



Academic Program Review

Program Name: Psychology - Bachelor of Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

Please note: Our BA and BS program reviews are identical, but thorough. The rationale/resource needs that have halted our ability to distinguish BA and BS outcomes and differentiation are noted throughout this report.

Our Full BA and BS program review (which were nearly identical) garnered the three following recommendations and comments:

1) Support for the Psychology Department to reestablish a practicum course, and to strengthen community connections. This support came with acknowledgement of the department's challenges related to the relatively small faculty and limited resources.

In response, we are continuing to work with organizations and agencies towards developing mutually beneficial practicum opportunities and processes. Psychology faculty members are also working with the CLA Dean's office to develop streamlined agreement processes that are conducive to students and organizations initiating and completing practica; regardless of whether students are local or in their home communities. Regarding faculty capacity, the Psychology Department hired two new faculty members! Unfortunately, we also lost one faculty member to retirement. Currently, with approximately 380 psychology majors (per Banner), we still hope to hire at least one additional faculty member in the near future.

2) Provide more information regarding HIPs.

Please see the enhanced information provided in the "High Impact Processes" section.

3) Need to have separate SLOs for BA and BS programs.

Since our last program review, the Psychology faculty did not have the capacity to work on SLO revisions. We are currently working on revising our SLOs to differentiate our BA and BS programs as recommended, but any revisions will not be apparent in this mid-cycle review.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

We attached the most recent student learning outcomes report which includes assessment of outcomes in psychology classes across our curriculum from 2022 to 2025. 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). Most students seem to be successfully reaching psychology department learning outcomes. The greatest strengths seem to be in aspects of application of psychology and oral thought development, and the greatest weaknesses seem to be in APA style. We have also attached the outcome assessment plan (which was last revised in 2020 when we added oral communication outcomes) and the streamlined outcome assessment overview (where we had also added our 2022 mission). No changes have been made to our Psychology SLOs since our last program review. We are assessing alternatives to our current SLO assessment process which is time intensive and poses methodological limitations, and which does not allow differentiation between BA and BS program outcomes as it is based on outcomes assessed in classes that combine BA and BS students. In our last (Full) program review we discussed the prospect of using ePortfolios. This and other options are under consideration. Our highest priorities include integrating outcome assessments for our three tracks (which were initiated in AY23-24), assessing the impacts of our HIPs, and differentiating SLO assessments for our BA and BS programs. Note: Examining outcomes across psychology courses is just one tool for continual monitoring and improvement of curricular student learning outcomes. Continual contextualized discussion and planning continue to be important for curricular improvements and strategies to facilitate student success and learning.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

With the addition of two new faculty members in Psychology, we now have the capacity to reintroduce courses that have not been taught in quite some time (e.g., Qualitative Research Methods). As one of our new faculty members has clinical expertise, we are now able to offer Clinical Psychology and Mental Health, and Psychopathology without needing to rely on adjunct instructors.

Changes to curriculum that are based on outcomes include implementing revision-focused writing; an empirically supported pedagogy for students who struggle with writing styles and formatting, and enhancing APA formatting instruction. Multiple classes now offer scaffolded instruction for how to apply APA format, examples, low stakes practice opportunities, time for one-to-one instruction (in person or by video), rationale for using APA formatting, and added opportunities for revision in response to feedback.

As described in our last (full) review, our department now offers three tracks (or concentrations) towards meeting the needs of students with diverse education and career goals. These tracks include the following: 1) Applied Professional track (for students intending to enter the workforce after graduation); 2) Graduate School Preparation track (for students intending to apply to graduate programs); and 3) General Psychology track (for students desiring course flexibility). According to a 2025(03) spreadsheet of Psychology Majors, approximately 30% of students have declared their track, with most declaring the General Psychology track, followed by the Graduate School Preparation track. This makes sense as many of our current majors initiated their degree program prior to being offered these diverse tracks. While the General Psychology track is currently most popular, we expect to see more students declaring the other two tracks (Graduate School Preparation and Applied) in the coming semesters and years.

