

Psychology - Bachelor of Arts - Full Review & SLOA

Current Compliance Year: 2023-2024

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Our last program review was the second round of expedited program reviews in 2020/21. The recommendation at all levels of review was to continue the program. The committee noted the relevance of the program to both [REDACTED] and [REDACTED] students in Alaska and beyond, as well as the breadth of expertise of faculty in areas central to our mission (health and well-being). The committee also commented on the collaborative research activities of faculty with students and colleagues in other units, as well as our expertise working with [REDACTED] communities and organizations. The committee was concerned that we were stretched thin - and that was when we still had seven full-time faculty, as opposed to the five we have now - and the lack of a graduate program to support both research and instruction. In fact, the committee saw “unrealistic expectations about demands of online instruction” and increased “pressure for higher course loads without increase in faculty” as a threat to our program in general and to our ability to grow our research specifically.

We have been approved to recruit for two tenure-track faculty positions, but both searches failed last year (AY 2022/23), but we are trying again this year. Most potential applicants to a psychology department at a research institution expect a graduate program to support their research and undergraduate teaching. There are also plenty of positions open at universities in the lower 48 states. That means that we have few incentives to offer potential applicants.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Strong

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Our department submitted our last SLOA report May 7th 2022, based on analysis of 51 courses utilizing the plan we had revised and submitted in Fall 2020 including Oral Communications outcomes. Faculty reported ratings for outcomes most relevant to their courses and assessments, choosing among 13 specific outcomes organized into 4 major categories of outcomes (Scientific foundation; Applying theoretical psychology concepts; Written and oral communication skills; Knowledge of and respect for diverse perspectives). We have attached the 2022 SLOA report with findings and feedback. A majority of students seem to be successfully reaching psychology department learning outcomes. Average proficiency ratings ranged from 3.48 (between adequate and good) to 4 (good). A majority of students received “good” to “excellent” proficiency scores for each aspects of each of the four learning

outcomes. The greatest strengths seem to be in aspects of application of psychology, oral thought development, and understanding of diverse perspectives. The greatest weaknesses seem to be in research design and APA style writing skills. Average ratings for learning outcomes did not differ widely from one another. Examination of outcomes across psychology courses is just one tool for continual monitoring and improvement of curricular learning outcomes, used in the context of more contextualized discussions and planning. We discussed findings and decided to work towards a new plan which might utilize portfolios for future outcomes assessment. However, this plan will take some time, and meanwhile we continue to assess outcomes through our 2020 plan examining our major outcomes across psychology classes.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

The last time the psychology undergraduate curriculum underwent a major revision was in 2011 when the department had a new PhD program. In response to a number of changes (including the addition of an online option for the BA/BS, student preferences for course modality, decreased faculty and administrative support, student career choices, and enrollment trends), we embarked on a major update to our curriculum. AY 2023/24 is the first year of this new curriculum.

We now offer three tracks (or concentrations) catering to students with different educational and career goals: (1) an applied professional track for students intending to enter the workforce after graduation, (2) a graduate school preparation track for students intending to go on to a graduate program, and (3) a general psychology (i.e., open) track allowing for maximum flexibility in course choices. The intent is to further streamline our curriculum while providing some structure for different types of students. The new curriculum also provides the choice of four different capstone courses. This change maximizes the balance between resources (i.e., faculty) and flexibility.

While these changes did not originate in our SLOA data, we do acknowledge that, for example, students who intend on entering the workforce immediately after graduation may need a somewhat different competency profile than students who continue in a graduate program. The tracks place somewhat different emphases on both content and competencies.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

