kappa Tau Colony at IUK (Batis & Davis, advisory board members, 2013-present)
- IUK faculty/staff sports teams (Batis organized, 2013-present)
- Honors Council (Clark, 2006-12)
- H399 Honors Colloquium instructor (Holcomb, 2013)

School (changed from Arts and Sciences to Humanities and Social Sciences in Fall 2012)

- School of Humanities and Social Sciences Administrative Review Committee (Holcomb, Chair, 2014-present)
- Freshman Learning Community Advisory Board (Downey, 2013; Batis, 2013-present)
- Humanities and Social Sciences Restructuring Committee (Clark, Chair, 2014-15)

- Humanities and Social Sciences, B.A. General Education Committee (Clark, 2014-present)
- Committee defining Process of Selecting a New Dean for HSS (Clark, 2012)
- Ad Hoc Committee for Development of Criteria for Creation of Departments (Becker, 2010-11)
- Master of Arts in Liberal Studies Thesis Committees (Clark, 2008-present; Downey, 2010-present)
- LBST-D510 Introduction to Liberal Studies instructor (Clark, 2011-12)
- Search and Screen Committee, sociology (Holcomb, 2011-12)

Department (formerly Social and Behavioral Sciences; became Department of Psychology in Spring 2011)

- Psychology Department, Promotion and Tenure Committee (2012, all faculty except chair)
- Search and Screen Committees, psychology (3 in 2012-13; 2 in 2013-14; all psych. faculty served, with one as chair for each committee)
- Mentoring Committees (2 committees, 2014-present; Holcomb & Clark each chair one and serve on both)
- Institute for Undergraduate Research in Psychology (Holcomb, Director, 2014-present)
- Psychology Department Chair (Becker, 2011-13; Downey, 2013-present)
- Annual Summer Retreats (1-2 per year, 2009-14, all psych. faculty)
- Psychology Department Assessment (ongoing, 2009-14, all psych. faculty)
- Psychology Advisory Board (2011-present; all psych. faculty)
- Psychology Club Advisor (Clark, 2007-13; Batis & Davis, 2013-present)
- Psi Chi Advisor (Becker, 2009-13; Downey, 2013-present)
- Graduate School workshops (Davis & Batis, 2012-14)
- Psychology Mentoring Program (2012-present, Downey & Morgan co-organizers)
- Multi-campus Gateway Initiative (developing common online Intro. Psych.; Morgan, 2014-present)
- VIP day representations (multiple faculty members, several times each year)
- New Student Orientations and Convocation (annual representation, all psych. faculty)
- “Meet the faculty” days (in Intro. to Psych. Inquiry classes; all psych. faculty, 2013-15)
- Department of Psychology webmaster (Downey, since 2009)
- Midwestern Psychological Association, student trip coordinator (Clark, 2005-08, 2010-11; Davis, 2014)

Community

- Northwestern Schools/Kokomo School Corporation/Taylor Schools (Batis, presenter, 2013-present)

- New Leaf Mentoring, advisory board member (Davis, 2014-present)
- Planning Committee member, community mental health trainings sponsored by North Central chapter of the Area Health Education Center (AHEC; Downey, 2013-present)
- Campus Liaison to Kokomo Rescue Mission (Downey, since 2010)

Professional

- Future Faculty Teaching Fellows, Summer Institute, leadership team (Clark, 2011, 2013, 2014)
- Plenary Panel Member, Lilly University Partnerships and Collaborations Conference, IUPUI (Downey, 2011)
- Manuscript Reviewer, *Psi Chi Journal of Undergraduate Research* (Becker, 2009-13)
- Manuscript Reviewer, *Public Health* (Downey, since 2014)
- Manuscript Reviewer, *Journal of Effective Teaching* (Downey, since 2013)
- Manuscript Reviewer, *Anxiety, Stress, and Coping* (Downey, since 2011)
- Manuscript Reviewer, *Journal of Health Psychology* (Downey, since 2010)
- Manuscript Reviewer, *Cognitive Therapy and Research* (Downey, since 2008, Editorial Board Member since 2012)
- Manuscript Reviewer, *Journal of the Scholarship of Teaching and Learning* (Clark, since 2011)
- Manuscript Reviewer, *Mid-Western Educational Researcher* (Clark, since 2014)

2. Service contributions of special note: *Describe any service efforts of unusual effort, leadership, or distinction over the period of this report (other than those already described in this report).*

Several of the listed service responsibilities above are/were very time-intensive; others may not have been as time-intensive, but were high-impact. With such a broad range of service activities to address, impacting the campus, our students, and the community in so many different ways, it is not possible to select just a few to highlight. The “take home” message, as it were, is that Psychology faculty are frequently entrusted with significant leadership and decision making responsibilities in regards to service. Our positive reputation as a group of faculty with sound judgment, good intentions, fair minds, and a deep interest in serving students well has resulted in Psychology faculty being called upon very often when important efforts are underway. We are pleased to be entrusted in this manner, but also pay a steep price in time expended on such efforts (with one of the most significant negative impacts being on our ability to attend to our own research). We have been seeking ways to rebalance our priorities for some time, but are finding this quite challenging.

