Five-Year Program Review (2010-2011)
Department of Psychology
California State University, East Bay

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1. Summary

The Committee on Academic Planning and Resources (CAPR) approved the Psychology Department’s last Five-Year Program Review. Since then, the Department’s FTES and number of majors have risen sharply while the number of tenure-track faculty has fallen. The lack of sufficient number of tenure-track faculty continues to be the Department’s most urgent problem. Currently we have no tenure-track faculty to teach 7 core courses in the critically important biopsychology area of our curriculum. Without more tenure-track faculty the Department will not be able to adequately serve current student demand, much less projected growth. Likewise, the operating budget allocated to the Department is one third of what it was five years ago. This lack of resources has resulted in an inability to adequately support both teaching and scholarly activities.

Despite the serious lack of resources, the Department is very proud of the accomplishments of its faculty which include 45 publications and 19 grants submitted. Likewise our students have been very successful. Student accomplishments include 19 publications and presentations at professional conferences. The Department is also pleased with its four-pronged approach to assessment. These assessments have identified many areas of strength as well as areas in which improvement is possible. A number of changes have been implemented in response to what we have learned from our assessment tools. Unfortunately some changes (e.g., offering more sections) are outside our control. Curricular changes since the last review include a reduction in the number of units required for the B.S. Industrial/Organizational Option. The Department is currently working on a revision of the B.A. program. This work is hampered by our lack of tenure-track faculty to help plan curriculum and teach the required courses.

2. Self-Study

2.1. Summary of Previous Review and Plan

The Committee on Academic Planning and Resources (CAPR) approved the Psychology Department’s last Five-Year Program Review. The external reviewer for our last review recognized the Department’s excellent curriculum noting, “The focus on scientific reasoning and methodology and the two required upper-division laboratory courses are salient strengths of the psychology program and give it a unique character among the psychology programs in our region. Although other psychology programs offer such training through electives and independent studies, every psychology major graduating from CSUEB has substantial scientific reasoning and research skills. The laboratory courses constitute the most salient arena in which the curriculum is significantly superior to the norm. The increased offerings in I/O also constitute a field in which the offerings exceed the norm. The new BS in Industrial and Organizational Psychology is an important achievement during the period of review. The curriculum not only meets accreditation standards, it also leaves students well equipped to enter the job market directly from their baccalaureate degree.” He did note, however, that broader coverage in the areas of Developmental Psychology and Cognitive Science would be desirable. Toward this end, we have subsequently hired new faculty members in each of these areas. Unfortunately, we also lost two young faculty members specializing in Biopsychology and Comparative Psychology, other key areas noted by the external reviewer.

The external reviewer noted that the main concern of students was a limited availability
of classes. Unfortunately, our assessment of current graduates (see Section 2.2) indicates that this remains the top student concern. In fact, the situation is now worse since the number of students served has risen while the number of course sections has decreased.

The external reviewer for our last review recognized the Department’s Web site noting “The information available to students on the Department web site seems particularly well prepared, well organized, and conveys a sense of intending to support students. From the beginning of a students’ career with the information sheets for incoming frosh and for incoming transfer students, through their time as East Bay students, and into the transition to work or graduate school, the Department provides the crucial information to allow students to be successful.” Though our resources to do so are limited, we have continued to update and improve our Web site.

The external reviewer pointed out that the Department desperately needs additional tenure-track faculty noting, “I believe the strategy of trying to hire one to two tenure-track faculty each year until a sustainable permanent faculty is reestablished is sound.” While we have been fortunate enough to hire several excellent new faculty members, we have not remotely approached the level of hiring recommended, and this remains the most serious problem for the Department. Over half of our sections are still taught by temporary faculty. The Department cannot adequately serve the current student demand, much less expand, until we are permitted to hire additional tenure-track faculty.

Curricular Changes

A major revision of the B.S. Industrial/Organizational Degree took place at the time of the last 5-Year Review. While the Department has been very pleased with the new program, it was decided that the large number of units required was creating difficulties for students and that some reduction could be made in the units required without unduly sacrificing the integrity of the program. Thus a change in the B.S. Industrial/Organizational Degree, reducing the number of units required from 87 to 75, was submitted and is set to take effect in Fall of 2011 (see Appendix 1).

Faculty Accomplishments – Publications


Molden, D. & Winterheld, H. A. (in preparation). Regulatory focus orientations in close

**Faculty Accomplishments – Grants**


2010, D. T. Cerutti, TRDRP. Early Nicotine Exposure Effects in Zebrafish. $147,194.00 requested. (not funded)

2009, D. T. Cerutti, NIH R-15. Associative Learning in the Zebrafish Model of Development. $149,925.00 requested. (not funded)

2009, D. T. Cerutti, NIH G-20. Improvement of Core Animal Research Facilities in Biology and Psychology at CSUEB, $1,509,674.00 requested. (unfunded)


2007, D. T. Cerutti, NFSG 07-08. Behavior and Economics ($8,977)

2010, D. Choi, Sieber Interdisciplinary Research Award. Need for Power and Negotiation. ($4000)

2005, D. Choi, CSUEB Faculty Support Grant. Research on Cultural Variations in Negotiation. ($4500)

2008, E.S. Cleveland, Stanford Center on Adolescence Youth Purpose Research Award. Life-Story Memory and Sense of Self; Purpose and Well-Being in Adolescence: Developmental Pathways. $10,000 requested (not funded)

2008, E.S. Cleveland, Sieber Interdisciplinary Research Award, The Development of Memory, Self and Well-Being: A Transdisciplinary Investigation. ($6,800)

2008, E.S. Cleveland, CSUEB Faculty Support Grant. The Development of Memory, Self and Well-Being in Adolescence. ($14,050)

2008, E.S. Cleveland, Stanford Center on Adolescence Youth Purpose Research Award. Life-Story Memory and Sense of Self; Purpose and Well-Being in Adolescence: Developmental Pathways. $10,000 requested (not funded)

2007, E.S. Cleveland, William T. Grant Foundation Scholars Program, Life Story Memory and Sense of Self and Well-Being in Adolescence: Developmental Pathways in Two Samples. $350,000 requested. (not funded)


2010, H. Winterheld, The Arete Initiative, University of Chicago. *Understanding the virtues of sustained pro-social action*” Amount Requested: $266,216 (not funded)

**Student Accomplishments**

McNair Scholars: M. Delgado, M. Lawrence, D. Lizotte, and J. Russell.

M. Delgado and L. Curtis won the 24th Annual CSU Research Competition with their presentation, *Housing, activity, and the behavioral welfare of the laboratory research pigeon*.


habitat preference in the zebrafish, Danio rerio, Conference of the Western Psychological Association, 23-26, 2009, in Portland, WA


**Dedischew, M.** (March 2010). Natural disaster recovery: Cultural variations among recovery efforts and values. Poster presented at the First Annual Berkeley Psychology Undergraduate Research Conference, Berkeley, CA.


Stevenson, Mary Kay, **Hong, S. & Alkire, S.** (2009) *Temporal Discounting and Risk: Different Strategies for Different Tasks,* 50th Annual Meeting of the Psychonomic Society, Boston, MA.


2.2 Curriculum and Student Learning

**Curriculum**

The Psychology Department at CSUEB is in the College of Science. For purposes of this review our major requirements were compared with those for the Psychology major at the following CSU campuses: Bakersfield, Chico, Dominguez Hills, Fresno, Fullerton, Humboldt, Long Beach, San Diego, San Francisco, and San Jose. The average number of units (quarter units or equivalent) in these majors is 67 and they range from 62 to 80. Our B.A. requires 72 units, the B.S. Industrial Organization option 87 units, and the B.S. Ergonomics and Human Factors Option 90-94 units. The particular courses required in our major show a more natural science orientation than most other Psychology majors. Our major, for example, requires that all students complete a course in Introduction to Biology with a laboratory. San Jose and San Diego were the only other CSU Psychology majors to have a similar requirement. Nine of the ten comparison departments require only one statistics course. Our department requires two. While all the comparison departments require a lower division research methods course equivalent to our Psyc 2020, only CSUEB and one other department also requires a general laboratory course that introduces students to laboratory research in Psychology (in our case this is Psyc 3100, Experimental Psychology). All of the ten majors we examined have a laboratory requirement in a substantive area of Psychology (Social Psychology, Physiological Psychology, Learning, etc.). Typically this laboratory experience is structured as part of an upper division course in that topic area. In our case, this laboratory experience takes place as two stand-alone upper division courses with a lecture course in the substantive area as a prerequisite.

All of the campuses, including ours, offer basic courses covering the core areas of psychology (e.g., Cognitive, Developmental, Biological, Social, Personality, etc.). Some of the larger departments offer a somewhat larger selection of electives in specialized areas than our department does (e.g., sports psychology, forensic psychology, clinical neuropsychology). This difference is due, in part, to the fact that these larger departments have a larger number of tenure-track faculty members. As result, these departments have more faculty teaching courses in their particular specialized area of expertise. This is yet another way in which our Department’s lack of a sufficient number of tenure-track faculty prevents us from serving our students as we would like.

Many of the universities reviewed have masters programs. Our department continues to feel that our limited resources are best allocated providing the best quality of education that we can to undergraduates.

It is very clear from our review that the Psychology Major at CSUEB has continued to be guided by the commitment of the faculty to substantial student training in the use of the methods of natural sciences to study Psychology. It also continues to be guided by a commitment to training of all majors in the core areas of Psychology (Conditioning and Learning, Physiological Psychology, etc.).

The Department continues its commitment to serving our culturally diverse student body. The Department has supported a number of students in the McNair Scholars program which helps students from diverse backgrounds prepare for graduate school and gain research experience. The students participating in activities such as the Psychology Club and Psi Chi
represent a rich and culturally diverse group. Issues of cultural diversity are also an important part of our curriculum. For example, socio-cultural factors associated with mental illness are topics covered in both Abnormal Psychology and Child Psychopathology. Cultural considerations in the delivery of mental health services is covered in Introduction to Psychotherapy. Our Stress & Coping course presents an integrated, holistic approach that incorporates Eastern (spirituality, meditation, mindfulness, yoga) and Western perspectives (traditional biological/scientific perspective). Another course, The Impact of Culture on Social Psychology, is a survey of cultural variations in motivational, cognitive, and emotional processes in interpersonal and group contexts.

Check Sheets for each of the Department’s four Degree Programs are presented in Appendix 2.

**Student Learning**

The Department’s Outcomes Assessment plan is presented in Appendix 3. It describes three general goals developed by the Department with associated learning outcomes. It also describes the assessment tools that we have employed. These include an Alumni Survey, a Pre-Post Test, a Senior Survey, and a Faculty Self-Assessment. The four methods provide independent but converging sources of evidence upon which to evaluate our performance and institute change where indicated (see assessment flow chart below).
**Pre-Post Test Assessment**

We identified a set of specific learning outcomes based on the American Psychological Association's "Guidelines for Learning Outcomes for the Undergraduate Psychology Major." These include such things as conducting a suitable literature search, formulating a hypothesis, identifying and critiquing research designs and statistical procedures, etc. Students summarize a research paper from a peer-reviewed journal being careful to answer specific questions (see below, and Appendix 3). Student performance is then assessed for each item using a five-point scale. This assignment is administered during our introductory methods course (Psyc 2020) and also during one of our senior laboratory capstone courses (Psyc 480x). In between these two courses, all students would have taken our major experimental methods course (Psyc 3100).

The results of this assessment have been very encouraging. Students showed statistically significant improvement on every measure except one (item #1 below). This shows that the Department’s strategy of providing students with intensive hands-on research experience in classes with a small student-faculty ratio substantially improves our students’ essential scientific thinking and methodological skills.