No change in degrees awarded, No change in majors, Increase in SCH, No change in persistence, Increase in pass rates
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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Overall, the student demographic of the psychology BA/BS has remained fairly consistent over the past 5 years. Our students are mostly [REDACTED] (about 80%) with a similar racial and age distribution as our social science peers and CLA overall. There has been a slight shift toward [REDACTED] students. About 30% of our students are [REDACTED] and about half are [REDACTED] students, although that number has decreased slightly in the last two years. These statistics are also quite similar to our peers and to CLA. Our [REDACTED] students graduate at about the same rate as other students, but tend to take a bit longer to get there.
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We did notice that the percent of [REDACTED] students increased during the COVID pandemic, but has dropped to previous levels since. We would really like to change that. During the early 2000s, the psychology department had an Alaska Natives into Psychology Program (ANPsych) and was able to recruit three [REDACTED] faculty members (over a period of several years). We also had a Master's program geared towards community and behavioral health in [REDACTED]. That combination of resources provided a pathway for [REDACTED] and [REDACTED] students to progress from certificate to graduate level education and training. Unfortunately, we have not had that program and infrastructure for many years, although the online program with its focus on multicultural psychology offers new opportunities for [REDACTED] and [REDACTED] students. We are trying to recruit [REDACTED] faculty members.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

When we revise our curriculum or develop new courses, we think about our program as a learning community. This was especially important to us when we started the online program. Due to student preferences starting before COVID, most of our courses are now online. We try to engage our students with each other, their faculty, and their communities. Online students from UAA have told us that they feel more connected in our courses, and students from other majors at UAF have said they feel challenged in our courses (in a good way). Our faculty all use interactive technologies (e.g., VoiceThread, Hypothesis, FlipGrid, etc.) that keep students in contact with one another and allow them to discuss and "wrangle" with the more complex aspects of their courses. During the darkest days of COVID, we scheduled informal twice weekly online gathering sessions hosted by one or more psychology faculty. Students could join at their leisure and talk about anything they wanted to share. While not many students participated, it did provide a lifeline for those who did.
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High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly

interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects, Collaborative Assignments and Projects, Undergraduate Research, Writing-Intensive Courses, Diversity/Global Learning

Collaborative Assignments & Projects

Several of our courses include group projects. For example, the final project in Psychology of Stress is a presentation that students create to demonstrate stress reduction techniques.
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Undergraduate Research

The psychology BA/BS has an emphasis on psychology as a science. We offer multiple courses in research methods and statistics, as well as opportunities to work with faculty on research projects. Two of our four capstone options are research courses (Advanced Design and Analysis and Senior Thesis). Our undergraduate students have gone to regional and national conferences, have participated in local research competitions, have received funding from a variety of sources, and have published with their mentors.

Diversity/Global Learning

Culture and diversity are central to our department's mission. Every single course in our program integrates learning about different cultures and aims to foster cultural competency. For example, in Research Methods, students learn how cultural differences can impact a particular methodology used in a study. They also learn how to better understand research results from other cultures. In Health Psychology, students develop a presentation to hypothetical health care providers addressing the impacts of a health issue they choose on a particular ethnic or social group. Cultural Psychology is one of the capstone options for our students.
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ePortfolios

We have used portfolios in courses before. For example, in Psychology of Work, students submitted mini-portfolios related to bigger thematic chunks of the course. These portfolios included things like reflections on an assigned exercise, a critique of a r

First Year-Seminars & Experiences

N/A

Writing-Intensive Courses

Almost all of our courses are writing intensive. We aim to teach students how to write for different audiences and purposes. They all need to learn scientific writing and APA style, but they also need to know how to communicate effectively with other prof

Service-Learning and/or Community-based Learning

N/A

Internships

We do have a practicum option for our students, but don't currently have enough faculty to establish and maintain relationships with potential practicum sites to provide a variety of experiences to students. Nor do we have enough faculty to supervise prac

Capstone Courses & Projects

Until our new curriculum went into effect this fall, our students had three options for their capstone: A senior seminar, an advanced research design and analysis course in which they would have collected and analyzed some data, or a senior thesis involvi

Other or None of these (explain)

Peer-reviewed presentations: Students give presentations in several of our courses. Often, they also provide peer feedback through comments and questions. We do this in our online courses as well as in our in-person courses. We have seen our students become more sophisticated in their own presentations and in their feedback.