Table 11. Faculty Service Recognitions (insert number)

	Calendar Year (corresponds to Faculty Annual Report)							
	2007	2008	2009	2010	2011	2012	2013	2014
Service awards or grants submitted	-	-	-	-	-	-	-	1
Service awards or grants achieved	-	-	-	-	1	-	-	-

I. Financial resources of the program

1. Special allocations to program: *List any grants and/or contracts received by the program in the period of this report (with years, dollar amounts, and responsible faculty listed, as appropriate) and indicate how these resources have affected program productivity and efficiency.*

In the period of this report, special allocations have come mostly in the form of course release, supported by the Office of the Vice Chancellor of Academic Affairs. Two significant uses of course release to advance program goals are listed below:

2011: Reassignment of Dr. Downey to coordinate graduate school exploration work for department

2014: Reassignment of Dr. Holcomb to coordinate the Institute for Undergraduate Research in Psychology

2. List any financial resources generated by the program (such as donations, externally-funded programs, conference earnings, and fundraising activities). Indicate how these resources have enhanced productivity and efficiency.

The Department has not engaged actively in donor-based fundraising efforts for the program. However, the department did obtain a grant of \$2500 to support undergraduate research projects and associate travel in Fall 2014. Dr. Holcomb as IURP Coordinator led this effort, and several other faculty participated. This grant will be pivotal in helping our students achieve greater accomplishments in their supervised research work than was typical in the past. Beginning this year, students have been designing projects that can be administered online, and we have been using MTurk to recruit compensated participants. This has allowed for larger amounts of data to be collected than is possible in on-campus data collection, and it is cost-efficient.

J. Relationships between program and community or other institutions: *Describe important relationships/partnerships between program and outside*

constituencies, and how those relationships serve the interests of students or faculty in the program.

Our program is developing relationships with other universities, namely Indiana University-Purdue University Indianapolis (IUPUI) and Ball State University, to help our students become aware of and competitive for their graduate programs in Social Work, Counseling, and Art Therapy. We also have relationships with multiple organizations in our service area via our student practicum placements. Students completing practica are required to complete 120 hours of on-site work (at least 50% of which is related to the primary mission of the organization served), along with several written reflective products and supervision meetings with the faculty coordinator. Sites that have been involved in these partnerships in the time of this review include (all located within North Central Indiana):

Accelerated Rehab	Howard County Medical Society, Project Access
American Red Cross	Indiana University Kokomo Office of Student Success and Advising
Amedisys Hospice	Indiana University Health Tipton Hospital Rehabilitation Center
Applied Behavioral Analysis Associates	Indiana Veteran's Home
Body One Physical Therapy	Indianapolis Zoological Society
Bona Vista Programs-Community Connections	Ivy Tech Community College of Indiana-Kokomo Campus Office of Disability Support Services
Bona Vista Programs-School Based Program	Kinsey Youth Center
Carver Community Center	Kokomo Police Department
Children's Autism Center	Kokomo Rescue Mission/Open Arms Women's and Children's Shelter
Cole Fitness Center	Kokomo YMCA Reach and Rise Program
Community Howard Regional Health	Lafayette Rehabilitation Services, Inc
Coordinated Assistance Ministries	Logansport Juvenile Intake
Department of Child Services Howard County	Miami County Probation Office
EquiVenture Therapeutic Riding	Miller's Merry Manor
Family Service Association of Howard County Domestic Violence Shelter	Opportunities for Positive Growth
Guardian Angel Hospice	New Leaf Mentoring
Homefront Learning Center	Nuvo Publishing, Indianapolis
Hope Behavioral Services, LLC	Positive Pathways, LLC
Hopebridge Pediatric Specialists	
Howard County Government Office-Human Resources	

Pulaski Health Care Center
Samaritan Caregivers
St. Joseph's Hospital and Health Center
Teaching and Mentoring Communities
The Villages
Tipton School District

Wabash Valley Alliance
WeeCare Children's Ministries/Akron
Church of God
Westfield-Washington School District
White's Residential and Family Services

K. Future goals of the program: *Describe any goals the program faculty are working toward that may relate to demand for programs; program quality; productivity of faculty in teaching, research, or service; or financial concerns.*

Other than those mentioned above, Psychology faculty are interested in fundraising to establish psychology-specific scholarships on campus. This is challenging as most of our community partners are nonprofit organizations with limited funds to donate to such efforts, and our contact with early alumni and emeritus faculty (those who are probably in the best position to donate) is poor.

