## Section I

### Mission Statement, Goals and Objectives

The committee felt that, in general, the goals were clear and the report indicated clear evidence for each area.

The self-study contained strong evidence for developing new programs with the online masters degree. Support for enhancing effective teaching was demonstrated for both online and face-to-face classes.

There was evidence of research, scholarship and creative activities in both in students and faculty. The committee thought it might be appropriate for this goal could be applied for both students and faculty.

Diversity awareness and a positive campus learning environment was evidenced via faculty training and via the webpage and Psychology handbook.

To attract and retain a well-prepared and diverse student body was stated as one of Psychology's missions but it seemed that this would be a difficult one to fulfill. While there was some diversity training for the faculty described in the self-study, there was no data provided in the document indicating the level of diversity present on the campus. It is possible that given the large online program presence that there is diversity present in the online cohort. Documenting demographics which represent the face-to-face and online majors would be a first step in better understanding this area. Furthermore, it's unclear in what way the faculty wish their students to be well-prepared, and how they might achieve this goal since recruiting is very likely done more so at the university, rather than department, level. It seems more appropriate that this goal should be “Graduate well-prepared students with an awareness and appreciation of diversity”.

#### b. Goal Alignment

The goals aligned with the strategic goals of the campus. Four of the IU East Campus strategic priorities were represented in the department’s goals.

#### c. Goal Monitoring

Monitoring of goals are reflected in annual reviews.
Section II

Program Resources

a. Faculty and Staff

Full time faculty are all well-qualified, but a majority still hold the rank of assistant. A new tenure-track hire just occurred. The collegiality and rapport among the faculty appeared very good; they frequently collaborate on courses and service with the goal of improving their department’s courses and programs. The committee was particularly impressed with the faculty’s discussion of co-creation of courses of course materials.

In the self-study, the department reported serving approximately 292 majors with 168 taking fully online coursework.

There are a large number of adjunct faculty; the program is encouraged to calculate the % of courses/students per semester who are taught by adjunct faculty. Where possible, it would be ideal to instead covert these positions to full-time instructor lines, as full-time instructors may cost a little more but enhance the consistency of instruction and provide service to the students, the department, and the university. However, of the 12 listed, eight of the adjunct faculty had earned, or are working on completing their Ph.D. or Psy.D. in their area so their adjunct faculty also seem well-qualified.

b. Instructional Quality.

The committee felt the report provided evidence for the high quality of instruction using a description of quality matters training and a chart which indicated service and teaching awards each faculty received. The online teaching training program sounded quite impressive, and is even led by a member of this department. The standardization of online courses within the department undoubtedy enhances the student experience.

c. Faculty Staffing

Since 2015, the online psychology program has grown from 24 to 168, the face-to-face majors has decreased slightly from 140 to approximately 100. IU East is also starting an Online masters program in collaboration with 2 other regional campuses.

In their self-study, the department explained that their reanalysis of data suggested that the IUE Psychology Department has a student-faculty ratio of 42:1. While the committee appreciates the complexity of creating such figures, we did not find the department’s argument compelling. It was stated that the Psychology department’s ratio was much higher than all the others noted at IU East when the department’s new formula was used but then it wasn’t clear if the ratios in the table from Bloomington, South Bend, Southeast, and IUPUI were all also recalculated or using the CDS formula. The committee sees a need for more faculty, but were unconvinced by this particular analysis. To make a more persuasive argument to indicate the need for more faculty, an additional type of data needs to be provided. For example, course scheduling was described in the report (section 2.5d) but the historical
data documenting course fill rates were not. These data would be invaluable for future planning. The department will also have additional teaching for the master’s program that begins this fall. Once this plan is laid out, documenting the fill rates of the courses over time, indicating which classes can be covered by full time faculty and which can be covered by adjuncts would give a more persuasive picture of whether more full time faculty are needed. It may be that adding 2 year rotations could reduce the number of sections needed in a given year. If the course fill rates are typically close to 75% to 100% for each course and they have waiting lists for courses steadily- this also indicates a need for more sections. These data will provide a real advantage when making the argument to get more positions. Once efficiency of scheduling is established, demonstrating strong fill rates and continued growth would certainly provide the evidence that more faculty are needed. If there is a desire to reduce reliance on adjuncts at the campus level, this would also support the idea that more full time faculty are needed. This was not explicitly stated in your report.

   d. Support Staff
The presence of a full time advisor for Psychology seemed appropriate and the faculty or report did not seem to mention a need for more support staff.

e. Teaching Load
Standard teaching load for tenure track is 3:3. Optional summer teaching.

