Minutes

Regents Academic Advisory Committee for Psychology (March 17, 2017)

In attendance:

Katherine Kipp (Chair; University of North Georgia)
Marci Middleton (USG Vice-Chancellor for Academic Programs)*
Brian Pope (Chair-elect/Secretary; College of Coastal Georgia)
Karen Hambright (College of Coastal Georgia – local site organizer)
James Collins (Middle Georgia State University)
Barry Kicklighter (Gordon State College)
Diane Byrd (Fort Valley State University)
Stephanie da Silva (Columbus State University)
Keisha Love (Kennesaw State University)
Don Rice (University of West Georgia)

*via Skype

1) Welcome and opening remarks – Dr. Gregory Aloia (President; College of Coastal Georgia)

2) Introductions

3) Marci Middleton – Academic Programs Update (discussion of PowerPoint shared with the committee)

- Comprehensive Program Review (Slide 2)
    - Discussed development of a "Reporting Vehicle" for summarizing and reporting comprehensive program review (CPR) data to BOR
    - Noted existing policy of reviewing academic programs every seven years (max. 10 yrs.) and every five years for Associate Degree programs.
    - Institutions can choose to review programs more frequently (e.g. to align with disciplinary accrediting body).
    - Information is gleaned from institutional CPR reports and included in the reporting vehicle
    - The reporting vehicle has qualitative and quantitative metrics dealing with quality, viability, and productivity.
        - It is available to all USG VPAAs
        - It is also available on the Academic Programs' web site
    - CPR policy 3.6.3 approved and revised by the BOR on May 10, 2016
    - What happens with the information from individual CPRs submitted to system office?
        - One institution is not compared with another
        - Looking for assessment based on institutional plan

- Looking for information regarding how program will be further developed, insights regarding continuous improvement, and whether benchmarks/goals were met.
- Want to get an idea of the health of the academic program so evidence can be presented to the BOR in a formal way
- Post-Approval Enrollment Monitoring (Slide 3)
    - Three Questions the Board typically asks:
        - Was the new academic program implemented?
        - Did the new academic program meet or exceed enrollment projections?
        - If a program was not implemented, what factors delayed action?
            - (e.g. not having requisite number of faculty; not having a program coordinator; other factors)
    - Third year enrollments are a major point of focus.
        - Was the program implemented at the anticipated enrollment level?
- Academic Program Activity (Slide 4)
    - Dr. Middleton typically gives three reports to the BOR (Sep. – Nov.)
        - Post-Approval Enrollment Monitoring
        - Annual Academic Programs Update
        - Degree Productivity
    - In terms of the Academic Programs Update, Dr. Middleton gives BOR an update on the number of programs approved, the number of programs terminated, and the number of programs undergoing substantive change.
    - 39 new programs were approved in 2015-16
    - 39 programs were terminated in 2015-16
    - 26 substantive change actions were approved by the Board
    - The number of programs with a direct link to the Governor's High Demand Career Initiative is reported.
    - They also look at the number of collaborative agreements between USG institutions and TCSG partners.
        - Program-to-program agreements (endorsements) regarding the transferability of courses and matriculation agreements.
        - The majority of TCSG-USG endorsements have involved Criminal Justice programs. Some have involved Logistics and Supply Chain Management.
- Degree Productivity (Slide 5)
    - Annual report to BOR that looks at degree programs (three-year averages) in terms of productivity metrics.
    - Programs at the three-year average are not classified as low-producing. Those falling below the three-year average are classified as low-producing.
    - Falling below the three-year average triggers a conference with institution VPAA to double-check the data metrics.
        - All based on information collected through the academic information collection cycle (e.g. enrollments and number of students graduated) per academic program
        - Minimum criteria involve a (minimum) average of five graduates at the Associate level, 10 graduates at the Bachelor's level, five at the Master's level, and three at the doctoral level (or first professional level)