III. Target Questions for External Reviewer

List any specific questions that the faculty wish for the external reviewer to consider and address in the review, if applicable.

In light of the information provided in this report, the Psychology faculty have the following questions for the reviewer:

- What are the reviewer's impressions of our service load, and does the reviewer have recommendations for realignments to promote faculty accomplishments in our own research programs?
- What are the reviewer's thoughts about the IU Kokomo Institute for Undergraduate Research in Psychology, including the Coordinator role and how to ensure the ongoing success of the Institute?
- Does the reviewer have any recommendations for us regarding our research facilities? Are there recommendations to be offered regarding the case of obtaining additional facilities in the future, should we outgrow the lab space we have been assigned in our renovation?
- Does the reviewer have recommendations regarding how we can advocate or obtain additional funding for faculty development related to teaching and research?
- Psychology has been asked to reassess the idea of offering a Master's program in Psychology. The strongest market we know of at this time would be for a counseling program leading to licensure, but the resources required to

independently support a 60-credit hour program plus practicum supervision is beyond possibility now. What are the reviewer's thoughts about a program shared with other regional campuses of Indiana University, with most courses delivered online? What would our department need to do or have in order for such a program to be viable long-term?

- Psychology has been asked to consider whether there are any new programs we might offer that would attract strong students from our recruitment areas of focus (Hamilton and Tippecanoe Counties especially). These counties are on the outer edge of our service area, so the programs would need to be very strong and distinctive. Possibilities currently being considered are a B.S. in Cognitive Science, and a B.S. in Neuroscience, with credits split between our department and the School of Sciences on campus. However, our related courses are currently at capacity, so new hires in these areas would be necessary in order to offer the disciplinary and interdisciplinary courses needed for good programs. We also would need new facilities for courses, especially in Neuroscience, as our campus's science labs are already at capacity. What is the reviewer's view of these possible new programs? What are the likelihood that a significant investment would yield desired results?
- Are there other kinds of programs we should be considering, and/or other disciplines we should be seeking to represent in our program (e.g., Industrial/Organizational, School Psych, something else)?

The Psychology faculty wish to thank the reviewer for agreeing to review our program, and look forward to answering your questions when we welcome you to campus on Thursday, March 26, 2015.

IV. External Reviewers' Comments/Concerns on each of the Review Criteria:

- **Program Role and Mission and Consistency with University Mission**
- **Internal and External Demand for Program and Courses**
- **Program Quality and Outcomes**
- **Research Productivity**
- **Service Contributions**
- **Efficiency and Innovation**
- **Target Questions of Faculty**
- **Additional Information**

**External Reviewer’s Report on the Psychology Program
Indiana University Kokomo
May, 2015**

Introduction

William Addison, professor of psychology at Eastern Illinois University, visited Indiana University Kokomo on March 26, 2015 for the purpose of reviewing the psychology program. The visit was coordinated by Dr. Christina Downey, Chair of the Department of Psychology. Prior to the visit, Dr. Downey provided Dr. Addison with the Department’s self-study report, a comprehensive and candid assessment of the program. She also provided copies of faculty vitae.

During my visit, I met with Christina Downey, Chair of the Department of Psychology; Susan Sciame-Giesecke, Chancellor; Kathy Parkinson, Interim Vice Chancellor for Academic Affairs, and Michael Tulley, Assistant Vice Chancellor for Academic Affairs); Scott Jones, Dean of the School of Humanities and Social Sciences; and psychology faculty members Jeff Batis, Kevin Clark, Vanessa Costello-Harris, Rosalyn Davis, Kathy Holcomb, Gin Morgan, and Kimberly Morris. Additionally, I met with several staff members from the Academic Advising Center, had lunch with 6-7 upper-level psychology majors, and met with students enrolled in P355: Experimental Psychology. I also met with several members of the Psychology Advisory Board (Jennifer Julian, Debra McGuckin, and Susan Moody).

