

Psychology - Bachelor of Science - 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):

Please refer to our submission for the Psychology BA. The programs are exactly the same, so our responses to all prompts in this program review are the same. All data are presented as a combined number for both programs.

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:

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:

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:

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.

Optional Data Explanation

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

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:

Collaborative Assignments & Projects

Undergraduate Research**Diversity/Global Learning****ePortfolios****First Year-Seminars & Experiences****Writing-Intensive Courses****Service-Learning and/or Community-based Learning****Internships****Capstone Courses & Projects****Other or None of these (explain)**

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?

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Program's Value to Mission

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Duplicative Programs

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Community or Other Partnerships

--

Value of Service Courses (Optional)

--

Post-Graduate Success

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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.S. 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 [REDACTED], 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.S. 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.S. 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], 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,Providing job placement for graduates

Financial Feedback

Productive Faculty

Student Success & Equity Feedback

The Psychology B.S. 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] (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]

High-Impact Practices Feedback

The Psychology B.S. 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.S. 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

My comments for the Psychology BS reflect those relayed for the Psychology BA program.

I concur with the thoughtful review for the Psychology BS 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 BS and BA, the SLOs cannot be exactly the same. What distinguishes a BS in Psychology from a BA 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?

Date: May 2013

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)
(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.
(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.

(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.