



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	College of Education and Allied Studies
Department	Educational Psychology
Program Unit	MS and Pupil Personnel Services: School Psychology, School Psych
Reporting for Academic Year	2015-2016
Department Chair	Dr. Jack Davis
Date Submitted	9-28-2016

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Program Improvement Plan

For purposes of national (CAEP) and state (CTC) accreditation, these two programs, like all programs in our PreK-12 Professional Education Unit, define goals/objectives biennially. Data are gathered every year. Every other year is an “Analytic Year,” in which two years of data are analyzed to determine Unit and Program improvement goals/objectives. The alternate year is an “Implementation Year,” in which program modifications are completed to meet the goals/objectives. 2015-2016 was an Analytic Year. The analysis has been completed; new goals/objectives will be defined in October.

The School Counseling and School Psychology programs follow a 2-year cycle of program planning in accordance with the California Commission on Teacher Credentialing (CTC). Our programs align CTC standards with program curriculum, student learning outcomes, and program improvement plans via a Biennial Report. Further, the School Psychology Program follows the national accreditation requirements of the National Association of School Psychologists (NASP).

B. Five-year Review Planning Goals Progress

The following are key points of progress in the programs’ Cluster Improvement Plan (2011).

School Counseling:

1. PPS Cluster Goal 1: Implemented revised first- and second- year School Counseling Quarterly Fieldwork Evaluations. (UAO 5).

2. PPS Objective School Counseling 1.1 Placed existing rubrics on Blackboard to assess utility of data tracking.

3. PPS Cluster School Counseling UAO Goal 2: Required PRAXIS School Counseling and Guidance Exam (0420) exam was revised in 2013. We currently use the PRAXIS Professional School Counselor (0421) version, which is aligned with the ASCA National Model. Passing score aligned with standard set in five states that require the PRAXIS for credentialing or licensing: a score of 156 passes. Implemented PRAXIS Professional School Counselor (0421) in 2013. (UAO 4). In the 2015-2016 school year, 16 School Counseling candidates took the PRAXIS with a mean scored of 174.13; the group range was 156-186.

4. PPS Cluster Objective 2.1: Candidates, develop systems change project assignment that will be implemented in a core course taught during the second-year, EPSY 6764. Results will be assessed in spring. All candidates completed a systems change project. One was published on the Action Research in School Counseling website.

School Psychology:

School Psychology Credential Objective 1.1

Revise two Case Studies for the School Psychology Professional Portfolio with emphasis on pupil outcomes. These revisions will include a key assignment in which Intern School Psychologist demonstrate skill to evaluate effect size of interventions in school settings.

Goal: Improve skill in, and candidate documentation of, critical evaluation of the impact of school-based services.

CTC Program Standard: School Psychology Specialization Standard 21, Wellness Promotion, Crisis Intervention and Counseling

Changes implemented:

The Problem Solving Model was integrated into all direct and foundational service competence domain areas (i.e., Data-Based Decision Making, Consultation, Academic Intervention, and Social-Emotional Intervention). This means that Interns now demonstrated the way they understood the essential challenges of cases, collected data to understand the problem situation, determined Best Practiced approaches, and evaluated the impact of services.

Data Source (how were results of changes measured?):

Data Source: 2016 School Psychology Professional Portfolio Guidelines and Professional Practice Portfolio performance data for EPSY 6880.

Summary of Achievement (were objectives met?)

The objective was met. School Psychology faculty successfully revised the School Psychology Professional Practice Portfolio by increasing clarity of instruction, providing sample examples, and increasing the application of the Problem Solving Model through reflective case study questions. The 3rd-year Intern performance data indicated that mean scores (1-4 rating, 1= lowest and 4=highest) for each of the 10 NASP Skill Domains were 3.0 and above, indicating competency met. The overall mean across all 10 skill domains was 3.18.

Explanation/discussion

The above changes resulted in a deeper Intern leadership experience for this year's cohort. Specifically, Interns initiated school-wide reviews of existing mental health programs, collected data based on archival information and surveys, introduced mental health/ social-emotional curriculum or school-wide practices, evaluated impact of interventions and services, and presented findings to school stakeholders (e.g., teachers, parent, and administrators).

