

EXISTING PROGRAM REVIEW REPORT

DEGREE PROGRAM: PSYCHOLOGY (BA AND BS)

PROGRAM REVIEW COMMITTEE:

PETE MARTINI (CHAIR), LAURA NAUMANN, & SHANTAL MARSHALL

I. MISSION STATEMENT

A. Institutional Mission Statement

At Nevada State University, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

B. Degree Program Mission Statement

The Department of Psychology and Counseling at Nevada State University is dedicated to providing students opportunities to learn the science of psychology and practice of counseling to apply relevant concepts to their own lives and in their careers, to support and give back to their communities, and to have tools with which they can create a more equitable and ethical society. We aim to strengthen students' critical thinking skills and sense of self-efficacy to help them navigate an information-rich society and confidently enter various careers and graduate programs.

C. Mission Statement Alignment

A bachelor's degree in psychology offers a strong quantitative foundation, a robust liberal arts core, and upper-division courses that emphasize theory, critical thinking, communication skills, and applications to real-world experiences. Students complete capstone courses that provide research and quantitative reasoning skills or internships at non-profit mental health organizations that serve disadvantaged populations. This diverse array of knowledge and skills supports students' success in a variety of fields or graduate programs and, in turn, helps promote "career success and enhanced quality of life for a diverse population of students." Graduates of our program enter a variety of careers, including work as human service professionals (case managers, counselors, social workers), teachers, and business professionals (to name a few). In addition to providing well-educated citizens who help bolster and diversify the workforce, our psychology program strengthens our community by producing students who have a progressive understanding of critical civic issues such as prosocial behavior, leadership, prejudice, and biases in person perception.

II. INSTITUTIONAL RESEARCH DATA

A. Student Profile and Success Metrics

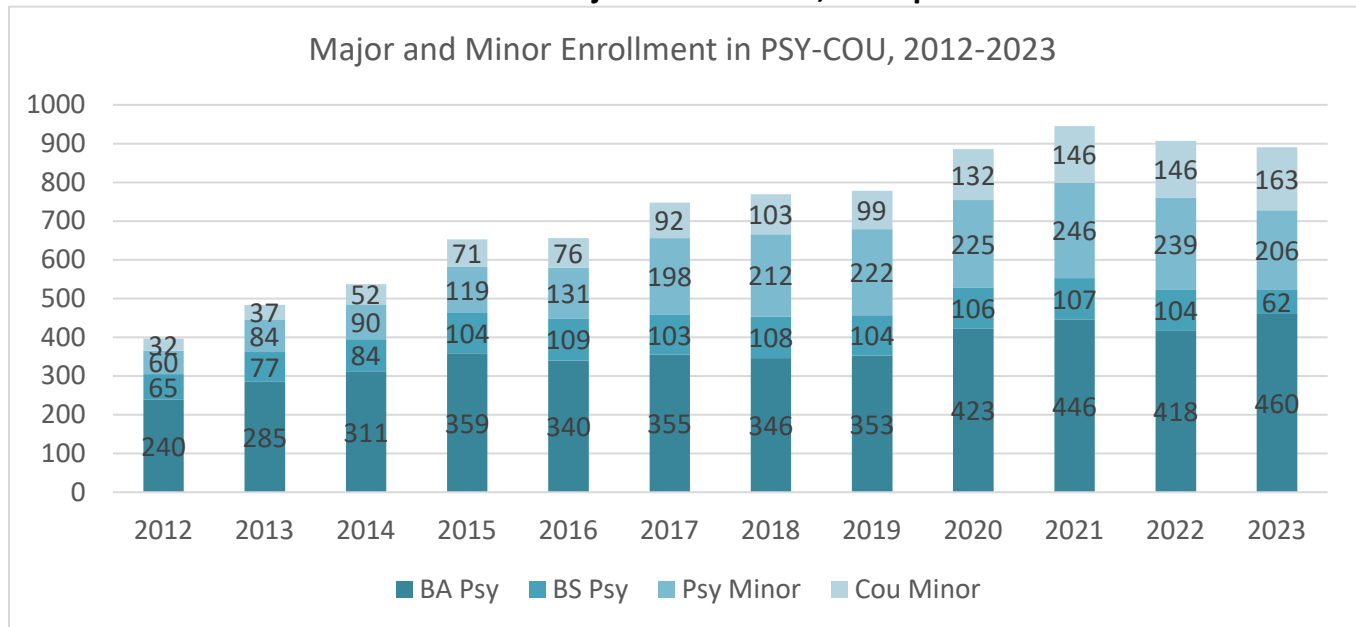
Enrollment by Fall Data (Program & NS overall)

Student Enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Major: Psychology BA <i>Data Specifics: Fall Enrollment</i>	252	285	263	278	279	266	331	367	353	368
Major: Psychology BS <i>Data Specifics: Fall Enrollment</i>	65	80	86	80	91	81	81	84	87	59
Total Undergraduate Majors	317	365	349	358	370	347	412	451	440	427
NSU UG Degree Seeking (FT or PT) <i>Data Specifics: Fall Enrollment</i> (% of Psychology Total)	3,085 (10.28%)	3,247 (11.24%)	3,185 (10.96%)	3,374 (10.61%)	3,642 (10.16%)	3,931 (8.83%)	4,100 (10.05%)	4,276 (10.55%)	4,104 (10.72%)	3,788 (11.27%)

Enrollment Trends

- In Fall 2023, the number of **Psychology BA majors** is 460 (+92% since 2012).
- In Fall 2023, the number of **Psychology BS majors** is 62 (-5% since 2012).
 - The Department deactivated the BS major in 2022-2023 and is no longer accepting new BS majors.
- In Fall 2023, the number of **Psychology minors** is 206 (+243% since 2012).
- In Fall 2023, the number of **Counseling minors** is 163 (+409% since 2012).
- The overall growth of students in Psychology & Counseling degrees and minors is +124% since 2012.

Annual Full Year Enrollment Data for Majors and Minors, Unduplicated:



Student Demographics (averaged across BA and BS degrees)

GENDER & RACE/ETHNICITY

PAC Department	Men	Women	Asian	Black	Hispanic	White	Other	Unknown
2013	23%	77%	6%	16%	23%	43%	8%	4%
2014	22%	77%	7%	15%	28%	42%	8%	2%
2015	22%	78%	6%	16%	26%	43%	7%	2%
2016	20%	80%	8%	14%	29%	41%	6%	3%
2017	23%	77%	8%	11%	37%	32%	10%	4%
2018	21%	79%	9%	12%	41%	25%	10%	4%
2019	18%	82%	7%	11%	46%	24%	10%	4%
2020	19%	81%	5%	9%	50%	23%	10%	5%
2021	19%	81%	6%	9%	51%	19%	9%	5%
2022	17%	83%	6%	12%	51%	19%	7%	5%
2023	17%	83%	6%	10%	52%	20%	7%	7%
NSU 2023	21%	79%	11%	10%	43%	23%	7%	6%
PAC 10Y change	-24%	+7%	-4%	-37%	+130%	-54%	-23%	+86%
NS 10Y change	-15%	+5%	+7%	-17%	+114%	-50%	-9%	+89%

- In 2023, **women** made up **83%** of psychology majors compared to **79%** of all NS students.
- In 2023, **Hispanic/Latinx students** made up **52%** of psychology majors compared to **43%** of all NS students.

FIRST-GENERATION & PELL STATUS

PAC Department	First-Generation	Continuing Gen	Unknown Gen	Received Pell	No Pell
2013	47%	38%	15%	62%	38%
2014	48%	38%	14%	68%	32%
2015	47%	42%	11%	66%	34%
2016	45%	44%	11%	68%	32%
2017	45%	44%	12%	65%	35%
2018	47%	41%	12%	64%	36%
2019	49%	38%	13%	63%	37%
2020	50%	36%	14%	63%	37%
2021	53%	35%	12%	65%	35%
2022	52%	36%	12%	63%	37%
2023	50%	38%	12%	63%	37%
NSU 2023	49%	+37%	+14%	+54%	+46%
PAC 10Y change	+6%	0%	-18%	+2%	-3%
NS 10Y change	4%	+12%	-30%	+10%	-10%

- In 2023, **50%** of the psychology cohort were first-generation compared to **49%** in the entire University.
- In 2023, **63%** of the psychology cohort received a Pell Grant compared to **54%** in the entire University.

FULL-TIME VS. PART-TIME STATUS

PAC DEPARTMENT	Full-time	Three quarters-time	Half-time	Less than half-time
2013	43%	14%	19%	24%
2014	48%	13%	23%	16%
2015	48%	14%	22%	17%
2016	49%	15%	22%	15%
2017	44%	18%	20%	19%
2018	47%	13%	24%	16%
2019	46%	15%	20%	19%
2020	48%	13%	21%	18%
2021	50%	15%	16%	19%
2022	51%	13%	20%	16%
2023	50%	14%	24%	20%
NSU 2023	+38%	+15%	+22%	+25%
PAC 10Y change	+16%	-1%	+23%	-14%
NS 10Y change	+25%	2%	0%	-24%

- In 2023, **50%** of psychology majors were full-time students compared to **38%** of all NS students.

CLASS STANDING

PAC Department	First-year	Sophomore	Junior	Senior
2013	31%	19%	24%	24%
2014	29%	18%	24%	26%
2015	28%	20%	22%	28%
2016	24%	19%	22%	34%
2017	23%	14%	29%	32%
2018	23%	22%	21%	31%
2019	22%	19%	26%	31%
2020	22%	19%	28%	27%
2021	22%	18%	27%	30%
2022	15%	18%	28%	36%
2023	16%	15%	27%	44%
NS 2023	+35%	+26%	+18%	+18%
PAC 10Y change	-47%	-17%	+10%	+85%
NS 10Y change	+25%	+26%	-6%	-31%

- In 2023, there were significantly more juniors (27%) and seniors (44%) compared to first-year students (16%) and sophomores (15%).
- The large proportion of seniors in 2023 is partially due to teaching out students completing the BS psychology degree:
 - 2023 BA Class Status: 16% First-year, 16% Sophomore, 31% Junior, 33% Senior
 - 2023 BS Class Status: 0% First-year, 15% Sophomore, 23% Junior, 55% Senior

ENROLLMENT TYPE

PAC Department	First-Year	Transfer	Non-Degree
2013	33%	54%	10%
2014	36%	54%	9%
2015	39%	54%	6%
2016	42%	54%	5%
2017	40%	53%	6%
2018	44%	50%	4%
2019	47%	48%	3%
2020	45%	47%	3%
2021	46%	46%	3%
2022	45%	47%	1%
2023	45%	45%	
NS 2023	+34%	+50%	+3%
PAC 10Y change	+35%	-17%	-100%
NS 10Y change	+43%	-20%	-58%

- In 2023, **45%** of psychology majors were enrolled in their first year compared to **34%** of all NS students.
- In 2023, **45%** of psychology majors were transfer students compared to **50%** of all NS students.

First-year Retention Rates

Because first-time full-time students are a small proportion of the NS student population, rates calculated for them tend to fluctuate substantially due to the low numbers (listed in each bar in the graph below). The first-year retention rates for the Psychology program demonstrates this; due to the small number of FT FT majors (as low as 6 in some years), the enrollment choices of a very small number of students can have large impacts on the retention rate for the year.

FIRST-TIME, FULL-TIME ENROLLMENT (IPEDS)

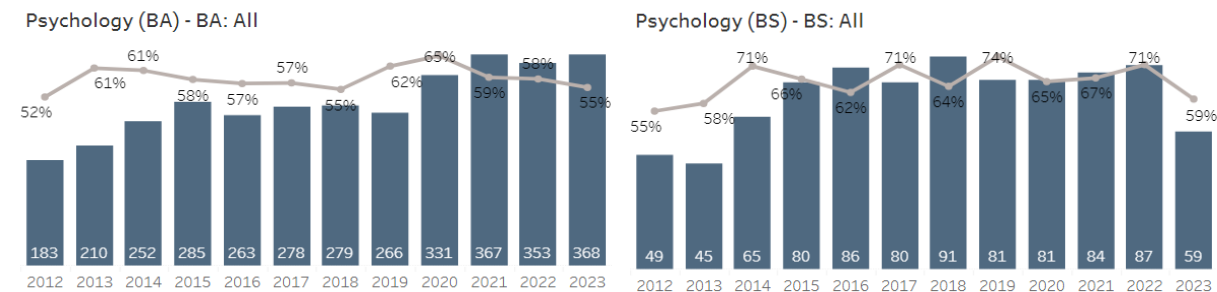
One-year Retention Rates



- First year retention rates of **first-time, full-time Psychology BA** students ranged from 43% to 90% between 2012 – 2023. The 2023 rate is **79%**.
- First-year retention rates of **first-time, full-time Psychology BS** students ranged from 50% to 100% between 2012 – 2023. The most recent (2021) rate is **70%**.
- During this same period, first-year retention rates for all **first-time, full-time students** at Nevada State ranged from 62% to 79%. The 2023 first-year retention rate for Nevada State first-time, full-time students is **77%**.

Fall to Fall Persistence Rates

ALL PSYCHOLOGY STUDENTS



- Fall to fall persistence rates for **all Psychology BA** students ranged from 52% to 65% between 2012 – 2023. The 2023 fall to fall persistence rate is **55%**.
- Fall to fall persistence rates for **all Psychology BS** students ranged from 55% to 74% between 2012 – 2023. The 2023 fall to fall persistence rate is **59%**.
- During this same period, fall to fall persistence rates for all students at Nevada State ranged from 45% to 57%. The 2023 fall to fall persistence rates for all Nevada State students is **46%**.

Six-year Graduation Rates (Undergraduates)

FIRST-TIME, FULL-TIME ENROLLMENT (IPEDS) GRADUATION RATES

The table below includes only first-time full-time students. This is a small proportion of students who enroll at NS. To protect student privacy, any demographic category with fewer than five students is not reported. Because of the small number of psychology majors who fall into the IPEDS FT FT category, most information could not be reported.

Year Began at NS	BA PSY	BS PSY	Gender (BA)		Race/Ethnicity (BA)				
			Men	Women	Asian	Black	Hispanic	White	Other or Unknown
2012	24% (of 17)	17% (of 6)	29%	20%	*	*	22%	*	*
2013	33% (of 6)	0% (of 6)	*	*	*	*	*	*	*
2014	38% (of 13)	50% (of 8)	*	56%	*	*	*	38%	*
2015	17% (of 12)	33% (of 6)	*	20%	*	*	*	*	*
2016	14% (of 7)	8% (of 12)	*	17%	*	*	*	*	*
2017	47% (of 15)	60% (of 10)	*	55%	*	*	38%	*	*

- Due to the small total numbers of IPEDS cohort students, small changes lead to large percentage fluctuations.
- The **2017** first-time, full-time cohort is the most recent cohort to have a 6-year graduation rate.
- The first-time, full-time (IPEDS) six-year graduation rate for all Nevada State undergraduates is **32%** ($n = 305$).
- The 2017 six-year graduation rate for IPEDS students is **47%** for Psychology BA students ($n = 15$) and **60%** for Psychology BS students ($n = 10$).
- Due to the small numbers of NS students who are first-time full-time, there is insufficient data to draw conclusions about gender or race/ethnicity differences in the FT, FT six-year graduation rate.

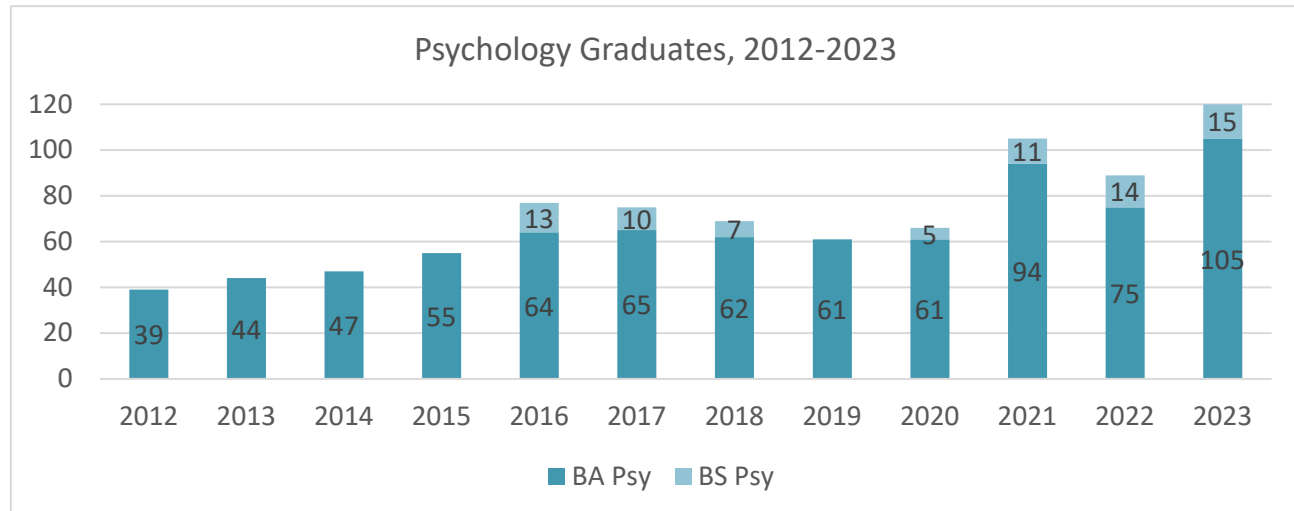
6-YEAR GRADUATION RATES: ALL PSYCHOLOGY MAJORS

The 6-year graduation rate for all psychology majors is more useful for understanding patterns, as it includes a much larger population of students.

Year Began at NS	BA PSY	BS PSY	Gender (BA)		Race/Ethnicity (BA)					
			Men	Women	Asian	Black	Hispanic	White	Other	Unknown
2012	56% (of 183)	41% (of 49)	61%	54%	67%	47%	45%	62%	62%	
2013	59% (of 210)	38% (of 45)	55%	61%	50%	50%	49%	67%	59%	86%
2014	63% (of 252)	54% (of 65)	54%	66%	50%	52%	56%	73%	52%	
2015	58% (of 285)	51% (of 80)	51%	59%	67%	43%	56%	62%	67%	57%
2016	61% (of 263)	56% (of 86)	60%	61%	79%	46%	59%	61%	82%	57%
2017	63% (of 278)	56% (of 80)	59%	64%	75%	49%	57%	68%	82%	64%

- The **2017** cohort is the most-recent cohort to have a 6-year graduation rate.
- The 2017 cohort six-year graduation rate for all Nevada State students is **51%** ($n = 3,758$).
- The 2017 six-year graduation rate for all students is **63%** for Psychology BA ($n = 278$) and **56%** for Psychology BS ($n = 80$).
- In 2017, Black students (**49%**), Hispanic/Latinx students (**57%**), and men (**59%**) had lower six-year graduation rates compared to the BA Psychology average (63%).

Graduates



- The number of **Psychology BA** graduates is:
 - 2020-2021 = 94
 - 2021-2022 = 75
 - 2022-2023 = 105
- The current number of **Psychology BS** graduates is:
 - 2020-2021 = 11
 - 2021-2022 = 14
 - 2022-2023 = 15
- The overall number of graduates has increased **+208%**, from **39** in 2012 to **120** in 2023.

B. Programmatic Comparisons

Need for the Program

The Department of Psychology and Counseling at NS currently serves 522 majors and 369 minors, making this one of the largest departments by student enrollment at Nevada State. Student enrollment has doubled over the past decade and includes a substantial number of students who transfer into the degree between sophomore and senior status. The growth of the program is good for both Nevada State and the state of Nevada as, according to the Bureau of Labor Statistics, the need for bachelor-qualified individuals in the substance abuse and behavior disorder sector is slated to rise by 18% over the next 10 years (BLS Occupation Outlook Handbook, 2023). Beyond this arena, psychology majors are sought after in fields like human resources, social services, and sales.

Distinctive Program Elements

The BA in psychology (and former BS in psychology) degree at NS is designed to be both rigorous and flexible. As shown in the table below, students complete a series of three introductory requirements (PSY 101 - Introduction to Psychology, PSY 210 - Introduction to Statistical Methods, and PSY 240 - Introduction to Research Methods). Next, students complete 12 units of foundational requirements exposing students to the core subdisciplines in psychology (UNR requires 9 units and UNLV requires 15 units). Students are also required to complete 6 units in courses that address **Applied Methods or Specific Populations** in psychology—a unique requirement within NSHE.

Students also complete 18 units of major electives. If students remain on the generalist track, they have the flexibility to select 18 units from all remaining psychology courses offered. However, because psychology is such a vast discipline with ties to multiple areas of life and experience, students can select one of the following concentrations to choose 18 units from a cohesive group of courses that grow students' expertise in a specific area of psychology germane to their goals. Regardless of the concentration chosen, students in Psychology choose

courses from pick-list groups, allowing each student to craft an experience that best reflects what they want to learn as well as the skills they want to walk away with.

- [Clinical and Mental Health \(CMH\)](#) - equips students with a specialized understanding of psychopathology and evidence-based psychotherapeutic approaches; a good option for students who want to work in clinical settings as a therapist or counselor.
- [Developmental \(DEV\)](#) - equips students with a specialized understanding of developmental processes and psychological phenomena across the lifespan; a good option for students who want to work with children or settings that support children.
- [Intergroup Dynamics and Social Equity \(IDSE\)](#) - equips students with a specialized understanding of psychological processes that lead to, and maintain, social inequality between social groups (e.g., race, gender, class, citizenship status); a good option for students who want to address equity issues in organizations or systems.

NSHE Psychology Program Comparisons

	<u>NS Psy BA</u>	<u>UNLV Psy BA</u>	<u>UNR Psy BA</u>	<u>UNR Psy BS</u>
Introductory Requirements	9 units General Psychology Statistics Methods	11 units General Psychology Statistics (4) Methods + Psy 200 Intro to the Psy Major (1)	6 units General Psychology Statistics Methods	9 units General Psychology Statistics Methods
Foundational Requirements	12 units <u>6 units from:</u> Neuroscience Perception Cognitive Learning <u>6 units from:</u> Lifespan Dev Personality Social Psy Abnormal Psy	15 units 5 of 6 core: Neuroscience Perception Cognitive Infancy/Childhood Adolescence/Adult Social Psy Abnormal Psy	9 units three of four areas: Biological Cognitive/Learning Social/Abnormal Developmental	9 units three of four areas: Biological Cognitive/Learning Social/Abnormal Developmental
Other Requirements	Applied Methods and Specific Populations 6 units Educational Psy; Drugs and Behv; I/O Psy; Psy of Sex; Psy of Inequality Psy & Legal System Health Psy Psy Assessment	none	Depth Requirement 6 units 400-level psy electives Integration & Synthesis requirement 3 units select 400-level psy courses	Depth Requirement 6 units 400-level psy electives Integration & Synthesis requirement 3 units select 400-level psy courses
General or Specialization Electives	18 units General or Specialization CMH, DEV, IDSE	9 units	6 units	6 units General 4 units Specialization Experimental Psy (4)
Direct Learning Capstone	3-4 Units Psy 375 (3) Psy 490 (3) Psy 497 (4)	1 unit Psy 490 (1)	none	6 Units <u>Research:</u> Psy 375 (3); Psy 475 (3) <u>Field Experience:</u> Psy 439/440 (3-6); Psy 447/448 (4-6)
Total Major Requirements	48 - 49 units	36 units	30 units	37 units

Students in both NS psychology degrees are required to complete a Direct Learning course toward the end of their program. Each capstone allows students to develop a culminating project or engage in a culminating experience that draws from knowledge and skills built in their psychology coursework. The department's three capstone options are taught exclusively by full-time faculty who help prepare students for jobs or graduate programs:

- **PSY 375 Advanced Research Methods** (3 units) – Students design their own empirical study, collect data from participants, and analyze and report their findings in an original research paper. Students also create poster presentations of their study design and results.
- **PSY 490 Capstone in Psychology** (3 units) – Students conduct an extensive literature review on a topic of their choice and synthesize their findings in a formal literature review. Students create presentations based on their findings. There is no participant data collection in this capstone option.
- **PSY 497 Supervised Field Experience** (4 units) – Students complete 140 hours of undergraduate field experience in settings that provide direct clinical services; they also attend class weekly to review theory, discuss ethics, and provide group supervision.

As the table above illustrates, NS's BA in psychology is distinctive from our sister institutions in NSHE. Students complete **BOTH** statistics and research methods **AND** a culminating capstone. Our curriculum ensures that our students are exposed to the core learning goals established by the American Psychological Association as well as gaining critical quantitative reasoning skills in research design and analysis.

Deactivation of BS in Psychology

In 2022, the department chose to deactivate the Bachelor of Science (BS) in Psychology for several reasons. First, the *psychology* classes required for both degrees significantly overlapped. However, the BS degree required more science and math courses (e.g., MATH 181 Calculus) than the BA degree. Completing Math 181 became a roadblock and significantly slowed students' degree progress because many needed to complete co-requisite foundational math along with the pre-calculus prerequisites. This was particularly frustrating for students because the quantitative focus for psychology majors is **statistics**—a course required for both of NS's psychology degrees. Upon surveying our majors, we found that many students received little guidance on why they might select one degree type over the other.

Furthermore, many undergraduate psychology programs only offer a BA (including UNLV, Rutgers, SUNY Albany, and several of the California State Universities, such as Bakersfield, Channel Islands, Chico, Dominguez Hills, Fullerton, and Humboldt). In fact, all faculty in our department graduated with bachelor of arts, not science, undergraduate degrees. We revised our BA degree to expose students to the science of psychology and prepare them for a variety of post-graduate pathways including entering the workforce or pursuing graduate or professional degrees.

Overall Estimated Cost

Credit Load	NSC	UNLV	UNR
12 credits	\$2,520	\$3,890	\$3,605
15 credits	\$3,112	\$4,726	\$4,418
30 credits	\$6,225	\$9,452	\$8,837
Estimated cost to complete 120 credits	\$24,900	\$37,808	\$35,348

Based on current tuition rates, students will pay roughly \$25,000 in tuition and fees to complete their four-year psychology degree at NS.

Articulation Agreements

The Nevada State Transfer Team oversees the update of our articulation agreements with the College of Southern Nevada every spring. The Transfer Team works in tandem with CSN's Assistant Director of Academic Articulation to maintain and update these agreements for all of the Bachelor of Arts and Bachelor of Science degrees that Nevada State offers. The finalized agreements are posted each summer on the dedicated CSN transfer page of the Nevada State website for ease of student and CSN Academic Advising access. The agreements are produced in the format of a four-year degree map to simplify understanding of the pathway from the student's first semester at CSN to their final semester at Nevada State. This process is carried out in coordination with David Singleton, NSHE Academic and Transfer Policy Analyst.

III. FACULTY INFORMATION

A. Faculty Profiles

Full-time to Part-time Faculty Ratio

The table below provides an overview of faculty ranks within the department, which had seven full-time faculty members as of Fall 2023. In addition, the associate dean of LASB is a tenured associate professor in psychology; however, he does not have teaching responsibilities and is not included in the information below.

FALL 2023

DEPARTMENT/UNIT	Professor	Associate Professor	Assistant Professor	Lecturer	Total Full-time	Part-time	Full-time to Part-time ratio
PSYCHOLOGY	1	1	4	0	6	15	40%
COUNSELING	0	0	0	1	1	4	25%
TOTAL	1	1	4	1	7	18	37%

In fall 2023, full-time faculty in the department taught 36% of all course sections in PSY and COU; adjunct faculty taught the other 64% of course sections:

Class Sections

	Full time	Part time
Fall 2023	36%	64%
Grand Total	36%	64%

Current Full-time Faculty

Current Faculty	Rank	Year Hired
Shantal Marshall, PhD	Associate Professor	2013
Laura Naumann, PhD	Professor	2013
Vanessa Rodriguez-Barrera, PhD	Assistant Professor	2019
Pete Martini, PhD	Assistant Professor	2021
Corey Fernandez, PhD	Assistant Professor	2023
Kimberly Florence-Corsaro, PhD	Assistant Professor	2023
Jacob Marciel, MSW	Lecturer	2023

Faculty Growth

- In 2013-2014 (the first year of this 10-year review period), there were **six** full-time faculty.
- In 2023-2024 (the last year of this review period), there were **seven** full-time faculty.
- From 2013 to 2023, a total of **eight** faculty were hired.
 - During this period, a total of **six** faculty resigned, **three** of whom were hired during the review period.
- In Fall 2024, **two** new Assistant Professors will join the department, bringing the total number of instructional faculty to **nine**—a net gain of **three** faculty since 2013-2014.

Faculty CVs

[Link to faculty CVs](#)

Faculty Demographics

FALL 2023		Gender		Race/Ethnicity			
	Count	Men	Women	Asian	Black	Hispanic	White
FULL-TIME	7	2 (29%)	5 (71%)	0 (0%)	1 (14%)	4 (57%)	2 (29%)
PART-TIME	18	7 (39%)	9 (50%)	1 (0.5%)	1 (0.5%)	5 (28%)	9 (50%)

- In Fall 2023, the majority (**71%**) of our faculty were racial/ethnic minorities; all were **women of color** (5 of 7 faculty).
- In Fall 2024, **two male faculty** will join the department, which will even out the gender distribution among full-time faculty.

B. Teaching Quality

Exceptional Teaching Examples

Course	Representative Assignment(s)
PSY 101 General Psychology	Developing a Research Question Paper (ELO assn.) Evaluation of Unethical Psychological Studies (ELO assn.) Mental Health Stigma Public Service Announcement Comic Strip of Parent-Child Dynamics Social Psychology in Action Paper
PSY 201 Lifespan Human Development	My Child's Virtual Life Photo Journal
PSY 210 Introduction to Statistical Methods	Create a Study, Applied Statistics Lab Series
PSY 240 Introduction to Research Methods	Unobtrusive Observation/Content Analysis (Group Project)
PSY 244 Sport Psychology	Sport Psychology Oral Presentation
PSY 303 Foundations of Neuroscience	Oral Presentation on Neuroscience topic
PSY 305 Foundations of Perception	Research Article Summary and Presentation
PSY 307 Principles of Educational Psychology	Extensive Lesson Plan Based on Research Findings Application Assignments
PSY 330 Infancy and Childhood	Learning Journal

Course	Representative Assignment(s)
PSY 334 Adolescence and Adulthood	Research Paper and Book Review
PSY 341 Foundations of Abnormal Psychology	The Stigma Project Gallery Abnormal Psychology Research Paper
PSY 360 Foundations of Social Psychology	Presentation Analyzing a Modern Cult or News Event
PSY 375 Advanced Undergraduate Research	APA Research Manuscript + Conference-Style Poster
PSY 412 Motivation and Emotion	Emotion Regulation Application
PSY 416 Cognitive Psychology	Cog Labs Cognitive Psychology in Everyday Life (Media Project)
PSY 420 Psychology of Learning	Tracking and Analyzing Patterns of Forgetting Conditioning Project
PSY 435 Personality	Personality Analysis of Popular Characters
PSY 442 Psychology of Aging	Memory Interviews
PSY 450 Industrial & Organizational Psychology	Job Analysis
PSY 453 Psychology of Anxiety Disorders	Anxiety Research Project and Presentation
PSY 466 Psychology of Sex	High School Social Media Campaign about Sex
PSY 468 Psychology of Inequality	Research Based Intervention Proposal Social Issue Poster Campaign
PSY 469 Psychology and the Legal System	Jury Consultation Role-Playing Game False Confessions Analysis Wrongful Convictions Analysis
PSY 470 Health Psychology	Community Health PSA (Group Project) Community Health and Health Policy Role-Playing Game
PSY 490 Capstone in Psychology	APA Research Paper (Comprehensive Literature Review)
PSY 493 Academic and Career Preparation in Psy	Resume and Cover Letter; CV and Statement of Purpose Virtual Mock Interview
PSY 497 Supervised Field Experience	140 hour internship
COU 300 Intro to Human Services and Counseling	Interview a Mental Health Professional
COU 315 Counseling Skills in Human Services	Case Vignettes
COU 320 Drugs and Behavior	Reflection Paper
COU 322 Perspectives On Addiction	Perspective Paper
COU 427 Ident and Assess in Addictions	Biopsychosocial Analysis of a Movie Character
COU 430 Adv Prof Issues in Substance Abuse	Conversation with LADCs Professional Resume; LinkedIn Profile

Experiential Opportunities

Current Course Assistant Supervisors

- Pete Martini
- Shantal Marshall
- Vanessa Rodriguez-Barrera
- Danette Barber (PTI)
- Mark Branna (PTI)

Current Supervised Field Experience Supervisors

- Jacob Marciel
- LaShaun Limbrick (interim lecturer)

Current Advanced Independent Research Mentors

- Pete Martini
- Shantal Marshall
- Laura Naumann
- Vanessa Rodriguez-Barrera
- Aydasara Ortega-Torres (PTI)

Current McNair Scholar Faculty Mentors

- Shantal Marshall
- Laura Naumann
- Vanessa Rodriguez-Barrera
- Kimberly Florence-Corsaro

Student Professional Conference Presentations

- Association for Psychological Science
- Society for Personality and Social Psychology
- Western Psychological Association
- World Social Science Association

Teaching Awards

- 2016 Laura Naumann, Social Sciences
- 2022 Vanessa Rodriguez-Barrera, Psychology & Counseling
- 2023 Shantal Marshall, Psychology & Counseling
- 2023 Laura Naumann, NSHE Regents' Teaching Award
- 2024 Pete Martini, Psychology & Counseling

Teaching-related Professional Development

CTLE Faculty Learning Communities

- Shantal Marshall (3, lead 1)
- Laura Naumann (2)
- Vanessa Rodriguez-Barrera (5)
- Pete Martini (3)
- Kimberly Florence-Corsaro
- Corey Fernandez (2)

CTLE Teaching Academy Completions

- Vanessa Rodriguez-Barrera
- Pete Martini

CTLE Teaching Fellows Institute

- Kimberly Florence-Corsaro

CTLE Online Course Review and Redesign

- Pete Martini, Psy 210
- Laura Naumann, Psy 101
- Vanessa Rodriguez-Barrera, Psy 101

Pedagogical Conferences

- Lilly Conference
 - Corey Fernandez
 - Shantal Marshall
- National Conference for Race and Ethnicity
 - Shantal Marshall
 - Laura Naumann
- Alliance for Hispanic Serving Institution Educators
 - Laura Naumann

Publications on Teaching and Learning

Naumann, L. P., Jewell, S. N., & Rider, E. L. (2024). Scaffolding faculty development in the scholarship of teaching and learning. *The Journal of Faculty Development*, 38(1).

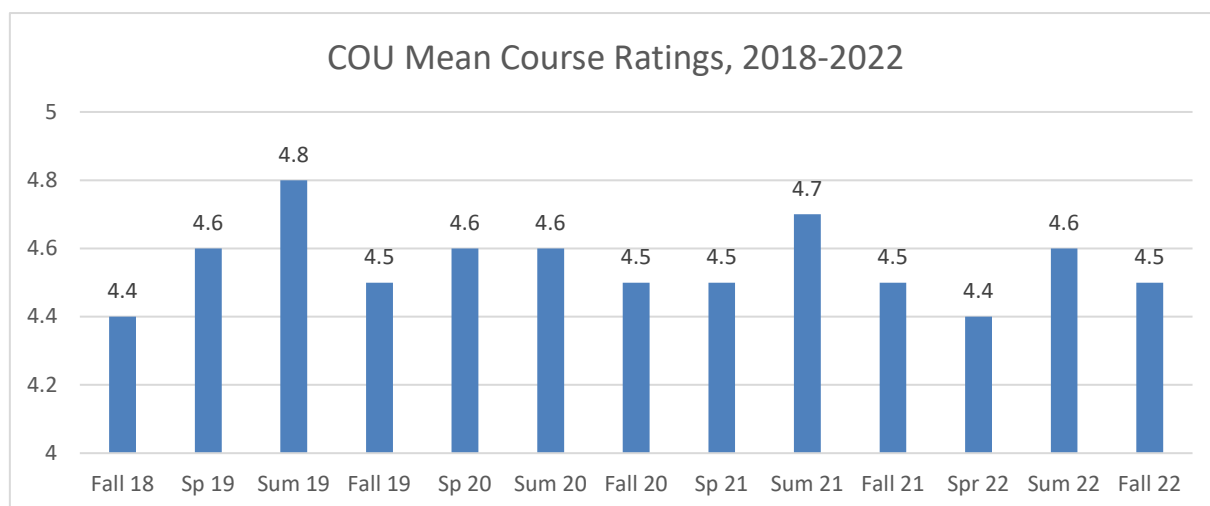
Naumann, L. P., Jewell, S. N., Rider, E. L. (2023). Using faculty experts to support publication in the Scholarship of Teaching and Learning. *The Chronicle of Mentoring and Coaching*, 7, 172–177.

Rider, E. L., Naumann, L. P., & Jewell, S. N. (2023). Enhancing solidarity and improving retention through faculty mentoring affinity groups. *The Chronicle of Mentoring and Coaching*, 7, 675–681.

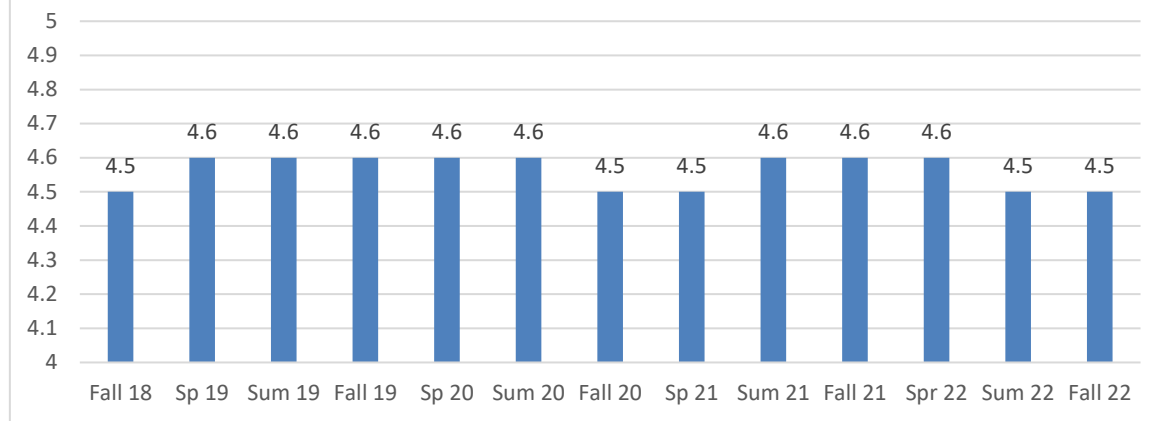
Naumann, L. P., Petras, R. C., & Carrillo-Marroquín, R. A. (2023). Faculty gender differences in feedback practices. *College Teaching*, 1-8.

C. Student Course Evaluations

Student evaluation ratings are conducted in all courses. They are on a 5-point scale, with 5 being the best score. Students give consistently high ratings to courses taught by instructors in the department.



PSY Mean Course Ratings, 2018-2022



- Typical student evaluations for all faculty (FT and PT) teaching PSY and COU courses range from 4.4 to 4.6, with an overall **average of 4.57**.
- The average DFWI rate from Spring 2019-Fall 2023 courses was **13% for PSY courses** and **8% for COU courses**.

IV. STUDENT INFORMATION & ASSESSMENT

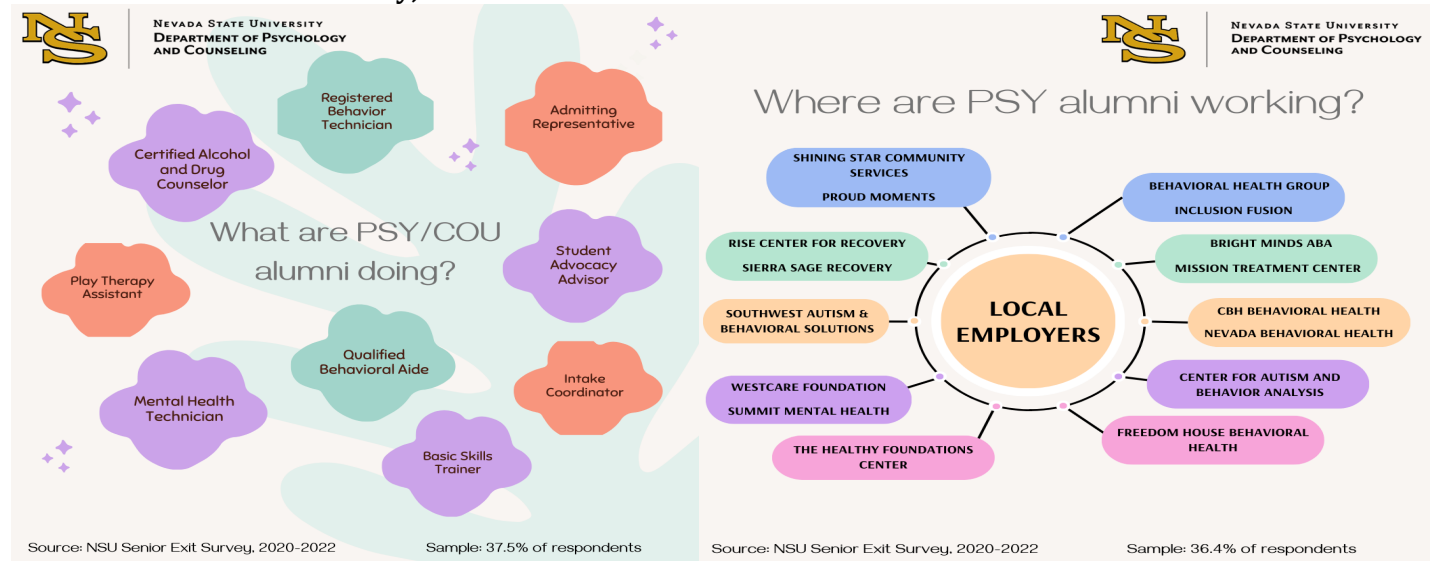
A. Post-Graduate Success

Employment Outcomes

In the most recent first-destination survey of psychology graduates, 74% of respondents (n=20) were employed while 26% (n=7) were not. Of those who reported being employed, 70% (14) worked full-time, while 30% (6) worked part-time. The most commonly reported industries they worked in were healthcare, higher education, government, and K-12 education.

The graphics below provide additional information about student outcomes.

Source: NS Senior Exit Survey, 2020-2022





NEVADA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
AND COUNSELING

How much are PSY alumni
jobs related to their major?

**78%
VERY RELATED
OR SOMEWHAT
RELATED**

Source: NSU Senior Exit Survey, 2020-2022

Sample: 36.4% of respondents



NEVADA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
AND COUNSELING

What is the average hourly
wage for PSY alumni?

**\$18.77
/HR**

Source: NSU Senior Exit Survey, 2020-2022

Sample: 31.5% of respondents

Graduate School Outcomes

Source: NS Senior Exit Survey, 2020-2022



NEVADA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
AND COUNSELING

What degrees are PSY alumni
seeking?



Source: NSU Senior Exit Survey, 2020-2022

Sample: 53.9% of respondents



NEVADA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
AND COUNSELING

What degrees are PSY alumni
seeking?



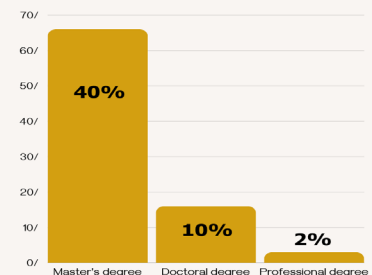
Source: NSU Senior Exit Survey, 2020-2022

Sample: 53.9% of respondents



NEVADA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
AND COUNSELING

What types of graduate degrees
do PSY alumni pursue?



Source: NSU Senior Exit Survey, 2020-2022

Sample: 53.9% of respondents

B. Student Learning Outcomes

Previous Program Learning Outcomes (Updated in 2016)

Goal 1: Knowledge Base

- 1.1 Demonstrate an understanding of the major theoretical perspectives (e.g., biological, clinical, cognitive, developmental, social/personality), historical trends, and major research findings in psychology.
- 1.2 Evaluate psychology's role in physical and mental health issues (e.g., psychological disorders, evidence-based treatments and therapy, stress and coping).
- 1.3 Use common psychological principles and concepts to understand and assess everyday life and/or to address real-world problems (e.g., individual, interpersonal, group, or societal issues).

Goal 2: Scientific Inquiry & Critical Thinking

- 2.1 Value psychology as a scientific and empirically-driven discipline, and use the scientific method (e.g., research design) or quantitative reasoning (e.g., statistical inference) to make data-driven or evidence-based decisions.
- 2.2 Demonstrate the ability to critique methodological designs, interpret research findings, and/or critically evaluate claims made in scientific journals and popular media.

Goal 3: Social Responsibility & Engaged Citizenship

- 3.1 Develop a multi-faceted understanding of systematic barriers to equality (e.g., differences in power/privilege, prejudice, discrimination) in order to demonstrate concern and respect toward those who differ from oneself in beliefs, behaviors, values, or views.
- 3.2 Develop a sense of responsibility as a productive citizen by determining how one could demonstrate ethical and prosocial behavior, take action against injustice, or participate in building a more just and equitable society.

Goal 4: Personal & Professional Development

- 4.1 Demonstrate effective communication skills (e.g., writing, presenting) following professional conventions in psychology (e.g., APA style).
- 4.2 Demonstrate effective interpersonal skills (e.g., teamwork, group projects, discussions) to achieve a common goal.
- 4.3 Enhance metacognition in order to enrich one's own learning based on psychological principles.

2024-2025 Revised Program Learning Outcomes

Upon completion of the program, the students will be able to:

1. Demonstrate knowledge of psychological theories and major research findings by applying the knowledge of psychological principles to real-world problems.
2. Apply scientific inquiry and critical thinking skills to design, conduct, and interpret research, interpret scientific data, and evaluate scientific claims.
3. Investigate how human diversity influences interpersonal and intergroup dynamics while explaining how these concepts inform professional ethics.
4. Demonstrate effective communication and interpersonal skills in written and oral contexts, adhering to professional conventions, and achieving common goals.

C. Outcomes Assessment

During the period under review, outcomes assessment occurred on biannually. A three-person committee of faculty reviewers with expertise in the discipline conducted assessments. The committee reviewed a single learning outcome each time, randomly selected artifacts (student submissions on key assignments) that presumably reflect outcome performance, and created a rubric to evaluate them. Resulting scores and qualitative observations were the basis of a report that described the strengths and weaknesses of the program and identified possible changes or improvements. Faculty followed up with progress reports.

As of Fall 2023, program assessment procedures have been updated. Each major completes a *program map* and *assessment plan* focusing on approved program learning outcomes. Each program conducts at least one outcomes assessment on each program learning outcome within a 10-year period. The assessment plan will outline the outcomes assessment implementation information over the review period. The program assessment plan is reviewed and approved by the Provost, Dean, and Provost Assessment Team. In the approved Psychology Assessment Plan, outcomes and program goals will be assessed in several different ways, including reviewing key performance assignments that will be assessed in multiple courses using faculty-designed rubrics to assess student mastery. Students are assessed based on the course map identification of the level of mastery that should be attained for the course. *Continuous improvement strategies* are implemented if that level is not met, including strategies such as adjustment of activities, rubrics, or content leading to the assignment.

The program will complete an *annual assessment report* with program data information, such as enrollment and faculty statistics, and an *outcomes assessment report*, which results of one outcomes assessment that will be reviewed within the school. Every year, the program will make data-informed decisions based on information from these annual reports. At the end of the 10-year program cycle, Psychology will use these annual reports to complete the next existing program review.

Outcomes Assessment Schedule & Key Recommendations

[Link to Annual Outcome Assessment Reports](#)

Year	Learning Outcome	Guiding Question	Artifacts	Key Recommendations
2015 Chair: Jonathan Dunning	OLD PLO: Use psychological principles and sound quantitative reasoning to analyze, predict, and solve problems associated with human behavior and mental processes.	What percent do major assignments count towards the Final Course grade?	Major assignment + Exam from eight Foundations courses	<ul style="list-style-type: none"> Encourage faculty to have meaningful assignments count for around 15% of a student's grade. Include a rubric (or at the least, <i>clear</i> expectations and instructions) Increase assignment expectations for Higher Levels of Bloom's (Apply, Analyze, Evaluate, Create)
2016 Chair: Laura Naumann	2.1. Value psychology as a scientific and empirically-driven discipline, and use the scientific method (e.g., research design) or quantitative reasoning (e.g., statistical inference) to make data-driven or evidence-based decisions.	Can students make data-driven decisions based on empirical evidence?	PSY 210 (Create a Study) PSY 240 (Unobtrusive Observation Project) PSY 375 (Final Paper)	<ul style="list-style-type: none"> Provide more practice opportunities for Higher Levels of Bloom's (Apply, Analyze, Evaluate, Create) Provide training to use Transparent Assignment Design (Purpose, Task, Criteria) Provide students with examples of poor vs. strong evaluation
2017 Chair: Shantal Marshall	Program standards audit	Are FT and PTI assignments meeting the new PLOs established for Psychology in 2016?	Survey of psychology and counseling instructors (full-time and PTI).	<ul style="list-style-type: none"> Update PLO Course Map (esp for PTI courses) Provide training on connecting assignments to PLOs Provide PTIs with more resources to improve assignment design and evaluation
2018 Chair: Christina Squires	1.3. Use common psychological principles and concepts to understand and assess everyday life and/or to address real-world problems (e.g., individual, interpersonal, group, or societal issues).	Do students apply psychological principles to their daily lives?	Psy 101 (Social Psy in Action) Psy 201 (Photo Journals) Psy 307 (Ted Talk Paper)	<ul style="list-style-type: none"> Improve assignment descriptions and examples that scaffold students' ability to identify, analyze, and apply concepts to real-life examples
2019 Chair: Christina Squires	Review of DFWI rates	Do the data identify courses where student success rates are unacceptably low (e.g., a DFWI rate above 20-25%)?	Review of Institutional Data	<ul style="list-style-type: none"> Address high DFWI rates in courses only taught by PTIs and in online-asynchronous fashion (e.g., PSY 307; PSY 303/403)
2020 COVID; not completed	4.1. Demonstrate effective communication skills (e.g., writing, presenting) following professional conventions in psychology (e.g., APA style).	Can students write psychology-related papers in proper APA style?	Research papers from PSY 240 and/or 375	N/A
2021 Chair: Carol Lee	Review of Equity Gaps and DFWI rates	Are there signs of concern regarding differences in representation among all students enrolled and graduates from your program?	Review of Institutional Data	<ul style="list-style-type: none"> Earlier completion of PSY 240 and 210 Better integration with PTIs Increased utilization of student success services
2022 Chair: Pete Martini	3.1 Develop a multi-faceted understanding of systematic barriers to equality (e.g., differences in power/privilege, prejudice, discrimination) in order to demonstrate concern and respect toward those who differ from oneself in beliefs, behaviors, values, or views.	Can students identify positionality of groups, sources of inequality, and explain impact of inequality?	Psy 101 (Critical inquiry 3) Psy 468 (Paper 1) Psy 470 (Final project)	<ul style="list-style-type: none"> Update PLOS to use measurable verbs Construct rubrics for PLOS Identify key assignments for each course and align to revised PLOs during syllabus construction Focus on application practice to hone higher-order Bloom's skills. Increase use of writing resources (e.g. Writing Center) to hone students' ability to communicate these concepts in a clear and concise manner.

D. Student Satisfaction

Senior Exit Survey – Qualitative Comments

Source: NS Senior Exit Survey, 2020-2022

Question: Please share your fondest memory while at Nevada State (open-ended response).

