

CARLETON UNIVERSITY COMMITTEE ON QUALITY ASSURANCE

Cyclical Review for the Bachelor's, Master's and Doctoral Programs in Psychology.

Executive Summary and Final Assessment

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor's, Master's and Doctoral Programs in Psychology are provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and articles 5.1.9.23-24 and 5.1.9.26-27 of Carleton's Institutional Quality Assurance Process (IQAP)

EXECUTIVE SUMMARY

The undergraduate and graduate programs in Psychology are administered by the University's Department of Psychology, an academic unit of the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **good quality** (Carleton's IQAP 5.1.9.12).

The external reviewers' report, submitted on March 17th, 2015, offered a very positive assessment of the programs. The reviewers "were struck by the strong support for the undergraduate and graduate programs among administrators, faculty and students and believe that such strong support for the programs speaks well for the department as a whole." They noted that "Carleton's Department of Psychology is a well-functioning unit, highly productive in research, teaching, and service." They added that "members of the department care deeply about the quality of student experience, take individual professional development very seriously, actively reflect on their strengths and weaknesses, and maintain a high level of collegiality." The reviewers remarked as well that "the faculty appears highly committed to graduate student mentoring, and graduate students appear to appreciate their mentors' commitment." The report also stresses that "students, both undergraduate and graduate, play central roles in faculty research." Furthermore, "students learn to inquire and reflect, enhancing their capacities to live reflective lives and contribute as world citizens."

Within the context of this very positive assessment, the report nonetheless made a few recommendations for the continuing enhancement of the undergraduate and graduate programs. Most of the recommendations were accepted by the Department, the Dean of the Faculty of Graduate and Postdoctoral Affairs and the Interim Dean of the Faculty of Arts and Social Sciences in a response to the report of the external reviewers that was received by CUCQA on April 22nd, 2015.

On October 14th, 2015, CUCQA received and approved an Action Plan detailing how these issues will be addressed. The Action Plan was endorsed by the Dean of the Faculty of Graduate and Postdoctoral Affairs and the Interim Dean of Faculty of Arts and Social Sciences.

DATE: September 8, 2015

TO: Dr. John Shepherd, Vice-Provost and Associate Vice-President
(Academic)

FROM: Dr. Joanna Pozzulo, Chair, Department of Psychology

RE: Action Plan for our Cyclical Review of the Undergraduate and Graduate
Programs in Psychology

Below please find our Action Plan for the issues, concerns, and recommendations that were noted by the external reviewers. This Action Plan was circulated to the Department and discussed at the Sept. 17, 2015 departmental meeting and was approved unanimously.

Undergraduate Program

1. Continue to develop learning outcomes throughout the undergraduate offerings.

ACTION: Owing much to our participation in the self-study project, the Department of Psychology is supportive of the continued development of learning outcomes. The Learning Outcomes Committee (Chair: Anne Bowker, committee members: Chris Motz, Andrea Howard, Janet Mantler) will have the mandate to a) consider approaches to teaching and learning that promote student success in achieving program learning outcomes; b) consider the refinement of existing outcomes; c) develop measures to assess the achievement of learning outcomes; and d) facilitate the development of faculty learning communities that bring instructors of multiple section courses together to consider issues related to learning outcomes. The Learning Outcomes Committee will start their work during Fall 2015 and report back to the Department in the April 2016 Departmental meeting or at earlier meetings as needed. A Learning Outcomes Committee will be a standing committee with updates annually (or more frequently as needed) to the Department.

2. Consider the use of existing standardized assessments of learning outcomes.

ACTION: The Learning Outcomes Committee, as established above, will encourage the development of faculty learning communities for those teaching multiple-section courses and will liaise with the Undergraduate Committee Chair (Guy Lacroix) and Department Chair (Joanna Pozzulo). In addition to the consideration of learning outcomes assessment, such faculty learning communities will also promote sharing, problem-solving, and the discussion of issues in teaching and learning. Given that a large number of our courses are taught by contract instructors, we will include consultation and discussion with this group as well.

We have already developed such a community for those teaching the honours project course (PSYC 4909/4910) and this has resulted in a series of standardized assessment rubrics that are applied across sections. The principles that we have used with this initiative will be extended to other multiple section courses, with our starting point being courses that our students are required to complete. The Learning Outcomes Chair (A. Bowker) will organize a meeting for those teaching Introduction to Research Methods in Psychology (PSYC 2001) and Introduction to Statistics in Psychology (PSYC 2002), which are required of all Psychology majors and minors, once during Fall 2015 and once during Winter 2016. The Learning Outcomes Chair will report back to the Department regarding these meetings at the Departmental retreat August, 2016.

