



ANNUAL PROGRAM REPORT

College	Science
Department	Psychology
Program	Psychology BA/BS
Reporting for Academic Year	2016–2017
Last 5-Year Review	2010–2011
Next 5-Year Review	2018–2019
Department Chair	David Fencsik
Date Submitted	October 22, 2017

I. **SELF-STUDY** *(suggested length of 1-3 pages)*

A. **Five-Year Review Planning Goals**

Our primary goal at our last five-year review was to increase the number of sections and instructors to meet growing demand for courses. Then, we had grown from about 500 to over 600 majors, with roughly 13 full-time tenure-track faculty and 9 part-time lecturers.

B. **Progress Toward Five-Year Review Planning Goals**

Since our last five-year review, demand has continued to grow, with roughly 1000 Psychology majors currently. Meanwhile, we have lost tenure-track faculty, with only 10 full-time tenure-track in 2016–17 (the official data show 12, but this includes two FERP faculty who are half-time or less). We have continued hiring to try to make up retirements and other departures. Last year we hired one new tenure-track faculty member and eight lecturers. We are conducting two tenure-track searches this year, and continue to search for lecturers.

C. **Program Changes and Needs**

*Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.*

**Overview:**

The Department is striving to grow to keep up with demand, and working on changes to our programs to facilitate completion of degrees.

**Curriculum:**

As with the rest of the campus, we will be converting to semesters next year. Our goal in developing our semester curriculum was to maintain the research emphasis of our current program while reducing the number of requirements to facilitate completion.

Currently, we are striving to increase the number of sections we offer. As can be seen in the attached supplemental table, we have had some success. Due to limited classroom availability during the day, we have increased our night program, which currently accounts for 30% of Psychology sections, and the Concord program. We also introduced daytime Friday-only sections at Hayward recently. However, the majority of students seem to prefer to take classes at the Hayward campus during the day—those sections are the first to fill up during registration—so we would like to add more of them as much as possible.

We are meeting the requirements of SB 1440. Our BA program is a natural fit with the policy, both under quarters and semesters. Students can also take our BS Option in Industrial/Organizational Psychology under SB1440 currently, but we will not include the semester version under SB 1440.

**Students:**

After years of consistent growth, the number of psychology majors has remained essentially the same from last year, at around 1000.

**Faculty:**

We hired Jeri Little as a new tenure-track faculty in cognitive psychology last year, and were approved for two new searches in the 2017–18 academic year, one in social or personality psychology, the other in applied behavior analysis (ABA). Social and personality psychology are two overlapping fields of study that are relevant both to our BA and BS programs. We currently have four tenure-track faculty in related fields, though one will be ending FERP at the end of this year and another is planning to begin FERP next year. The field of ABA applies principles of learning and conditioning to treatment of various developmental and behavioral issues, such as autism or addiction. It is a new area for the department, though we have many students pursuing careers in it. The new hire will be able to advise these students, and cover our high demand conditioning and learning course.

We currently have 11 full-time tenure-track faculty and two part-time FERP faculty. As mentioned above, one FERP faculty is planning to stop teaching at the end of 2017–18; the other is currently in his 2nd year. Two tenure-track faculty have discussed entering FERP in the next couple years.

**Staff:**

Jamane Joseph, the department's ASA, left to an ASC position in another department last December, leaving us with only one office staff member, Stacy Trevino, for four months. We hired Dana Rucker in April.

**Resources:** (*facilities, space, equipment, etc.*)

The department has office space and lab facilities for all our current faculty. We most likely will have office space for the two hires this year, but are concerned about providing sufficient lab space for them. Psychology researchers generally need rooms with computers to run human participants, though sometimes specialized equipment is needed (e.g., Brian Gonsalves' EEG equipment and chambers, or Amanda Morrison's eye tracker).

**Assessment:**

Discussed below.

**Other:** (*e.g., major program modifications*)

Nothing to add to above.

## II. **SUMMARY OF ASSESSMENT** (*suggested length of 1-2 pages*)

### A. **Program Learning Outcomes (PLO)**

*List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."*

The department is transitioning from our current PLOs to a new set under semesters. The current PLOs are as follows (both begin with "Students graduating with a BA or BS in Psychology will be able to:"):

1. think scientifically and employ sound scientific methodology;
2. speak and write clearly about the content and theory of the field of psychology;
3. apply psychological principles and prepare for careers.

The department is finalizing its PLOs under semesters, but the current proposed draft consists of the following:

1. Identify key concepts, principles, and applications of psychology's content domains.
2. Apply scientific reasoning to interpret psychological phenomena and to design and conduct basic psychological research.
3. Evaluate the ethics of individual studies at each stage of the scientific process.
4. Demonstrate effective written communication skills.
5. Understand career options within psychology.

## **B. Program Learning Outcome(S) Assessed**

*List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)*

Previously, the department used a department-designed short written test to evaluate the 1st and 2nd PLOs, and an instructor self-study to evaluate all three PLOs (old versions). We are developing new assessment instruments for our new PLOs. This year we assessed our new 4th PLO (and to some extent the old 2nd PLO).

## **C. Summary of Assessment Process**

*Summarize your assessment process briefly using the following sub-headings.*

**Instrument(s):** *(include if new or old instrument, how developed, description of content)*

We used the CSUEB ILO Written Communication Rubric.

**Sampling Procedure:**

We asked two instructors of two different advanced lab sections to complete the rubric for each student's final paper.

**Sample Characteristics:**

The sample included all 27 students across the two sections. These students are typically seniors nearing graduation. All students must have taken general psychology, a research methods lecture course, two statistics courses, PSYC 3100: Experimental Psychology, and one other prerequisite prior to taking the lab (the other prerequisite depends on the specific lab section).

**Data Collection:** *(include when, who, and how collected)*

The final papers were submitted at the end of Spring 2017. They were evaluated by the instructors separately from grading the papers.

**Data Analysis:**

Averages from each of the 6 rubric criteria were calculated. One of the instructors used an online version of the survey that was created by the chair in Qualtrics. The online survey was accidentally missing the "Language usage, sentence structure" criterion from the rubric, so that category was not rated.

## **D. Summary of Assessment Results**

*Summarize your assessment results briefly using the following sub-headings.*

**Main Findings:**

The department will discuss these results at a future meeting. Preliminary analysis suggests that the students did best with the bigger-picture aspects of writing, such as presenting clear

thesis and audience awareness, and had difficulty with supporting evidence and basic mechanics.

**Recommendations for Program Improvement:** *(changes in course content, course sequence, student advising)*

The faculty will discuss potential changes at a future faculty meeting.

**Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when)*

Waiting for faculty discussion.

**Other Reflections:**

None.

#### **E. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

The current plan is to assess PLO 1 (Identify key concepts, principles, and applications of psychology's content domains) in the 2017–18 academic year. We also will have to develop a new assessment tool.

### **III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

*Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

#### **A. Discussion of Trends & Reflections**

**Notable Trends:**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).*

Perhaps the most notable trend occurring in Psychology has been the ongoing growth of majors. This growth is partially reflected in the statistics since 2012, but leaves out growth that started before 2007 when we had fewer than 500 majors. Based on the past two years, this growth may be leveling off. We have attempted to keep up with demand by increasing the caps of many of our courses and offering more sections. However, the APR data shows that

our FTES fell from around 520 in Fall 2015 to 494 in Fall 2016, and our waitlists have been increasing since Fall 2014. We discuss these trends further below.

The department's graduation rates are fairly consistent with the university as a whole, with a freshman 4-year rate varying between about 10–15 and a transfer 2-year rate around 30%. The achievement gap between underrepresented minority (URM) students and non-URM students is also consistent with the university. Some trends in the data look noteworthy, but we discuss them below.

**Reflections on Trends and Program Statistics:**

*Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.*

The department has been increasing sections and FTES to meet students demand. As can be seen in the supplemental information below, we have been successful in adding sections, growing by about 30% in total sections and around 70% for our bottleneck sections. While the APR data shows that our FTES fell from 2015 to 2016, this is due to the presentation of only Fall term data, and Fall 2016 was unusually low. FTES rose from 494 in Fall 2016 to 556 in Winter 2017 and 566 in Spring 2017; it was near 566 for Fall 2017 as of mid-September. Similarly, the APR data suggest that our waitlists have grown recently after falling for a couple years, but on the ground the situation seems to be improving. Our bottleneck lab courses have had openings every term since Fall 2016. Our core PSYC 4200 course, which had 70 waitlisted across two sections in Fall 2016, has openings in one of the two sections in Fall 2017.

The graduation rate data, while overall roughly consistent with the university as a whole, demonstrate two seeming trends, though we argue both are illusory. On the positive side, our achievement gap for first-time freshman seems to have shrunk or even reversed for students who began in 2009 and 2010. On the negative side, the achievement gap for transfer students has grown recently. However, the graduation rate data seem to vary widely from year to year, so it is difficult to draw any conclusions from either trend.

## **B. Request for Resources** *(suggested length of 1 page)*

### 1. Request for Tenure-Track Hires:

The department continues to need more instructors. While we have tried to hire lecturers to fill demand, most of our new lecturers have limited availability. We need more tenure-track faculty who are employed full-time at CSUEB.

One area of need is biological/physiological psychology. Psychologists in this area study the relationship between behavior and biological processes in a variety of animals (including humans). For example, some researchers might study the effects of certain chemicals on memory, while others might study the sleep-wake cycle, and others the neural mechanisms underlying vision. Biological psychology has become a central part of the field, providing new methods to measure behavior and test theories.

At CSUEB, physiological psychology (PSYC 4320 under quarters; PSYC 320 under semesters) is a core class in the BA which we have difficulty offering frequently enough. A researcher in biological psychology would be able to cover this class, as well as our research courses and other classes such as cognitive neuroscience. We also have many students who want to develop research skills and pursue research careers in the area. Currently, Brian Gonsalves and Murray Horne work with these students, but the demand is more than they can fill.

There are many programs in biological psychology and neuroscience, which should lead to a large pool of candidates. While the department has limited lab space at the moment, there is room in the nearly completed vivarium for another researcher working with non-human animals.

### 2. Request for Other Resources:

The department needs additional space for labs to accommodate new faculty. While retiring faculty will free up office space, some of those retiring have no lab space. We are beginning to discuss more efficient sharing of space, but the reality is that needs vary enough that sharing is not always possible.

## Supplemental Information

The table below shows the number of PSYC sections offered over the past 5 years. The first row shows the total number of sections. The second and third rows show the number of sections of our bottleneck courses, PSYC 3100 and the PSYC 480x labs, respectively.

	2012–13	2013–14	2014–15	2015–16	2016–17
All sections	120	131	132	138	155
PSYC 3100	12	14	17	18	21
PSYC 480x	22	26	28	31	37