The 10 Specific Areas Assessed in Psyc 2020 and Psyc 480x

1. APA Reference Format
2. Identify Hypothesis
3. Identify Researcher's Rationale
4. Identify Data Collection Methods/Study Design
5. Identify All Important Variables
6. Reliability & Validity of All Measures
7. Identify Data Analysis Techniques (Statistics)
8. Appropriateness of Data Analysis Results to Hypothesis
9. Critique of Entire Research Report
10. Conduct Literature Search

These data were collected during our previous 5-Year review. This assessment and the following one are due to be repeated during the period of the next 5-Year review.

**Alumni Survey Assessment**

Our Alumni Survey (see Appendix 3) is aimed at determining what our students do after graduation and how our curriculum benefits them or ways in which it could be improved. For example, 33% of respondents attended graduate school after graduation while 56% had found employment in a psychology-related career (e.g., helping career, research, human resources). Below is an example of data collected from one of the survey questions. They indicate that our curricular emphasis on scientific methodology, critical thinking, writing and verbal skills, is serving our graduates well once they leave the university.

Has the skill or knowledge listed below been of use to you in your career?

- Ability to locate and evaluate information 97%
Clear writing 95%
Clear speaking 95%
Ability to interpret data 83%
Ability to collect data 83%
Ability to work with data 81%
Ability to use computer based statistical packages 32%

Senior Survey Assessment

We administer the Senior Survey (see Appendix 3) in our capstone laboratory courses (480x). Most of our students (88%) rank what they’ve learned in our program 4 or above on a 5 point scale. Half of our students indicated that they plan to go on to graduate school and of those, 68% report being somewhat to very prepared. On the other hand, 26% report that they are uncertain about how well they are prepared and 6% feel unprepared. Although we are pleased that the majority of students feel prepared for graduate school, we are considering ways to reduce the number of students who feel uncertain or unprepared. Of those students who plan to seek employment directly upon graduation, 85% report being somewhat to very prepared. On the other hand, 12.5% report that they are uncertain about how well they are prepared and just 2.5% feel unprepared.

Although the vast majority of our students approve of what they have learned in the program, only 34% reported that courses were offered frequently enough or at convenient times and 20% gave the Department the lowest possible score on this question. Also, the most frequently offered suggestion by far for improving the program was to offer more sections of courses at different times. Given the current budget problems in California, it may be difficult to improve this situation in the foreseeable future. Nevertheless these data suggest that, while our students would like more flexibility in their schedule, they are satisfied with the content that they learn.

Most of our majors (63%) report spending 3 or more hours a week studying outside of class for each 4-unit course. This is the case even though many of our students must work to support themselves and others. More than half of our majors work 20 hours a week or more to support themselves and 44% care for at least one other person. Clearly our students have severe demands on their time and this makes it easy to understand why so many of our students respond that the best way to improve the program is to offer courses at more convenient times. The department will strive to accommodate this need as best we can given the budget constraints.

It is encouraging that the most frequently offered answer to the open-ended question regarding what is best about our program was the faculty. The next most mentioned thing students liked about the program was the laboratory courses (i.e., 3100 and 480x) because of the small class size and the content of those courses.

Faculty Self-Assessment

We are particularly pleased with the newly implemented Faculty Self-Assessment component of our assessment program (see Appendix 3). It provides a means for immediate assessment making it possible for faculty to implement change where indicated without delay, thereby completing the assessment loop in an extremely efficient and timely manner. So far 70%
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of the assessments have resulted in at least one change being implemented. We suspect this number will decline as the suggested changes take effect. Examples of changes that have been implemented or are in the process of being implemented as the result of faculty self-assessment include; requiring homework to be submitted electronically so that grading and feedback for students can be accomplished more quickly, presenting new in-class activities that increase student engagement, providing more handouts and other materials to help students prepare for tests, giving more frequent quizzes to encourage better study habits and class attendance by students, changing homework assignments to enhance student learning, using a different textbook, altering PowerPoint materials to enhance to student learning, and altering lecture content and/or pacing.

2.3 Students and Faculty

The Department’s Academic Performance Review Statistics are presented in Appendix 4. The number of majors in our department has risen during this review period from a low of 553 in 2006 to 699 in 2009. This makes us the largest major in the College of Science. The FTES generated by the department has also risen from a low of 406 in 2006 to 521 in 2009. This is the second highest FTES in the College of Science. The student faculty ratio for our department has risen from a low of 26 in 2005 to 35 in 2009. This is the second highest in the College of Science and far above the College average of 24. The Department’s average section size has increased from 32 in 2006 to 39 in 2009. This is the second largest average section size in the College of Science and again far above the College average of 24. The Departments’ tenure track FTEF is currently 10. This is a sharp decline from the 14 FTEF the department had in 1999. This is so despite a dramatic increase in majors (60%) and FTES (40%) during that period.

Each year the Department participates in a large number of recruiting and advising events including: Major Exploration Fair, Freshman Orientation Hayward Campus, Transfer Orientation Hayward Campus, Freshman Orientation Hayward Campus, Transfer Orientation Hayward Campus, Freshman Orientation Concord Campus, Transfer Orientation Concord Campus, annual recruiting fairs at a number of local community colleges, and the CSUEB Science Fair. Materials for advising and recruitment are presented in Appendix 5. Included are brochures for the Psychology Major, for new and prospective freshman, for new and prospective transfer students, and for psychology majors considering a Minor in Statistics.

2.4 Faculty

The applications for six tenure-track positions that we submitted since our last Five-Year Review are presented in Appendix 6. Four of these were filled (i.e., Cognitive Psychologist, Developmental Psychologist, Comparative Psychologist, and Personality Psychologist.) A request for a BioPsychologist was granted last year but then revoked due to the budget crisis. A request for this position has been submitted again this year and is pending. Subsequent to this request, the person we hired for the Comparative position 4 years ago, Dr. Daniel Cerutti, died tragically this year. We will need to hire another Comparative Psychologist.

2.5 Resources

The inadequate number of tenure-track faculty continues to be our most serious resource problem. Our FTES and number of majors has increased drastically while the number of tenure-track faculty has declined. The increasing SFR is forcing changes in instruction that make
achieving student learning outcomes more difficult especially for the highest needs students. It has also drastically increased the workload of the faculty.

The operating budget allocated to the Department by the College is one third of what it was five years ago despite a steady increase in FTES and majors over the same period. Soon we will not have the resources (e.g., computers, specialized software, equipment) to run our laboratory courses. We are coping with shrinking resources as best we can but our ability to serve students and maintain scholarly activity has been seriously compromised.

The restriction of extra-quarter for pay means that our substantial summer schedule is now taught mostly by part-time faculty, and all academic and professional advising, recruitment efforts, etc. must be covered by the Chair. This also hurts our ability to attract new tenure-track faculty members.

The elimination of Data Wharehouse has made it impossible to track enrollments over time. This has made it difficult to plan optimal schedules and has had a deleterious effect on our FTES.

The lack of classrooms has negatively affected our FTES because we are frequently forced to turn away students from classes that have not reached their cap. In addition, the fact that we are no longer allowed to enforce course prerequisites during registration has also reduced our FTES because students register for classes who do not have the prerequisites making it look as though courses are full which are in fact not.

Changes in procedures (e.g., PeopleSoft) have drastically increased the workload of the Department and its Staff. For example, not all absence types are in the PeopleSoft system so paper follow-up is necessary in many cases. In addition to entering time and absences on the timecards, it is also required to enter a “no time taken” on each timecard if no absences were taken during a time period. This generates an automated email that appears to come from the timekeeper, thus increasing the email response follow-up as well.

Another example is that Departments are now expected to monitor waitlists that were at one time automated. The waitlist stops running after the first week of classes. At that point the departments must either issue permission numbers or manually enroll students at the instructors’ request. This requires tracking of enrollments, waitlists and attendance. This change in policy has severely impacted the workload of the departments in the first two weeks of every quarter. In addition, students who wish to exceed the maximum unit load must first get department permission and then the department must use a mandated spreadsheet to report such approvals to the registrar. This adds two steps to the already cumbersome “permission number” process.

There are department offices on campus that are refusing to return phone calls due to budget cuts and under staffing. Their recorded messages state that there is no one to return calls and direct the caller to call back. As a result, many students call our Department with their questions even when they are not questions for us or that we are not equipped to answer.

2.6 Requirements

None of our programs require more than 180 units.
3. Plan

3.1 Curriculum

The Department is currently working on a revision of the B.A. program (see Appendix 7). This update is needed to keep current with changes in the field and to better serve the needs of our current student population. This process is very difficult as things stand because we do not have enough tenure-track faculty to cover the core areas of the discipline, not to mention to offer a reasonable selection of electives.

3.2 Students

The number of majors in our department has increased over the past five years (150 more majors now than in 2006). We have no reason to expect a change in that trend. We do not anticipate major changes in the make-up of our student body nor in their career goals.

Our enrollments have also grown over the past five years partly due to the new upper division General Education courses we offer. The department is discussing ways of dealing with the sometimes conflicting needs of our majors versus the already large and increasing number of non-majors that the department services.

The department is actively involved in the university’s many outreach and recruiting efforts. We have updated our promotional brochures (Appendix 5) and our Web site to facilitate these efforts. Again however, the demands in time for faculty to attend the ever increasing number of recruiting events is burdensome. The Department urges the university to provide resources (e.g., assigned time) to departments to help offset this increase in workload.

3.3 Faculty

At present, the Department has 4 fewer tenure-track faculty than it had in 1999 despite a 60% increase in majors and a 40% increase in FTES since that time. Even with the budget cuts, at least 40% of our sections will be taught by temporary faculty during the current academic year and this is with an unacceptably high SFR. In more typical recent years 45% - 50% of our sections are taught by temporary faculty. Adding additional tenure track faculty is crucial to the Department’s ability to adequately serve our current students, much less to meet the growing demand.

The Department anticipates the need for several new tenure-track faculty over the next several years. At the present time, the department has too high a proportion of lecturers. Although most of our lecturers are fine teachers, they are not permanent members of the department, and cannot be expected to contribute to formulating goals of the department. They also cannot be expected to provide advising to students outside of immediate class needs, and cannot contribute effectively to the administrative needs and ongoing life of the department and university. To make matters worse, several more faculty members are expected to retire within the next five years.

We would like to move toward having 75% of our classes taught by tenured and tenure-
track faculty, a goal that has been agreed upon at several administrative levels. That would require at least four new tenure-track faculty positions, plus new faculty to replace any tenured faculty who retire.

Psychology has been becoming increasingly biological/physiological oriented in recent years. We recently hired two excellent faculty members in this area and added new courses to the curriculum that they were to teach. Unfortunately we have now lost both of these faculty members. Currently we have no tenure-track faculty to teach 7 core courses in the biopsychology area of our curriculum. Given the central role of this area to the discipline of psychology, it is critical that these positions be replaced. If the Department is to maintain the B.S. in Ergonomics and Human Factors, we need a tenure-track faculty member specializing in this area to teach, advise, and guide the development of the program.

### 3.4 Resources

Tenure-track faculty was our greatest need at our last 5-Year Review and it continues to be our greatest need. We would like to seek two faculty positions each year until our need is met. In addition to simple permission to hire, we need to make our positions more attractive. Our salary schedule is not competitive, the high cost of housing in the Bay Area discourages many applicants, and our start-up funding for setting up research laboratories is not competitive. Anything that the university can do to alleviate those problems will make it easier to hire successfully.

The operating budget allocated to the Department needs to be increased if we are to adequately support our curriculum and scholarly activity.

The elimination of restrictions for extra-quarter for pay would benefit students, current faculty, and would help to attract job candidates.

An easily accessible history of course enrollment data (as was previously available on Data Wharehouse) would drastically improve curriculum and schedule planning.

The ability to enforce course prerequisites during registration (as was previously possible) would increase FTES because students register for classes who do not have the prerequisites making it look as though courses are full which are in fact not.