- *Dr. Middleton will send a document regarding cutoff criteria to be included in RAAC-Psychology minutes.*
- If a program is classified as low-producing, a report will be sent to institution VPAA.
- USG Academic Programs Office has concluded the third year of this Degree Productivity analysis.
- If an academic program has been classified as low-producing for three consecutive years, the next steps may involve –
    - Follow-up with institutional VPAA
        - Ask what the USG needs to be aware of from an institutional perspective, from a program sector perspective, and from a specific academic program perspective.
    - Context (e.g. programs able to admit only a specified number of students, accreditation requirements, student-faculty ratio, etc.) and program history (regarding enrollment numbers) are considered.
        - A highly contextualized analysis. Programs not included in the analysis –
            - Deactivated programs
            - Programs that have undergone substantive change
            - Analysis only includes programs that have graduated three cycles of students
- New Academic Program Development (slide 6)
    - Now a one-step process
        - Involves submission of only one proposal that addresses –
            - Curriculum
            - Faculty
            - Resources
            - Objectives
            - Delivery
        - Proposals are shared with the academic community (e.g. institutional VPAAs) and Academic Committee (if one exists for that discipline area) very soon after they are received
            - Academic Committee then comments on the proposal using a form that details their feedback
            - Academic Committee is comprised of curriculum experts in that academic area and the Academic Programs Office relies on their expertise especially in regards to the curricular rigor of the program and faculty sufficiency.
            - Elements of new program proposal critical to its evaluation are –
                - major objectives
                - sample program of study
                - new courses needed
                - fiscal section (narrative and budget details)
                - facilities ramifications
                - mode of delivery (traditional, hybrid, online)

- If a proposed program is to be fully online, additional inquiries will be made regarding the support infrastructure necessary for successful delivery.
            - Additional questions such as impact of new program on other programs (especially low-producing ones)
        - Academic Program Forecast
            - Institution VPAAs are asked to identify (in August) which new academic program proposals will be submitted and the prioritization of those submissions.
                - The forecast includes the name of program and a brief paragraph regarding how program meets local/regional needs, and prioritization. Forecast includes checkbox items regarding mode of delivery, faculty requirements, facility requirements, fiscal ramifications, etc.
- Differential Academic Program Tuition (slide 7)
    - A memo was transmitted in January of this year to Chief Business Officers and VPAAs concerning Differential Academic Program Tuition
    - Affordability is a "hot" topic
        - State legislature is calling on USG to be more mindful of affordability and the rising cost of tuition.
    - If an institution has programs requiring differential tuition –
        - Submit justification to USG Chief Finance Officer (deadline January 27)
        - Justification has to be very robust and include trend data, revenue and expenditure estimates, how incremental revenue will be used by the institution, as well as comparisons with peer institutions.
        - Justification needs a strong rationale.
    - Aim is to decrease number of programs requiring differential tuition
    - Two standing reports were completed by the Georgia Senate (research office) -
        - College affordability
            - Recommended that USG look carefully at fees and auxiliary services
        - Online tuition
            - Remediation necessary to ensure costs are not exorbitant, are in line with other institutions, and that students taking online courses are not being charged fees for on-campus programs.
    - *Dr. Middleton will send a link to these reports completed by the Senate Budget Office.*
    - **Chancellor Wrigley's three areas of strong emphasis –**
        - **College Affordability**
            - Heightened sensitivity about tuition and student fees (in particular)
        - **Organizational Effectiveness**
        - **College Completion**
- Pre-Programs/Majors and Financial Aid Implications (slide 8)
    - Trying to move away from pre-major language