A second phase of this initiative would involve extending the protocol to more content-based courses at various levels of the undergraduate program (2016-17) and will be undertaken by the Learning Outcomes Committee.

3. Develop a procedure for periodically reviewing course-level learning outcomes for multi-section courses with the aim of enhancing consistency in the student experience.

ACTION: The course schedule typically includes numerous multiple section courses, including Introduction to Research Methods in Psychology (PSYC 2001), Introduction to Statistics in Psychology (PSYC 2002), and Design and Analysis in Psychological Research (PSYC 3000). The Learning Outcomes Committee will facilitate the development of strategies that ensure a measure of consistency in material, content, and achievement of learning outcomes.

4. Honours thesis supervision should be formally accounted for in determining teaching load.

ACTION: The Chair of the Department has struck an Honours Supervision Committee (Chair: Rob Coplan, members: Chris Davis, Kate Dupré, and Kevin Nunes) to begin in July 2016 (note, it is unable to start this earlier given we currently have 11 faculty members on sabbatical and other members are committed elsewhere). This committee will explore models for formally recognizing honours thesis student supervision. The committee will report back with recommendations to the Department at the January 2017 Departmental meeting for discussion and possible approval.

5. Increase number of teaching assistants in large undergraduate courses to facilitate more writing and oral communication assignments and reduce reliance on multiple-choice tests.

ACTION: The Associate Chair, Cheryl Harasymchuk has adopted a “needs- based” model for the 2015-16 academic year to assign teaching assistants for psychology courses. Care was taken to consider the components to courses and the support the instructor would require to achieve her/his course objectives (e.g., critical analysis of research material, development of writing skills). For example, additional teaching

assistant support was given to all of our second year research design and stats courses (PSYC 2001 and 2002) to aid in the marking of our new standardized lab assignments (involves written assignments based on online lab modules developed by Guy Lacroix). A review will be undertaken at the end of the Winter term 2016 by the Associate Chair to assess this new model and will report back to the Department Chair during June, 2016.

6. Explore establishing certificates for certain knowledge and skills development (e.g., research methods and statistics, human resources).

ACTION: The Department of Psychology has not offered certificates previously. During the 2014-15 academic year, the Department approved a set of six concentrations for undergraduates to take (if they wish) based on our research strengths and courses offered; developmental, cognitive, health, forensic, organization, and social/personality. These changes included the deletion of some courses no longer taught and the addition of new courses for example in the area of organizational and social/personality. These changes currently are making their way through the approval process and are expected to be reflected in the course calendar for 2016-17. Given the substantial number of changes we have undertaken and the option of students being able to declare “concentrations”, we will not pursue certificates during this cyclical review.

7. Explore ways to reorganize space, including consolidation of faculty offices and research space.

ACTION: The Chair of the Department, Joanna Pozzulo along with the Administrator, June Callender, and the University’s space coordinator, Michael Lebrun have conducted a space audit of all “psychology space” in May 2015 (note, this is done yearly). With the addition of two new faculty members starting July 1, 2015 and each requiring lab space for their research we have exceeded capacity. Simply put, the Department of Psychology requires additional space. Without additional space we are unable to grow in any meaningful way or meet the current demands of our undergraduates who require space to complete make-up exams while being supervised by the course instructor or teaching assistants (note, we have approximately 2000 undergraduates). We also are unable to offer any temporary space to graduate students working on their research who may need an extra room to complete their data collection for their research. The Chair of Psychology has informed Dean Khordoc in August 2015 that we require additional space. She has noted it and will keep us informed if space becomes available.

Graduate Program:

1. Conduct a review of graduate offerings in statistics.

ACTION: Over the past seven years, the Department has made a conscious effort to expand and strengthen our abilities to provide advanced statistical knowledge to our graduate students. Currently, we can draw on several faculty members (i.e., Leth-

Steensen, Davis, Campbell, Brown, and Howard) to offer a variety of advanced statistical courses along with our required statistics courses both at the M.A. and Ph.D. levels.

A stats committee (Chair: Chris Davis, members, Craig Leth-Steensen, Andrea Howard, Johanna Peetz) was struck in May 2015 to examine the statistical courses offered in psychology and to consider offering a stats diploma for Ph.D. students in the psychology program. During the Departmental Retreat (August 2015), the Department strongly recommended that the committee pursue taking the steps necessary to offer such a diploma. It is expected that the process will continue during 2015-16 and may extend into 2017 until ultimate approval is obtained. The first students to register for this diploma are expected for Fall 2017.