Consulting faculty and staff before implementing changes in procedures might prevent situations that inappropriately, inefficiently, and unfairly shift workload to Department faculty and staff.
Appendix 1

Revision of B.S. Industrial/Organizational Degree
REQUEST FOR APPROVAL OF REVISION OF THE B.S. MAJOR PROGRAM IN PSYCHOLOGY

1. **Department**: Psychology

2. Full and exact **title** of major, including degree earned: Psychology B.S.

3. **Purpose** of the proposed revision: (1) to reduce the number of units required to complete this option from 87 to 75 units, and (2) to move MGMT 3610 from an area requirement to an elective.

4. List of all **program requirements** including prerequisites and **courses**. A comparison of the existing and proposed portions of the program must be provided. This should be done by copying and pasting the existing catalog section(s) and revising by indicating deleted text using strikethrough (deleted text), and added text using underline (added text). For sections that are heavily revised, strikethrough the entire pertinent text section (text) and enter the new text underneath indicated by underline. **Total required units** in both old and new programs must be included even if there is no change.

See attached

   I  Current Program
   II Changes to Program
   III New Revised Program

5. List of **New Course**, **Course Modification**, and **Course Discontinuance Requests**, if any, submitted along with this proposal: None

6. **RESOURCE IMPLICATIONS** of the proposed revision, if any: None

7. Relationship of Revised Program to requirements for **teaching credentials, accreditation** and/or **licensing**, if any: N/A

8. **CONSULTATION** with other affected departments and program committee:

   a) The following **department(s)** has (have) been consulted and raise **no objections**:

   We consulted with Dr. Xinjian Lu, Chair of the Department of Management. Dr. Xinjian and his Department raised no objections, but asked the Psychology Department to consider including two courses, MGMT 3616 Human Resources Evaluation and MGMT 4618 Human Resources Training & Development, as electives for the B.S. degree in Psychology. The Psychology Department decided to continue including MGMT 4618 (but not MGMT 3616, which is too similar to PSYC 4500) as an elective.

   b) The following **department(s)** has (have) been consulted and raise **concerns**:
9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

   Chair: ___________________________________________  Date: ______________

   Marvin Lamb, Chair of the Department of Psychology

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

    Dean/Associate Dean: _______________________________  Date: ______________

    Michael Leung, Dean of the College of Science
I. CURRENT PROGRAM

I. Industrial/Organizational Psychology Option (87 units)

A. Core Requirements (51 units)

PSYC 1000 General Psychology (or 1001 or 1005) (5)
PSYC 2020 Methods of Investigation in Psychology (4)
PSYC 3100 Experimental Psychology (5)
PSYC 3400 Ergonomics and Human Factors (4)
PSYC 3500 Social Psychology (4)
PSYC 3540 Groups and Organizations (4)
PSYC 4200 Conditioning and Learning (4)
PSYC 4220 Cognitive Processes (4)
PSYC 4500 Industrial Psychology (4)
STAT 1000 Elements of Probability and Statistics (5)
STAT 3010 Statistical Methods in the Social Sciences (4)

Advanced laboratories: *Two different courses* from PSYC 4800, 4801, 4802, 4803, 4804, 4805, 4806, or 4808 (4)

B. Area Requirements (24 units)

*Industrial: Assessment, Selection and Performance Appraisal* (12 units)

Select 12 units from the following:

- MGMT 3610 Human Resources Management (4)
- PSYC 3200 Psychological Tests (4)
- PSYC 3210 Principles of Survey and Test Construction (4)
- PSYC 3220 Psychology of Individual Differences (4)
- PSYC 3230 Applied Measurement (4)
- PSYC 3240 Decision Theory (4)

*Organizational: Group Processes, Culture, and Work Motivation* (12 units)

Select 12 units from the following:

- PSYC 3250 Behavior Modification (4)
- PSYC 3520 Interpersonal Processes (4)
- PSYC 3550 Social Influence and Change (4)
- PSYC 3600 The Impact of Culture on Social Psychology (4)
- PSYC 4300 Motivation (4)

C. Electives (12 units)

Select 12 units from any combination of courses listed below. (*Note: At least one Management course is recommended.*)

1. Permissible upper division Psychology (PSYC) courses (excludes PSYC courses whose course descriptions indicate that they may not be used to satisfy a Psychology major requirement)

2. The following courses from the Management program:

- MGMT 3600 Theories of Management (4)
- MGMT 3680 Industrial Relations (4)
- MGMT 4615 Compensation and Benefits (4)
- MGMT 4618 Human Resources Training and Development (4)

3. The following courses from the Statistics department:

- STAT 3510 Sampling Procedures for Surveys (4)
- STAT 3900 Data Analysis Using Statistical Packages (4)
STAT 3910 Statistical Software Design (4)
STAT 4000 Analysis of Variance in the Behavioral Sciences (4)
STAT 4515 Applied Multivariate Analysis (4)
STAT 4610 Introduction to Nonparametric Statistical Methods (4)
II. CHANGES TO PROGRAM

I. Industrial/Organizational Psychology Option (87 units) (75 units)

A. Core Requirements (51 units)
- PSYC 1000 General Psychology (or 1001 or 1005) (5)
- PSYC 2020 Methods of Investigation in Psychology (4)
- PSYC 3100 Experimental Psychology (5)
- PSYC 3400 Ergonomics and Human Factors (4)
- PSYC 3500 Social Psychology (4)
- PSYC 3540 Groups and Organizations (4)
- PSYC 4200 Conditioning and Learning (4)
- PSYC 4220 Cognitive Processes (4)
- PSYC 4500 Industrial Psychology (4)
- STAT 1000 Elements of Probability and Statistics (5)
- STAT 3010 Statistical Methods in the Social Sciences (4)

Advanced laboratories: Two different courses from PSYC 4800, 4801, 4802, 4803, 4804, 4805, 4806, or 4808 (4)

B. Area Requirements (24 units) (16 units)

Industrial: Assessment, Selection and Performance Appraisal (12 units) (8 units)
Select 12 (8) units from the following:
- MGMT 3610 Human Resources Management (4)
- PSYC 3200 Psychological Tests (4)
- PSYC 3210 Principles of Survey and Test Construction (4)
- PSYC 3220 Psychology of Individual Differences (4)
- PSYC 3230 Applied Measurement (4)
- PSYC 3240 Decision Theory (4)

Organizational: Group Processes, Culture, and Work Motivation (12 units) (8 units)
Select 12 (8) units from the following:
- PSYC 3250 Behavior Modification (4)
- PSYC 3520 Interpersonal Processes (4)
- PSYC 3550 Social Influence and Change (4)
- PSYC 3600 The Impact of Culture on Social Psychology (4)
- PSYC 4300 Motivation (4)

C. Electives (42 units) (8 units)
Select 12 (8) units from any combination of courses listed below. (Note: At least one Management course is recommended.)

1. Permissible upper division Psychology (PSYC) courses (excludes PSYC courses whose course descriptions indicate that they may not be used to satisfy a Psychology major requirement)

2. The following courses from the Management program:
   - MGMT 3600 Theories of Management (4)
   - MGMT 3610 Human Resources Management (4) [moved from Industrial Option]
   - MGMT 3880 Industrial Relations (4)
   - MGMT 4615 Compensation and Benefits (4)
   - MGMT 4618 Human Resources Training and Development (4)

3. The following courses from the Statistics department:
   - STAT 3510 Sampling Procedures for Surveys (4)
   - STAT 3900 Data Analysis Using Statistical Packages (4)
STAT 3910 Statistical Software Design (4)
STAT 4000 Analysis of Variance in the Behavioral Sciences (4)
STAT 4515 Applied Multivariate Analysis (4)
STAT 4610 Introduction to Nonparametric Statistical Methods (4)
III. NEW REVISED PROGRAM

I. Industrial/Organizational Psychology Option (75 units)

A. Core Requirements (51 units)
   PSYC 1000 General Psychology (or 1001 or 1005) (5)
   PSYC 2020 Methods of Investigation in Psychology (4)
   PSYC 3100 Experimental Psychology (5)
   PSYC 3400 Ergonomics and Human Factors (4)
   PSYC 3500 Social Psychology (4)
   PSYC 3540 Groups and Organizations (4)
   PSYC 4200 Conditioning and Learning (4)
   PSYC 4220 Cognitive Processes (4)
   PSYC 4500 Industrial Psychology (4)
   STAT 1000 Elements of Probability and Statistics (5)
   STAT 3010 Statistical Methods in the Social Sciences (4)

   Advanced laboratories: Two different courses from PSYC 4800, 4801, 4802, 4803, 4804, 4805, 4806, or 4808 (4)

B. Area Requirements (16 units)

   Industrial: Assessment, Selection and Performance Appraisal (8 units)

   Select 8 units from the following:
   PSYC 3200 Psychological Tests (4)
   PSYC 3210 Principles of Survey and Test Construction (4)
   PSYC 3220 Psychology of Individual Differences (4)
   PSYC 3230 Applied Measurement (4)
   PSYC 3240 Decision Theory (4)

   Organizational: Group Processes, Culture, and Work Motivation (8 units)

   Select 8 units from the following:
   PSYC 3250 Behavior Modification (4)
   PSYC 3520 Interpersonal Processes (4)
   PSYC 3550 Social Influence and Change (4)
   PSYC 3600 The Impact of Culture on Social Psychology (4)
   PSYC 4300 Motivation (4)

C. Electives (8 units)

   Select 8 units from any combination of courses listed below. (Note: At least one Management course is recommended.)

   1. Permissible upper division Psychology (PSYC) courses (excludes PSYC courses whose course descriptions indicate that they may not be used to satisfy a Psychology major requirement)

   2. The following courses from the Management program:
      MGMT 3600 Theories of Management (4)
      MGMT 3610 Human Resources Management (4)
      MGMT 3680 Industrial Relations (4)
      MGMT 4615 Compensation and Benefits (4)
      MGMT 4618 Human Resources Training and Development (4)

   3. The following courses from the Statistics department:
      STAT 3510 Sampling Procedures for Surveys (4)
      STAT 3900 Data Analysis Using Statistical Packages (4)
STAT 3910 Statistical Software Design (4)
STAT 4000 Analysis of Variance in the Behavioral Sciences (4)
STAT 4515 Applied Multivariate Analysis (4)
STAT 4610 Introduction to Nonparametric Statistical Methods (4)
Appendix 2

Check Sheets for Each of the Department’s Four Degree Programs
# REQUIREMENT CHECKLIST FOR THE BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

## 2010-2012 Catalog

<table>
<thead>
<tr>
<th>General Psychology Requirements</th>
<th>Title</th>
<th>Units</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 1000</td>
<td>General Psychology: Overview</td>
<td>5</td>
<td>Or its equivalent.</td>
</tr>
<tr>
<td>Psychology 2020</td>
<td>Methods of Investigation in Psychology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Statistics 1000</td>
<td>Introductory Statistics</td>
<td>5</td>
<td>Or its equivalent.</td>
</tr>
<tr>
<td>Biology 1001/1002</td>
<td>Introduction to Biology with Laboratory</td>
<td>5</td>
<td>Or its equivalent.</td>
</tr>
</tbody>
</table>

The following are required courses that should be taken at CSUEB. Please note that STAT 3010 and PSYC 2020 are required prerequisites for PSYC 3100 which is then required for the two advanced Psychology Laboratory (480X) courses. This sequence should be started as early as possible.

| Statistics 3010                | Statistical Methods in the Social Sciences | 4     | Prerequisite: Stat 1000. Stat 3010 should be taken no later than Winter Quarter of your junior year. |
| Psychology 3100                | Experimental Psychology                    | 5     | Prerequisites: Psyc 2020 and Stat 3010. |

### Take Two (4 units)

| Psychology 4800                | Advanced Psychology Laboratory            | 2     | Prerequisite: Psyc 3100. It is best not to take both labs in the same quarter. Please see the official course catalog for other prerequisites. |
| Psychology 4801                | Learning and Motivation Laboratory        | 2     |                                             |
| Psychology 4802                | Sensation and Perception Laboratory       | 2     |                                             |
| Psychology 4803                | Physiological Psychology Laboratory       | 2     |                                             |
| Psychology 4804                | Social and Personality Laboratory        | 2     |                                             |
| Psychology 4805                | Comparative Psychology Laboratory         | 2     |                                             |
| Psychology 4806                | Developmental Psychology Laboratory       | 2     |                                             |
| Psychology 4808                | Industrial Psychology Laboratory          | 2     |                                             |

The following psychology requirements may be fulfilled at any time after completing the listed prerequisites.