This load is necessary and appropriate given service and research obligations of the tenure track faculty.

   f. Faculty scholarship Involvement
The evidence was clear that the faculty are very involved in research. It would be nice if there was funding available for faculty who need to pay for their participants given that students who participate in the subject pool tend to do only the surveys rather than the experiments which require showing up a lab to participate. Alternatively, a tiered credit system could be used, by which credit for participating in “in person” studies could count for more participation credit than survey completion, or at least some “in person” studies could be required of students. In addition, faculty should explore whether there is a way that student participation in research labs (PSYC493/494) can count toward teaching load, perhaps if only in alternating years, or on some rotation system. It is time-consuming to provide good mentorship to students, and this mentorship should count in load somehow.

   g. Faculty Service Involvement
It was clear that the faculty are also deeply engaged in service. The faculty are clearly dedicated to serving Psychology and the campus.

2.2 Infrastructure

   a. Physical Facilities
The committee had no concerns about the physical facilities as they relate to the psychology department.

   b. Technology
The faculty seemed satisfied with the “smart” rooms they had available.

   c. Equipment Inventory
The committee had no concerns about the equipment available to faculty.

2.3 Budget
   
a. Budget
   The Psychology department does not have a standing budget. Faculty seemed satisfied with their ability to discuss needs of this nature with the Dean.

b. Enrollment and Retention Budgetary Contribution
   Psychology, due to the number of students it serves and has as majors, should be aware of their contribution to the enrollment of this department. The faculty have done a good job increasing their online presence. Maintaining and graduating their online majors is a challenge as there were a few comments through the day that indicated that online students seem to be less stable in their path toward completion. Getting a better understanding of the demographics of the online population and how/whether they differ from their face-to-face majors would be informative for the development of retention initiatives that may help.

c. External Funding Sources
   The committee acknowledges that the Psychology Department’s online psychology degree creates strong revenue for IU East. The Psychology Department should continue to uphold strong standards, and to look for ways to strengthen retention rates, so that this program maintains its status as a “top school with an online psychology degree.”

2.4 Library
   
a. Library Resources
   The committee had no concerns about the library resources available to faculty and staff.

b. Library Technology
   The committee had no concerns about the technological resources at the library available to faculty and staff.

2.5 Curriculum
   
a. Instructional Program Curriculum
   The faculty at IU East have reflected upon their assessment and added several courses to enhance their curriculum offerings. The development of the Careers in Psychology course is one of these developments. If the course is found to be effective, the psychology faculty might want to require it of their psychology majors and possibly consider expanding it to a 3-credit course. By contrast, the committee did have concerns about the development/offering of P206 (Psychology of Everyday Life). This is not a course typically offered in core psychology curricula, including in curricula suggestions by our major professional organizations (e.g., APA). The committee also questioned the rationale for having Behavioral Neuroscience as a core/required course, and of some of the course choice (e.g.,
Organizational OR Abnormal, Sensation & Perception OR Evolutionary). These seemed somewhat driven by faculty interests/experience rather than by pedagogical beliefs about what courses should be taken to give students a broad foundation in our discipline. As the department receives funds to create new hires in the coming years, they should have in mind an ideal curriculum so that they can target hires that can help them achieve those offerings.

One final point with regard to curricular offerings is that if the department is dedicated to the strategic goal of enhancing students’ appreciation of diversity, then they should offer diversity-related courses in-house (i.e., not simply require students take them in other departments) OR have department requirements to infuse diversity into each course. This could also be a targeted hire.

The department also has a Psychology handbook which is quite a valuable resource for the Psychology students. There are many well thought out practices in the handbook. It led the committee to wonder how it could be ensured that psychology majors were certain to read the handbook--perhaps it could be a reading in a required class?

During the day’s discussion, the course caps for each course were discussed. Perhaps considering the importance of research methods and statistics, a consideration of having that course cap at a smaller size might be needed, but this must be weighed against the needs of your department in other levels.

Being aware of what the course caps are and how they compare to the other departments on your campus seems prudent at this time. New tools are coming to all regionals (AM 360) that will make this easier to obtain and will help your department track this information. This tool will also provide data at your fingertips to help you see how your department enrolls in course work across your campus and even able to compare to other regional campuses.

b. Ongoing Curriculum Revision

Faculty are aware of the struggle their students are having in the P211 class. They are examining the issue from various angles and determining the best way to address this.

Related to the issue of P211, the committee would encourage the department to be mindful of the time and effort that would be required in certain teaching load combinations. Some classes are heavy effort classes to teach given students’ level of ability. Based on discussions during the visit, it seemed that spreading certain courses that require more time and effort across several faculty might be necessary. For example at IU Southeast, the experimental method and statistics class is a known difficult class to teach because of the amount of writing and math needed to master the material which is challenging for students who may not have college ready writing and math. In addition, sometimes faculty need a break from teaching this topic because of the heavy load of shaping their writing and math skills. Ensuring all the experimental faculty rotate through the course teaching it might be a way to share the burden and avoid burnout. It might be a discussion you want to have with your faculty to see if there is a sentiment among your faculty that a rotation is also needed.

