



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review  
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

<b>UNIVERSITY:</b>	NSU
<b>DEPARTMENT OR SCHOOL:</b>	Psychology & Counseling Education/Millicent Atkins School of Education/College of Professional Studies
<b>PROGRAM REVIEWED:</b>	BS-Psychology
<b>DATE OF REVIEW:</b>	3/7/2022
<b>TYPE OF REVIEW:</b>	Institutional Program Review

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

*Neal H. Schnoor*

\_\_\_\_\_  
President of the University

*5/9/2022*

\_\_\_\_\_  
Date

**1. Identify the program reviewers and any external accrediting body:**

Carrie Fried, PhD  
Professor and Chair  
Winona State University

**2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.**

**2(A). Describe the strengths and weaknesses identified by the reviewers**

**Strengths**

**Curriculum & Course Mapping:**

- A fairly traditional curriculum that maps well to the American Psychological Associations (APA) standards.
- Careful course mapping and course delivery demonstrates commitment to assuring the learning outcomes and skills recommended by the APA.

**Assessment, Course Rigor, and Student Success:**

- Documentation shows that the department takes assessment very seriously.
- Courses and assessments appear rigorous, and student outcomes show successful instruction.
- Plans to increase opportunities for internships and student research should also improve student success.

- Data provided suggest that graduates are successful in finding employment or admission in graduate school.

**Enrollment:**

- After a significant drop in AY 2016, the number of majors has been holding steady and even increased in AY21. This increase is happening at a time of nearly universal decreased enrollment in Midwest regional public universities.
- Credit hours have also been increasing.
- An increase in on-line offerings doubtlessly helps serve non-traditional and place-bound students.

**Community, Diversify, Supporting Students:**

- The department faculty demonstrate diversity through their backgrounds, experiences, and interests.
- A recently developed course in gender adds coverage of issues of diversity to the curriculum.
- Department efforts to add online offerings and delivery of coursework at other locations helps to place a degree within reach of students that are not able to participate in a traditional college experience.

**Connections / Service to Other Programs:**

- Faculty members are clearly engaged in the broader university, engaging in a variety of recruitment, retention, and assessment efforts.
- The department serves the wider university community by providing courses within the General Education program and in support of the Behavioral Forensic Sciences certificate program.
- The partnership with NSU's MA program in counseling undoubtedly helps that program with enrollment, and ultimately helps to provide mental health care professionals for the area.

**Staffing:**

- The department has grown to three full-time faculty members in recent years; this is a positive development.

**Limitations**

**Curriculum & Course Mapping:**

- *If* staffing permits, consider adding a 1-2 credit class in careers in psychology. The course would ideally target sophomores and juniors and allow them to explore career and continuing education options.
  - The class may prove to be a good recruiting tool, demonstrating that faculty consider post degree employment seriously.

**Assessment, Course Rigor, and Student Success:**

- Faculty turn-over has been high in this program; there is a need to recruit and adequately support faculty members, which will ultimately support student success.

**Enrollment:**

- To grow enrollment in this program, additional staffing will be necessary.
  - Faculty continue to be asked to play a larger (or broader) role in student advising.
  - The department plans to increase opportunities for research and internships.
  - All of these goals will be exceedingly difficult to achieve without additional faculty.

**Community, Diversity, Supporting Students:**

- If Hy Flex delivery is pursued, it should be noted that this modality is very time-consuming and stressful for faculty members when done well.
  - Many in higher education advocate for a Hy Flex course to be considered as two courses in faculty loads.
  - Steps in this direction should be taken slowly to assure that faculty have the time and resources to be successful and to avoid further faculty burn-out and turn-over.

**Staffing:**

- There seems to have been turn-over in the department; having the staff to adequately serve and support students will be vital to having a healthy department able to serve the needs of the students and the university.

- Having faculty members committed to and succeeding at NSU is vital for a well-functioning department to provide institutional memory, as well as to build strong relationships with students to help them succeed.

**2(B). Briefly summarize the review recommendations**

The Psychology Department at Northern State University has provided evidence that they have a good curriculum and successfully provide a comprehensive undergraduate education in psychology. The curriculum and faculty activities also demonstrate commitment to the broader university mission and vision. The student to faculty ratio is around 33 to 1, which is well above the published university average and not likely sustainable, especially if enrollments are to increase. The department needs more FTEs to fully support the curriculum and continue to serve majors and the wider university. Additional administrative support is also recommended to avoid burn-out and turnover, and to help junior faculty members succeed.

**2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?**

**Retain highly qualified faculty**

Continue to develop a culture of open communication and collaboration in the department  
Support and supplement the existing mentoring program  
Manage load allocations during first year to support transition  
Monitor enrollments, student: faculty ratios, and program assessment indicators regarding FTE  
And administrative support needs

**Enhance assessment planning**

Add program assessment indicators to the Annual Assessment Report  
Identify gaps or strategies to improve MFAT scores  
Identify consistent summative measures for each learning outcome (Min. of two per outcome)  
Develop common rubrics for evaluating each learning outcome  
Identify or create assessment measures related to outcome #4

3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.

Course Mapping - Cross-Curricular																	
PSYCHOLOGY (BS)	REQUIRED COURSES				CORE-1 Experimental PSYC				CORE-2 Social PSYC				CORE-3 Developmental PSYC				
<u>KEY</u>	PSYC 101 General Psychology	PSYC 300 History of Psychological Ethics	PSYC 373 Research Methods in Experimental Psychology	PSYC 489 Senior Capstone	PSYC 303 Cognition and Learning	PSYC 313 Biological Psychology	PSYC 371 Statistics in Psychological Research	PSYC 477 Psychological Testing & Measurement	PSYC 492 Measuring Behavior	PSYC 430 Organizational Psychology	PSYC 441 Social Psychology	PSYC 451 Psychology of Abnormal Behavior	PSYC 461 Theories of Personality	PSYC 221 Lifespan Developmental Psychology	PSYC 325 Child & Adolescent Development	PSYC 328 Psychology of Adulthood & Aging	PSYC 422 Psychology of Adolescence
(blank) = not specifically covered																	
K = creates knowledge																	
C = creates competency																	
M = creates mastery																	
<b>Program Learning Outcomes (PLO)</b>	PLO's 1-5 are SDBOR required; PLO's 6 & 7 are Psychology Department defined 'supplemental' PLO's																
<b>PLO 1: Diversity, Inclusion, Equity</b> Psychology Students will recognize the value of diversity within the discipline of psychology.	K	C		M		C						C	M	C	C	C	
<b>PLO 2: Inquiry and Analysis/Critical and Creative Thinking</b> Psychology Students will develop analytical and decision-making skills.		C	M	M	C		M		C			C		C	C		
<b>PLO 3: Ethical Reasoning</b> Psychology Students will develop knowledge of professional ethical standards and their responsible application within the discipline.	K	K	M			C		M			C	C		K	K		
<b>PLO 4: Intercultural Knowledge</b> Psychology Students will develop cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.				M							C		M				
<b>PLO 5: Integrative Learning</b> Psychology Students will develop skills in connecting ideas and experiences; to synthesize and transfer learning to new and complex situations	K	C			M		M	C	M		C	M	C	M	M	C	C