**Take:**
- Psychology 4200 Conditioning and Learning Psychological Psychology 4
- Psychology 4201 Human Learning and Cognition Laboratory 4
- Psychology 4202 Learning and Motivation Laboratory 4
- Psychology 4203 Sensation and Perception Laboratory 4
- Psychology 4204 Social and Personality Laboratory 4
- Psychology 4205 Comparative Psychology Laboratory 4
- Psychology 4206 Developmental Psychology Laboratory 4
- Psychology 4208 Industrial Psychology Laboratory 4

**Take one of:**
- Psychology 3220 Psychological Tests Survey and Test Construction 4
- Psychology 3230 Individual Differences Applied Measurement 4
- Psychology 4420 Psychological Psychology Psychology of Personality 4
- Psychology 4421 Cognitive Processes 4
- Psychology 4422 Sensation and Perception Psycholinguistics 4
- Psychology 4423 Comparative Psychology Heredity and Behavior Pharmacology 4
- Psychology 4424 Theories of Learning History of Psychology Psycholinguistics 4
- Psychology 4425 Theories of Personality 4

**Take one of:**
- Psychology 3300, 3305, 3410, 4313 or 4430. A maximum of 4 units from 4890, 4900, or any Laboratory may be used toward satisfying this requirement.

List your 3 courses here:

- 4
- 4
- 4

In addition to completing all the University requirements which apply to all degrees, complete the above courses or their equivalents with at least a C (2.00) average. This checklist is for informational purposes only. Please see the official catalog for additional course details and complete degree requirements.
# Checklist for the Bachelor of Science Degree in Psychology

## Industrial/Organizational Psychology Option

### 2010-2012 Catalog

<table>
<thead>
<tr>
<th>General Psychology Requirements</th>
<th>Title</th>
<th>Units</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 1000</td>
<td>General Psychology: Overview</td>
<td>5</td>
<td>Or one of: PSYC 1001, 1005, 2004 or 2009.</td>
</tr>
<tr>
<td>Psychology 2020</td>
<td>Methods of Investigation in Psychology</td>
<td>4</td>
<td>Psy 2020 replaces Psy 3090.</td>
</tr>
<tr>
<td>Statistics 1000</td>
<td>Elements of Probability and Statistics</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The following are required courses that should be taken at CSUEB. Please note that STAT 3010 and PSYC 2020 are required prerequisites for PSYC 3100 which is then required for the advanced psychology laboratory (4800) courses. This sequence should be started as early as possible.

| Statistics 3010                | Statistical Methods in the Social Sciences | 4     | Prerequisite: Stat 1000. Stat 3010 should be taken no later than Winter Quarter of your junior year. |
| Psychology 3100                | Experimental Psychology                    | 5     | Prerequisites: Psy 2020 and Stat 3010.                                                   |

**Take Two (4 units):**
- **Psychology 4801:** Human Learning & Cognition Laboratory
- **Psychology 4802:** Sensation & Perception Laboratory
- **Psychology 4803:** Physiological Psychology Laboratory
- **Psychology 4804:** Social & Personality Laboratory
- **Psychology 4805:** Comparative Psychology Laboratory
- **Psychology 4806:** Developmental Psychology Laboratory
- **Psychology 4808:** Industrial Psychology Laboratory

**Take any 12 units:**

**Industrial: Selection and Performance Appraisal**
- **Psychology 3200:** Psychological Tests
  - 4 units: Psychological Tests
  - See Course Listings for Prerequisites.

**Take any 12 units:**

**Organizational: Management, Training, and Work Motivation**
- **Psychology 3250:** Behavioral Modification
  - 4 units: Behavioral Modification
  - See Course Listings for Prerequisites.

Take 12 additional units selected from the list below or from upper division 3000-level or 4000-level PSYC courses. (You CANNOT use PSYC 3300, 3305, 3410 or 4430 to fulfill this requirement.)

- **Psychology 3500:** Theories of Management
- **Psychology 3515:** Compensations and Benefits
- **Management 3600:** Human Resources Training and Dev
- **Psychology 3610:** Sampling Procedures
- **Statistics 3010:** Statistical Analysis for Data Analysis
- **Statistics 3090:** Stat Software Design for Microcomputers
- **Statistics 4000:** Analysis of Variance
- **Statistics 4515:** Multivariate Analysis
- **Statistics 4610:** Nonparametric Statistical Methods

In addition to completing all the University requirements which apply to all degrees, complete the above courses or their equivalents with at least a C (2.00) average. This checklist is for informational purposes only. Please see the official catalog for additional course details and complete degree requirements.
### REQUIREMENT CHECKLIST FOR THE BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY  
**ERGONOMICS AND HUMAN FACTORS OPTION**

In addition to completing all the University requirements which apply to all degrees, complete the following courses or their equivalents with at least a C (2.00) average. Students in the Ergonomics and Human Factors Psychology Option are urged to complete a minor in Statistics, Computer Science, Mathematics, or Physics. Courses can be counted simultaneously toward a minor and a major.

<table>
<thead>
<tr>
<th>Psychology Requirements</th>
<th>Title</th>
<th>Units (54)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psycol 1000, 3060</td>
<td>General Psychology Overview</td>
<td>5</td>
</tr>
<tr>
<td>Psycol 2020 (formerly Psycol 3090)</td>
<td>Methods of Investigation in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 3100</td>
<td>Experimental Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Psycol 3240</td>
<td>Decision Theory</td>
<td>4</td>
</tr>
<tr>
<td>or Psycol 4220</td>
<td>Cognitive Processes</td>
<td>4</td>
</tr>
<tr>
<td>or Psycol 4740</td>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 3500</td>
<td>Ergonomics and Human Factors</td>
<td>4</td>
</tr>
<tr>
<td>or Ergnr 3190</td>
<td>Human Factors Engineering</td>
<td>4</td>
</tr>
<tr>
<td>or Ergnr 3195</td>
<td>Human Factors in Engineering</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 3260</td>
<td>Stress and Coping</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 3500</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or Psycol 3540</td>
<td>Groups and Organizations</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 4000</td>
<td>Conditioning and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 4320</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 4340</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 4500</td>
<td>Industrial Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Two courses from: Psycol 4800, 4801, 4900, 4905, 4906, 4996</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Advanced Laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psycol 4430</td>
<td>Fieldwork in Community Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psycol 4900</td>
<td>Independent Study</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Requirements</th>
<th>Title</th>
<th>Units (28-32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 1109</td>
<td>Introduction to Computer Science and Programming Methods</td>
<td>4</td>
</tr>
<tr>
<td>Complete the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 130*</td>
<td>Trigonometry and Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>or Math 101, 102, 103*</td>
<td>General Physics</td>
<td>15</td>
</tr>
<tr>
<td>or Phys 2701, 2702, 2703</td>
<td>Introduction Physics</td>
<td>12</td>
</tr>
<tr>
<td>or Stat 1060 and 3010</td>
<td>Elements of Probability and Statistical Methods</td>
<td>9</td>
</tr>
<tr>
<td>or Stat 3002 and 3003</td>
<td>Statistical Inference I and II</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Concentration</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two additional courses, both from the same group:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science Group: CS 2360</td>
<td>(see catalog for descriptions)</td>
<td>8</td>
</tr>
<tr>
<td>and four additional units in CS courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Group: Ergnr 3020</td>
<td>Work Design and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>Ergnr 3040</td>
<td>Industrial Costs and Controls</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics Group: Math 1304 and 1305</td>
<td>Calculus I and II</td>
<td>8</td>
</tr>
<tr>
<td>Psychology Group: Eight units of permissible upper division psychology courses in addition to those used to fulfill the other requirements in this major.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics Group: Eight units of upper division statistics courses, not including Stat 3010, 3505 or 3503</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Units Required: 54-84

* Students with appropriate background can go directly to 1304. These students are excused from Math 1300.
* Math 2304 is required as a prerequisite to Phys 1000.
REQUIREMENT CHECKLIST FOR THE MINOR IN PSYCHOLOGY

Students in other majors who have an interest in psychology may want to complete a minor in psychology and have it officially noted on their transcripts.

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psyc 1000</td>
<td>General Psychology: Overview</td>
<td>5</td>
</tr>
<tr>
<td>Psyc 1100 or 2020*</td>
<td>Critical Thinking or Methods of Investigation</td>
<td>4</td>
</tr>
</tbody>
</table>

And ONE of the following groups:

A. Twenty additional units of permissible upper-division Psychology courses (except 3300, 3305, 3410, 3413, and 4430).
   or
B. Psyc 3100 (with necessary pre-requisite courses in Statistics) and 12 additional units as above (Stat 4060 is acceptable).

**TOTAL POINTS REQUIRED**

29-35

*Psyc 2020 permanently replaces Psyc 3050

The Psychology Department designed this minor with a great deal of flexibility to enable students to match their major field and interests. For example, Business majors often use some of the following courses to make up the "twenty additional units."

Psyc 3250   Behavior Modification
Psyc 3400   Ergonomics and Human Factors
Psyc 3420   Stress and Coping
Psyc 3500   Social Psychology
Psyc 3510   Attitudes and Opinions
Psyc 3520   Interpersonal Processes
Psyc 3540   Groups and Organizations

In contrast, Biology majors are often interested in the following courses:

Psyc 4310   Comparative Psychology
Psyc 4345   Sensation and Perception
Psyc 4350   Heredity and Behavior
Psyc 4360   Psychopharmacology

Other groups are appropriate for other majors. Feel free to consult any Psychology faculty member for course recommendations to fit your particular interest and career objectives. Completion of the minor grad check insures that the minor will be noted on your transcript.

CALIFORNIA STATE UNIVERSITY
EAST BAY

Appendix 3
Department of Psychology Assessment Plan
**Mission Statement:** The mission of the Department of Psychology at California State University, Hayward is to encourage and advance learning in the field of psychology, and encourage among its students and faculty a lifelong enthusiasm for intellectual activity, including basic research, the integration of knowledge, and the application of scholarship to practical problems. This mission is consistent with the University’s mission.

**Goals:** The primary goals of the Department are to enable our students to:

* Develop scientific thinking and methodological skills
* Master the content and theory of the field of psychology
* Apply psychology and prepare for careers.

In addition, our Department has secondary goals which further enhance the education of all students. These goals are to enable our students to:

* Demonstrate information competence, including using current technology
* Develop written and oral communication skills
* Understand the complexities of cultural diversity
* Enhance personal development.

These primary and secondary goals are consistent with our Mission Statement and with goals outlined in 1999 by 48 CSU psychology faculty representing 19 CSU campuses.

This document presents: first, the Department’s approaches to achieving our goals; second, the performance indicators we currently use to assess those goals and the perceived learning outcomes; and third, our future plans.

**Current Approaches to Achieving Our Goals**

**Goal 1: Developing Scientific Thinking and Methodological Skills**

The definitive feature of scientific thinking is the requirement to base conclusions on carefully collected data, rather than common sense, deeply felt beliefs, authoritative sources, cultural wisdom, laws, or other sources of knowledge. Learning this habit of thought is one important path to thinking clearly.