Areas of Review

I. Program Role and Mission and Consistency with University Mission

A. Program Mission

When the psychology program became a separate academic department in 2011, the faculty adopted a mission statement that is consistent with the University’s mission. As indicated in the University’s mission statement, the institution is “dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.” The Department’s mission statement echoes these goals with its emphasis on providing its majors with “opportunities for engaging in research with faculty, independent research, and practicum experiences within the community.” These are certainly laudable goals, so it is not surprising that they are shared by most undergraduate psychology programs. What makes the psychology program at IU Kokomo distinctive is that its curriculum is designed to ensure that all majors experience these opportunities.

B. Main Strengths of the Program

1. The Faculty

When asked to identify the main strengths of the psychology program, virtually all of the people I interviewed named the faculty as the primary strength. The psychology faculty were consistently characterized as “student-centered,” “energetic,” “hard-working,” and “accessible.” Among the faculty’s many strengths, their dedication to teaching, their collaborative work with students, and their high level of university service are especially prominent.

It is noteworthy that the strengths of the faculty are recognized not only by the faculty members themselves, but also by administrators, staff, and students. One administrator suggested that the psychology faculty have created a “culture of success” in the department, and that the psychology program is frequently seen as a model for other academic programs on campus.

In highlighting the quality of the faculty, it is important to note Christina Downey’s role as Department Chair. Faculty, staff, and administrators all pointed to Dr. Downey’s leadership as one of the main strengths of the psychology program, accenting her skills in communication and organization. Staff members indicated that she is easy to work with, and faculty mentioned her effectiveness as an advocate for the Department.

2. The Curriculum

Another strength of the program is a strong curriculum that addresses the main content domains in the discipline as suggested in the *APA Guidelines for the Undergraduate Psychology Major: Version 2.0* (American Psychological Association, 2013). In fact, it is worth noting that in revising the curriculum following the program review in 2010, the Department based their changes on the original version of the APA guidelines. Although the curriculum was a strong one in 2010, the revisions have made it significantly stronger in my view.

One of the key features of the curriculum is the opportunity for students to complete a psychology major via one of three tracks: 1) B.A degree, 2) B.S. degree with a general science emphasis, and 2) B.S. degree with a psychological science emphasis. Depending on the track, the total number of credit hours required for the degree ranges from 39-45, well within the range suggested by catalog studies of psychology requirements (e.g., see Perlman & McCann, 1999). And students in all tracks are exposed to the major domains in the discipline as a result of the requirement to take one of two courses in each of four fundamental areas of the discipline.

Consistent with national trends in the discipline, the requirements for the major include a course (P259: Introduction to Psychological Inquiry) that helps students develop their critical thinking skills, introduces them to basic research methods, and exposes them to information regarding opportunities for potential employment and graduate training. Staff members in the Academic Advising Center pointed to this course specifically as one of the key strengths of the psychology program.

Also consistent with national trends is the inclusion of culminating experiences for majors, in this case a capstone requirement of P459: History and Systems of Psychology, as well as the requirement to take two semesters of either supervised research (P493: Supervised Research I and P494: Supervised Research II), or a sequence focusing on applied experience (P381: Helping Skills and P495: Practicum). As suggested by Dunn et al. in a chapter on the undergraduate psychology curriculum in the book *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline* (2010), these types of requirements are beneficial to psychology majors because they encourage them to analyze, synthesize, and integrate their knowledge and experience.

The changes in the psychology program since the 2010 review have resulted in what I would characterize as an exemplary curriculum. **At this point, the only curriculum change I would recommend is to move P216: Life Span Developmental Psychology out of the core requirements, and add it to a new “developmental” group that would also include the Psychology of Childhood and Adolescence course that has been proposed for the fall of 2015.** The net effect of this change is that students (and faculty) would have greater flexibility in selecting (and teaching) a developmental psychology course, but there would be no change in the total number of credit hours required.

In a sense, the psychology program is a victim of its own success. By designing a strong curriculum and hiring energetic and dedicated teachers, the Department has established an excellent reputation on campus, resulting in a great demand for psychology classes. The fact that psychology is currently the University's fourth largest program, by student headcount, is evidence of the popularity of psychology classes. One of the major challenges facing the Department is continuing to meet student demand while maintaining the integrity of the curriculum. In fact, when students were asked to identify areas for improvement in the psychology program, they indicated that it was frequently difficult to register for psychology classes, either because a particular class was full, or because it was not being offered. To help meet the student demand for upper-level courses, **the Department might consider offering larger sections of P103: General Psychology.** Although I am generally not an advocate for larger classes, and I know that the University takes pride in maintaining