C. Program Changes and Needs

Needs

Dr. Jack Davis, School Psychology faculty member, plans enter the Faculty Early Retirement Program (FERP) in June of 2018. Therefore, a new, tenure-track Coordinator/Professor position will be essential in maintaining the national recognition of the School Psychology Program. The School Psychology Program at CSUEB is the only program nationally accredited by the National Association of School Psychology (NASP) in the Bay Area. It is essential to maintain the faculty ratio of three professors to continue this national distinction. Additionally, the program will be collecting data, analyzing assessment results, and documenting NASP accreditation procedures from Fall 2016 to Spring 2018. The program will require continued support time and resources for the Coordinator and a faculty member to write an extensive review of the program.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

<p>The School Counseling program follows California Association of School Counselors (CASC) standards and CTC accreditation guidelines and standards in evaluating student learning outcomes. The School Psychology program follows National Association of School Psychologists (NASP) accreditation guidelines and standards in evaluating student learning outcomes.</p>			
ILO	PLO	NASP Skill (School Psychology)	CASC CTC Standard (School Counseling)
Thinking & Reasoning	Critical Thinking	1 Data-Based Decision Making 9 Research, Program Evaluation	19, 20, 21 Program Development 29, 30 Prevention Education Program Evaluation
Communication	Communication	2 Mental Health Consultation & Collaboration	22 Leadership 25 Individual Counseling 26 Group Counseling 23 Advocacy
Diversity	Understanding Diversity	8 Diversity in Development and Learning	22 Leadership 19, 20, 21 Program Development 23 Advocacy
Collaboration	Consultation/Collaboration	7 Family-School Collaboration	27, 28 Collaboration, Teaming, Coordination
Sustainability	Ethical Practice	10 Legal, Ethical, Professional Practice 5 School-Wide Practices Promoting Learning	17, 18 Professional Orientation 23 Advocacy 29 Prevention

Specialized Discipline	Active Engagement in Learning	3 Academic Intervention 4 Social and Life Skill Intervention	Program Development: 24 Academic Development 20 Career Development 21 Personal/Social Development
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The following are select examples of relevant courses by year (y1 = year 1; y2 =year 2).

ILO: THINKING AND REASONING

Program Learning Outcome (PLO): Data-Based Decision Making

EPSY 6783 Y1- School Psychology. **Curriculum Based Assessment and (Response to Intervention)** RtI Application of multiple methods and models for individual and group progress monitoring (e.g., reading, math, writing, and spelling). Trainees demonstrate academic data collection skills to plot and document the impact of instructional strategies in a classroom.

ILO: COMMUNICATION

Program Learning Outcome (PLO): Preventive and Responsive Services

EPSY 5610 Y1- School Psychology & School Counseling. **Micro counseling** Introduction to active listening necessary techniques for therapeutic communication. Video recorded trainees practice and demonstrate micro counseling communication skills to establish rapport in preparation for early counseling cases.

ILO: DIVERSITY

Program Learning Outcome (PLO): Diversity in Development and Learning

EPSY 6630 Y1-School Psychology. **Assessment of English Language Learners (ELL)** Introduction to historic and current factors impacting learning among ELL students. Trainees apply language acquisition and cultural diversity literature to models of observations, non-verbal assessment, and case-study analysis.

ILO: COLLABORATION

Program Learning Outcome (PLO): Consultation/ Collaboration

EPSY 6669 Y2- School Psychology & School Counseling **Mental Health Consultation** Introduces models of collaboration and consultation applied to practice of case-based problem solving with a teacher consultee for one quarter. Trainees demonstrate case conceptualization and presentation, application of Multicultural Mental Health Consultation, and evaluation of services to the consultee.

ILO: SUSTAINABILITY

Program Learning Outcome (PLO): School-Wide Practices to Promote Learning

EPSY 6764 Y2- School Psychology & School Counseling. ***Intervention Strategies: Systems & Organizations*** Advanced trainees apply research methods, action research, and ecological perspectives to understand school systems via program evaluation, need assessment, and school-wide data collection. The California HealthyKids Survey is one example of school-wide social-emotional data sources introduced.