Methodological skills in psychology include a variety of research and practice techniques. All of these techniques make use of scientific thinking and of skills in data collection, measurement, and data analysis, but they vary considerably in detail.

Research psychologists tend to specialize around their methods, rather than around content domains. For example, some methodological specialties include measuring nervous system activity directly, collecting reaction-time measures with computers, observing natural behavior in the field, collecting survey information, setting up artificial situations in laboratory settings and carefully measuring responses, and so forth.

Practicing psychologists also tend to specialize around their methods. Some methodological techniques useful in practice include testing and assessment, clinical diagnosis, program evaluation, techniques for personnel selection, job analysis, and performance appraisal.

We emphasize scientific thinking in all of our courses. In content courses, the usual form of instruction is to present empirical findings and explore how they relate to various theoretical interpretations. This approach requires students to develop and hone their scientific thinking skills repeatedly. Research and practice techniques commonly used in each content area are also described in content courses. With repeated exposure, students gradually become familiar with the various methodological approaches.

In addition to content courses, four required courses are devoted specifically to scientific thinking and methodological skills. All psychology majors must complete Methods of Investigation in Psychology and Experimental Psychology, plus two courses in Statistics. Students in the B.A. program and in the Industrial Option of the B.S. program must also take at least one course in testing/evaluation/assessment. Students in the Industrial Option also take additional courses that provide specific training in program evaluation, techniques for personnel
selection, job analysis, and performance appraisal. Those in the Human Factors Option of the B.S. program also take eight additional courses in math, physics, and statistics, plus two additional courses from a group of courses in psychology, math, computer science, and statistics.

These demanding courses prepare our majors for rigorous laboratory-based classes during their final year at CSUH. Students in the B.A. program and in the Industrial Option of the B.S. program must complete two of these research lab courses; those in the Ergonomics and Human Factors Option of the B.S. program must complete one lab course plus an approved internship. Students in all programs choose from among eight different advanced labs, each emphasizing research methodology from different content areas (e.g., learning and cognition, motivation, social and personality, and developmental). Each lab requires that students complete empirical research projects and write integrative papers based on these projects. In addition to developing scientific thinking, these projects encourage the development of written, quantitative, information literacy, and computer literacy skills.

We offer content courses in Abnormal Psychology, Introduction to Psychotherapy, and Child Psychopathology.

**Goal 2: Mastering the Content and Theory in Psychology**

**Core Content**

Since its beginnings in the late 1800s, the field of psychology has shown a pattern of dynamic growth and frequent redefinition. Identifying the core content of psychology and coming to agreement on what constitutes that core is a process under constant discussion. As the field of psychology changes and matures, so does our curriculum.

Psychologists view our content from a variety of theoretical and methodological perspectives. For example, some physiological psychologists using one set of methodological approaches focus on studying how the anatomy and physiology of the nervous system give rise to various perceptual or emotional phenomena. However, perception and emotion are also studied by other psychologists using very different approaches. Some developmental psychologists focus on how and why various aspects of perception differ at different points in the lifespan. Some social psychologists investigate how certain aspects of emotion are affected when people interact in groups, or how they are affected by the expectations of others. Other psychologists look at the same topics from other perspectives. Differences in perspective and methodology lead to different theories. The resulting methodological and theoretical cross-cutting makes it difficult for the field of psychology to agree on how to define and separate our core content areas. Our Department is no different from our field in this respect.

Our Department views psychology as having three core content areas and the structure of our curriculum reflects this:

* The study of human and animal learning and behavior
* The study of the more-or-less conscious functioning of the human mind, including perception, memory, attention, problem solving, decision making, and the use of language
* The study of the social and emotional behavior and feelings of human beings, and how these relate to the construct that we call personality.

All of this content is relevant to more applied content areas such as abnormal psychology and stress and coping.

To insure that our students become familiar with this content, students in all of our degree programs are required to achieve passing grades in a series of courses that require them to master portions of this core knowledge.

Students in all of our degree programs are required to take one course in human and animal learning and behavior. Content from the other two core areas is provided in different ways for the different degree programs.

B.A. students are required to sample one course from each of the following two groupings:

Cognitive Psychology, Sensation and Perception, Psycholinguistics, all of which provide at least some content relevant to the more-or-less conscious functioning of the human mind;

Social Psychology, Developmental Psychology, or Psychology of Personality, all of which provide at least some content in the study of the social and emotional behavior and feelings of human beings. In addition, B.A. students are required to take at least one course in Physiological Psychology, which insures additional coverage of the core
content from that methodological perspective. B.A. students are also required to take a Biology course (with lab) plus three additional upper-division psychology electives, almost all of which provide even more coverage of the core content.

B.S. students with an Option in Industrial Psychology are required to take courses in Cognitive Psychology, Industrial Psychology, and Human Factors, all of which provide content relevant to aspects of the functioning of the human mind as this relates to an industrial or business setting. They must also take three courses that are focused on organizational behavior and three that are focused on assessment and performance appraisal. In addition, they must take three additional upper-division psychology electives to provide more coverage of core content.

B.S. students with an Option in Human Factors are required to take courses in Human Factors, Sensation and Perception, and either Cognitive Psychology or Psycholinguistics, all of which provide content relevant to aspects of the functioning of the human mind; plus a course in social behavior and one in Physiological Psychology.

Theories

All content courses include theoretical content relevant to those approaches. In addition, B.A. students are required to select one course from among three theoretical survey courses. For the B.S. students with an Option in Industrial Psychology, the Industrial Psychology course serves as a capstone course, tying together many theoretical threads. For the B.S. students with an Option in Human Factors, the Human Factors course serves the same purpose.

Goal 3: Applying Psychology and Preparing for Careers

The undergraduate degree in psychology is normally considered direct career preparation only insofar as it prepares students for graduate study in psychology. Our heavy emphasis on methodology, along with our required coverage of the core areas, is designed specifically to prepare students for graduate study.

Students planning to pursue graduate study also need role models and research experience. To be good role models, members of our faculty are encouraged to be active professionals. Our Department strives to support the research and other professional endeavors of our faculty, especially insofar as they provide our students with valuable learning experiences. We provide space and other resources to make research possible. Students in our advanced labs perform original research, sometimes of their own design, sometimes designed by the professor. Students who are especially interested often go further than required, and work directly with professors on extended research projects—sometimes leading to publications.

With respect to preparation for careers after graduation with a B.A. degree, our primary emphasis is on helping students identify knowledge garnered from coursework that can be applied to potential jobs and careers.

Our B.S. programs are more closely targeted toward bachelor-level careers, although we have made sure that they provide adequate preparation for graduate school as well. Again, our primary emphasis is on helping students recognize the relation between coursework and career. A series of small courses designed to assist Industrial/Organizational Option students with their career plans is in place. In addition, the B.S. programs include courses that are more directly career applicable.

In addition to academic instruction, tenure-track faculty provide career advising to students. The department also provides an on-line Student Handbook which includes some career information, publishes a quarterly newsletter which frequently focuses on career planning, and supports two student organizations which offer events designed to assist with career planning.

Secondary Goals

Most content courses include elements designed to achieve one or more of our secondary goals. For example, many instructors require written assignments, oral presentations, and assignments that require students to develop their information competence. In addition, successful performance in our mandatory lab courses requires information competence, including using current technology, plus good written and oral communication skills.

By emphasizing how the environment shapes individuals, virtually all courses in Psychology at least indirectly address the goal of enabling our students to understand the complexities of cultural diversity. However, some
courses do so very directly. For example, Developmental Psychology emphasizes how cultural differences impact individuals throughout their lives, and provides experiences that require students to investigate the development of people in cultures other than their own. Similarly, by their nature, virtually all courses in Psychology address the goal of enhancing personal development. Another new course, The Impact of Culture on Social Psychology, deals even more directly with these issues.

Performance Indicators and Learning Outcomes

Goal 1: Developing Scientific Thinking and Methodological Skills

* Recognize, identify, and formulate a research hypothesis
* Identify and formulate properties of a sound research design
  o Independent and dependent variables
  o Characteristics of and distinctions among empirical approaches to studying behavior
  o Research design (e.g., single vs. multi-subject)
* Conduct a suitable literature search
* Identify and apply appropriate data collection methods
  o Select appropriate research materials
  o Formulate appropriate instructions
  o Follow A.P.A. ethical guidelines
  o Pretest and review design
  o Identify and derive reliable and valid measures of behavior
* Identify and apply appropriate procedures for analyzing collected data
  o Summary graphs and tables
  o Appropriate statistical tools for the analysis of data
* Draw appropriate conclusions from collected data
* Communicate orally and in writing about the research.

Goal 2: Mastering the Content and Theory in Psychology

* Describe the nature of psychology as a discipline
* Use the concepts, language, and major theories of the discipline to account for psychological phenomena
* Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural)
* Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.

Goal 3: Applying Psychology and Preparing for Careers

* Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health)
* Identify appropriate applications of psychology in solving problems (e.g., pursuing healthy lifestyles, psychological tests and measurements, psychology-based interventions and their empirical evaluation)
* Articulate how psychological principles can be used to explain social issues and inform public policy
* Apply psychological concepts, theories, and research findings as these relate to everyday life
* Recognize that ethically complex situations can develop in the application of psychological principles.

---

\(^a\)Student learning outcomes based upon recommendations of the American Psychological Association in their “National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major (Draft #10).’’
Four Assessment Tools

We have developed a four-pronged approach to assessment; a Pre-Post Test, an Alumni Survey, a Senior Survey, and a Faculty Self-Assessment. These four assessments provide independent but converging sources of evidence upon which to evaluate our performance and institute change where indicated (see assessment flow chart below).

Psychology Department Assessment Flow Chart

Pre-Post Test Assessment

8. APA Reference Format
9. Identify Hypothesis
10. Identify Researcher's Rationale
11. Identify Data Collection Methods/Study Design
12. Identify All Important Variables
13. Reliability & Validity of All Measures
Pre-Post Test Student Assignment

Complete this assignment by first writing a summary and critique of the attached research report. Feel free to read and reread the research report as many times as you want. When writing your review please try to provide answers to all of the following questions.

1. What is the full reference for the article? Before beginning the text of your review write the reference in American Psychological Association reference format.

2. What is the researcher's hypothesis?

3. What is the rationale for the researcher's hypothesis? Put another way, this question asks you to explain why the researchers chose to study this particular hypothesis.

4. How were the subjects obtained for this study?

5. What are the important variables in this experiment? Identify each one as measured, manipulated, and/or controlled.

6. What can you say about the reliability and validity of each of the measurement tools used in this study?

7. How are the data presented, summarized, and analyzed? Put another way, this question asks you to report on what graphs were used, what summary statistics were used, what inferential statistics were used, etc.

8. What do the results of the research say about the hypothesis? Put another way, do the results support the hypothesis, refute the hypothesis, suggest the hypothesis needs to be revised, etc.?

9. What is your critical evaluation of the research report? For example: is the research method appropriate or inappropriate to test the hypothesis?, are the conclusions justified on the basis of the results?, are the conclusions appropriate given the sampling procedures?, what are the strengths and weaknesses of the study?

10. Next, use the library to find three other primary sources reporting research on the topic of the paper you just reviewed (or similar topics). Provide the references for those three articles.
Scoring Pre-Post Test Student Assessment Assignment

Is reference complete and in APA format?

0   1   2   3   4
NOT AT ALL   PARTIALLY CORRECT   CORRECT

Correctly identify the research hypothesis.

0   1   2   3   4

Correctly describe the rationale for the hypothesis.

0   1   2   3   4

Correctly describe the sampling procedure.

0   1   2   3   4

Correctly identify the important variables.

0   1   2   3   4

Identify reliable and valid measures.

0   1   2   3   4

Identify procedures for analyzing collected data.

0   1   2   3   4

Are appropriate conclusions drawn from the data?