The department is continuing to offer four capstone course options that include the following (along with enrollments since Fall 2023): PSY401 - Culture and Psychology (enrollments = 70), PSY 469 - Health Psychology (only offered one time, enrollment = 17), PSY499 - Thesis Credits (enrollments = 7), PSY 475 - Research Design and Analysis in Psychology (not yet offered). We are working/hoping to offer each of these options moving forward.

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

Communication outcomes in the SLOA plan are: [Embedded](#)

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? [No](#)

If so, please summarize what changes were made.

Response:

No changes have been made to our SLOA

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

☒ Capstone Courses & Projects

☒ Collaborative Assignments & Projects

☒ Diversity/Global Learning

☒ ePortfolios

☐ First-Year Seminars and Experiences

☐ Internships

☐ Service or Community-Based Learning

☒ Undergraduate Research

☒ Labs

☐ Graduate Level Research

☒ Writing-Intensive Courses

☒ Publications

☒ Communications

☒ Scholarly Activities

☐ Studios

☒ Practicum

☐ Other

☐ None of these

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

Capstone Courses & Projects

Psychology majors are required to complete a Capstone Course - choosing among four options (as described above). Each of these Capstone courses provides a semester-long culminating experience where students integrate and apply the knowledge gained throughout the Psychology curriculum, highlighting the proficiencies assessed by our SLOA outcomes (i.e., Scientific Foundations, Theoretical Psychology Concepts, Written & Oral Communication Skills, and Knowledge/Respect for Diverse perspectives). For example, one capstone project included a 12-15 page paper analyzing the human condition in a current event (local, national, global, or interstellar) from seven major theoretical psychological perspectives with an emphasis on critical evaluation of the research, scientific literacy, and APA format. This project conveyed a level of mastery of multiple SLOs: scientific application, APA format, diverse perspectives, thought development, written communication, and critical evaluation of the literature.

Collaborative Assignments & Projects

Several of our courses assigned collaborative group assignments. For example, students in one of our lower-level courses worked in small groups to develop a collection of activities that three people from different stages of life could participate in together. The resulting report highlighted SLOs such as scientific application, APA format, role of culture, written communication, and thought development. In addition, students collaborate on both student-led and faculty-led research projects, learning from their peers as well as faculty and community partners.

Diversity/Global Learning

Diversity and global learning are central in the Psychology curriculum, our mission, and in our SLOA. The SLOA includes assessment of Knowledge and respect for diverse perspectives. In the most recent SLOA, it was one of the outcomes (along with Critical evaluation of research, and Writing thought development and skills) with the most data (student cases). Average proficiency ratings for this outcome were 4.27 (between good and excellent). A focus on culture, diversity, and global learning is interwoven throughout our curriculum. Culture and Psychology (PSY 401) is one of our capstone courses. In this course students explore a specific culture of interest to them towards gaining a better (outsider to insider) perspective through a literature review, engagement in cultural activities, interviews with group members, and presentations to share their new understanding. Courses (and outcomes) also focus on applying psychology theory and research to more fully understand local and global events and the appropriate means to address needs. Research projects engaging students also include a focus on diversity and global learning (for example, intergenerational connection and wellness in rural communities).

ePortfolios

Students taking the Senior Seminar (online, asynchronous) were required to compile information for and create ePortfolios. Each student's ePortfolio comprised a meaningful and organized list of classes taken, a resume and/or CV proofed by personnel in the Career Services Center, links to sample papers, presentations, and infographics, professional biography and goals statement, descriptive list of hobbies and interests, academic references with contact information, list of preferred job descriptions, list of preferred graduate schools with admission criteria, and a section on digital skill literacy highlighting all the skills they had learned as an online student.