ILO: SPECIALIZED DISCIPLINE

Program Learning Outcome (PLO): Legal, Ethical, & Professional Practice

EPSY 6205 Y2- School Psychology & School Counseling. ***Advanced PPS*** Review of Best Practice literature applied to professional self-reflection, formative portfolio generation, and internship goal development. Trainees reflect on professional identity development through reading, writing, and ioogle, online formative portfolio posting and peer reviewing.

B. Program Student Learning Outcome(s) Assessed

School Counseling

1. Program Orientation
2. Program Development: Academic Development
3. Program Development: Career Development
4. Program Development: Personal/Social Development
5. Leadership
6. Advocacy
7. Learning/Achievement
8. Individual Counseling
9. Group Counseling
10. Collaboration, Teaming, Coordination
11. Prevention Education
12. Program Evaluation

School Psychology

1. Data-Based Decision Making
2. Consultation/ Collaboration
3. Interventions to Develop Academic Skills
4. Interventions to Develop Social and Life Skills
5. Diversity in Development and Learning School
6. Systems and Climate
7. Preventive and Responsive Services
8. Family-School Collaboration
9. Research, Program Evaluation
10. Legal, Ethical, & Professional Practice

C. Summary of Assessment Process

School Counseling

The Professional Practice Portfolio (PPP) is the culminating assignment for second-year school counselors-in-training. Candidates must document and demonstrate CASC and CTC Standards that are placed in an e--portfolio as part of a formative process involving models from previous graduates, peer review, and a summative evaluation using a 4-point rubric of each of the 12 CTC standards.

School Psychology

The Professional Portfolio is the culminating, year-long assignment for Interns during the Internship. Candidates must demonstrate NASP Training Standard skills to receive a recommendation for credentialing. The 2015-2016 year marked the third year of implementation of a comprehensive Case Study Portfolio. Interns completed a school-wide, evidence-based project as well as academic and social emotional intervention projects that required measurement of intervention effect size. Thus, this was the second group to demonstrate professional action research in the Professional Portfolio.

The following is the range of evaluative ratings Program Faculty apply to each of the 10 Program Learning Outcomes, based on National Association of School Psychology (NASP) 2010 Training Standards

- 1: Competence Not Met
- 2: Competence Developing, Not Met
- 3: Competence Met
- 4: Competence Strongly Met (Above Expectations)

D. Summary of Assessment Results

Second-year School Counseling candidates demonstrate competency in the CTC standards. **The Professional Practice Portfolio (PPP)** provides the candidate's with a platform to share evidence of their professional growth and impact they have in the two schools where they have been placed during their two years within the program; normally, one placement is in middle school for 450 hours and one is in high school for 450 hours. The PPP Standards and rubric are tied directly to the CTC Standards. Candidates develop an electronic igoole portfolio. Ongoing research in collaboration with the CSUEB technology librarian shows candidates see the igoole portfolio as a powerful instrument for them to show potential employers as evidence of impact and positive practice. The mean score of the PPP during the 2015-2016 school year was 2.97. The PPP score was lower than the 2014-2015 mean score of 3.67. Upon closer examination, there were lower scores in certain categories such as Group Counseling and Collaboration, which affected the overall mean score. More data examination will occur in order to identify areas of improvement; though upon first glance, the standard deviation in these two categories are larger than other areas which might be a result of a few students scoring lower than the others which caused an overall lower score.

Candidates continue to benefit from being able to review previous portfolios and work collaboratively in constructing their PPPs. Improvement can be seen year to year in different areas.

Created 5/2013

Data continue to show candidate proficiency where they score between proficient and exemplary in each category despite lower scores in some areas this past year.

In summary, the aggregate School Counseling cohort data suggest that candidates showed proficient skills, knowledge, dispositions, aptitudes, and readiness for beginning School Counseling service, respectively.

Third-year School Psychology graduate Interns complete a 1200 hour, nationally-recognized Internship providing assessment, teacher consultation, school-wide mental health intervention and planning, and individual counseling services. They completed a rigorous Professional Portfolio highlighting their professional practice and demonstrated strong skill and knowledge consistent with NASP 2010 Training, revised in fall 2015. All students (13 in spring 2016) passed Portfolio evaluation and demonstrated competence-level learning in each of the 10 key Program Learning Outcome areas! (100% showing competency).