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

The feedback we received in our last review did not address the financial aspects of the program, but noted the restraints on growing our research capacity due to the small number of faculty and the lack of a graduate program.

The BA/BS in psychology is the largest major in CLA. Our 272 majors contribute over 4,000 SCH to CLA and UAF. We do this with 4.28 FTEs and a few adjunct instructors teaching one or two courses per semester, mostly at CTC. That translates to over 900 SCH per department FTE faculty. In the past, our faculty have also generated significant research grants, but it has become increasingly difficult to staff our courses and have room for grant writing, let alone conducting research.

The current fiscal report for the BA/BS indicates that, in FY2023, we generated more funds in tuition alone than our expenditures: ██████ in tuition revenue versus ██████ in total expenditures. State appropriations have diminished drastically during this reporting period: from ██████ in FY2021 to ██████ in FY2023. This shift in appropriations presents a severe challenge to all academic departments, not just psychology or CLA.

We have not set out to grow our program because we have been feeling the strain of having fewer faculty and an increasing demand for our courses. Almost all of our energy has been invested in being able to deliver our curriculum and help students graduate. Our research productivity - and thus our ability to generate grant funding - has suffered under this strain.

Program's Value to Mission

We updated our department mission statement as part of our 2022 curriculum revision: The focus of the psychology department is to provide breadth and depth in the science and profession of psychology with a commitment to honoring diversity and promoting human welfare. We are uniquely situated to provide a special focus on the peoples and issues of the circumpolar north. The curriculum develops students' ability to understand how psychology can be used to address social and psychological issues from diverse perspectives through research, cross-cultural knowledge, creativity, critical thinking and problem-solving. We engage our students in developing important professional competencies such as professional written and oral communication, research, and applying science to practical applications in our communities.

As discussed in various sections above, we implement this mission in all of our courses, as well as in our research and community partnerships. Our curriculum and approaches to teaching, research and service directly relate to the UAF mission themes of student success, research, skilled workforce, and equity, diversity, and inclusion.

Duplicative Programs

The University of Alaska Anchorage also has an undergraduate program in psychology, while UAS offers psychology courses as part of a social science concentration. Given the number of majors in psychology at UAF this duplication does not seem to be problem

Community or Other Partnerships

Psychology faculty have developed collaborative partnerships with other units at UAF, as well as individuals and organizations beyond the university.

Research collaborations have included faculty in biology, chemistry, engineering, OneHealth, Center for Alaska Native Health Research, Alaska Native Studies and Rural Development, other units in the UA system (e.g., Institute of Circumpolar Health, Institute for Social and Economic Research), and faculty at other universities. These collaborations have led to several grant proposals and funded projects.

Other organizations and communities we have collaborated with include Aging at Home Fairbanks, Calypso Farm and Ecology Center, Boys and Girls Club Foundation Health, rural schools, and tribal organizations. These partnerships have involved research as well as services to the partner organizations, including workshops, presentations, consultation, and mentorship. Sadly, we are currently stretched so thin that we have had to curtail our research and service activities outside of the department and college/UAF.

Value of Service Courses (Optional)

Psychology faculty have developed collaborative partnerships with other units at UAF, as well as individuals and organizations beyond the university. Research collaborations have included faculty in biology, chemistry, engineering, OneHealth, Center for Alaska Native Health Research, Alaska Native Studies and Rural Development, other units in the UA system (e.g., Institute of Circumpolar Health, Institute for Social and Economic Research), and faculty at other universities. These collaborations have led to several grant proposals and funded projects. Other organizations and communities we have collaborated with include Aging at Home Fairbanks, Calypso Farm and Ecology Center, Boys and Girls Club Foundation Health, rural schools, and tribal organizations. These partnerships have involved research as well as services to the partner organizations, including workshops, presentations, consultation, and mentorship. Sadly, we are currently stretched so thin that we have had to curtail our research and service activities outside of the department and college/UAF.