relatively small class sizes, this strategy may be one of the few remedies available to the Department. I should note that the students I met with indicated that they would not mind having larger sections of P103 if it meant an increase in the availability of upper-level classes. If the faculty were to pursue this strategy, **they might consider using advanced majors as teaching assistants for the course.** Research has shown that the use of well-trained, undergraduate teaching assistants can provide benefits to other students, the faculty, and the teaching assistants themselves (e.g., see Crowe, Ceresola, & Silva; Fitz & Gurung, 2013; Hogan, Norcross, Cannon, & Karpiak, 2007). The teaching assistants could also be used as tutors for students who may be struggling with statistics-related material, an area of concern that was identified by students and academic advisors.

As indicated in the self-study report, the Department has been very active over the past five years in developing new programs, as well as continuing to engage students in activities designed to maximize their learning opportunities. Such activities as student research, practicum experiences, and service-learning courses are evidence of the Department's commitment to student learning.

3. **Assessment Program**

The psychology faculty are clearly committed to the assessment process; they have been actively engaged in systematic assessment for a number of years, and their assessment activities constitute a major strength of the program. Notable aspects of the program's assessment plan include the use of multiple direct measures of student learning (e.g., scores on the Psychology Area Concentration Achievement Test, rubrics to rate students' written work), as well as indirect measures (e.g., survey results). Prominent developments in the assessment program over the past five years include major revisions in the curriculum undertaken as a response to the 2010 program review, and the modification of learning goals based on the *APA Guidelines for the Undergraduate Psychology Major, Version 2.0* (APA, 2013).

I would encourage the faculty to continue their efforts to close "the feedback loop" in the assessment process, which is a part of academic assessment that is frequently a challenge for psychology departments. It is also important to **develop measures of the specific outcomes associated with each of the learning goals (e.g., rubrics for assessing research and writing skills).**

Additionally, as I recommended in the 2010 review, **I would encourage the faculty to pursue the possibility of partnering with the University's Office of Alumni Relations to conduct periodic surveys of alumni (e.g., every 3-5 years)** in order to identify the kinds of careers and

graduate training programs their majors tend to pursue. As indicated in the self-study report (page 12), Alumni Relations has undergone several changes in leadership in recent years, which has impeded the Department's efforts to develop a strong working relationship with this office.

Given the issues with the Office of Alumni Relations, **the Department might want to consider alternative strategies for surveying their students and/or alumni.** One possibility is to institute a mandatory exit survey for graduating seniors that could be completed online in a relatively short period of time. Such surveys are becoming increasingly common, and numerous examples can be found online. Although completion of the survey could be characterized as a "graduation requirement," this requirement may or may not be formally enforced by the University.

II. Internal and External Demand for Program and Courses

A. Internal Demand

As mentioned earlier, the student demand for psychology classes is very high. In fact, institutional data cited in the self-study report indicate that the total number of majors has continuously increased over the past five years, from 113 in the fall of 2010 to 188 in the fall of 2014, an increase of 66.4%. This rate of increase is remarkable, and it certainly bodes well for the sustainability of the program.

Given the demands on the psychology faculty in terms of service to the majors, to other programs that require or recommend psychology courses, and to University councils and committees, I am concerned that these conditions could lead to burnout among the faculty. **Although the current group of faculty seem highly motivated and energetic, they should probably take steps to lighten their service load wherever possible.** Fewer service obligations would likely free up faculty time (and energy) that could be devoted to teaching-related activities, and it would also lead to increased opportunities for the faculty to pursue their own research interests.

B. External Demand

Although modest growth is likely in occupations for which psychology graduates are qualified, the Department's strong curriculum should place their students at an advantage when competing with psychology graduates (and graduates from other liberal arts programs) from other institutions in the region. And because the Department places a high priority on developing their students' communication and thinking skills, graduates of the program are likely to be competitive for jobs in a number of fields that are indirectly related to psychology (e.g., human resources, marketing, sales).

As the area north of Indianapolis continues to grow, both the University and the Department are likely to see increased enrollment. While this is certainly a positive development, **the Department might have to consider hiring another faculty member, especially if the number of majors continues to increase at a rate similar to that seen over the past five years.**

III. Program Quality and Outcomes

A. Evidence from Assessment Data

Data from the program's 2013-14 Assessment Report indicate that students are generally meeting the program's learning goals. Results from the administration of the Psychology Area Concentration Achievement Test (ACAT) in recent years show that as a group, psychology majors are meeting the Department's benchmarks in most content areas. Two of the three areas in which students have not met the benchmarks (research methods and biological bases of behavior), albeit by relatively small margins, have been the focus of recent curriculum changes that are likely to enhance students' understanding of these content areas. Moreover, the faculty are currently considering curriculum changes that should address the relatively low scores on the development area of the ACAT.