All School Psychology Interns also demonstrated nationally recognized levels of specialized knowledge in school psychology via the professional **PRAXIS II** examination. One hundred percent of the Interns successfully passed the exam in 2016 (10 students). These results suggest that graduates complete the program with content knowledge expected of highly-qualified professionals already practicing in the field.

In summary, the aggregate School Psychology cohort data suggest that candidates showed proficient skills, knowledge, dispositions, aptitudes, and readiness for Internship and beginning School Psychology service, respectively.

3. STATISTICAL DATA

Demographic Data for Graduate Candidates in School Psychology

Number of Candidates Entry Year 2012:	Number of Completers/ Graduates (2015)	Number of Candidates Entry Year 2013:	Number of Completers/ Graduates (year 3) (2016)
14	13	11	10

Demographic Data for Graduate Candidates in School Counseling

Number of Candidates Entry Year 2013:	Number of Completers/ Graduates (2015)	Number of Candidates Entry Year 2014:	Number of Completers/ Graduates (2015)
13	13	16	15

Evaluation of Student Learning Outcomes for School Counseling Graduates

Professional Portfolio Evaluation, Year 2

School Counseling Professional Practice Portfolio 2013-2014 Comparative Data

Portfolio Standard	2015 Graduate Mean N=13	2015 Graduate Stand Dev	2016 Graduate Mean N=15	2016 Graduate Stand Dev
Professional Orientation	3.92	.266	3.00	.730
Program Development: Academic Development	3.85	.361	2.93	.772
Program Development: Career Development	3.23	.421	3.00	.730
Program Development: Personal and Social Development	3.77	.421	3.27	.772
Leadership	3.69	.462	3.33	.699
Advocacy	3.77	.421	3.27	0.772
Learning/ Achievement	3.54	.499	3.00	.816
Individual Counseling	3.38	.487	2.73	.680
Group Counseling	3.54	.634	2.40	.611
Collaboration, Teaming, Coordination	3.69	.462	2.47	.806
Prevention Education	3.77	.421	2.67	.699
Program Evaluation	3.85	.533	3.60	.611

Exemplary 4 Proficient 3 Developing 2 Languishing 1

Evaluation of Student Learning Outcomes for School Psychology Graduates

Professional Portfolio Evaluation, Year 3

Spring 2016

	NASP 2010 Standards Areas Assessed	Mean (n=10) (Range 1-4)	Percentage of Learners Demonstrating Competency (Scores of 3 or above)
1	Data-Based Decision Making	3.5	100
2	Consultation/ Collaboration	3.15	100
3	Interventions to Develop Academic Skills	3.07	100
4	Interventions to Develop Social and Life Skills	3.22	100
5	School-Wide Practices to Promote Learning	3.15	100
6	Preventive and Responsive Services	3.07	100
7	Family-School Collaboration	3.12	100
8	Diversity in Development and Learning	3.37	100
9	Research, Program Evaluation	3.05	100
10	Legal, Ethical, & Professional Practice	3.02	100

The above means are aggregate Domain Scores for each of the 2010 NASP Training Skill Areas.

1: Competence Not Met

2: Competence Developing, Not Met

3: Competence Met

4: Competence Strongly Met (Above Expectations)

California State University, East Bay
APR Summary Data
Fall 2009 - 2013

Educational Psychology					
	Fall Quarter				
Item	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	168	191	159	145	140
4. Total Number of Majors	168	191	159	145	140
College Years					
B. Degrees Awarded					
	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	0	0	0	0	0
2. Graduate	72	64	81	67	51
3. Total	72	64	81	67	51
Fall Quarter					
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	12	11	11	10	10
2. Part-Time	0	1	0	1	0
3a. Total Tenure Track	12	12	11	11	10
3b. % Tenure Track	41.4%	50.0%	42.3%	42.3%	35.7%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	17	12	15	15	18
6a. Total Non-Tenure Track	17	12	15	15	18
6b. % Non-Tenure Track	58.6%	50.0%	57.7%	57.7%	64.3%
7. Grand Total All Faculty	29	24	26	26	28
Instructional FTE Faculty (FTEF)					