2. Increase number of graduate courses available to students, especially to facilitate student attainment of the “depth and breadth of psychology” learning outcomes.

ACTION: Over the past several years, we have seen our content based graduate course offerings result in low enrollments. In fact, our offerings seem to appeal more to graduate students in other programs.

During 2015-16, the Graduate program Chair, Monique Sénéchal and the Graduate Committee (members: Chris Davis, Craig Leth-Steensen, Marina Milyavskaya, Kevin Nunes, Michael Wohl, and John Zelenski) will undergo a review of the courses in the graduate calendar and ask each research area to consider the courses currently listed and whether they need to be revised to provide greater depth and breadth to all of our students. Some courses may need to be deleted, while some new courses may be proposed. Any calendar changes will start being processed during the 2016-17 academic term.

The Graduate Committee will also recommend to the Chair of the Department, Joanna Pozzulo, a model that can be used upon which to decide which and how many graduate courses to offer in any given year. The model will be presented to the Department (March 2016) for feedback. The Chair of the Department will implement this model for the 2017-18 academic year as a pilot. Enrollments will be examined to determine effectiveness of the model.

3. Examine ways to improve completion-rate and time-to-completion.

ACTION: The Department is aware of the issues around completion-rates and time-to-completion. We have discussed the possibility of instituting clearer milestones for students that may help keep graduate students on track. We also have instituted annual reports completed by the student and supervisor that allow the Graduate Chair to inform the student and supervisor if there appears to be a risk with missing a milestone or if the degree timelines are delayed.

The Department recognizes the importance of working to improve completion rates and time-to-completion in the graduate program. The Graduate Chair, Monique Sénéchal and Graduate Committee will continue to consider the issue during the 2015-16 academic year and will report back to the Department at the March 2016 Departmental meeting any recommendation for discussion and approval.

4. Graduate student supervision should be formally accounted for in determining teaching load.

ACTION: The Chair of the Department, Joanna Pozzulo, has struck a Grad Supervision Committee (Chair: Adelle Forth, members: Monique Sénéchal, Andrea Howard, Michael Wohl) to begin in January 2016 (note, it is unable to start this earlier given we currently have 11 faculty members on sabbatical and other members are committed elsewhere) to explore models for formally recognizing graduate student supervision in teaching load. The committee will report back with recommendations to the Department at the September 2016 Departmental meeting for discussion and possible approval.

5. Continue to develop programming in the area of “Industrial/Organizational Psychology”.

ACTION: Recently there has been a reconfiguration of the “Applied” concentration to an “Organizational” field. Members in the Organizational field are Bernadette Campbell, Kathyne Dupré, and Janet Mantler. The Graduate Chair, Monique Sénéchal, will submit this field name change in Fall 2015 for the upcoming cycle of graduate calendar changes for 2016-2017.

Three new Organizational courses have been proposed at the undergraduate level and are making their way through the process of calendar approval and are expected to be offered for the 2016-17 academic year. The courses are:

PSYC 2801 (0.5): Organizational Psychology I

PSYC 3801 (0.5): Organizational Psychology II

PSYC 3805 (1.0): Organizational Psychology (Honours Seminar)

Parallel programming may occur at the graduate level depending on demand. The Department Chair and the members of the Organizational group will meet in approximately 3 years (Summer 2018) to assess and discuss the need for Organizational courses at the graduate level.

6. Develop programming in “Occupational Health Psychology” (OHP).

ACTION: We currently have one faculty member, Kathyne Dupré who identifies her area of expertise as Occupational Health Psychology. Recently during the 2014-15 academic year, a fourth-year undergraduate course on Occupational Health Psychology (0.5 credits) was added to the course calendar (taught by K. Dupré).

The Organizational members (Drs. Campbell, Dupré, and Mantler) will meet in Fall

2015 and explore the feasibility of offering this course at the graduate level as well. If such a proposal comes forward, this graduate course would need to be considered by the Graduate Committee and then brought to the Department for review and approval before moving forward with it for the 2016-17 academic year.

7. Be mindful of the fact that faculty members are at capacity with respect to student supervision. Increases in graduate enrolments might lead to reduction in quality of supervision.

ACTION: Each year the Faculty of Graduate and Postdoctoral Affairs (FGPA) agree on targets for the number of graduate students for the department to accept. Each year we have met these targets. In the upcoming discussion in Fall 2015, it should be noted that we are at capacity when considering our target enrollment numbers for the upcoming and subsequent years.

8. Be mindful of the fact that any increase in graduate enrollment will require additional space for graduate student research.