The Assessment Report highlights two areas in which assessment efforts are likely to pay off in the near future: 1) the development of a rubric to assess students' critical thinking skills, and 2) the use of student research reports generated in P355: Experimental Methods to evaluate students' understanding of research methodology. Both of these initiatives have the potential to provide the Department with valuable information, and I would encourage the faculty to continue their work in these areas.

B. Evidence from Interviews

The Department of Psychology has an excellent reputation across the University among students, faculty, staff, and administrators. In my interviews, multiple individuals characterized the Department as a model of success, with faculty members who are energetic, innovative, and dedicated to their students.

IV. Research Productivity

Unfortunately, the faculty's focus on teaching and service activities has resulted in a decrease in their research productivity relative to that reported in the previous review. At that time, I suggested that the faculty pursue opportunities for collaboration with faculty at other, similar institutions; and that they consider applying for external funding to support their research efforts. While some progress has been made in both of these areas, several factors have combined to limit the amount of time and effort that the faculty can devote to their research: 1) the substantial increase in the number of psychology majors, 2) the hiring of new faculty who have yet to establish their research programs, and 3) the increased service load on the part of "veteran" faculty members.

As the new faculty become acclimated to the Department and the University, they are likely to become more productive in their scholarly activity. The administration can support these efforts by providing course releases to faculty who are working on grant applications, and by giving new faculty the flexibility to spend more time on their research and less time on service-related activities.

V. Service Contributions

The psychology faculty are heavily involved in service activities at the University, community, and professional levels (see pages 28-31 of the self-study report for a complete list). Among the more notable activities in which the faculty are involved at the University/School level are the Faculty Senate, the Foundations of Excellence initiative, the Strategic Planning Committee, the Administrative Review Committee, the Institutional Review Board, the Freshman Learning Community Advisory Board, and a number of search/screening committees. As evidence of their skills in organization and collaboration, the psychology faculty have frequently assumed leadership roles on these committees and boards.

At the Department level, the faculty are actively involved in advising student organizations, representing the Department at various University events, and serving as mentors for junior faculty, in addition to numerous other activities. The faculty are also heavily involved in community and professional activities, all of which serve to promote the University in a positive way.

VI. Efficiency and Innovation

From all accounts, the Department of Psychology is one of the University's most efficient units. A relatively small number of full-time faculty generate a disproportionately large number of student credit-hours, and they do so at a high level, with an emphasis on maximizing student learning. The psychology faculty are generally recognized as outstanding teachers, and they obviously make significant service contributions to the University.

The Department has demonstrated its commitment to innovation in several ways. Psychology faculty and students are actively involved in presenting the results of original research at professional meetings, and the faculty have published articles in scholarly journals. Data included in the self-study report (page 27) show that during the years 2010-2014, the psychology faculty as a group gave a total of 10 conference presentations, published 4 articles in refereed journals, and wrote 6 book chapters and one book. Although this level of productivity is adequate for a department this size at a teaching-oriented institution, I noted that it is much lower than the previous five-year period (2005-2009). The psychology faculty are also heavily involved in campus initiatives, and they seem to be quite open to innovative teaching practices, including the use of technology in their teaching.

VI. Target Questions of Faculty

A. What are the reviewer's impressions of our service load, and does the reviewer have recommendations for realignments to promote faculty accomplishments in our own research programs?

By any standards, the service load of the psychology faculty is very high. Although the administrators with whom I spoke seem to recognize and appreciate the faculty's many contributions to the University and the community, it is clear that the heavy service load has taken its toll on the Department. Given the large amount of time and energy the psychology faculty have devoted to these activities, in conjunction with the high demand for psychology classes, it is not surprising that the faculty's research productivity has suffered. Given that the demand for the faculty's teaching time (including classroom teaching, informal advising and mentoring, and research and practicum supervision), is not likely to decrease in the next few years, the only realistic solution to this problem is for the **faculty to make a concerted effort to reduce their level of service.**

B. What are the reviewer's thoughts about the IU Kokomo Institute for Undergraduate Research in Psychology, including the Coordinator role, and how to ensure the ongoing success of the institute?