0   1   2   3   4

Critical evaluation of the research report.

0   1   2   3   4

Identify three other primary research reports on same or similar topic.

0   1   2   3   4
Alumni Survey Assessment

Instructions for Followup Survey

Dear Psychology Alum:
The faculty members in the Psychology Department at CSUEB sincerely hope that your life and career are going well.
We often wonder what happens to our students after they graduate—and it would make life better for our present students if we knew. We hope you will answer a few questions about your life after graduation to help us provide improved career advising to our present students.
We would also love to hear from you personally. You can send email to psycalum@csueastbay.edu
Thank you very much for your assistance.

Marvin Lamb, Department Chair

Nancy Harrison, Alumni Survey Co-ordinator

Developed using the following materials:

1. Enter your ID: 

2. Enter your year of graduation. Use four digits: 

3. Which degree did you earn?
   - [ ] B.A.
   - [ ] B.S. Industrial/Organizational Option
   - [ ] B.S. Ergonomics Option

4. What was your approximate Grade-Point-Average at graduation?
   - [ ] 2.0 - 2.4
   - [ ] 2.5 - 2.9
   - [ ] 3.0 - 3.5
   - [ ] 3.5 - 4.0

5. At the time of graduation, did you plan to work toward a career related to Psychology?
   - [ ] Yes, a helping career (e.g., clinical, counseling, social work)
   - [ ] Yes, human resources
   - [ ] Yes, experimental, research
   - [ ] No. I had other plans.
   - [ ] I had no clear plans.

6. Are you currently in or working toward a career related to Psychology?
   - [ ] Yes, a helping career (e.g., clinical, counseling, social work)
Follow-up Survey

☐ Yes, human resources
☐ Yes, experimental, research
☐ Yes, another psychology-related career
☐ No

7. Which of the following most accurately describes your pursuit of advanced degrees?

☐ I do not plan to pursue an advanced degree.
☐ I plan to pursue an advanced degree in the future.
☐ I entered a graduate program but I did not complete it.
☐ I am currently enrolled in an M.A. or M.S. program in Psychology.
☐ I am currently enrolled in an MFCC or MFT program.
☐ I am currently enrolled in a Master's program not mentioned above. (Specify in #8)
☐ I am currently enrolled in a Ph.D. program in Psychology.
☐ I am currently enrolled in a Psy.D. program.
☐ I am currently enrolled in a doctoral program not mentioned above. (Specify in #8)

8. Specify your current field of study if not mentioned in Question #7.

☐ 9. I earned an M.A. in Psychology.
   ☐ Yes
   ☐ No
   ☐ Currently working toward an M.A. in Psychology

☐ 10. I earned a M.S. in Psychology.
   ☐ Yes
   ☐ No
   ☐ Currently working toward an M.S. in Psychology

☐ 11. I earned an MFCC or MFT.
   ☐ Yes
   ☐ No
   ☐ Currently working toward an MFCC or MFT

☐ 12. I earned a Master's degree in an area not previously mentioned. (Specify in Item #16 below)
   ☐ Yes
   ☐ No
   ☐ Currently working toward the degree.

☐ 13. I earned a Ph.D. in Psychology.
Follow-up Survey


15. I earned a Doctoral degree in an area not previously mentioned. Specify the area in #16.

16. Specify the degree discipline if not mentioned above.

17. If you attended Graduate School, please identify the:
   Institution:
   Department:
   State:

20. Which of the following statements describes your employment history since graduation?
   - I am still in school.
   - I have been a full time homemaker since I left school.
   - I stayed in much the same job I had before graduation.
   - I have had continuing difficulty finding satisfactory employment.
   - My career has been up and down.
   - I found satisfactory employment after some initial difficulty.
   - I found satisfactory employment without difficulty.
   - Other. (Specify in #21)

21. If you responded Other, please describe your employment history:

22. Beginning with the first job you had when you left school and ending with your current job, please complete the following:
   First Job Title after leaving school:
23. Scope of activities (e.g., working with objects, data, people):

24. Approximate yearly salary of your first job:
   - $0 - $15,000
   - $15,001 - $25,000
   - $25,001 - $40,000
   - $40,001 - $60,000
   - more than $60,000

25. Reason for leaving (if applicable)?

26. Job title of your second job:

27. Scope of activities (e.g., working with objects, data, people):

28. Approximate salary of your second job:
   - $0 - $15,000
   - $15,001 - $25,000
   - $25,001 - $40,000
   - $40,001 - $60,000
   - more than $60,000

29. Reason for leaving (if applicable):

30. Job title for your third job:

31. Scope of activities (e.g., working with objects, data, people):
32. Approximate salary of your third job:

- $0 - $15,000
- $15,001 - $25,000
- $25,001 - $40,000
- $40,001 - $60,000
- more than $60,000

33. Reason for leaving (if applicable):

34. Current job title:

35. Scope of activities (e.g., working with objects, data, people):

36. Approximate salary of your current job:

- $0 - $15,000
- $15,001 - $25,000
- $25,001 - $40,000
- $40,001 - $60,000
- more than $60,000

Indicate the importance of the following skills and knowledge for succeeding in your career:

37. Clear writing:
   - not important at all
   - very important

38. Clear speaking:
   - not important at all
   - very important

39. Ability to locate and evaluate information:
   - not important at all
   - very important

40. Ability to interpret data:
Follow-up Survey

41. Ability to work with data:
   not important at all ○ ○ ○ ○ ○ very important

42. Ability to collect data:
   not important at all ○ ○ ○ ○ ○ very important

43. Ability to apply scientific methods:
   not important at all ○ ○ ○ ○ ○ very important

44. Knowledge of specific scientific findings:
   not important at all ○ ○ ○ ○ ○ very important

45. Knowledge of people that can be applied in work relationships:
   not important at all ○ ○ ○ ○ ○ very important

46. Knowledge of people that can be applied in personal relationships:
   not important at all ○ ○ ○ ○ ○ very important

47. Describe anything that you wish you had studied and learned while completing your undergraduate degree:

48. Is there anything you regret spending time learning as an undergraduate?

49. What advice would you offer to students who have the same career plans that you had at graduation?

50. What advice would you offer to students who plan to enter the career you are currently in or working toward?

51. Overall, how satisfied are you with the undergraduate Psychology program at Cal State East Bay?
   not satisfied ○ ○ ○ ○ ○ very satisfied

52. Which courses were most valuable to you in learning about Psychology?
53. Do you have any additional comments?

The following three questions are here only to determine if we have a representative sample of our graduates. They are optional.

☐ 54. Are you Male or Female?
   - Female
   - Male

55. What is your age? ___ years.

56. How many years of Education have you completed?
   - Put 16 for college diploma (bachelor's degree, B.A., B.S., etc.).
   - Put 18 for masters degree (M.A., M.S., etc.)
   - Put 20 for doctorate degree (Ph.D., M.D., etc.)
   - Education: ___

57. Nationality (country of birth): ______________________

Please check your answers. When you are done, push the button below.

finished

Thank You!
Senior Survey
Assessment

Instructions for Graduate Interview

Congratulations on your upcoming graduation. The Psychology Department faculty would like to wish you the best of luck on your future plans.
We would like to collect information from you about our Psychology Program. This information will be used to consider changes that may enrich the experience of future students.
Please be as honest and frank as you can. Your responses will be confidential and anonymous.

1. Looking back over the courses that you took in the Psychology Department, how do you feel about what you were able to learn?
   - Very Dissatisfied
   - Dissatisfied
   - Neutral
   - Satisfied
   - Very Satisfied

2. Many of the students in our program work at a job while attending school. Approximately how many hours did you work each week at your job?

3. If you have children or adults to care for at home, how many were there? Enter the number of people cared for.

4. For an average 4 unit Psychology class, about how many hours each week did you study outside of class?
   - Less than 1 hour
   - 1-2 hours
   - 3-4 hours
   - 5-6 hours
   - 7-8+ hours

5. Have you applied, or are you actively preparing to apply, to graduate level programs in the near future?
   - No
   - Yes

6. If you are applying to graduate programs, do you feel well prepared?
   - Not currently applying for graduate school
   - Not at all
   - Somewhat
   - Uncertain
   - Yes
   - Very Much

7. Are you planning to seek a new job?
   - No
   - Uncertain
   - Yes

8. If you will be seeking a new job, do you feel well prepared?
   - Not seeking a new job
   - Not at all
   - Somewhat
   - Uncertain
   - Yes
   - Very Much

9. Generally speaking, were required Psychology courses scheduled frequently enough and at convenient times to meet your needs?
   - Not at all
   - Somewhat
   - Uncertain
   - Yes
   - Very Much

10. Please name one way we can improve the Psychology Program.

11. What did you like best about the Psychology Program?
12. Would you recommend our Psychology Program to other students?
Not Likely ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Certainly

☐ 13. Are you Male or Female?
   ☐ Female
   ☐ Male

14. What is your age? ______ years.

15. What is your Ethnicity?
   Put 1 for African American.
   Put 2 for Hispanic.
   Put 3 for Asian/Asian.
   Put 4 for Native American.
   Put 5 for White.
   If OTHER, please indicate.

16. Nationality (country of birth):

17. Other COMMENTS:

Please check your answers. When you are done, push the button below.

Thank You!
Faculty Self-Assessment

Course

Enrollment

Course Summary

Summary of Student course performance:

Summary of student input/comments:

Summary of Faculty experience & observations:

Recommended Changes

Recommended changes based on student course performance:

Recommended changes based on student input/comments:

Recommended changes based on faculty experience & observations:
Other comments and recommended changes:

**Summary of Recommended Changes**

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<td>Course equipment/apparatus</td>
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<td>Course field trips/site visits</td>
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<td>Text</td>
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<td>Guest speakers</td>
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<td>Homework</td>
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<td>Pacing and relative emphasis</td>
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<td>Projects</td>
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Other________________________________________

Other________________________________________

Other________________________________________
Appendix 4

Academic Performance Review Statistics
# Five-Year Program Review (2010-2011)
## Department of Psychology

### California State University, East Bay

#### APR Summary Data
**Fall 2005 - 2009**

<table>
<thead>
<tr>
<th>Psychology</th>
<th>Fall Quarter</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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**A. Students**

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<td>Total Number of Majors</td>
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**College Years**

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<tr>
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<td>0</td>
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<tr>
<td>Total</td>
<td>116</td>
<td>119</td>
<td>131</td>
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#### Fall Quarter

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**C. Faculty**

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<th>2009</th>
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<tr>
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<td>9</td>
<td>11</td>
<td>10</td>
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<tr>
<td>Part-Time</td>
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<tr>
<td>Grand Total All Faculty</td>
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<td>21</td>
<td>26</td>
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</table>

<table>
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<td>Lecturer</td>
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<td>Total Instructional FTEF</td>
<td>47.7%</td>
<td>48.0%</td>
<td>41.0%</td>
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**B. Degrees Awarded**

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<tr>
<td>Total</td>
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**D. Student Faculty Ratios**

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<td>Upper Division</td>
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<td>Graduate</td>
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<td>53</td>
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**Average Section Size**

Source and definitions available at: [http://www.csueastbay.edu/ira/apr/summary/definitions.pdf](http://www.csueastbay.edu/ira/apr/summary/definitions.pdf)
Appendix 5

Informational/Advising Materials
Informational Brochure for the Psychology

Courses psychology majors take early:

- General Psychology
- Methods of Investigation in Psychology
- Introductory Statistics

Your mind creates the triangle.

VISIT OUR VERY HELPFUL WEBSITE:
www.soe.csueastbay.edu/psychology/

Phone 510-885-3484

Major in Psychology at Cal State East Bay

If you're curious about how people think, respond, learn and forget, develop into unique personalities, and interact with one another and their environments, then the field of Psychology is for you.