Theme: Research Experience

- *Working with my professors on their research! Their passion for their work makes me excited for my future.*
- *The professors actually cared about me and helped me get into research to pursue higher education.*
- *Presenting my research in a talk form with Dr. Benson (PI) in the audience*
- *Presentation of my PSY 375 poster, regarding breakup and mental health.*
- *My PSY 375 poster presentation! Due to COVID all my classes were online. I was able to visit the campus only in two occasions. The first time it was to pick up my graduation gown, and the second was for the presentation. Presenting my project and seeing all the other students and my professors, made me feel finally, for a brief moment, as part of NS)*
- *My fondest memory was my independent research I participated in for Psych.*
- *Getting to work with faculty who really wanted me to excel. I got to be a research assistant and was able to travel to present our work.*

Theme: Internship Experience

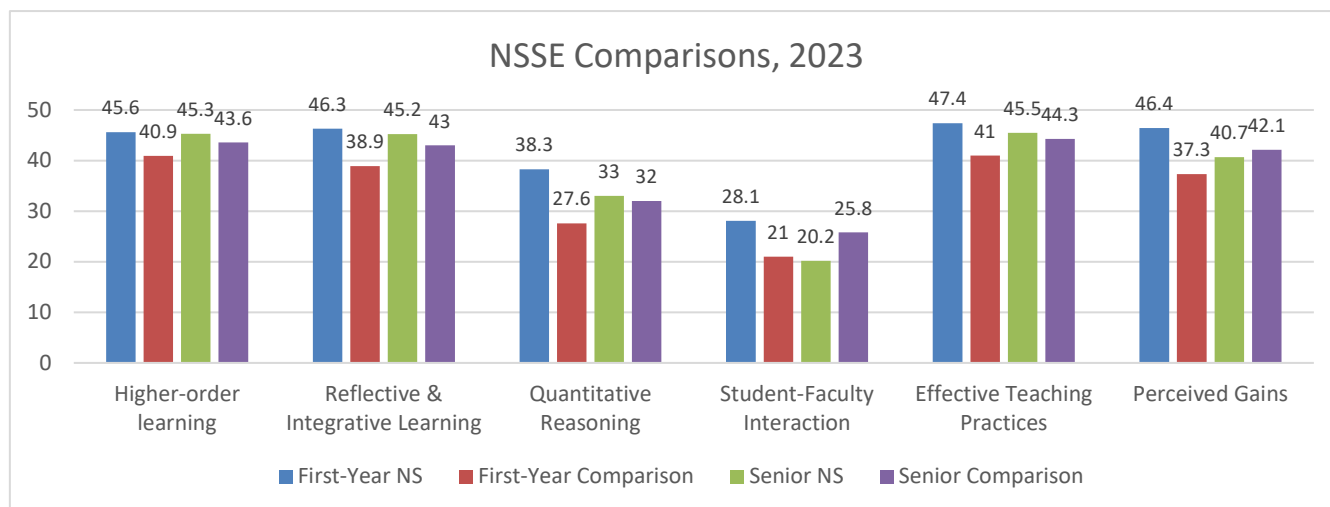
- *Taking classes with wonderful professors who guided me to be in the field I'm at. Doing internships and learning more of what and where I can use my degree*
- *My internship for field study. I also enjoy being on campus going to in person classes.*
- *My internship class and how friendly and helpful all my classmates were.*
- *My fondest memory at NSU has overall been working with some of the best educators I've ever had. The campus always felt beautiful and welcoming. I had the greatest experience taking PSY 497 Field Experience with Roberta Miranda.*
- *I really love Professor Miranda's 497 supervised internship class. I loved sharing our experiences*
- *Being able to get my internship while is PSY 497.*

Theme: Support from PSY/COU Faculty

- *That EVERY Professor I had was knowledgeable and challenged me to work as hard as possible and meet the bar they held up.*
- *Meeting and learning from the psychology faculty! Psychology of inequality was the course that helped me understand life in and outside of school!*
- *All of the professors were very helpful and they showed how much they cared to be there for their students. This helped me realized that they can be relied on whenever I needed help with anything from the school, and it felt like such a relief to know that.*
- *I attended an optional "post bachelor's" meeting with about 3-5 faculty members (Psychology and Counseling departments) Lee, Brana, Bermudez, Miranda, Rodriguez each was so helpful to better understand what my possibilities after NSU could look like. I'm so glad that I attended. It is specifically because of Brana that I am doing my MSW program.*
- *I absolutely love the Counseling department! The fact that both the PSY and COU department work together for the success of every student gave so much motivation to pursue a minor.*
- *I enjoyed the conversations I had with my psychology professors. They encouraged me to want to further pursue a career in psychology.*

National Survey of Student Engagement (NSSE, 2023)

In 2022, 9 first-year and 43 senior psychology majors completed NSSE. NSSE aggregates questions into several larger categories. The table below presents data from psychology majors at NS and other public primarily undergraduate peers; all scales have a maximum score of 60, with higher scores indicating better ratings of teaching or higher self-reported learning gains.



NS's psychology students rate the instruction in the program and their own learning at or above the rating of students in peer institutions' psychology programs, with the exception of seniors' reports of student-faculty interactions.

E. Demand for Graduates & Barriers to Success

Graduate Demand

DETR estimates through 2028 project substantial growth in a number of occupations related to psychology and counseling.

Nevada Department of Employment, Training & Rehabilitation (DETR) Job Projections
[Industry and Occupational Projections \(nevadaworkforce.com\)](https://www.nevadaworkforce.com/)

		Period			
		Base Year Employment	NV 2018-2028 Long-Term Projections Numeric Change	Projected Employment	Total Annual Openings
Psychology (BA)	119199 - Managers, All Other	28,236	4,726	32,962	2,790
	193031 - Clinical, Counseling, and School Psychologists	1,222	248	1,470	118
	193039 - Psychologists, All Other	250	42	292	22
	251066 - Psychology Teachers, Postsecondary	558	128	686	62

Barriers to Success

Though the program has exhibited significant success in the past decade, some areas create barriers for our students.

Poor FT:PT Faculty Ratio

In a given semester, we offer 50-60 sections of psychology courses and 15-20 sections of counseling courses. Two-thirds are taught by Part-Time Instructors (PTI); these courses are almost exclusively online-asynchronous. This ratio results in a scenario where a substantial portion of the Psychology BA/BS can be completed without interacting with full-time faculty. This presents significant challenges—as captured in our outcomes assessments—ensuring consistent quality and academic rigor when so many courses are taught by PTIs. For this reason, we aim to staff our statistics and methods courses with full-time faculty and only staff our capstone courses with full-time faculty. Many students enter these courses underprepared for the rigor of the class and the expectations of full-time faculty.

In-Person vs. Online Modalities

The degree requires that our statistics, methods, and capstone sequence be completed in person due to the project-based nature of these courses. However, this is the only **required** in-person portion of the psychology degree. Because the majority of our courses are taught by part-time instructors who do not live locally and teach in an online-asynchronous modality, students become accustomed to completing their coursework mostly online. Some students even move out of state and encounter barriers to degree completion because they cannot finish their methods/statistics sequence or capstone.

Need for More Career Readiness

Although it is possible for students to obtain good paying jobs with a BA/BS in Psychology, many of the most desirable careers students seek require graduate degrees and training. Many students do not know how to navigate the process of identifying programs and applying to graduate school. Because many of our students do not have regular access to full-time faculty, they do not know they can and should seek faculty support to help with the process. We developed a new course, Psy 493 Academic and Career Development in Psychology, to try to address student career readiness.

V. CURRICULUM INFORMATION

A. Curricular Strengths & Weaknesses

The psychology program at Nevada State has several curricular strengths. The vast majority of courses are offered at least once per year. The two new faculty hires in 2024 will allow us to increase the offering of several courses in red (e.g. PSY 208, PSY 452, and PSY 481). This allows our students to have regular access to the breadth and depth of the field of psychology as well as the expertise of our faculty. Another curricular strength is our purposeful course alignment with recommendations from the American Psychological Association, particularly regarding their guidance on applied methods courses and courses addressing special populations. We've grouped these offerings into three concentrations (Clinical Mental Health, Developmental Psychology, and Intergroup Dynamics & Social Equity) that increase the workforce readiness of our students upon graduation. Finally, our pedagogy within the department relies on many high-impact practices such as student field experience, independent research, and active learning that strive to increase retention (of students and information) and provide real-world corollaries that students can rely on when entering the workforce.

Required Coursework

Courses highlighted in **red** have not been taught in the last decade.

PSYCHOLOGY PRE-REQS; 3 COURSES/9 UNITS

- PSY 101- General Psychology
- PSY 210- Introduction to Statistical Methods
- PSY 240- Introduction to Research Methods

FOUNDATIONS AND PRINCIPLES; 4 COURSES/12 UNITS

CHOOSE TWO:

- PSY 303- Foundations of Neuroscience
- PSY 305- Foundations of Perception
- PSY 416- Cognitive Psychology
- PSY 420- Psychology of Learning

CHOOSE TWO:

- PSY 201- Lifespan Development
- PSY 435- Personality
- PSY 341- Foundations of Abnormal Psychology
- PSY 360- Foundations of Social Psychology

APPLIED METHODS AND SPECIAL POPULATIONS; 2 COURSES/6 UNITS

CHOOSE ANY TWO:

- PSY 307- Principles of Educational Psychology
- COU 320- Drugs and Behavior
- PSY 450- Industrial/Organizational Psychology
- PSY 466- Psychology of Sex
- PSY 468- Psychology of Inequality
- PSY 469- Psychology & the Legal System
- PSY 470- Health Psychology
- PSY 481- Principles of Psychological Assessment

PSYCHOLOGY CAPSTONE; 1 COURSE/3-4 UNITS

- PSY 375- Advanced Undergraduate Research
- PSY 490- Capstone in Psychology
- PSY 497- Supervised Field Experience

PSYCHOLOGY ELECTIVES; 6 COURSES/18 UNITS

CHOOSE SIX:

- PSY 201- Lifespan Development
- **PSY 205- Elementary Analysis of Behavior**
- PSY 244- Sport Psychology
- PSY 307- Principles of Educational Psychology
- **PSY 308- History of Psychology**
- PSY 330- Foundations of Developmental Psychology: Infancy and Childhood
- PSY 334- Foundations of Developmental Psychology: Adolescence and Adulthood
- PSY 375- Advanced Undergraduate Research
- PSY 403- Physiological Psychology
- PSY 405- Perception
- **PSY 407- Applied Behavior Analysis**
- PSY 412- Motivation and Emotion
- PSY 416- Cognitive Psychology
- PSY 420- Psychology of Learning
- PSY 435- Personality
- PSY 441- Abnormal Psychology
- PSY 442- Psychology of Aging
- PSY 450- Industrial & Organizational Psychology
- **PSY 452- Psychology of Trauma**
- PSY 453- Psychology of Anxiety Disorders
- PSY 460- Social Psychology
- PSY 466- Psychology of Sex
- PSY 468- Psychology of Inequality
- PSY 469- Psychology and the Legal System
- PSY 470- Health Psychology
- **PSY 481- Principles of Psychological Assessment**
- PSY 493- Academic and Career Development in Psychology

Weighted Student Credit Hours

Our Psychology and Counseling programs generate the second-highest number of **Weighted Student Credit Hours (WSCH)** after Nursing. We consistently generate over **10,000 WSCH** annually; a majority are upper-division, which carry more weight in the NSHE funding formula. However, a majority of our upper-division courses are taught by part-time instructors, which has resulted in the worst FT:PT ratio for upper-division courses (**47% FT:PT**) of any degree-granting program at Nevada State. One consequence is that we have not been able to staff our foundational statistics and research methods courses exclusively with full-time faculty; we have relied on part-time instructors to cover these critical courses for the last four years. Currently, only our Direct Learning capstone courses are guaranteed to be taught by full-time faculty; these courses are typically taken near the end of the degree. Another consequence is that the majority of students progress through the entire degree without ever taking a class with a full-time faculty member until they reach their capstone course.

COURSE LEVEL	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1/200 Level	3489	3069	3132	3156	3024
3/400 Level	6900	8398	9213	9956	8641
Total	10,389	11,467	12,345	13,112	11,665

Annual Number of Sections Taught

The Department of Psychology and Counseling staffs approximately **181** sections per year; over two-thirds are taught by part-time instructors, many in an online-asynchronous modality.

Curricular Strengths

- NS offers comprehensive coverage of core and applied subfields of psychology and aligns with the American Psychological Association.
- We now offer three attractive concentrations that provide more concrete connections to workforce readiness.
- We require all students to complete a Direct Learning capstone that gives them a culminating experience and strengthens their knowledge and skills.
- We have offered all courses in black font at least once per year for the past decade.
 - Our new Fall 2024 hires will allow us to teach upper-division courses in red (Psy 308, 452, and 481) with greater regularity.
- Our full-time faculty design innovative assignments that assess the highest levels of Bloom's Taxonomy (see table of Representative Assignments above).

Curricular Weaknesses

- Significant major/minor enrollment requires running 180 sections per academic year (approximately 10,000+ WSCH annually), which are taught mostly by part-time instructors.
- We have lost six full-time faculty over the last decade. We believe some were due to dissatisfaction with campus support and research infrastructure.
 - We have held a faculty search every year from 2013 to 2023—mostly to replace faculty.
 - Although we have made two hires for 2024, our department size has not kept pace with enrollment growth (doubling from 397 students in 2012 to 891 in 2023; **+124%**).
- The majority of our courses are taught online-asynchronously by PTIs (which is students' top preference); however, there is inconsistent quality and rigor of online asynchronous classes according to recent Chair evaluations.
- We have had challenges staffing sufficient sections of our capstone course.
- Most jobs in the field of psychology require a graduate degree; however many of our students do not know to seek faculty support and need more outreach regarding graduate school preparation.

B. Program Improvement

Program Assessment

NS is overhauling our assessment system, but during the review period, we used two primary modes of assessment, with one emphasizing a deeper analysis of student learning (the Nichols method; Nichols & Nichols, 2005) and the other complementing this approach with a broader look at program elements. The former method is referred to as "Outcomes Assessment," and the latter is identified as "Program Assessment." This includes a comprehensive report from Institutional Effectiveness regarding the program's "vital signs" (e.g., enrollment, retention, and graduation trends) as well as other methods tailored to the needs of the program. Program assessments have included audits of assignment quality, student surveys about the program, alumni surveys, and reviews of syllabi.

Weaknesses identified in 2002-2012 Review (page 36):

1. Inadequate use of class concepts and other evidence-based principles in lieu of anecdotal accounts. In the 2010 Outcomes Assessment, less than 50% of students were rated as "proficient" in their ability to apply class concepts.

In the **2016 Outcomes Assessment** of new PLO 2.1, students did understand the "nuts and bolts" of research design and use of appropriate statistical tests. They were able to demonstrate these abilities (e.g., **understand**, **apply**, and **interpret**) in lower-division courses, but showed a stronger grasp of concepts in the upper-division course. While upper-division students did show a stronger ability to **evaluate** and/or critique research and discuss implications compared to lower-division students, students at all levels usually provided poorly-developed arguments to support their hypotheses, minimal or unreasoned criticisms to study methods, or very shallow reasoning for the impact or implications for study findings.

In the **2018 Outcomes Assessment** of new PLO 1.3, students in lower-division courses demonstrated **higher** levels of proficiency compared to students in the upper-division course. While it is possible that students in lower-division courses demonstrate greater competency than those in upper-division courses, it is perhaps more likely that the data presented here are driven by full-time vs. part-time faculty offerings. Both lower-division courses reviewed were taught by full-time (FT) faculty, while the upper-division course was taught by a part-time instructor (PTI). A potential conclusion is that students in classes taught by FT faculty demonstrate greater competence in this criteria compared to students in a class taught by a PTI. Students seemed to struggle most with "connecting the dots" between the concept identified/described and the example provided. Most missing from students' application was explicit mention of how the identified concept was represented by the example provided.

Since our last existing program review, our department has made significant strides in improving students' use of course concepts (**understand**, **interpret**, **apply**) in lower-division and upper-division courses, suggesting that we have mitigated Weakness #1. However, by the time students graduate, we want them to have a strong foundation in **analysis** and **evaluation**—an area that we are still working to improve (see Outcomes Assessment Key Recommendations, p. 19 of this document).

2. Inadequate alignment of course and program learning outcomes with class components (e.g., readings, lectures, assessments). Generally speaking, instructors do an excellent job of establishing meaningful and measurable learning outcomes. However, they have not established a conspicuous link between these learning outcomes and course elements such as readings, videos, and assignments.

This was a continued weakness throughout the 2013-2023 review period. This can be attributed to several factors:

- Few full-time faculty had assessment expertise or training; they have developed these skills via attendance at CTLE workshops.

- Heavy reliance on part-time instructors who taught many courses where full-time faculty had no expertise; PTIs teaching those courses were given autonomy to develop their own Course Learning Outcomes and assignments, which have not always aligned with program outcomes or high-impact practices.
- Institutional Outcomes Assessment happened on one day, with little time to develop a comprehensive program assessment plan.
- Understaffing of full-time faculty and heavy workloads for faculty/department chair did not afford enough time to effectively assess the program and implement recommendations beyond the stand-alone assessment day.

VI. EVALUATION OF RESOURCES

Department-specific Facilities & Equipment

- **Psychology Research Lab Space:** Renovations on dedicated research space for the Department of Psychology and Counseling were completed in Summer 2023. The research space is shared among full-time faculty for use with student research assistants. All PaC full-time faculty will move to the Dawson Building in 2024-2025 and have direct access to the research spaces, which include:
 - 1) Dawson 115 - Interview and Assessment Space (PTZ camera)
 - 2) Dawson 117 - Individual Testing and Group Work Space (individual computers with research and analysis software)
 - 3) Dawson 120 - Behavioral Observation Space (one-way mirror + PTZ camera)
- **Research Participation Pool:** In 2023-2024, the PaC Department procured an annual subscription to Sona Systems, a research study management platform, in order to establish a research participation pool of students in introductory psychology courses. The department successfully piloted its use in Fall 2023 and Spring 2024 which primarily supported participant recruitment for students completing the Psy 375 Advanced Research Methods capstone course. Several full-time faculty were also able to recruit participants for their own research needs.
- **Participant Payment Processes:** In 2022-2023, the Finance and Business Operations office codified a policy and process to allow NS employees (including faculty/researchers) to pay participants using cash, gift card, or via an online participant recruitment platform. These processes were critical in supporting faculty scholarship required for tenure and promotion.

A. Library Resources

- The Marydean Martin Library is an 8,000 ft² facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative work spaces, and in-person assistance with research and technology questions. The Library's collections model emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library provides access to approximately 100,000 journals and serials, 1.5 million e-books, and 10,000 streaming video and audio materials. The predominately digital collection allows for easy remote access to the majority of the library collection. Within Canvas (the campus LMS), instructors can easily link to appropriate library resources.
- Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, subscriptions are canceled or added in order to adjust to the addition or growth of programs and to the research and teaching needs of new faculty. Interlibrary Loan data are regularly examined to determine the items that are most frequently requested and to make purchasing decisions accordingly.
- Academic journals are among the most important resources for our students and faculty, and the NSU library provides access to key databases in the field. These include **PsycINFO, PsycARTICLES, PsycEXTRA, and the Ebsco Psychology & Behavioral Sciences Collection.**

B. Computer Resources

- The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NSU provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.
- Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NS faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.
- ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.
- NS's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.
- NS takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NSU's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

C. Facilities & Instructional Equipment

- While NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the University's rapid growth. Program growth will require additional space for classrooms, science labs, research facilities (including equipment and materials storage), employee offices, and open spaces for studying and student activity.
- Every classroom at NS is configured as a smart classroom with instructor workstations, projection systems, wireless connectivity, document cameras, and interactive touch devices that permit instructors to write digitally on a board or computer monitor. Over 40% of classrooms have lecture capture systems that allow instructors to record lectures, demonstrations, and clinical simulations. Video conferencing is available through online conferencing tools such as Microsoft Teams and Zoom. The campus uses Canvas as the learning management system.
- The Office of Instructional Technology has invested in in-person and online training opportunities and online technology workshops and real-time instructional resources. This ensures that faculty can receive the type of training that best fits their preferences, needs, and skills. Web-accessible resources ensure that course design and development assistance is available wherever faculty need it. Instructional Technology and Center for Teaching and Learning Excellence (CTLE) staff provide one-on-one consultations on course

development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.