I would characterize the Institute for Undergraduate Research in Psychology (IURP) as an exciting and innovative initiative for encouraging student involvement in research. Student research is generally viewed as an excellent vehicle for enhancing students' skills in written and oral communication, as well as in critical thinking. Thus, it is not surprising that teaching-oriented institutions like IU Kokomo are increasingly emphasizing and supporting undergraduate research, a fact that is corroborated by references to student research in institutions' mission and vision statements. This emphasis can be seen in the use of funds to support student travel to regional and national venues at which students can present their research findings (e.g., National Conference on Undergraduate Research). Discipline-specific conferences are particularly popular in psychology (e.g., annual meeting of the Midwestern Psychological Association, Mid-America Undergraduate Psychology Research Conference), which makes institutional mechanisms like the IURP especially important. As a longtime advocate for undergraduate research, **I strongly support the Department's proposal to make the position of IURP Coordinator a permanent one, including a corresponding course release.**

C. Does the reviewer have any recommendations for us regarding our research facilities? Are there recommendations to be offered regarding the case of obtaining additional facilities in the future, should we outgrow the lab space we have been assigned in our renovation?

Although the Department's renovated space for human subjects research will be significantly smaller than it was in the past, the configuration of the space should make it more compatible with the faculty's research needs. Once the renovations are completed, the Department will be in a better position to determine whether

the amount of space is appropriate for their needs. To this end, it would be a good idea **for the Department to institute a formal system to monitor the use of the space.** With Dr. Jeffery Batis's space in the Science and Math Building, the new space will likely be adequate for the other psychology faculty for at least the next few years. If the psychology program continues to grow in enrollment (and possibly faculty positions), it may be necessary for the Department to acquire additional research space. A formal record of space use should help them make this case.

D. Doe the reviewer have recommendations regarding how we can advocate or obtain additional funding for faculty development related to teaching and research?

I would encourage the psychology faculty to continue to seek funding support from appropriate University offices, including the Center for Teaching, Learning, and Assessment. The Department's reputation for excellent teaching should certainly bolster the applications for funding from faculty members interested in conducting research on teaching and learning. For this area of research in particular, there are also grants available from such national organizations as the Society for the Teaching of Psychology (STP), Division Two of the American Psychological Association (e.g., Instructional Resource Awards, Scholarship of Teaching and Learning Research Grants). Generally, applicants must be members of STP, but the annual dues of \$25 are a minimal investment that gives members access to information and materials that can support their teaching efforts.

E. Psychology has been asked to reassess the idea of offering a Master's program in Psychology. The strongest market we know of at this time would be for a counseling program leading to licensure, but the resources required to independently support a 60-credit hour program plus practicum supervision is beyond possibility now. What are the reviewer's thoughts about a program shared with other regional campuses of Indiana University, with most courses delivered online? What would our department need to do or have in order for such a program to be viable long-term?

Of the possible graduate programs that the Department could develop, I think an inter-institutional counseling program is the best option. The program could be offered mainly online, with the possibility of cohort groups meeting in-person for brief sessions in the summer. During my visit, I had an informal discussion about a graduate program in counseling with the members of the Advisory Board, all of whom have work experience in areas that employ licensed counselors. They indicated that there is a serious need" for counselors in the Kokomo region, which is certainly promising for potential graduates of such a program. Once the Department has the opportunity to explore the feasibility of the program with other institutions, they could determine what resources would be needed. Of course the main resource is faculty; depending on what the other institutions could provide, I would expect that the IU Kokomo Department would need to hire 1-2 additional faculty to support the program.

F. Psychology has been asked to consider whether there are any new programs we might offer that would attract strong students from our recruitment areas of focus (Hamilton and Tippecanoe Counties especially). These counties are on the outer edge of our service area, so the programs would need to be very strong and distinctive. Possibilities currently being considered are a B.S. in Cognitive Science, and a B.S. in Neuroscience, with credits split between our department and the School of Sciences on campus. However, our related courses are currently at capacity, so new hires in these areas would be necessary in order to offer the disciplinary and interdisciplinary courses needed for good programs. We also would need new facilities for courses, especially in Neuroscience, as our campus's science labs are already at capacity. What is the reviewer's view of these possible new programs? What is the likelihood that a significant investment would yield desired results?

In my opinion, several factors limit the feasibility of a Bachelor's degree program in either of these areas. These factors include the extensive and costly nature of the necessary resources (personnel and equipment), the uncertain demand for the program, and the fact that Indiana University Bloomington currently offers degree programs in both areas. However, **the Department might consider developing an interdisciplinary minor in one of these areas.** A minor would not require much in the way of additional resources, and it would give the Department the opportunity to assess the student demand for coursework in this area.