Psychology is a large and growing field with many career options including:
- Clinical Psychology
- Counseling Psychology
- Cognitive Psychology
- Developmental Psychology
- Educational Psychology
- Ergonomics and Human Factors
- Forensic Psychology
- Health Psychology
- Industrial/Organizational Psychology
- Neuropsychological Psychology
- Quantitative and Measurement Psychology
- School Psychology
- Social Psychology
- Sports Psychology
Courses to take in your first years:
- General Psychology (PSYC 1000)
- Methods of Investigation in Psychology (PSYC 3000)
- Introductory Statistics (STAT 2)

Psyc 1000 and 3020, and Stat 1000 and 3610 are prerequisites to required labs, so don't put those courses off for too long.

Begin taking upper division psychology courses that look interesting to you soon after you take Introductory Psychology. You don't have to be an upper division student, but be sure to check the prerequisites in the university catalog before enrolling.

Other lower level classes; these can also count toward General Education requirements:
- For the Bachelor of Arts degree:
  - Biology 1001 and 1002
- For the Option in Ergonomics and Human Factors in the B.S. Degree
  - Computer Science 1180
  - Mathematics 1300
  - Physics 2701, 2702, and 2703

Make the most of your years at Cal State East Bay
- TALK TO AN ADVISER SOON AND OFTEN!
- Don't work for money any more than you must.
- Get to know your classmates. Form study groups. Make friends.
- Get to know your professors. Speak up in class. Volunteer to join a work group.
- Do research. Participate in fieldwork.
- Join the Psy Club, maybe Psi Chi, or maybe another on-campus organization; even become an officer!
- Make use of the on-campus services for health, fun, and tutoring.
- Most of all, be ready to grow and change.

Freshmen in Psychology at CSUEB

Congratulations for choosing to major in Psychology! If you're curious about how people think, respond to stress, learn and forget, develop into unique personalities, and interact with one another and their environment, then you're in the right place.

Expect to learn about the behavior, mental processes, and nervous systems of humans and animals, and also how psychologists acquire that knowledge and apply it in a wide range of careers. You'll acquire the skills and knowledge required for entry into grad school, and become well prepared for entry-level positions in many careers.

Our student body is very diverse in culture, age, and ethnicity. Most classes are small, friendly and cooperative; upper-division labs are very small. Welcome!

Dept Office: South Science 229
510-885-3484
Choosing Your Program

At CSUEB, Psychology majors must select one of three programs.

Bachelor of Arts (B.A.) (68 units, 17 courses)

The B. A. program is appropriate for most psychology students. It provides a basic understanding of human behavior and motivation that is valuable in everyday life and in many careers.

Graduates who want “helping” careers are often pleased to discover that opportunities to help arise in many work settings. Many Psychology majors with Bachelor’s degrees are recruited by employers in banking, finance, insurance, manufacturing, publishing, advertising, nonprofit services, and sales and marketing for their strong “people skills” and comfort working with objective data.

Other graduates choose jobs in mental health settings in which they can help more directly, working in rehabilitation centers, child care, crisis centers, substance abuse counseling, etc.

Most careers as a professional psychologist require an advanced degree. We are proud that all of our degree programs provide excellent preparation for entry into graduate programs.

Bachelor of Science (B.S.), Option in Ergonomics and Human Factors (90-94 units, 23 courses)

The Ergonomics and Human Factors Option prepares students for careers in human factors or engineering psychology. Psychologists in this area perform research to learn the limits of peoples' skills, and help design work environments, procedures, and equipment (e.g., computers, aircraft, automobiles) to take account of human strengths, limitations, and preferences. In addition to relevant courses in psychology and statistics, this option requires courses in computer programming and physics. These courses enable graduates to communicate effectively with engineers and physical scientists. Careers are available to students without advanced training, but this program is designed to meet entrance requirements in graduate programs in Psychology, Industrial Engineering, and Engineering Psychology at many universities.

Bachelor of Science (B.S.), Option in Industrial/Organizational Psychology (87 units, 22 courses)

The I/O Option prepares students for careers in psychology as it applies to business and industry, with an emphasis on personnel management. It stresses the areas of psychology most applicable to work in business and industry. Courses in accounting, computer programming, management and statistics allow graduates to fit comfortably into a business environment. Careers are available without further training, but this program is also good preparation for graduate study.

If you can’t decide right away which program is best for you, select the Bachelor of Arts (B.A.) program and register for courses that also count toward the other programs. You can switch programs later without difficulty if you decide a different option is right for you.

For more information, check www.sci.csueastbay.edu/psychology/
Courses that transfer from community college to all Psychology degrees:
- General Psychology
  (Psych 1000 or equivalent, CAN PSY 2)
- Methods of Investigation in Psychology
  (Psych 2020 or equivalent, CAN PSY 8)
- Introductory Statistics
  (Stat 1000 or equivalent, CAN STAT 2)
- Take Statistical Methods in the Social Sciences (Stat 3010) as soon as you can.

Other transferable community college courses:
- The Bachelor of Arts degree
  - Introduction to Biology with a lab
- The Option in Industrial/Organizational Psychology in the B. S. Degree
- Accounting for Non-Business Majors
- The Option in Ergonomics and Human Factors in the B. S. Degree
  - Introduction to Computer Science and Programming Methods
  - Trigonometry and Analytic Geometry
  - Introductory Physics
  (CAN PHYS GEQA)

Community college courses other than those listed may transfer for credit, but do not usually meet the requirements for any program in Psychology.

Transferring upper-division courses from four-year colleges
Locate an instructor who teaches an equivalent course at Cal State East Bay, and obtain their written approval.

Selecting courses at CSUEB:
After you complete Introductory Psychology (1000) and Methods of Investigation in Psychology (2020), you can take most upper-division psychology courses in any order. A few courses have additional prerequisites, so be sure to check the catalog first.

- Stat 3010, plus the top three courses transferring from community college, are prerequisite to Experimental Psychology, Psych 3100. In turn, Psych 3100 is prerequisite to required advanced labs.

Make the most of your years at Cal State East Bay
- Don’t work for money any more than you must.
- Get to know your classmates. Form study groups. Make friends.
- Get to know your professors. Speak up in class. Volunteer to join a research group.
- Do research. Participate in fieldwork.
- Join the Psy Club, maybe Psi Chi, or maybe another on-campus organization, even become an officer.
- Make use of the on-campus services for health, fun, and tutoring.
- Most of all, be ready to grow and change.

Transferring to the Psychology Major at Cal State East Bay

Congratulations for choosing to major in Psychology! We’re very happy to have you. If you’re curious about how people think, respond to stress, learn and forget, develop into unique personalities, and interact with one another and their environment, then you’re in the right place.

At Cal State East Bay, the student body is very diverse in culture, age, and ethnicity. Most classes are small, friendly and cooperative. Upper-division labs are very small. While you’re here, plan to participate in research and fieldwork, and in the Psychology Club. There’s also a chapter of Psi Chi, the national psychology honor society.

Dept Office: South Science 229
510.885.3484
Choosing Your Program
At CSUEB, Psychology majors must select one of these programs.

Bachelor of Arts (B.A.) (68 units, 17 courses)
The B.A. program is appropriate for most psychology students. It provides a basic understanding of human behavior and motivation that is valuable in everyday life and in many careers.

Graduates who want "helping" careers are often pleased to discover that opportunities to help arise in many work settings. Many Psychology majors with Bachelor's degrees are employed by employers in banking, finance, insurance, manufacturing, publishing, advertising, nonprofit services, and sales and marketing for their strong "people skills" and comfort working with objective data.

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If you can't decide right away which program is best for you, select the Bachelor of Arts (B.A.) program and register for courses that also count toward the other programs. You can switch programs later without difficulty if you decide a different option is right for you.

For a lot more information, check http://www.csueastbay.edu/psychology/
Informational Brochure the Statistics Minor

Psychology Majors: Thinking about graduate school?

Students graduating from Cal State East Bay with a minor in Statistics are significantly more likely to be accepted to top graduate programs!!!!!!

Important features of the Minor in Statistics are:

- This minor requires only six courses (24-25 units), of which two are already required (Stat 1000 and Stat 3010) and a third (Stat 4000) fulfills an elective requirement for the Psychology major.
- The minor is recognized on your transcript.
- You will probably have to take no additional courses in mathematics (beyond those that may already be required for your degree).
- The statistical skills you acquire in the minor can be of great advantage in the job market or in applying for graduate school.

The Minor in Statistics: With Courses Using Basic Mathematics

<table>
<thead>
<tr>
<th>Suggested Courses (in addition to those required for the Psychology Major)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Four of the following courses:</td>
<td></td>
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<tr>
<td>3415. Introduction to Decision Theory</td>
<td></td>
</tr>
<tr>
<td>3510. Sampling Procedures for Surveys</td>
<td></td>
</tr>
<tr>
<td>3900. Statistical Packages for Data Analysis*</td>
<td>All courses carry the “Stat” prefix and are 4 units.</td>
</tr>
<tr>
<td>4000. Analysis of Variance in the Behavioral Sciences*</td>
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<tr>
<td>4515. Multivariate Analysis</td>
<td></td>
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<tr>
<td>4611. Regression*</td>
<td></td>
</tr>
<tr>
<td>4610. Introduction to Nonparametric Statistical Methods</td>
<td></td>
</tr>
</tbody>
</table>

Prefixes and Units: All courses carry the “Stat” prefix and are 4 units.

Frequency of Offering: * indicates courses that are usually offered at least once each year. Other courses listed are usually offered in alternate years.

With the consent of a Statistics Department advisor, any upper division Statistics course with a calculus prerequisite may be substituted for any of the above courses.

Please contact the Statistics Office if you have any questions about whether or how to start working towards a Minor in Statistics: call (510) 885-3435, see the website for more information: http://www.sci.csuhayward.edu/statistics, email jmorton@csuhayward.edu, or visit North Science 229.
Appendix 6

Six Requests for Tenure-Track Hires
Submitted Since Last Five-Year Review
MEMORANDUM

Date: April 26, 2005

TO: Michael Leung
Dean, College of Science

FROM: Marvin R. Lamb
Chair, Department of Psychology

SUBJECT: Request for Tenure Track Hire

SPECIFIC PROGRAMMATIC NEED

At the time of our last five year review, the Psychology Department developed a hiring plan that identified four core areas that needed to be covered by new TT faculty. Since that time, we have been fortunate enough to satisfy the need in the first two areas (i.e., Industrial/Organizational Psychology and Biopsychology).

The third area identified in our hiring plan was Developmental Psychology. This year only 1 of 10 sections we offered in this area was taught by TT faculty.

The Development area is a core area for our majors. For example, Developmental Psychology is a required course for admission to most clinical graduate programs. This area is obviously important for our majors who wish to become multiple subject teachers. The latter need will increase dramatically if the preschool initiative currently under consideration is passed.

The Developmental area is an important service area as well. At least 5 other departments on campus include psychology courses in the developmental area as part of their major.

GENERAL DEPARTMENTAL NEED

The number of majors in our department has risen steadily over the past five years from 436 in 1999 to 558 in 2004. The FTES generated by the department has also risen steadily from 373 in 1999 to 438 in 2004. In contrast, the number of tenure track faculty in our department has fallen from 14 in 1999 to 12 in 2005.

