

Comprehensive Program Review Final Response

Academic Program Name: BS Psychology

CIP Code: 42.0101

College or School: School of Education and Behavioral Sciences

Department: Psychology and Criminal Justice

Current Date: 4/30/19

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in _____.

Program DOES NOT MEET Institution's Criteria

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

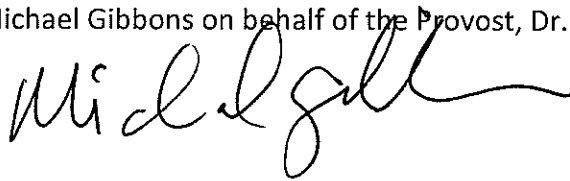
Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Provost or VPAA Name: Dr. Michael Gibbons on behalf of the Provost, Dr. Jon Anderson

Provost or VPAA Signature:



Date: 4/30/19

Comprehensive Program Review Report

Academic Program Name: B.S. Psychology Program

College or School: School of Education & Behavioral Sciences

Department: Psychology & Criminal Justice

Date of Last Internal Review: This is the first review of this B.S. program; A.S. Psychology was last reviewed in Fall 2014.

Outcome of Previous Program Review (brief narrative statement, if applicable):

Although the A.S. in Psychology had good enrollment and metrics, we decided to encourage students to enroll in our B.S. Psychology program instead. This move to deactivate the A.S. degree was consistent with the level change to University status.

Current Date: 4/12/2019

Executive Summary: *Provide a summary related to the program productivity, viability, and quality. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

Dean's Response:

We continue to be proud of the B.S. Psychology program – it is among the most popular majors at our University and has strong retention, progression and graduation metrics. We suspect the explosive growth the program has experienced in the online format has come at a small expense for our Macon and Dublin face-to-face enrollment. We will continue to seek appropriate data to monitor and address these enrollment shifts. The program's curriculum has recently been refined to allow even more flexibility, for transfer students especially, and we look forward to rolling out the program to a wider audience via MGA Direct.

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Academic Dean Signature:



Date: 4/12/2019



Comprehensive Program Review

FY 2018 – 2019

Institution: Middle Georgia State University

Academic Program: Bachelor's of Science in Psychology

College or School: School of Education and Behavioral Sciences

Department: Psychology and Criminal Justice

CIP Code: 42.0101

Date of Last Internal Review: FY 2014

Faculty Completing Report: Paul R. Gladden

Current Date: 02/18/2019

5 Year Enrollment by Campus and Graduation Trends

Enrollment

Campus	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	5 YR Growth
Macon	212	183	192	205	205	-3%
Cochran	22	38	50	87	82	273%
Warner Robins	21	25	18	27	24	14%
Dublin	14	5	15	17	8	-43%
Eastman	0	1	0	1	0	0%
Online	19	41	55	76	120	532%
Off Campus	0	0	0	0	2	100%
Total	288	293	330	413	441	53%

Graduates

AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	5 YR Growth
47	52	55	61	50	6%

Include a narrative that discusses:

- Program purpose and mission
- Align of program mission with department, school, and institutional mission
- Program age, tracks, concentrations, etc
- Accreditation information/status
- Method(s) of delivery
- Changes since last review
- Benchmarks of progress
- Plans for action
- Shifting trends and market forces that may impact program demand

****The narrative should be as direct as possible and no longer than three pages.***

Program Purpose and Mission-

The Bachelor's of Science program in Psychology serves to provide quality instruction in the field of Psychology and to produce scientifically literate thinkers and professionals. The programs goals include producing graduates who can analyze data, think critically, and apply psychological principles to solve problems.

Align of program mission with department, school, and institutional mission-

The program's mission is aligned with the department's mission because it aims to provide quality instruction to students in Psychology and inspire and produce scientifically literature thinkers, practitioners, and professionals. The program also aims to provide a broad education in the intellectually diverse subfields and perspectives of Psychology. This is consistent with a scientific education that involves considering diverse theoretical viewpoints to critically and skeptically inquire about natural phenomena.

The program is aligned with the missions of the School of Education and Behavioral sciences and the institution because scientifically literate critical thinkers (rather than those disconnected from rigorous theory and evidence) and are in a better position to bring about thoughtful change to the region and to try to build a better community.

Program age, tracks, concentrations, etc-

The B.S. in Psychology began in 2010.

There are no tracks or concentrations in the current catalog. The program aims to provide quality instruction with broad coverage of diverse subfields and perspectives in Psychology.

Accreditation information/status-

There is no additional/external accrediting body for the field of Psychology at this level.

Method(s) of delivery-

In recent years, the B.S. in Psychology program has been available to students in Macon and online, with some offerings available in Cochran (occasionally in Warner Robins and Dublin). Beginning in Fall 2019, the fully B.S. in Psychology will be available in Macon, Cochran, and online.