G. Are there other kinds of programs we should be considering and/or other disciplines we should be seeking to represent in our program (e.g., Industrial/Organizational, School Psychology, something else)?

In addition to a possible minor in neuroscience or cognitive science, **the Department might consider a minor in aging studies. Another possible area for a minor and/or a post-baccalaureate certificate program is substance abuse counseling.** Students who complete a program in substance abuse counseling, especially those with a Bachelor's degree in psychology, would likely be good candidates for licensure as drug and alcohol rehabilitation counselors.

Although the list of psychology courses currently offered is fairly comprehensive for a Department this size, there are a few areas of the discipline that could be added to the curriculum. Courses that in my view would make desirable additions to the curriculum include, in descending order of importance, tests and measurement, industrial/organizational psychology, psychology of adulthood and aging, and cross-cultural psychology.

VIII. Additional Information

During my visit in 2010, one administrator suggested that the psychology faculty were in the enviable position of considering how to make a good program a great one. Five years later, I would conclude that the Department has accomplished this transition. The change in status from a "program" to a "Department," the substantial modifications to the curriculum, and the hiring of well-qualified, energetic faculty have resulted in a program

that is about as strong as it can be. The junior faculty seem to be just as dedicated and hard-working as the veteran faculty are, and all of the faculty seem to work well together in the best interests of the students.

The consistent growth of the psychology program over the past five years is clear evidence of its excellent reputation among IU Kokomo students. Although the high demand for psychology classes may be considered a “good problem to have,” it creates multiple challenges for the faculty, who struggle with maintaining active research agenda while juggling the additional responsibilities associated with the program’s continued growth. By being more judicious in their choice of service activities, the faculty can hopefully clear some time in their busy schedules that can be allocated to their own research efforts.

Given the popularity of psychology classes, **the Department might consider offering more online and evening courses.** Greater flexibility in class times and formats would likely benefit the many IU Kokomo students who hold either part-time or full-time jobs, a point that was made by several students, as well as staff members.

Another opportunity for the Department is to **establish connections with alumni who may be interested in supporting the program** by contributing funding that potentially could be used to support faculty and student research projects, including travel to professional conferences. As part of these efforts, the Department might consider soliciting the assistance of recently retired faculty who might be in a good position to identify successful alumni. Additionally, **the Department could create an online newsletter** highlighting the key accomplishments of the program, including notable achievements of former students. Once the newsletter is available (once per academic year or semester), the Department, in cooperation with the Office of Alumni Relations, could send emails to alumni informing them of the existence of the newsletter. Given the considerable success of the psychology program, this approach could generate a significant amount of interest among alumni.

Conclusion

The IU Kokomo Department of Psychology is clearly doing an outstanding job. The strong curriculum, effective leadership, and the faculty’s commitment to effective teaching, collaborative research with students, and support of academic assessment are hallmarks of quality programs at teaching-oriented institutions. From my interviews with the students, it is clear that they value the faculty’s support of their efforts to learn, and that they appreciate the individual attention they receive from the faculty. It is also clear that the faculty share a sincere interest in meeting the academic needs of the students. This student-centered orientation provides a solid foundation for the continued success of the program.

References

- American Psychological Association (2013). *APA guidelines for the undergraduate psychology major: Version 2.0*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>.
- Crow, J., Ceresola, R., & Silva, T. (2014). Enhancing student learning of research methods through the use of undergraduate teaching assistant. *Assessment & Evaluation in Higher Education, 39*, 759-775. doi: 10.1080/02602938.2013.871222.
- Dunn, D. S., Brewer, C. L., Cautin, R. L., Gurung, R. A. R., Keith, K. D., McGregor, L. N., Nida, S. A., Puccio, P., & Voigt, M. J. (2010). The Undergraduate Psychology Curriculum: Call for a Core. In D. F. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline*. Washington, DC: American Psychological Association.
- Fitz, T., & Gurung, R. A. R. (2013). Student perceptions of undergraduate teaching assistants. *Teaching of Psychology, 40*, 48-51. doi: 10.1177/0098628312465864.
- Hogan, T. P., Norcross, J. C., Cannon, J. T., & Karpiak, C. P. (2007). Faculty forum: Working with and training undergraduates as teaching assistants. *Teaching of Psychology, 34*, 187-190. doi: 10.1080/00986280701498608.
- Perlman, B., & McCann, L. I. (1999). The most frequently listed courses in the undergraduate psychology curriculum. *Teaching of Psychology, 26*, 177-182. doi:10.1207/S15328023TOP260303.