Post-Graduate Success

Over the course of the review period, we had an internal psychology advisor who was also teaching in the department. Unfortunately, our advisor retired in June 2023 and will not be replaced. An important aspect of in-house advising was career guidance, including connecting students with faculty who could assist them in particular areas of psychology. Our Senior Seminar also included modules on resumes, applying for graduate school, and interviewing. We periodically review surveys conducted with employers and discuss the critical professional competencies our graduates are likely going to need. We also keep up to date with the American Psychological Association's guidelines for psychology programs. As mentioned above, our courses include the development of both academic and professional competencies such as effective written and oral communication in academic and professional settings, research and data skills, application of research to practice, team work, basic leadership skills, and critical thinking/problem solving skills. Furthermore, our education related to culture and diversity will aid students in careers where cultural competency is important.

Submission

Submitter & Collaborator Names

Cecile Lardon
Jennifer Peterson
Dani Sheppard
Inna Rivkin
Kevin Walters

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

Our committee chose not to apply any recommendation tags for the Psychology B.A. review. Overall, we feel that the program is in strong standing regarding aspects of student success, high-impact practices, and SLOAs. We acknowledge and support the ways in which the department wishes to develop by re-establishing practicums, strengthening connections with Alaska Native Communities, and further strengthening their program as a “learning community.” That said, we recognize the department’s challenge in implementing and sustaining these programs given its small faculty and limited resources.

With greater programmatic support, the department could better advise and serve its large student population, attract high-skilled faculty and professionals, and allow current faculty to invest more time and effort into their own research and grant writing. This support would considerably strengthen the Psychology B.A. program’s pursuit of reaching its above-mentioned goals.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,Compelling learning story,"Clear, concise presentation of findings"

Student Learning Outcomes Assessment Feedback (narrative)

The Psychology B.A. presents a strong SLOA plan consisting of four main components: (1) Critical thought and proficiency in the scientific foundation of psychology, (2) Understanding of how to apply theoretical psychological concepts, (3) Proficiency in basic technical writing skills, and (4) knowledge of and respect for diverse perspectives. The program’s trajectory is well aligned with these learning goals.

Through research development, data analysis, community service and support, outcomes #1-2 are well supported and evaluated with student data, student exit surveys, post-semester faculty discussion, and an annual evaluation of this information by the Department’s Academic Outcomes Committee. With the addition of Cultural Psychology and Health Psychology offerings, the department has further developed outcome #4. Given the department’s desire to strengthen connections with [REDACTED] communities, this particular learning outcome could be developed further if the department can garner the necessary resources and infrastructure from the university. Additionally, re-establishing student practicums will strengthen their alignment with SLOA #2, but again, it is a matter of resources. By offering concentrations for students toward professional work, graduate school, or general psychology, the department shows awareness of differing post-degree pathways. The department also remains proactive by offering a framework that nurtures post-degree success (as opposed to putting the onus on students to navigate that for themselves). These offerings are very valuable in today’s professional and academic environments.

Profile Feedback

Program is mission-centric to UAF or college/school,Collaborative with other UA programs,Providing job placement for graduates,Strong ties to the community or industry

Financial Feedback

High Tuition Revenues, Productive Faculty

Student Success & Equity Feedback

The Psychology B.A. shows strong data trends in many areas of their program with a slight increase in majors, good course pass rate (~80%), and strong GIP (~73%). Additionally, about half of the students are [REDACTED] and 30% [REDACTED], showcasing Psychology's important role in uplifting these communities. Psychology expresses a strong desire to better engage [REDACTED] communities (down from 18% to 12% [REDACTED] student majors). The department notes previous efforts that were integral to diversifying its enrollment, such as the Alaska Natives into Psychology Program, but which are no longer offered due to lack of resources/infrastructure.

Developing and sustaining equity-focused initiatives would be difficult considering the department's current situation: five full-time faculty with two ongoing tenure-track searches. The previous cycle's review committee observed that the faculty in Psychology are stretched thin, and that was with two more faculty than they currently have. The department has sought to recruit [REDACTED] faculty along with potential efforts through new online offerings, both of which may help with better engaging [REDACTED] communities.

High-Impact Practices Feedback

The Psychology B.A. offers five high-impact practices: collaborative assignments, undergraduate research, diversity/global learning, writing-intensive, and capstone projects (having recently added options in Cultural Psychology and Health Psychology).

The department bases its curricular efforts around the orientation of a "learning community," which complements the reality that most Psychology classes are now offered online. The "learning community" approach appears to be working, as Psychology mentions that students at UAA have expressed they feel more connected and challenged in UAF's psychology program.

Practicums are offered as part of the B.A. program; however, due to limited faculty resources and infrastructure, maintaining practicum sites and supervising students is beyond the capacity of the department at this time, so it appears that practicums are no longer an active offering. However, this is an area the department seeks to re-establish when it is better equipped to do so.

Dean's Review Feedback

I concur with the thoughtful review for the Psychology BA program.

In the report the department laments that their department advisor retired and was not replaced. The decision to not replace the advisor was made by the department as the position for that faculty member was, indeed, replaced. CLA has resourced the college with strong comprehensive advising. While faculty are a source of support for students in terms of career mentoring, faculty do not have the knowledge and skills to provide comprehensive advising that is needed by all students - not just those in Psychology.

The department is definitely under-resourced, but there are currently two searches undergoing to hire two tenure-track faculty members. A challenge is the lack of a graduate program, which makes it difficult to attract strong Psychology applicants. The department Chair should continue working with the Dean toward graduate program development - with appropriate resources (terms, adjuncts, hires) that will help with research/creativity activity. With new hires, the possibility of re-establishing practica can be assessed. Thanks you very much!!!

Vice Provost Feedback

SLOAs – Your report shows strong alignment between the plan, the results, and the analysis done by the program. However, there needs to be differentiation between the BA and BS, the SLOs cannot be exactly the same. What distinguishes a BA in Psychology from a BS in Psychology? That needs to be articulated or else there is not the same for both degrees.

HIPs - Provided overviews of these practices; could have used more details for each practice with specific examples. Not clear if these are required for all students or if students can choose from a group of options. Frequency of these opportunities? Where in the program/what classes ? Required or optional? What proportion of students involved?

Outcomes Assessment Plan

Certificate or Degree Program: BA / BS in Psychology

Mission and Goals: The focus of the psychology department is to provide breadth and depth in the science and profession of psychology with a commitment to honoring diversity and promoting human welfare. The curriculum develops cross-cultural knowledge, critical thinking, imagination, creativity, ethical principles, concern for social justice, as well as respect for and knowledge of diverse perspectives that include feminist, multicultural, indigenous, gay and lesbian. In addition to active engagement in the classroom, students participate in research and community service. Our programs in psychology facilitate an understanding of the human experience as the interaction of biological, psychological, social, and cultural processes.