Undergraduate Research/Labs/Publications, Other Scholarly Activities

Course-based and optional research opportunities have continually been a priority in the Psychology Department, and these opportunities have been expanded to distance students. Students in research courses and labs gain experience throughout the scientific research process, including hypothesis development, literature reviews, research design, IRB submission, data collection and analysis, manuscript writing, oral and poster presentations, teamwork, community collaboration and dissemination, and publication. Department SLOs highlighted include scientific application, APA format, thought development, written and oral communication, role of culture, and critical evaluation of the literature. In our most recent SLOA report, Critical evaluation of research was the outcome assessed by the most student cases across classes (n = 1382).

Communications/Writing-Intensive courses

Most psychology courses (especially at the upper division) require a significant amount of writing with opportunities for revision in response to feedback. Skills focused on include technical writing, thought development in creating and supporting an argument, application of psychological principles, proper grammar, spelling, and punctuation, solid essay and sentence structure, and application of APA formatting guidelines. Our SLOA includes assessments of written and oral thought development and skills, as well as APA style. In the most recent SLOA report, written thought development and skills were among the outcomes assessed by the most student cases (n = 1305 and n = 1108, with proficiency ratings of 4.20 and 4.15), and oral thought development was among the outcomes with the highest rated levels of proficiency (4.45 - between good and excellent).

Practicum

PSY 488 - Practicum in Psychology offers students the opportunity to gain practical and applied experience in a behavioral health or other social service setting (e.g., The Center for Nonviolent Living, The Alaska Native Tribal Health Consortium, or Access Alaska). Students who complete a practicum are able to achieve the following: setting-specific work skill development, capacity to link and apply academic and professional values, ethics, and theories, self-awareness development, capacity to work effectively with diverse populations, and leadership skills towards guiding and evaluating their practicum-learning experiences. Pending a student's placement, the Practicum experience has the potential to positively impact all SLOs assessed. As noted above, over the past few years, only a few students were able to participate in a practicum. We are working to streamline the practicum agreement process and establish a wider breadth of opportunities for more students to participate.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: Increase

Pass Rates: No Change

Student Credit Hours: No Change

Majors: Increase

Degrees Awarded: Increase

Other Trends (if applicable):

Persistence:

Since our last review, our Psych majors (overall, BAs, and BSs) demonstrated consistent persistence with a slight increase between FY24 and FY25 (Overall=72.7% to 77.4%, BA=72.2% to 79.2%, BS=70.1% to 74.7%). This consistency and slight increases in the past year were realized regardless of Gender, Race (though persistence for students identifying as [REDACTED] was lower than other racial groups), [REDACTED] status, and [REDACTED] status. With regard to Age, increased persistence was demonstrated across age groups, except for students aged [REDACTED] who demonstrated a minor decline in persistence.

Pass Rates:

Pass rates in undergraduate Psychology courses remained consistent (around 80% across the past three years). This relative consistency held true regardless of Gender, Age, and Pell Grant Status. With regard to Ethnicity, between 2024 and 2025, [REDACTED] students demonstrated an increase in pass rates, which were higher than the rate for [REDACTED] students (84.8% vs. 78.7%). Regarding Race, students identifying as [REDACTED] experienced consistent pass rates (82.5%) while other racial categories demonstrated fluctuations between 2023 and 2025. Notably, in 2025, when compared to [REDACTED] and [REDACTED] students, pass rates were lower for [REDACTED] (66.5%), [REDACTED] (75.6%) and [REDACTED] (72%) students. Pass rates for [REDACTED] students were consistent, but lower than rates for [REDACTED] students (75.5% vs. 82.6%).

SCHs:

Student credit hour (SCH) loads for Psychology majors (overall, BA, and BS) were consistent across the past three years. Relatively consistent and similar SCH loads were reported regardless of Gender, Ethnicity, Pell Grant status, and First-gen status. With regard to Race, fluctuations were apparent with slight declines, and lower SCH loads reported for students identifying as [REDACTED] and [REDACTED]. Regarding Age, older, non-traditional students ([REDACTED] years, and [REDACTED] and older) reported lower SCH loads. Notably, The Psychology Department has worked to meet student needs. While highly enrolled courses are primarily those offered via distance, during the past year, Face-to-Face SCHs more than doubled between 2024 and 2025 (348 to 741).