At IU Southeast, this is a group designed course so we all share materials and syllabus all teaching the same core material. It is also capped at 16 students and is a two-semester course (essentially a blended P211/K300 course in your view). The psychology department at IUSE started with K300 and P211 separate but because of the high DFW rate in P211, the design of the course was changed to the two
semester model now being used. It has increased the success rate in both courses vastly and it has created a bonding moment for students who take two semester course with the same instructor and fellow students. Also, the course numbers of the P211 course was changed to reflect the difficulty of the material the students have to master so the course sequence is now P341 and P342. Typically students take this course starting in their sophomore year. IU Southeast faculty feel this is a critical course in the development of a Psychology major.

Faculty are also growing their program by developing an online Masters. This program begins in Fall 2018 and they are committed to working out the details as the program develops.

It would seem prudent to monitor how much time the implementation of the Masters program is going to take to develop, especially taking note of whether the position will require an additional release time for smooth functioning.

c. Advising and Mentoring

The advising model developed seems to be working well. The faculty mentoring of students is also a good practice. It was unclear to the committee whether this mentoring took place on a formal or informal basis.

d. Course Scheduling

The department described the core courses to be needed to fulfill schedule requirements. As their master’s program develops, the faculty will also have a deeper understanding of the time commitments and courses needed for that program. It seemed as if a great deal of time has already been spent on the development of this program, and for this, the faculty should be commended.

e. General Education Course Offering

The department teaches a wide-array of general education courses which supports the campus and provides a steady stream of credit hours into the HSS school.

f. Co-curricular student activities

There was a very nice variety of co-curricular activities. A Psychology club, Psi Chi and some valuable service learning activities.

2.6 Program Assessment

a. IU East has developed a strong assessment program using multiple assessments to document learning in all of their classes. Having so many faculty trained in Quality Matters is impressive. The assessment have sensitized the faculty to some challenges that their students are facing and the faculty are brainstorming the best way to address these issues. One concern about assessment the committee had was that the self-study document described an almost dismissive attitude toward the use of course evaluations as useful measures of data for assessment. Although they should not be an entire, or even a major, source of data, student perceptions of courses are reliable, and typically correlate with other indices of course quality.
b. Development and use of shells in online classes ensures consistency across instructors. It was noted that several courses were in the pipeline to receive quality matters certification which is an external validation that they are meeting the highest standard in online instruction.

2.7 Community Involvement

a. Community involvement

It appeared that the program was in the beginning stages of making contacts with community organizations that would serve as practicum placements for the new Master’s degree program.

b. Publicity and Marketing

IU East Psychology uses appropriate internal and external marketing for their program.

c. Professional Association Involvement.

All of their full time faculty are involved with one or more professional organizations.

2.8 Summary

a. Strengths

The self-study noted several areas of strengths, which the committee agreed with. They have well qualified full-time and adjunct faculty who teach their curriculum. The faculty are deeply involved in developing effective curriculum, teaching and developing their own research programs.

The strong online presence of this program is also one of IU East Psychology strengths. The faculty have a recognized online BS in Psychology programs. They also have a situation where they can compare face-to-face majors with online majors to see how or if they differ. This is a ripe opportunity for research. Understanding if online majors respond similarly to face-to-face students when taught using high impact practices as implemented by their program would be valuable. How do their most successful students in the online program compare to the successful students in the face-to-face program? This knowledge would be valuable information for program development. It would also be interesting to know if retention in the online psychology degree program is also influenced by participating in high impact activities such as research experiences, internships and project-based learning. Examining these variables might be the key in establishing a stable, timely online path to efficient graduation.

A high number of faculty at IU East are trained in Quality Matters principles and are in the process of getting certification in their courses. Obtaining this certification will be a nice external indicator of the effective online teaching that is occurring on the campus.

The development of the new collaborative master’s program is an innovative approach to graduate training. Being willing to take on this collaboration across regional campuses should be commended for all the campuses involved. It will be exciting to see how this program takes shape across time.

The committee appreciated the effective practice of describing successful psychology alumni and posting them on their webpage to generate interest externally in their program.
b. Areas for improvement

Gaining a better understanding of who your online and face-to-face students are and how they differ or are similar to one another may give your faculty ideas in how to better serve each population. Identify the graduation rate of face-to-face and the online program to see if the rates are similar or different.

Use data to develop a stronger argument to document the need for more full time faculty.

In your document, there was discussion of developing a scholarship program to reward students who are completing the degree in a timely manner. The committee would encourage further discussion of such a model would like the faculty to research if a similar model would work with online students.

Use study documents from the APA and others, as well as curricula from other universities, to determine what courses should be offered to best meet the goals of your program. For example, do your required courses reflect a set of knowledge that all students should have? Do the “take this or that” courses reflect disciplines of “elective” or “specialization” status? Should the careers in Psychology class be required for the major? Is a 1-hour course sufficient? Should a diversity-related course (e.g., multicultural psychology) be required?

c. Key issues facing program

Determining the necessary amount of full time faculty to balance the face-to-face, and online Bachelor’s with the new addition of the online collaborative master’s program.