INTENDED OUTCOMES/ OBJECTIVES	ASSESSMENT CRITERIA	IMPLEMENTATION PROCEDURES (what, when, who)
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(1) Students will display critical thought and proficiency in the scientific foundation of psychology.	Psychology majors will display basic proficiency in the following areas: a. Critical evaluation of research b. Research ethics c. Research design d. Quantitative data analysis All psychology majors will complete at least two courses in scientific foundation. Instructors of courses addressing any of the four areas will prepare a summary of proficiency in scientific foundation, as assessed by HW assignments, tests, and/or projects.	Department faculty will determine at close of the prior semester which course(s) will address this outcome during the next semester. Instructor will gather proficiency scores for the identified area(s) and forward summary sheet to the administrative assistant. Seniors will complete an exit survey that includes a self-evaluation of the skills gained. There will be an annual evaluation of this information by the Department of Psychology Academic Outcomes Committee.
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(2) Students will demonstrate an understanding of how to apply theoretical psychological concepts.	Psychology majors will engage in activities that apply their psychological knowledge to either: a. science (creating knowledge, asking questions, pursuing answers) b. service (addressing community needs – local or global) c. support (learning and practicing service delivery skills) All psychology majors will complete at least two courses that require an understanding of how to apply theoretical psychological concepts. Instructors of courses addressing any of the three areas will prepare a summary of proficiency in application of concepts, as assessed by HW assignments, tests, and/or projects.	Department faculty will determine at close of the prior semester which course(s) will address this outcome during the next semester. Instructor will gather proficiency scores for the identified area(s) and forward summary sheet to the administrative assistant. Seniors will complete an exit survey that includes a self-evaluation of the skills gained. There will be an annual evaluation of this information by the Department of Psychology Academic Outcomes Committee.
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(3) Students will display proficiency in basic technical writing skills.	Psychology majors will complete assignments that require technical writing skills, including: a. Thought development b. Clarity (grammar, essay structure, sentence structure) c. APA Style Instructors of courses addressing any of the three areas will prepare a summary of proficiency in technical writing, as assessed by HW assignments, tests, and/or projects.	Department faculty will determine at close of the prior semester which course(s) will address this outcome during the next semester. Instructor will gather proficiency scores for the identified area(s) and forward summary sheet to the administrative assistant. Seniors will complete an exit survey that includes a self-evaluation of the skills gained. There will be an annual evaluation of this information by the Department of Psychology Academic Outcomes Committee.
(4) Students will develop knowledge of and respect for diverse perspectives.	Psychology majors will demonstrate the ability to address psychological issues from diverse perspectives, which could be represented by attention to sensitivity, tolerance, respect, and/or open-mindedness in how individual behavior is impacted. Instructors of courses addressing this outcome will prepare a summary of proficiency as assessed by HW assignments, tests, and/or projects.	Department faculty will determine at close of the prior semester which course(s) will address this outcome during the next semester. Instructor will gather proficiency scores for the identified area(s) and forward summary sheet to the administrative assistant. Seniors will complete an exit survey that includes a self-evaluation of the skills gained. There will be an annual evaluation of this information by the Department of Psychology Academic Outcomes Committee.

Fiscal Report for CLA Psychology Department

	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	2875	3764	4015	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	487	491	444	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	7.18	7.65	7.73	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.
Total SCH per Department FTE	400	492	519	
Service SCH per Department FTE	68	64	57	
Majors in Programs	273	261	272	Sum for all programs from the Majors Total tab in the data provided by PAIR
Department FTEs	7.18	7.65	7.73	From row 31 below or row 5 above
Majors per Department FTE	38.01	34.10	35.17	

Total Unrestricted Expenditures	\$				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison
Total Restricted Expenditures	\$				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison
Total Unit/Central Support Allocated to Program(s)	\$				Expenses incurred for direct support of department instruction within orgs identified as central or academic support, if applicable

Tuition Revenue	\$				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.
State Appropriation Revenue	\$				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue	\$				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees	\$				Course Fees (9159) e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE
Other UA Receipts/Revenue	\$				

Workload allocation: Teaching Units	107	107	111	Department faculty's workload units assigned to teaching
Workload allocation: Research Units	42	39	36	Department faculty's workload units assigned to research
Workload allocation: Service Units	19	22	24	Department faculty's workload units assigned to service

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	4.80	4.58	4.58	Split appointments are multiplied by the % of effort assigned to this
Adjunct FTEs	0.68	1.43	0.98	by adjuncts in a year divided by 40 = the FTE of adjuncts in that year
(includes undergrad paper graders for	0.96	0.90	1.43	Split appointments are multiplied by the % of effort assigned to this
Graduate TA/RA FTEs	0.75	0.75	0.75	0.75 FTE.
Total Departmental FTEs	7.18	7.65	7.73	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. ON

Definitions for the programs and reviewing committees

Working Area - Additional Data

Cost/SCH:	FY21	FY22	FY23
Annual Prog Cost \$			

Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.

Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.

Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds

(B or IPEDS reporting)