Majors:

Over the past three years, the number of Psychology majors has consistently increased (272 to 318). [NOTE: Per Banner reports, Psychology currently serves 380 majors.] This upward trend is further reflected in the number of BAs (2023 to 2025 = 198 to 224) and BSs (2023 to 2025 = 78 to 96). Consistent across time, Psychology majors were more likely to identify as being [REDACTED] (79.9%) and [REDACTED] (87.7%). With regard to Race, the percentage of students identifying as [REDACTED], [REDACTED] and [REDACTED] increased, revealing a decrease in the overall percentage of students who identify as being [REDACTED] (2023 to 2025 = 70.6% to 59.1%). Regarding Age, the number of students [REDACTED] and younger increased while the number of students [REDACTED] and older decreased. Notably, while the percentage of [REDACTED] students remained consistent, [REDACTED] status demonstrated a dramatic change where [REDACTED] status changed from 42.8% in 2024 to 57.2% in 2025.

Degrees Awarded:

Overall, the number of Psychology graduates increased between 2023 and 2025 from 39 to 50. In 2025 we awarded 37 BA and 11 BS degrees. Consistently, degree recipients were more likely to identify as being [REDACTED] (2025 = 80%), [REDACTED] (2025 = 64%). Aged [REDACTED] years, and Aged [REDACTED] and older (2025 = 52% and 30%), [REDACTED] (2025 = 82%), [REDACTED] (2025 = 64%), and [REDACTED] (2025 = 60%).

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

Across the indicators of persistence, pass rates, and SCH loads (fully described above) potential achievement disparities were demonstrated in terms of Race, Age, Pell Grant status, and First-gen status. Our Psychology faculty are astutely aware of the issues, challenges, and barriers our students encounter, and as such, we continually strive to adapt department curriculum, course modalities, research/practicum opportunities, and group/individual outreach methods to best meet the needs of our students.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

We see SLOs reflected in the manner in which our students use and apply the concepts they learn through their course work, mentored research experiences, and other applied opportunities. This is especially apparent through student presentations, written assignments, and community-based work. Throughout our curriculum, we teach and assess our students' ability to identify, critically review, properly cite, and apply empirical and other peer-reviewed research. We further strive to stretch students' capacity to explore and apply diverse methods (ways of knowing) towards better understanding and addressing the complexities of culture and its impacts on individual and community health and well-being.

The Psychology faculty prioritizes students, taking the time required to know them and to assess their ability to apply the concepts covered during classes to their lives and the world around them. Nevertheless, as described in our past (full) review, the Psychology Department is critically under-resourced. As described above, the Psychology Department is thriving in terms of growth in Majors (as of this reporting, Banner cites 380

Psychology majors), the numbers of SCHs taken (2025 = 4010), and our dedication to offer courses through diverse modalities towards meeting students' needs. Since the past review, the department comprised solely five faculty. Our faculty currently comprises 6.5 tripartite professors which represents a majors-to-faculty ratio of 59:1. This ratio does not even begin to reflect the ratio if one were to include Psychology minors, and other students who take our courses. With large course sections, continually rising enrollment caps, and the lack of funding to hire undergraduate graders and graduate teaching assistants, faculty workloads are a challenge. Prominent concerns exist regarding faculty success during the Tenure and Promotion process, as faculty struggle to devote sufficient time to research/creativity, faculty development, and community engagement. The stressors facing our (and assumingly all) faculty is definitely impacting professional and personal health and well-being.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The mission of our Psychology Department is as follows:

to provide breadth and depth in the science and profession of psychology with a commitment to honoring the variety of the human experience 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 various 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.