In 2004 53% of our students were taught by part-time faculty. This statistic will be even worse next year. Perhaps more importantly our capstone courses, which because of their importance to our majors have traditionally been taught exclusively by tenure-track faculty, are now taught increasingly by part-time faculty due to the lack of tenure-track faculty to cover them.
Memorandum

Date: 7/16/2006

To: Michael Leung
    Dean, College of Science

From: Marvin R. Lamb
    Chair, Department of Psychology

Subject: Request for Tenure Track Hire

SPECIFIC PROGRAMMATIC NEED

At the time of our last five year review (2004-2005), the Psychology Department developed a hiring plan that identified a number of core areas that needed to be covered by new TT faculty. One of those areas was Comparative Cognition & Learning. The need for this position is even more acute now because of the unexpected retirement this year of one of our tenure-track faculty in this area. The Comparative Cognition & Learning area is a core area for our majors. For example, one course that would be covered by the new hire would be Conditioning and Learning which is a required course for all Psychology majors. Unfortunately, only 1 of the 6 sections of this course scheduled for the upcoming year will be covered by a tenure track faculty member. The Comparative Psychology lecture and laboratory courses have been offered on a very limited bases recently due to the lack of qualified instructors.

GENERAL DEPARTMENTAL NEED

The number of majors in our department has risen steadily over the past five years from 436 in 1999 to 558 in 2004. The FTES generated by the department has also risen steadily from 373 in 1999 to 438 in 2004. In contrast, the number of tenure track faculty in our department has fallen from 14 in 1999 to 11 in 2006, and some of those are part time in the FERP program.

In 2004 53% of our students were taught by part-time faculty. This statistic will be even worse next year. Perhaps more importantly our capstone courses, which because of their importance to our majors have traditionally been taught exclusively by tenure-track faculty, are now taught increasingly by part-time faculty due to the lack of tenure-track faulty to cover them.
Memorandum

Date: 5/2/2007
To: Michael Leung
Dean, College of Science
From: Marvin R. Lamb
Chair, Department of Psychology
Subject: Request for Tenure Track Hire

GENERAL DEPARTMENTAL NEED

The number of majors in our department has risen steadily over the past five years from 436 in 1999 to 579 in 2005. The FTES generated by the department has also risen steadily from 373 in 1999 to 448 in 2005. In contrast, the number of tenure track faculty in our department has fallen from 14 in 1999 to 12 in 2007, two of which are part-time FERPers. Even though the Department has hired three new TT faculty that will start next year, we project that 48% of our sections will nevertheless be taught by part-time faculty.

SPECIFIC PROGRAMMATIC NEED

At the time of our most recent five year review, the Psychology Department developed a hiring plan that identified the Psychology of Personality as the core area in most urgent need of a new TT faculty. Next year 15 sections will be offered in this area and none will be taught by TT faculty.

The Personality area is a core area for our majors. It is required for admission to most clinical/counseling graduate programs. The majority of our students who go on to graduate school do so in this specialty.
Memorandum

Date: 3/26/2008

To: Michael Leung
   Dean, College of Science

From: Marvin R. Lamb
   Chair, Department of Psychology

Subject: Request for Tenure Track Hire

SPECIFIC PROGRAMMATIC NEED

At the time of our 1999-2000 five year review, the Psychology Department developed a hiring plan that identified a number of core areas that needed to be covered by new TT faculty. The area identified as most important was Biopsychology. In 2003 the Department received authorization to hire a Biopsychologist and an excellent candidate was hired to begin the 2004-2005 academic. The presence of this new faculty member made it possible for the Department to update the curriculum to reflect the radical changes in the field that have taken place in this area. For example, Physiological Psychology was made a core requirement that all B.A. majors must take. Unfortunately, this new faculty member just accepted a position at another university, leaving the Department with no tenure track faculty member to teach that course. To make matters worse, one other faculty member in this area retired last year and another ends his FERP this year. Thus our ability to cover this area, by far the fastest growing in the field of psychology, is severely lacking. Before we hired the Biopsychologist in 2003, there were a number of courses in this area that had not been offered for some years because we had no qualified faculty member to teach them. We are sadly in the same position again. In fact the situation is worse. The curriculum has been expanded to reflect progress in the field but we have since lost three tenure track faculty teaching in this area.

Our most recent hiring plan, submitted with the 2004-2005 five year review points out that in the future we will need to replace the expertise of faculty members who retire (e.g., social and industrial/organizational psychology).

GENERAL DEPARTMENTAL NEED

The number of majors in our department has risen steadily over the past five years from 436 in 1999 to 584 in 2006. The FTES generated by the department has also risen steadily from 373 in 1999 to 449 in 2005. There was a small drop in 2006 to 406. This change is probably related to changes in Business and GE requirements. Some highly enrolled service courses no longer serve those roles. Fortunately, the Department has worked hard to offer courses that fit the new requirements and those courses are enjoying drastically higher enrollments. We probably would have enjoyed higher FTES had we better anticipated the popularity of these courses. For example, we had full enrollment in our Psyc 3420 sections even though we doubled the number of sections offered from 5 in 05/06 to 10 in 07/08. Moreover, we were contacted this quarter by two Departments requesting additional sections of this course be offered in the future for their students. This is also the case for other UDGE science courses that we offer. As more students fall under this requirement and we determine more accurately what the need is, we suspect that our FTES will climb.
Memorandum

Date: 12/2/10

To: Michael Leung
   Dean, College of Science

From: Marvin R. Lamb
   Chair, Department of Psychology

Subject: New Faculty Request for Biopsychology Position

1. Overview of Position

The area of specialization known as Biopsychology, is an interdisciplinary area of study examining the relationship between physiological and psychological processes. This includes the study of the neural mechanisms of perception, learning and cognition, the impact of evolution on the development of the nervous system and thus on psychological processes, and the neural and genetic mechanisms underlying psychiatric disorders. The United States Congress declared the 1990’s the “Decade of the Brain” and this declaration was accompanied by large increases in funding for Biopsychological research. Our understanding of the relation between physiological and psychological processes has grown dramatically in the past two decades. For example, psychiatrist Eric Kandel won the Nobel Prize in 2000 for his work providing remarkable new insights into the neuroanatomical and neurophysiological bases underlying memory and cognition. A new faculty member in Biopsychology will make it possible for the department to keep pace in this area, the fastest growing in the discipline of psychology.

2. Strategic Goals

Hiring a new Tenure Track faculty member with a specialization in Biopsychology will improve the quality and timeliness of the education we deliver, enhance the already excellent academic reputation of the department, and provide new and exciting research opportunities for our students.

3. Three Most Pressing Needs

The three most pressing needs fulfilled by this position are student demand (see below), faculty replacement (we are down to 10 FTEF from 14 in 1999 despite the fact that the FTES and number of majors served has increased dramatically over that period), and curricular development (we need a Biopsychologist to guide the updating of our curriculum in this crucial area).

4. Student Demand

The number of majors in our department has risen from 553 in 2006 to 699 in 2009. This makes us the third largest major in the College of Science. The FTES generated by the department has also risen from 406 in 2006 to 521 in 2009. This is the third highest FTES in the College of Science. The student faculty ratio for our department has risen from a low of 26 in 2005 to 35 in 2009. This is the third highest in the College of Science. The Department’s average section size has increased from 32 in 2006 to 39 in 2009. This is the largest average section size in the College of Science and far above the College average of 24.

5. Department Reputation

The Psychology Department at CSUH has a reputation as excellent educators and scholars. We estimate that at least
20 graduates a year go on to graduate training in counseling, psychotherapy, and research. Every year we have students admitted to doctoral programs in Psychology in the very best universities in the world. For example, one of our graduates will be finishing a post-doctoral fellowship at Stanford this year. In our last two five year reviews the outside reviewers have noted that our Psychology curriculum is one of the best in the CSU system. Our department is firmly committed to the idea that our reputation arises from our strong commitment to the scientific study of psychology, our history of hiring tenure track faculty with excellent research programs, and our ability to provide research opportunities for our students both in our lab classes and in conjunction with individual faculty research programs.

6. Faculty Composition

The Psychology Departments’ tenure track FTEF is currently 10. This is a sharp decline from the 14 FTEF the department had in 1999. This is so despite a dramatic increase in majors (436 compared to 699) and FTES (373 compared to 521) during that period. The Department feels that adding additional tenure track faculty members is crucial to our ability to adequately serve our current students, much less to expand.

Even with the current budget cuts, at least 40% of our sections will be taught by temporary faculty members during the current academic year. In a more typical year (09/10) 45% of our sections were taught by temporary faculty. This is the case even though we have one of the highest SFRs in the College of Science. While we are frequently able to hire excellent temporary faculty, their commitment to CSUEB and its students does not extend beyond the classroom. If our department is to maintain its reputation for excellent education and scholarship we must hire additional tenure-track faculty who are able to assist with curriculum development, and provide research opportunities and mentoring for our students.

7. Curriculum

In an attempt to keep pace with these exciting developments, changes have been made to the major to reflect this new emphasis in Biopsychology (e.g., Physiological Psychology was made a core requirement). The Psychology Department also hired a Biopsychologist in Fall of 2004. Unfortunately, this outstanding faculty member left us to take a position at another university and since that time we have had no tenure-track faculty member to teach this core course and to help to guide the development of the Department’s curriculum in this critical area. The Department received permission to hire for this position for the Fall of 2011 but, after advertising for the position, our permission to hire was rescinded due to the budget crisis. Therefore, the Psychology Department requests a tenure-track hire for the 2012-2013 academic year with a specialty in Biopsychology.

8. Scholarship

The Department has a successful track record in recruiting faculty members who excel in scholarly activity. Our faculty have active research programs, publish in top peer reviewed journals, bring in grant money, and involve our students in their research.

9. Recruitment

The Department will carefully follow the University’s hiring practices. This will include advertising the position in the two major employment publications for the discipline (i.e., the Monitor published by the American Psychological Association and the Observer published by the Association for Psychological Science). We will also send ads to every Psychology Department in the country with relevant graduate programs.
Appendix 7

Tentative Plan for Revision of B.A. Degree
74 Units Total (previously 72)

General Requirements (19 units)

- PSYC 1000  General Psychology
- PSYC 2020  Research Methods
- STAT 1000  Introductory Statistics
- BIOL 1001/2  Biology w/ Lab

Core Requirements (41 units)

- STAT 3010  Statistical Methods in the Social Sciences
- PSYC 3100  Experimental Psychology
- PSYC 4200  Conditioning & Learning
- PSYC 4320  Physiological Psychology

  - PSYC 3500  Social Psychology OR PSYC 4610 Psychology of Personality
  - PSYC 4420  Developmental Psychology
  - PSYC 4220  Cognitive Psychology
  - PSYC 3210  Survey & Test Construction OR PSYC 3230 Applied Measurement
    OR PSYC 3240 Decision Theory
  - PSYC 4320  Comparative Psychology OR PSYC 4350 Heredity & Behavior
    OR PSYC 4360 Psychopharmacology

- PSYC 48XX  Lab #1
- PSYC 48XX  Lab #2

4800  Human Learning and Cognition Laboratory (2)
4801  Learning and Motivation Laboratory (2)
4802  Sensation and Perception Laboratory (2)
4803  Physiological Psychology Laboratory (2)
4804  Social and Personality Laboratory (2)
4805  Comparative Psychology Laboratory (2)
4806  Developmental Psychology Laboratory (2)
4808  Industrial Psychology Laboratory (2)
**Major Electives (14 units required)**

3190  Human Factors Engineering (4)
3200  Psychological Tests (4)
3220  Psychology of Individual Differences (4)
3250  Behavior Modification (4)
3400  Ergonomics and Human Factors (4)
3420  Stress and Coping (4)
3520  Interpersonal Processes (4)
3540  Groups and Organizations (4)
3550  Social Influence and Change (4)
3600  The Impact of Culture on Social Psychology (4)
4210  Theories of Learning (4)
4300  Motivation (4)
4345  Sensation and Perception (4)
4390  History and Systems of Psychology (4)
4410  Abnormal Psychology (4)
4440  Child Psychopathology (4)
4500  Industrial Psychology (4)
4620  Theories of Personality (4)
4630  Introduction to Psychotherapy and Clinical Methods (4)
4660  The Psychology of the Healthy Personality (4)
4740  Psycholinguistics (4)
4895  Advanced Seminar (4)
4900  Independent Study (1-4)