- o Academic programs into which students are admitted must lead to an academic credential (certificate, Associate, and Bachelor's)
  - ▪ Financial aid will depend on program leading to academic credential
- **Psychology (slide 9)**
  - o Psychology is and continues to be one of the most subscribed majors in the USG
  - o Enrollments are trending upward
    - ▪ 13,020 in FY2011 to 15,932 in FY2016
  - o Degrees Conferred are trending upward
    - ▪ 1,981 in FY2011 to 2,745 in FY2016
- Bachelors and Master's Enrollments and Degrees Conferred (slide 10)
  - o Strong enrollment growth at the Bachelor's level
  - o Legislature funds the USG based on enrollment
  - o College completion is an area of strong emphasis so number of degrees conferred will be receiving more attention
  - o Master's enrollments have nearly doubled, but Masters Degrees Conferred has remained somewhat flat.
- Doctoral Program Enrollments and Degrees Conferred (slide 11)
  - o Growth in enrollments and degrees conferred

- Other points –
  - o Focus on STEM courses
    - ▪ On the www.GAfutures.org (GA Student Finance Commission) web site can be found lists of STEM-weighted courses
      - • Stem-weighting means that students receiving grades of B, C, and D in qualifying courses (at HOPE and/or Zell Miller post-secondary institutions) will receive an additional weight of 0.5 toward GPA for use in calculating eligibility for those scholarships.
      - • Weighting is an incentive for students to take STEM-related courses and to steer them toward STEM-related majors.
      - • A result of HB801 passed in the 2016 legislative session
      - • List of courses was determined by collaborative Task Force comprised of members from the USG Office, partners at the TCSG, GA Dept. of Economic Development, and GA Independent College Assn.
- Questions from RAAC Representatives -
  - o **Will PowerPoint be shared**?
    - ▪ Yes
  - o **Requests for clarification regarding STEM-weighted courses**
    - ▪ Beginning with the 2017-18 school year, students with the HOPE scholarship will receive a boost to their GPA. It will be determined using weighted grades for stem courses taken during the first two years by adding 0.5 is the grade is a B, C, or D.
      - • This will not change the course grade. It will change the GPA calculation for the HOPE and Zell Miller scholarships.
    - ▪ The process for getting courses on the list of STEM-weighted courses is opened yearly and the list will be revised yearly.

- Students making the grade of A are not included in the weighting of courses.
- STEM-weighting applies only to courses taken during the first two years (core courses).
- The STEM acronym has taken on more significance in national metrics and disciplinary accrediting boards.
- The increased focus on STEM has resulted from several different threads –
    - Academia
    - Commercial
    - Private
    - National Security
    - Governor's High Demand Career Initiative
    - STEM Education Improvement Grant underwritten by National Math and Science Initiative
    - Some Lumina grants with which the USG is involved
- **What are the Chancellor's priorities concerning graduate programs?**
    - The Chancellor has not weighed-in on the types of graduate program proposals he would like to see proposed in the USG.
    - The Chancellor has made his priorities clear regarding -
        - College Affordability
        - Organizational Effectiveness
        - College Completion
    - Dr. Middleton commented that all programs go through a review process. The review process is steeped in determination of "need" and "demand" coupled with the strategic priorities of the institution (institutional prioritization).
        - New program proposals are also considered in light of availability of resources to support them.
        - Health and maturity of the proposing department.
        - Institutions make the determination regarding which proposals will move forward before the USG becomes involved.
        - The "Forecast" process is becoming increasingly important.
- **Are there concerns in the USG regarding the ratio of Degrees Conferred to Enrollment in Psychology**?
    - There is an ongoing concern about this in the system. Sensitivity about these numbers is heightened.
    - Areas of focus -
        - Core curriculum courses
        - Math pathways –
            - Whether majors require calculus and/or college algebra, or discrete reasoning
        - 15 to Finish -
            - Initiative to get students who are academically strong enough to enroll in 15 hours/semester.
                - Reduce time to degree while also being mindful of the cost of completion at the undergraduate level
        - Degree productivity by sector and disciplinary area