(<https://www.uaf.edu/psych/>)"

Inside and outside of the classroom, our faculty emphasize empirical evidence, diverse ways of knowing, and ethical/culturally appropriate community-based research methods. Through the critical presentation and evaluation of case studies, research articles, popular press, timely news articles, discussions, and hands-on applications, we strive to illustrate and critically evaluate key Psychological concepts. By offering three tracks and four capstone options, our students are able to study and ultimately coalesce key concepts taught and reinforced throughout their degrees. Beyond the classroom, we strive to offer students hands-on research opportunities, mentorship in post-degree planning (e.g., job market, graduate school), and leadership positions (e.g., Psi Chi Honors chapter and club). The Psychology Department's mission, and approaches to teaching, research and service directly relate to the UAF mission themes of student success, research, skilled workforce, and lifelong learning.

How is your program related to others in the UA system?

Response:

The University of Alaska Anchorage also has an undergraduate program in psychology, while UAS offers psychology courses as part of a social science "Area of Study." Our UAF program can be completed in-person, and fully online, including research and practicum opportunities that can be completed via distance. As such, while our UAF program offers a unique Interior Alaska experience for our in-state students, we also attract students from across the globe. While we offer a general overview of Psychology theory, research, and ethical concepts, our primary focus is founded in the biopsychosocial impacts relevant to health and well-being related to the Circumpolar-Arctic North, and our rural and urban [REDACTED] cultures and populations.

Who are your key community or external partners?

Response:

Psychology faculty have collaborated with a variety of organizations, agencies, and communities, both within Fairbanks (e.g., Fairbanks Concert Association, North Star College - FNSBSD, Aging at Home Fairbanks, Fairbanks Sleep Clinic), in rural [REDACTED] communities outside Fairbanks, such as the Boys & Girls Club of Kotzebue, tribal organizations (e.g. Nenana Native Association, Huslia Tribal Council, Maniilaq), and rural schools/districts (e.g. Nenana school, Jimmy Huntington School in Huslia, Rampart school, Northwest Arctic Borough School District). We have collaborated on community-based participatory research projects, and worked with our partners to share findings with academic and community audiences, and worked towards co-creating beneficial products (e.g., trainings, workshops, digital storytelling programs, films, community reports, and calendars). We have also collaborated with faculty at other universities (e.g., UAA Center for Education Policy Research, University of Michigan School of Social Work and Institute of Social Research, Western Oregon University), and with faculty in other CLA departments (Social Work, Justice, Theatre and Film) and Units across UAF (e.g., College of Indigenous Studies, Center for Alaska Native Health Research). Not only are these collaborations mutually beneficial to our faculty and partners, they also represent opportunities to engage our students in mentored research, evaluation, program development, communication efforts, and professional shadowing.

What role do your services courses play, if any?

Response:

Our service courses (PSY 111x - Introduction to Psychology, 123x - Sleepless in Alaska, and PSY240 - Developmental Psychology) accounted for nearly 40% of SCHs in 2025. These and most other Psychology courses (100-400 levels) are highly enrolled by Psychology majors, minors, and students external to our department.

How do your graduates succeed after leaving the program?

Response:

Our Department stays up-to-date on the American Psychological Association's (APA) guidelines for psychology programs to ensure that our curriculum develops both academic and professional competencies (e.g, cultural sensitivity, oral and written communications, research and data analysis skills, application of theory and research to practice, team work, leadership skill, and critical thinking and problem posting skills).

During the past several years, our department has not had the capacity to reach out or survey Psychology alumni to assess their post-degree success. Pending increased capacity, and dependent on the revisions we make to our program SLOAs, we hope to work with UAF's Alumni Association towards this data gathering endeavor.

We do stay in touch with and hear from many of our graduates. As such, anecdotally, we are aware that many Psychology graduates have embarked on their graduate school degrees in areas that include, but are not limited to the following: community counseling, counseling psychology, clinical therapy, neuroscience, public health, nursing, medical school, law school, occupational therapy, and physical therapy. Our graduates have also secured positions at agencies and organizations that require the social science skills covered throughout the Psychology degree curriculum (e.g., interpersonal oral and written communication, data analysis, critical thinking, teamwork, asynchronous collaboration), such as the following: American Heart Association, UAF Office of Rights, Compliance and Accountability (ORCA), Tanana Chiefs Conference, Alaska House of Representatives, Fairbanks Memorial Hospital, Clinical practices, Professional Athletic teams, Physical and Occupational Therapy Offices, School Districts (counseling and special educations), and other corporate settings as research assistants.