Changes since last review-

Enrollment in the program has grown 53% over the last 5 years. The program has steadily shifted toward becoming an online program, with 532% enrollment growth (by headcount) online. Meanwhile, enrollment in Dublin has dwindled. With limited numbers of full-time faculty, the program has moved more and more online to enable the program to be offered to students living near each of our 5 campuses.

Simultaneous with the great enrollment growth in the program, prior to Fall 2018 there were not many new full-time faculty hired. The result has been an increase in class sizes and regular faculty overloads available to all full-time faculty. This has taken a toll on some of the Psychology faculty who are used to small class sizes.

Since the last program review, the program has become more flexible by removing the required concentration in upper-level Psychology and allowing students to choose any 4 upper-level Psychology electives rather than a specific 4 listed in a concentration. Additional changes meant to greatly increase flexibility in the program are planned (approved through the Academic Affairs Board) for Fall 2019. These new changes should greatly help with student progression toward the degree, but may initially reduce enrollment by credit hours (as transfer courses that were previously not counting the 120 hours required for the degree begin to count toward those 120 credit hours).

To increase opportunities for “signature experiences”, internship opportunities/partnerships are being created for Psychology majors for the first time. The first such opportunities were offered in Fall 2018.

Benchmarks of progress-

Despite a steady institutional decline in enrollment over the last 5 years, the B.S. in Psychology has experienced great enrollment growth over the same time period through Spring 2019.

Averaged across all campuses, over 5 years, the program has experienced 53% enrollment growth (and 6% graduation growth). Enrollment grew every year for the last 5 years. Year over year, by headcount, there was 6.8% enrollment growth in Fall 2018 compared to Fall 2017. Thus, the program is highly viable and productive and continues to grow steadily.

Plans for action-

For the first time, we plan to implement the B.S. in Psychology in entirety on 3 campuses in Fall 2019- Macon, Cochran, and Online. Previously, the program was available in combination, mostly online and in Macon, with select courses on other campuses.

Additional changes meant to greatly increase flexibility in the program are planned (approved through the Academic Affairs Board) for Fall 2019. These new changes should greatly help with student progression toward the degree, but may initially reduce enrollment by credit hours (as transfer courses that were previously not counting the 120 hours required for the degree begin to count toward those 120 credit hours).

In an effort to improve program assessment, the student learning objectives and program assessment measures are currently being re-examined, with plans to revise them to have a good match between each stated SLO (e.g., its action verbs) and the measure of that SLO.

We plan to create a new Psychology internship course to begin in Fall 2019 (previously credit for the Psychology internship has been given under a Special Topics course).

Shifting trends and market forces that may impact program demand-

Despite a steady institutional decline in enrollment over the last 5 years, the B.S. in Psychology has experienced great enrollment growth over the same time period through Spring 2019. So, this program has been high productive and healthy based on enrollment.

As noted, the B.S. program in Psychology has planned changes for Fall 2019 to make the program more flexible. This helps with progression of transfer students. However, a high percentage of Psychology majors currently have a significant number of “Fall Through” courses that are not counting toward the 120 required for the degree. The new program changes may decrease enrollment by credit hours initially, as students realize they do not need as many credit hours to complete degree at MGA as they did before. For example, in Fall 2019, some students will suddenly have completed degree requirements under the new catalog that would have had more classes remaining under the current program’s catalog.

The department has submitted a new program proposal to the USG for a new B.S. degree in Sociology. It is possible that a significant number of Psychology majors will change their major to Psychology. Based on a (not necessarily representative) sample of students taking a Sociology course, about a third of the (~40) students indicating they were very interested in majoring in Sociology are currently Psychology majors.

IERB Comprehensive Program Review Rubric and Evaluation

Program Reviewed: Bachelor of Science in Psychology, School of Education and Behavioral Sciences

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	<p><i>Cochran campus has risen 273% over the last 5 years.</i></p> <p><i>Online has risen 532%.</i></p>	<p><i>Warner Robins has fluctuated but overall grown by 14%.</i></p> <p><i>Although Macon has a -3% growth, the overall numbers and credit hour production remain high.</i></p>	<p><i>Dublin has fallen by 43% with very few credit hour production.</i></p>		
<p>Graduation Trends USG benchmark: Bachelor's Degrees: 10 graduates/year Graduate, Associate's or Certificates: 5 graduates/year Programs falling under these benchmarks are designated as "low performing"</p>	<p><i>The three year average is 55 graduates per year which greatly exceeds the 10 per year benchmark.</i></p>	NA	NA		

IERB Comprehensive Program Review Rubric and Evaluation

Program Strengths of Note:

Excellent graduation rates over the last 3 years.

Areas of Serious Concern:

Enrollment drop in Dublin is a cause of concern. Clarification of how many students are switching to online from each campus would be useful.

Other Comments: