BS Psychology CPR Index (AY 23-24)

- Department Chair Report
- IEB Review
- Academic Dean Response
- Provost Response

Middle Georgia State University

Comprehensive Program Review

AY 2023 – 2024

Institution: Middle Georgia State University

Academic Program: Bachelor 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: 2019

Faculty Completing Report: Paul Gladden

Current Date: 04/01/2024

5 Year Enrollment by Campus and Graduation Trends *(data available in Deans and Chairs Dashboard)*

Enrollment

Campus	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5 YR Growth	Fall 2019 compared to Fall 2023 only
Macon	152	115	98	90	87	-43%	-43%
Cochran	61	36	40	43	35	-43%	-43%
Warner Robins	13	15	13	9	6	-54%	-54%
Dublin	14	9	7	6	7	-50%	-50%
Eastman							
Online	143	257	306	312	355	148%	148%
Off Campus	1	0	0	4	1	0%	0%
Unreported Facility	64	59	62	51	41	-36%	-36%
Total	448	491	526	515	532	19%	19%

Graduates

- For data consistency, the fiscal year is in which the degree was awarded. For examples, academic year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019. *(data available in Deans and Chairs Dashboard)*

AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5 YR Growth	AY2019 compared to AY2023 only
66	103	92	99	126	90%	90%

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

Specific Questions to address include the following:

- How does the program align with the USG System Wide/Strategic Plan Context (within mission fit)?
- How does the program align with your institutional mission and function?
- How does the program align with your institution's strategic plan and academic program portfolio?
- To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

Using IPEDS data, list the supply of graduates in the program and related programs in the service area:

Similar or Related Degrees/Programs	CIP Code	Supply* (Graduates/Completers)	Competitor Institutions**

Supply = Number of program graduates last year within the study area
**Competitors = List other USG institutions that offer this program of a similar program in the area*

Labor Market/Career Placement Outlook/Salary:

Based on the program's study area, what is the employment outlook for occupations related to the program?

If data for the study area is not available, then use state- or -national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible Resources:

- Click **here** for US and Georgia occupation projections

- Click **here** for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the GDOL Labor Market Explore Website

- Using data from **O*-Net**, identify the average salary for the related occupations identified in question.

Occupation	O*Net[1]	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Managers, All Other	(Outlook)	1,228,300 (US)	3% (US)	$102,550 (GA), $128,620 (US)	
Psychologists, All Other		1180 (GA), 56,300 (US)	10% (GA), 5% (US)	$99,590 (GA), $106,420 (US)	
Clinical and Counseling Psychologists		67,500 (US)	20% (GA), 11% (US)	$65,150 (GA) $90,130 (US)	

[1]National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from https://www.onetonline.org/

Note: *The narrative areas should be as direct as possible, address all the areas/elements referenced above, and be of sufficient length to represent your academic program holistically since the last review. In drafting the CPR note the principle function is to "address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission."*

USG Academic and Student Affairs Handbook 2.3.6 "consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to *address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission*. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence"

Program Purpose and Mission-
The Bachelor of Science program in Psychology serves to provide quality instruction in the field of Psychology and to produce scientifically literate thinkers and professionals. The program's goals include producing graduates who can analyze data, think critically, and apply psychological principles to solve problems. The program introduces students to the major theoretical and conceptual perspectives of psychological science and aims to prepare students with the thinking skills necessary for entry-level careers in a variety of areas of the workforce.

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 various 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 state and to try to build a better community. These important thinking skills are also foundational for many entry level careers and pathways in fields open to Psychology majors.

The B.S. in Psychology aligns well with the state's talent demand and workforce needs, along with USG and institution's strategic plans because the job needs/growth for both Clinical and Counseling Psychologists and Psychologists (all other types) are expected to increase faster than average (to much faster than average) for these Psychologists and mental health experts. Both fields are both in high and growing demand and have strong average salaries (see labor market and career outlook data above).

Program age, tracks, concentrations, etc-
The B.S. in Psychology began in 2010.

There are no tracks or concentrations in the current catalog for the program. The program aims to provide quality instruction with broad coverage of diverse subfields and scientific 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-
Since Fall 2019, the entire B.S. in Psychology is available for students to complete in Macon, Cochran, or fully Online (or any combination of those campuses they choose). We also offer lower-level PSYC courses at the Dublin and Warner Robins campuses.

Changes since last review-
Briefly described in the prior review (but implemented following it), the program became much more flexible beginning in Fall 2019, allowing for a significant increase in free elective courses to be used both in Area F (lower-level) and as general electives (lower or upper-level courses). These changes were meant to help with student progression toward the degree (and to encourage students to select a minor) and we believe, based on the graduation trends, they had the intended effects, by allowing for increased elective transferability into the program. In particular, the very large percentage increase in the number of graduates from the program in AY 2020 compared to AY 2019 is exactly what we predicted would happen, at least in the short term, as a result of these changes. And, as predicted, there was a decrease in the number of graduates the following year (AY 2021), but the number of graduates remained significantly above AY 2019 and has increased since then. We also anticipated a possible short-term/1 year decline in enrollment as a result of the larger number of students graduating from the program (as transfer courses that were previously not counting toward the 120 hours required for the degree began to count toward those 120 credit hours), but enrollment was actually increased in Fall 2020 compared to Fall 2019 (consistent with the university as a whole). Thus, the program changes appear to have been highly successful producing higher retention and graduation rates from the program.

Consistent with trends with the university as a whole, program enrollment has decreased on our face to face campuses, but simultaneously increased greatly online.

Benchmarks of progress-
The program is clearly both viable and productive and continues to grow. The B.S. degree in Psychology continues its overall steady enrollment growth over the last 5 years (and for at least 10 years now) with a 19% total increase comparing Fall 2019 to Fall 2023 headcount. However, consistent with trends with the university's enrollment, headcount enrollment in the program at each of our face to face campuses has consistently declined from Fall 2019 to Fall 2023, while online enrollment has experienced explosive growth (148% comparing Fall 2019 to Fall 2023). Maybe more impressively, we have experienced explosive 90% growth in our number graduates from the program, comparing AY 2019 to AY 2023. The large growth/change in our number of program graduates in 1 year- from AY 2019 (66) to 2020 (103)- was no doubt largely due to our program changes that began in Fall 2019. These changes allowed for increased flexibility in student choices of electives to allow for both increased transferability of elective courses into the program and to allow students more flexibility to choose a minor at the institution. There was a slight decrease in the number of graduates the following year (92 in AY 2021), which is still significantly higher than AY 2019 and then graduate productivity continued to increase the following two years.

Plans for action-
The B.S. in Psychology continues to be viable and productive. We plan to increase our student's knowledge of both career and graduate school pathways with a Psychology degree through better website communication about those career pathways and graduate school pathways and by developing a "Careers in Psychology" course for our majors.
Since there was an enrollment decline at our face to face campuses (Macon and Cochran), we will continue to monitor and aim to stabilize this trend in order to maintain reasonable enrollment levels about these 2 major campuses where the B.S. in Psychology is offered in entirely currently (in addition to fully online).

In Fall 2024, we will begin a Living Learning Community (called "Connected Minds") for freshmen Psychology majors living in a dorm on the Cochran campus. This initiative is aimed at increasing retention and a sense of community among (some) Psychology majors on the Cochran campus.

Shifting trends and market forces that may impact program demand-

First, despite strong overall program enrollment increases over the last 5 years, averaged across our campuses, the increase came from online enrollment increases, with decreases in the program at both the Macon and Cochran campuses. We expect this trend will likely hold steady or continue since many students are preferring to take online courses rather than traditional face to face classes, despite strong efforts to increase campus presence and enrollment.

Second, over the last few years, there has increased general public conversation about the value of obtaining a college degree. This could potentially negatively impact enrollment in social science programs (and others) generally. We aim to enhance the quality of our program over the coming years by planning to develop a "Careers in Psychology" course, which would help our students gain information about the various career paths and graduate school tracks with a Psychology degree.

Overall, our program's enrollment remains quite strong and has continued to grow. We anticipate it to remain a highly viable and productive program.

IEB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 04/21/2024

Program Reviewed: Bachelor of Science in Psychology

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program
Despite a remarkable 148% surge in online enrollment over the past five years, enrollment in the face-to-face (F2F) program across all campuses witnessed a notable and concerning decline. In response to the decline in face-to-face enrollment, the department will introduce the 'Connected Minds' Living Learning Community in Fall 2024, catering to freshman Psychology majors living in a dorm on the Cochran campus. This initiative aims to improve retention rates and cultivate a more cohesive community among Psychology majors at Cochran.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment			Online enrollment in the program surged by 148% over the last five years, while face-to-face (F2F) program enrollment across all campuses saw a significant decline.		
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"	The program maintains an impressive graduation rate between 2019-2023 of 90%, a testament to its consistency, particularly noteworthy given its predominant growth in online enrollment.				

IEB's Comprehensive Program Review Rubric and Evaluation

Program Strengths of Note:

A remarkable 148% surge in online enrollment over the past five years. Also, the program boasts an impressive average graduation rate of 90%, showcasing its remarkable consistency.

Areas of Concern:

Despite a remarkable 148% surge in online enrollment over the last five years, face-to-face (F2F) program enrollment across all campuses experienced a notable decline. Nonetheless, the program maintains an impressive average graduation rate of 90%, underscoring its consistency, especially noteworthy given its predominant growth in online enrollment.

In response to the decline in face-to-face enrollment, the department will introduce the 'Connected Minds' Living Learning Community in Fall 2024, catering to freshman Psychology majors living in a dorm on the Cochran campus. This initiative aims to improve retention rates and cultivate a more cohesive community among Psychology majors at Cochran.

Other Comments:

Comprehensive Program Review Report

Academic Program Name: Bachelor of Science in Psychology

College or School: Education & Behavioral Sciences

Department: Psychology & Criminal Justice

Date of Last Internal Review: 2019

Outcome of Previous Program Review (brief narrative statement, if applicable):   Program MEETS Institutional criteria: The program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Current Date: June 12, 2024

Executive Summary: *Provide a summary related to the academic program's* **quality, viability, and productivity of efforts** *in* **teaching and learning, scholarship, and service** *as appropriate to the institution's mission. 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.*

The Bachelor of Science program in Psychology serves to provide quality instruction in the field of Psychology and to produce scientifically literate thinkers and professionals. The program's goals include producing graduates who can analyze data, think critically, and apply psychological principles to solve problems. The program introduces students to the major theoretical and conceptual perspectives of psychological science and aims to prepare students with the thinking skills necessary for entry-level careers in a variety of areas of the workforce.

The program is clearly both viable and productive and continues to grow. The B.S. degree in Psychology continues its overall steady enrollment growth over the last 5 years (and for at least 10 years now) with a 19% total increase comparing Fall 2019 to Fall 2023 headcount. However, consistent with trends with the university's enrollment, headcount enrollment in the program at each of our face to face campuses has consistently declined from Fall 2019 to Fall 2023, while online enrollment has experienced explosive growth (148% comparing Fall 2019 to Fall 2023). Maybe more impressively, we have experienced explosive 90% growth in our number graduates from the program, comparing AY 2019 to AY 2023.

The program is among the top offerings in MGA's curricular portfolio. The biggest challenge for the program (also noted by the IEB review) is to strike the right mix of face-to-face and online course offerings. The program is currently offered in its entirety on three campuses – Macon, Cochran and Online; Dr. Gladden has demonstrated good stewardship as he performs the careful analysis of student progression needs, faculty resource allocation and campus-level

enrollment in the program. He has also been responsive to directives to increase face-to-face offerings whenever possible. We will continue this careful administrative work, while we look ahead to the possibility of offering an Master of Arts in Psychology in the future – an offering that will retain the program's considerable number of graduates each year, while also attracting new undergraduate interest and enrollment.

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program. *Include a statement of plans for action based on the overall categorical summation contained in this section.*

XX Program MEETS Institution's Criteria (also indicate 1 subcategory below)

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

Required statement of plans for action: Program administration will continue to grow face-to-face enrollment in the program, while building overall enrollment in this popular degree program.

☐ Program DOES NOT MEET Institution's Criteria (also indicate 1 subcategory below)

       ☐ 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):

Required statement of plans for action:_____

Academic Dean Signature: *David Biak*
Dean of Graduate Studies Signature (when applicable):

Date: 6/12/2024

Comprehensive Program Review Report

Academic Program Name: BS in Psychology

College or School: School of Education and Behavioral Sciences

Department: Psychology and Criminal Justice

CPR Review Schedule AY23-24

Provosts Response:

I concur with the Dean's assessment of the Bachelor of Science (B.S.) in Psychology program as a viable and productive offering within MGA's academic portfolio. The program continues to experience steady growth, with a 19% increase in headcount enrollment from Fall 2019 to Fall 2023 and an impressive 90% increase in graduates over the same period. The shift in enrollment trends—declining face-to-face enrollment on physical campuses alongside a 148% surge in online enrollment—reflects broader institutional patterns and presents both opportunities and challenges for long-term program planning.

Dr. Gladden's leadership in managing student progression, faculty resource allocation, and campus-specific enrollment trends has been commendable. His responsiveness in balancing online and face-to-face offerings has been critical in maintaining program accessibility while addressing the needs of a diverse student population. Moving forward, careful attention must be given to maintaining the appropriate mix of instructional modalities to ensure continued student success and faculty workload balance.

Next Steps:

1. Modality & Course Offering Strategy

    o Conduct a comprehensive review of online and face-to-face course demand, ensuring alignment with student needs and faculty capacity.

    o Continue prioritizing face-to-face offerings where feasible, while leveraging online growth strategically to expand program accessibility.

2. Faculty & Resource Planning

    o Assess faculty workload distribution and instructional needs to support the program's continued growth in both online and face-to-face formats.

    o Ensure that faculty development opportunities are available to enhance online pedagogy and student engagement.

3. Graduate Program Feasibility & Academic Master Plan Alignment

    o While the possibility of a Master of Arts (M.A.) in Psychology presents an exciting opportunity to retain graduates and attract new students, this initiative must be

evaluated within the context of MGA's Academic Master Plan before moving forward.

- o Conduct a preliminary market analysis to assess demand, competitive positioning, and potential resource implications of a graduate program in Psychology.

4. Student Success & Retention Strategies

- o Strengthen advising and student support mechanisms to maintain the program's high graduation rates.

- o Explore partnerships with local organizations and employers to expand internship and experiential learning opportunities for Psychology majors.

Categorical Summation

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

☐ X Program MEETS Institution's Criteria

☐X 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 1 year monitoring status.

☐ Program will undergo substantive curricular revisions.

☐ Program will be deactivated.

☐ Program will be voluntarily terminated.

☐ Other (identify/add text):

Provost or VPAA Signature: Date:

2/5/25