D. Non-academic Services

- **Academic Advising**

The Academic Advising Center recently created three new leadership positions, the Associate Director of Academic Advising and Student Success Initiatives, Assistant Director of Advising, Curriculum, and Faculty relations, and the Advising and Completion Manager. The AAC also absorbed transfer operations, which includes two Transfer Specialists and the recently reclassified Assistant Director of Statewide Transfer Initiatives. Equipped with these resources, the AAC has been integral to the implementation of several NSHE projects (e.g., 15-to-Finish; continuous enrollment in gateway math and English) and enforces semester-by-semester mandatory advising for all degree-seeking students with fewer than 90 credits.

The AAC uses a team model, with advisors serving on one of three advising teams. Psychology students are advised by the liberal arts team. The team model allows students to schedule timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in informing students about resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

- **Academic Success Center**

The Academic Success Center (ASC) provides academic guidance and enhanced learning skills through peer-to-peer support and evidence-based initiatives, while leading students toward independent learning. The ASC provides free in-person and online tutoring services to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week, and through a concerted marketing effort, usage of these services has increased substantially. The ASC works with faculty to ensure tutors have access to key course materials (syllabi, lecture slides, etc.) that assist tutors in designing tutoring sessions and ensure consistency in the information students receive. The ASC also provides embedded peer-led Supplemental Instruction and conducts metacognition and learning strategy workshops for College Success courses.

- **Disabilities Resource Center**

The Disabilities Resource Center (DRC) provides eligible students with accommodations and services. The DRC recently implemented an online case management program that allows for more efficient and easier tracking of all DRC notifications and documentation. DRC staff train DRC students on how to use assistive technologies, which can greatly enhance their academic success.

- **Student CARE Team and Counseling Services**

The Student Concern, Assessment, Referral, and Education (CARE) Team promotes students' wellbeing and success. The CARE Team consists of a full-time case manager, faculty representatives from each school, and staff members from key units (e.g., Financial Aid, the Academic Advising Center). Faculty and staff may refer any student who is in distress or otherwise poses a concern, and students may also self-refer. The CARE Team connects students with resources such as advising and tutoring; it also manages a food pantry and donated funds that can be used to cover emergency costs, psychological or disability assessments, or other needs. NS contracts employs one full-time counselor to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

- **Career Services Center**

The Career Services Center (CSC) organizes career fairs, mock and real interviews, résumé reviews, and other workshops that help students prepare for the job market. The CSC also offers students the opportunity to search for jobs through Handshake.

- **Financial Aid**

Financial aid programs at Nevada State are directly aligned with our mission. Information about available financial aid programs is published on the NSU website and is discussed extensively at New Student Orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting financial aid and scholarship opportunities, and periodically conducts workshops on financial management and minimizing indebtedness. Nevada State University provides each student with access to [ECMC Learning](#), a web-based financial education program maintained by Educational Credit Management Corporation. The program provides a comprehensive financial wellness curriculum, including resources and tools for banking basics to budgeting and debt management. Topical videos and a chatbot also are available through the NS Virtual Assistant on the Nevada State website.

While DACA/undocumented students are not eligible for federal financial aid, they do qualify for some state and institutional scholarships if they graduated from a high school or community college in Nevada. NS also partners with TheDream.US to provide scholarships to undocumented students.

VII. INFORMATION PROVIDED BY THE DEAN

A. Discipline-Specific Accreditation Status

N/A

B. Resource Analysis

Below are resources that the assessment committee specifically recommends to either sustain or improve their program; the dean's comments are below the list.

- Full-time faculty in both psychology AND counseling
- Increased pay for part-time instructors
- Continued support for research infrastructure
 - Maintain/improve policies to pay participants (Tango Card; Amazon MTurk)
 - Maintain Dawson research space
 - Maintain computer hardware in Dawson
 - Maintain subscriptions
 - Qualtrics - institutional subscription
 - Sona Systems (research participant pool) - department subscription
 - Quantitative Software (SPSS; Stata) - institutional subscription
 - Qualitative Analysis Software (N*Vivo) - department subscription
- Financial support for research with students
 - student conference travel
 - research assistant wages
- Financial support for assessment improvements and implementation
 - faculty stipends for summer work

Psychology heavily relies on part-time instructors to teach many courses, so improving the ratio of full-to-part time instructors is important. Having more full-time faculty may also address concerns that the majority of Psychology BA courses are conducted fully online, since many PTIs are only able to teach online. Moreover, not having access to full-time faculty can present problems for students such as lack of knowledge about graduate schools. Given the need for faculty to maintain research, it's important to continue supporting the research lab spaces and research-related subscription services that fuel faculty and student research endeavors. Several recent faculty resignations cited the need for better research support.

C. Student Success Data

Given that the BS degree in psychology was voluntarily deactivated, this summary focuses exclusively on the currently active BA degree. This program continues to experience very healthy enrollment that has been steadily increasing since 2012. As of 2023, Psychology BA has 460 majors, compared to 240 in 2012. In 2023, the program had a slightly higher percentage of women, Hispanic/Latinx, and Pell Grant-receiving students than the overall student population at the University. Also, 50% of the psychology cohort were full-time students compared to 38% in the entire University. One-year retention rates for Psychology BA students has remained fairly consistent over the past ten years, ranging from 52% to 65% (at 55% as of 2023), which is slightly higher than the University rates. The one-year retention rates for first-time, full-time psychology majors fluctuated in the past 10 year period compared to all Psychology students. It ranged from 43% to 90% between 2012-23 and is currently at 79% (as of 2023). In regard to six-year graduation rates, all Psychology BA students are again showing higher rates (63%) compared to NS students (51%), and this trend holds for first-time full-time students as well (47% compared to 32%, respectively).

VIII. IMPROVEMENTS SINCE LAST REVIEW

Significant Revision to BA and BS Degree Requirements (Effective Fall 2014)

- Required that students select courses from two groups (biological/cognitive and social/developmental) to get better breadth of field (supporting 2012 program review goal to be more prescriptive while still allowing students choice in their degree path)
- Increased the number of credits required to complete the degree from 40 to 48-49; added additional psychology elective requirements to ensure students receive breadth of field
- Required BS students to complete Psy 375 Advanced Research Methods capstone with expectation that students selecting this degree intended to pursue research-based graduate programs
- Allowed BA students to select Psy 375 Advanced Research Methods or Psy 497 Supervised Field Experience capstone

Updated Degree Requirements (Effective Fall 2022)

- Deactivated BS Psychology due to bottlenecks to complete MATH 181 Calculus that created barriers to degree completion; research-based graduate programs accept BA degrees.
- Added Psy 240 Research Methods and Junior status pre-requisites to all upper-division courses to require students to complete this foundational course prior to enrolling in the majority of coursework in the major (supporting 2012 program review goal to increase quantitative and information literacy)
- Updated Common Course Numbers (CCNs) from 400-level to 300-level for “Foundations Courses” to show better sequencing of Foundational courses (300 level) followed by Applied Methods and Specific Populations courses (400 level)
- Adopted three new concentrations (12 units Foundations/Applied Methods + 18 units of specialized electives +) using existing coursework (supporting 2012 program review goal to improve practical knowledge and skills)
 - [Psychology with a Concentration in Clinical and Mental Health](#)
 - [Psychology with a Concentration in Intergroup Dynamics & Social Equity](#)
 - [Psychology with a Concentration in Developmental](#)
- Added a third Capstone option – Psy 490 Capstone in Psychology – to meet growing demand from increased enrollment
- Renamed Biological Psychology as Foundations of Neuroscience and added BIOL pre-req (supporting 2012 program review goal to expand the biological component of the curriculum)
- Added Introductory Biology as an additional major requirement (supporting 2012 program review goal to expand the biological component of the curriculum)

New Courses Added

- Fall 2014 - Psy 468 - Psychology of Inequality (Marshall/Naumann)
- Fall 2021 - Psy 452 - Psychology of Anxiety Disorders
- Fall 2021 - Psy 453 - Psychology of Trauma

- Fall 2022 – Psy 490 – Capstone in Psychology (Department)
- Spring 2022 - Psy 493 - Academic and Career Development in Psychology (Department) (supporting 2012 program review goal to improve practical knowledge and skills)

Revised and Reduced Program Learning Outcomes (Effective Fall 2024)

Instructional Improvements

- Most full-time faculty use OER resources, especially in introductory courses (101, 210, 240) (supporting 2012 program review goal to adopt electronic and alternative textbooks)
- Most full-time faculty use Transparent Assignment Design (Purpose, Task, Criteria) and assignment rubrics (supporting 2016 and 2018 Outcomes Recommendations)

Part-Time Instructor Evaluations

Conducted comprehensive evaluations of PTIs

- 2022 - Conducted by Chair Marshall
- 2024 - Conducted by Chair Naumann

Improved Research Infrastructure (see Section VI above)

- 2022-2023 – Institution (FBO) established process to pay participants
- 2023-2024 – Psychology Research Lab space established in Dawson
- 2023-2024 – PAC Department procures Sona Systems to establish research participant pool

IX. FINAL SUMMARY & IMPROVEMENT PLAN

The Psychology BA program at NS continues to offer comprehensive coverage of core and applied subfields of psychology (aligned with the American Psychological Association). The program now offers three attractive concentrations that provide more concrete connections to workforce readiness, and students are required to complete a Direct Learning capstone that gives them a culminating experience and strengthens their knowledge and skills in the field. The program continues to thrive, showing steady enrollment growth over the past several years. It enrolls a slightly higher percentage of women, Hispanic/Latinx, and Pell Grant-receiving students than the overall student population at the University. First-year retention rates for all Psychology BA students have remained fairly consistent over the past ten years (at 55% as of 2023), and the program's six-year graduation rate (63%) outpaces NS students as a whole (51%). Encouraging improvements have been made to the curriculum over the past several assessment periods to capitalize on faculty expertise, refine program learning outcomes, and improve graduation pathways for students.

Below are several recommendations, actions, and potential improvements that the committee and Dean suggest.

Key recommendations from the committee

- Expand curricular offerings to better prepare students to be workforce ready.
- Improve delivery of research methods and statistics courses.
- Align multi-section courses (e.g. PSY 101, PSY 210, PSY 240).

Potential improvements to strengthen the program

- Implement PSY 200 Introduction to the Psychology Major (career & APA writing course)
- Offer PSY 493 - Careers in Psychology more frequently
- Increase PSY 210 to 4 credits (align with UNLV)
- Increase 375 to 4 credits (reflects the pedagogy already in practice, aligns units with PSY 497)
- Aim to staff Foundations courses exclusively with full-time tenure-track faculty

Resources needed to achieve recommendations and support the program

- Improve FT/PT ratio. A potential goal to aim for over the next review cycle could be to get to FT 50%+ if possible.
- Sustained support for PSY 101 Course Lead