8. Tenured/Track FTEF	9.2	10.2	10.6	9.9	9.2
9. Lecturer FTEF	5.5	3.8	5.7	3.2	4.1
10. Total Instructional FTEF	14.7	14.0	16.3	13.2	13.3
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	128.3	226.0	204.9	180.1	140.2
11b. % of FTES Taught by Tenure/Track	60.4%	80.7%	76.1%	71.7%	62.4%
12a. FTES Taught by Lecturer	83.9	54.2	64.3	71.0	84.3
12b. % of FTES Taught by Lecturer	39.6%	19.3%	23.9%	28.3%	37.6%
13. Total FTES taught	212.2	280.2	269.2	251.1	224.5
14. Total SCU taught	3183.0	4203.0	4038.0	3767.0	3368.0
D. Student Faculty Ratios					
1. Tenured/Track	13.9	22.1	19.3	18.2	15.2
2. Lecturer	15.4	14.2	11.3	21.9	20.6
3. SFR By Level (All Faculty)	14.5	20.0	16.6	19.1	16.9
4. Lower Division	0.0	0.0	39.0	32.0	29.1
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	14.5	20.0	16.2	18.7	16.5
E. Section Size					
1. Number of Sections Offered	70.0	93.0	81.0	68.0	68.0
2. Average Section Size	16.0	23.2	17.5	21.2	21.3
3. Average Section Size for LD	0.0	0.0	39.0	28.0	28.0
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	16.0	23.2	17.2	20.9	21.0
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	41	58	51	49	46
9. LD Section taught by Lecturer	0	0	1	2	2
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	29	35	29	17	20

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Fall Quarter					
Headcount Enrollment	2009	2010	2011	2012	2013
<i>Counseling</i>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	130	133	104	107	105
4. Total Number of Majors	130	133	104	107	105
<i>Special Education</i>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	38	58	55	38	35
4. Total Number of Majors	38	58	55	38	35
College Years					
Degrees Awarded	08-09	09-10	10-11	11-12	12-13
<i>Counseling</i>					
1. Undergraduate	0	0	0	0	0
2. Graduate	63	47	70	51	40
3. Total Number of Majors	63	47	70	51	40
<i>Special Education</i>					
1. Undergraduate	0	0	0	0	0
2. Graduate	9	17	11	16	11
3. Total Number of Majors	9	17	11	16	11

Degrees Conferred

Counseling		CY10-11			CY11-12			CY12-13			CY13-14			CY14-15					
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total		
		Bccalaura ate	Master	Ed Doctor		Bccalaura ate	Master	Ed Doctor		Bccalaura ate	Master	Ed Doctor		Bccalaura ate	Master	Ed Doctor			
Female	Black, non-Hispanic		7		7		2		2							1		1	
	American Indian or Alaska Native																		
	Asian		7		7		9		9		3		3		9		9		6
	Hawaiian/Other Pacific Island																		
	Hispanic		5		5		9		9		5		5		13		13		9
	White		32		32		19		19		23		23		13		13		13
	Multiple ethnicity		2		2		1		1		2		2		1		1		4
	Race/ethnicity unknown		2		2		4		4		1		1		3		3		5
	Nonresident aliens		1		1										1		1		
Male	Black, non-Hispanic						3		3						2		2		
	American Indian or Alaska Native																		
	Asian		2		2		2		2		1		1		1		1		1
	Hawaiian/Other Pacific Island																		
	Hispanic		3		3		1		1										1
	White		7		7		1		1		4		4		6		6		5
	Multiple ethnicity										1		1						
	Race/ethnicity unknown			2	2										1		1		
	Nonresident aliens																		
Total	Black, non-Hispanic		7		7		5		5						2		2		1
	American Indian or Alaska Native																		
	Asian		9		9		11		11		4		4		10		10		7
	Hawaiian/Other Pacific Island																		
	Hispanic		8		8		10		10		5		5		13		13		10
	White		39		39		20		20		27		27		19		19		18
	Multiple ethnicity		2		2		1		1		3		3		1		1		4
	Race/ethnicity unknown		4		4		4		4		1		1		4		4		5
	Nonresident aliens		1		1										1		1		

**Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2011 through Spring 2016**

EPSY

		Summer					Fall					Winter					Spring				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Lower Division	Number Sections	.	1.0	1.0	.	.	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Total Enrollment	.	23	26	.	.	39	56	56	54	77	30	63	64	82	79	61	71	71	61	81
	Avg Section Size	.	23.0	26.0	.	.	39.0	28.0	28.0	27.0	38.5	30.0	31.5	32.0	41.0	39.5	30.5	35.5	35.5	30.5	40.5
Upper Division	Number Sections	.	.	.	.	.	.	.	.	1.0	.	.	.	.	1.0	.	.	.	.	1.0	
	Total Enrollment	.	.	.	.	.	.	.	.	37	.	.	.	.	28	.	.	.	.	26	
	Avg Section Size	.	.	.	.	.	.	.	.	37.0	.	.	.	.	28.0	.	.	.	.	26.0	
Undergraduate	Number Sections	.	1.0	1.0	.	.	1.0	2.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0
	Total Enrollment	.	23	26	.	.	39	56	56	54	114	30	63	64	82	107	61	71	71	61	107
	Avg Section Size	.	23.0	26.0	.	.	39.0	28.0	28.0	27.0	38.0	30.0	31.5	32.0	41.0	35.7	30.5	35.5	35.5	30.5	35.7
Graduate	Number Sections	2.0	4.0	5.0	2.0	2.0	80.0	66.0	66.0	62.0	59.0	69.0	65.0	58.0	58.0	58.0	63.0	64.0	66.0	64.0	66.0
	Total Enrollment	82	100	105	58	60	1,144	1,126	1,098	990	988	1,170	1,202	1,026	966	974	1,035	1,043	965	957	944
	Avg Section Size	41.0	25.0	26.0	29.0	30.0	17.2	20.9	21.0	19.1	19.7	22.0	22.9	22.3	20.2	20.5	21.0	20.3	18.6	17.7	18.0
DISCIPLINE TOTAL	Number Sections	2.0	5.0	6.0	2.0	2.0	81.0	68.0	68.0	64.0	62.0	70.0	67.0	60.0	60.0	61.0	65.0	66.0	68.0	66.0	69.0
	Total Enrollment	82	123	131	58	60	1,183	1,182	1,154	1,044	1,102	1,200	1,265	1,090	1,048	1,081	1,096	1,114	1,036	1,018	1,051
	Avg Section Size	41.0	24.6	26.0	29.0	30.0	17.5	21.2	21.3	19.4	20.9	22.1	23.3	22.7	21.1	21.5	21.4	20.9	19.4	18.2	19.1

**Academic Program Review SFR Table-Subject
California State University, East Bay
SFR BY COURSE LEVEL: TERM-FULL-TIME EQUIVALENT STUDENTS/ALL
FACULY AND LECTURERS
Fall 2011, 2012, 2013, 2014, and 2015**

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
EPSY	Tenured & Tenure Track	3074	2702	2103	1733	1655	247.93	217.18	170.92	138.07	134.62	10.59	9.93	9.2	6.88	6.12	23.4	21.88	18.58	20.07	21.99
	Lecturer	964	1065	1265	1309	1489	73.75	80.03	95.62	103.05	113.55	5.67	3.24	4.09	4.84	5.36	13.01	24.72	23.4	21.29	21.2
	Lower Division	156	192	174	174	240	10.4	12.8	11.6	11.6	16	0.27	0.4	0.4	0.4	0.4	38.95	32	29.07	29.07	40
	Upper Division	.	.	.	.	148	.	.	.	.	9.87	.	.	.	.	0.27	.	.	.	.	36.95
	Graduate	3882	3575	3194	2868	2756	311.28	284.42	254.93	229.52	222.3	16	12.76	12.89	11.32	10.81	19.46	22.28	19.78	20.27	20.56
	Total	4038	3767	3368	3042	3144	321.68	297.22	266.53	241.12	248.17	16.26	13.16	13.29	11.72	11.48	19.78	22.58	20.06	20.57	21.62