ACTION: As we note in #7 for the Undergraduate program, the Chair of the Department, Joanna Pozzulo, has communicated with Dean Khordoc that we have exceeded capacity for research space (August 2015). We require additional space to grow our program.

Department of Psychology Undergraduate Program Action Plan

Recommendations	Steps	Participants	Timeline
Continue to develop learning outcomes throughout the undergraduate offerings	Further develop learning outcomes through consideration of teaching and learning approaches; assessment measures; facilitation of faculty learning communities.	Learning Outcomes Committee	Fall 2015, Committee will report back in April 2016
Consider the use of existing standardized assessments of learning outcomes	Develop faculty learning communities to facilitate discussion around learning outcomes and broader teaching issues with faculty members teaching multiple-section courses. Contract instructors will also be consulted.	Learning Outcomes Committee in consultation with Faculty and Contract Instructors	Fall 2015, Committee will report back in August 2016
Develop a procedure for periodically reviewing course-level learning outcomes for multi-section courses with the aim of enhancing consistency in the student experience	Facilitate the development of strategies that ensure a measure of consistency in material, content, and achievement of learning outcomes.	Learning Outcomes Committee	Ongoing
Honours thesis supervision should be formally accounted for in determining teaching load	Explore models for formally recognizing honours student thesis supervision.	Honours Supervision Committee	July 2016, Committee will report back in January 2017
Increase number of teaching assistants in large undergraduate courses to facilitate more writing and oral communication assignments and reduce reliance on multiple-choice tests	A “needs based” model of teaching assistant assignments has been adopted for the 2015-16 academic year. This model will be assessed to consider any impacts on writing components in course objectives.	Associate Chair of Department of Psychology	Previously instituted, will report back to Chair on results in June 2016
Explore establishing certificates for certain knowledge and skills development (e.g., research methods and statistics, human resources)	Area concentrations were approved by the department in 2014-15 and were submitted with calendar changes for the 2016-17 academic term. The department will not pursue certificates at this time.	Not applicable	Not applicable
Explore ways to reorganize space, including consolidation of faculty offices and research space.	Space for faculty and students are at capacity. The Dean (FASS) will keep the Chair informed of any additional space availability.	Department Chair Psychology, Psychology Departmental Administrator, and Dean FASS	Ongoing

Department of Psychology Graduate Program Action Plan

Recommendations	Steps	Participants	Timeline
Conduct a review of graduate offerings in statistics	Steps will be taken to pursue the establishment of a Diploma in Statistics at the Ph.D. level through the 2015-16 academic year.	Statistics Committee	May 2015 - Fall 2017
Increase number of graduate courses available to students, especially to facilitate student attainment of the “depth and breadth of psychology” learning outcomes.	Review of graduate courses will be completed by the Graduate Committee and individual research areas to determine whether revisions, deletions and/or additions must be made. Any calendar changes will be submitted for the 2017-18 academic year.	Graduate Committee and Research Areas within the Psychology Department	2015-16 academic year, with final model presented in March 2016
Examine ways to improve completion-rate and time-to-completion	The Department has instituted annual reports for students and supervisors to track progress. Institution of clearer milestones is a strategy that will be considered. The Graduate Committee will consider the issue further through 2015-16.	Graduate Chair and Graduate Committee	Ongoing, will continue through 2015-16 academic year, with report back to Department in March 2016
Graduate student supervision should be formally accounted for in determining teaching load	Explore models for formally recognizing graduate student supervision in teaching load.	Graduate Supervision Committee	January 2016, report back with recommendations to Department in September 2016
Continue to develop programming in the area of “Industrial/Organizational Psychology”.	Submit concentration name change in 2016-17 calendar changes. Determine level of demand for graduate level programming and discuss in 2018.	Graduate Chair of Department of Psychology	Fall 2015 – Summer 2018
Develop programming in “Occupational Health Psychology” (OHP)	Explore feasibility of offering Occupational Health Psychology course at the graduate level. Submit proposal to Graduate Committee then to Department for review and approval for 2016-17 academic year.	Organizational Members; Graduate Committee	Fall 2015
Be mindful of the fact that faculty members are at capacity with respect to student supervision. Increases in graduate enrolments might lead to reduction in quality of supervision	Communicate capacity levels of the program with the Dean of FGPA in consideration of future graduate admission targets.	Department Chair and Dean of FGPA	Fall 2015
Be mindful of the fact that any increase in graduate enrollment will require additional space for graduate student research	Capacity levels of the program should be noted in discussion with the Dean of FGPA in consideration of future graduate admission targets.	Department Chair Psychology, Psychology Departmental Administrator, and Dean FASS	August 2015