- D-W-F reports
  - Historically, these were used as a "warning light" regarding gatekeeper courses.
- Remediation and co-requisite (learning support) courses
  - Campus advising centers with professional advisors
- Go Back – Move Ahead initiative
  - Focus on returning adult students
  - Focus on integrated, liberal studies, general studies or interdisciplinary degree programs
  - Idea is to meet students where they stand so they can graduate with a Bachelor's degree
- Associate Degrees
  - Students who completed coursework for an Associate degree but did not apply for the degree can get conferral of the degree at a later time
- **Dr. Middleton asked us (the RAAC representatives) as the content experts in Psychology what the emerging trends are regarding disciplinary requirements**.
  - Katherine Kipp shared that the APA is coming out with assessment guidelines for Learning Goals 2.0.
- **Dr. Middleton also shared that SACSCOC guidelines are out for review**
  - Particularly the guidelines for "substantive change"
  - The guidelines are in the 2nd review period and some will be finalized at the next SACSCOC meeting

4) Katherine Kipp, News from APA

- Dr. Kipp shared a PowerPoint by Karen Brakke (Spelman College) and Noland White (Georgia College & State University) that was presented at the Joint SEPA/SETOP session in Atlanta a few days previous to the RAAC meeting.
- This was a report from the APA Summit on National Assessment of Psychology (SNAP)
- The SNAP web site rolls out in March, 2017
- The web site will contain specific guidelines for assessing each of the five learning goals (2.0)
  - Knowledge Base in Psychology (Content)
  - Scientific Inquiry and Critical Thinking
  - Social and Ethical Responsibility in a Diverse World
  - Communication
  - Professional Development
- Assessment tools and reviews of them will be posted on the SNAP web site.
- The trend (in our culture of compliance) is toward embedded (learning outcome in course syllabus assessed with a rubric) or portfolio assessment.
- It was mentioned by at least two representatives that SACSCOC visiting teams are insisting on embedded assessment and disallowing pre-test/post-test multiple-choice items.

5) LEAP

- Acronym standing for Liberal Education: America's Promise
- LEAP is an American Association of Colleges and Universities (AAC&U) program to promote "high-impact practices" in higher education –
  - Service learning
  - Internships
  - Co-op experiences
  - Learning communities
  - First year experiences
  - Undergraduate Research
- Georgia is a LEAP state and LEAP initiatives are spreading throughout the USG

6) Conversation

- Consolidation news – nothing much was shared
- Two-tiered faculty hiring
  - Teaching faculty
    - Typically a 5/5 load
    - Not paid as much
  - Research faculty
    - Typically a 4/4 load
    - Increasing need to document a 4/4 load
      - Demonstrate scholarship productivity
- Careers in Psychology courses
  - Different models were discussed -
    - One credit course as a Global Studies
    - UNG has a 3 CR Area F course
      - Includes research article evaluations
      - APA-style writing
      - Development of a five-year career plan
    - Columbus State has a 2 CR online careers class
- Katherine Kipp mentioned that she believes a term limit of one year for RAAC Chair is too short and *motioned to change the RAAC-Psychology By-Laws so that the Chair may serve for up to three years (with committee approval). This motion will be sent via e-mail to the RAAC-Psychology membership for discussion.*
- *Katherine Kipp nominated Barry Kicklighter (Gordon State College) as Chair-Elect. Keisha Love (Kennesaw State) seconded.*
- *Dr. Kicklighter was unanimously approved as Chair-Elect.*
- The site for the next RAAC-Psychology meeting was discussed.
  - It was discussed that we might be able to have the meeting in association with the Association of Heads of Departments of Psychology meeting in Atlanta in November.
    - Note from Brian Pope (Chair-Elect): AHDP is a full-day Friday, half-day Saturday conference. This makes holding the RAAC meeting on Saturday unfeasible.
  - Katherine Kipp suggested the Georgia Center for Continuing Education in Athens as a possible site.

- Brian Pope (current Chair-Elect) suggested the Middle Georgia Conference Center in Macon as the next meeting site (due to its central location).