Submitter and Collaborator Names:

Ellen Lopez - Submitter

Jen Peterson - Department Chair

Inna Rivkin - Lead Outcomes Analyst

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Committee Review

Program Name: Psychology - Bachelor of Science

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

Because the BA and BS in Psychology have identical midcycle program reviews, this assessment will be the same for both programs as well.

The program responded to the recommendations from the 2023 full-program review. The first two recommendations are in the process of being addressed (recommendation 1) or have been addressed (recommendation 2). Recommendation 3 (differentiating the SLOs between the BA and BS in Psychology) was not addressed; this was acknowledged by the program. Because similar academic programs must be differentiated, this recommendation will remain in place for the 2027 full-program review. A request to the faculty in this program is to make it a priority to resolve that concern in the next two years; if assistance is needed, please reach out to the UAF Office of Accreditation and Assessment. Additional evidence will also strengthen the section on continuous improvement and closing the loop.

Student Learning Outcomes Feedback

- | | |
|--|---|
| ☒ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☒ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☒ Strong Alignment with SLOA Plan | ☒ Clear, Concise Presentation of Findings |
| ☒ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Provided 4 SLOs, all of which have clear and well-defined procedures for assessment and implementation plan (that includes where in the program the SLO must be completed and assessed in the program). The assessment plan and implementation processes for each SLO were strong; missing was the inclusion of the artifacts for assessing each SLO (they were referenced in the SLOA, should include them in the supporting documents folder). Evidence (data) on how the SLOs are being met was provided as a supplementary document. Overall, this is a strong SLOA, just need to provide the evidence for each SLO (and differentiate the SLOs between the BA and BS in Psychology).

The program provided a thorough overview of the curricular changes, their rationale, and the realized or potential impacts/improvements of those changes.

The program provided a discussion on how SLOs are reflected in the HIPs and student success data. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

The high impact practices review also noted the benefit of strengthening/streamlining the practicum process for students to increase overall impact in student learning (as noted by the program).

Student Success and Equity Feedback

Narrative:

The program provided accurate feedback on data trends consistent with the Student Success Dashboard. Faculty remain aware of variations that align with student success and adapt to changes readily. The program offers a comprehensive approach to supporting diverse student success through curriculum revisions that strengthen writing skills, scaffolded APA instruction, and multiple concentration tracks designed to meet varied educational and career goals.

Equity and achievement are addressed through initiatives such as ePortfolio development in the Senior Seminar, and in-person and distance student engagement in all stages of the research process, writing initiatives and practicums.

The program also demonstrates clear evidence of inclusive practices through its integration of diversity and global learning across the curriculum, assessment of cultural awareness as a key outcome, and capstone projects. Research and course activities further reinforce inclusivity, with several projects focusing on community-based and culturally responsive topics such as intergenerational wellness in rural Alaska Native communities.

The BA and BS programs demonstrate strong performance and effective support for diverse student success. It is recommended that initiative stated here continue and that the program be prepared to report on the outcomes of these in the 2027 full program review.

The program has done well in addressing student needs, but faculty report stress and mental health challenges due to the demands of implementing student success initiatives alongside research expectations for promotion and tenure. This tension could impact the program's long-term effectiveness, and it is recommended that support measures, either at the program level or through university administration, be considered to help faculty manage these pressures.

High Impact Practices Feedback

Narrative:

The high impact practices section was quite thorough and provided meaningful details of the programs high impact practices as it relates to student learning outcomes and areas of targeted growth or focus. The practicum revisions are noted as being an area of focus and need to create more opportunities for students to participate. I would agree that strengthening and re-working the practicum process would further support the overall impact desired.

Reviewer Names: