



ANNUAL PROGRAM REPORT

College	Science
Department	Psychology
Program	Psychology BA/BS
Reporting for Academic Year	2017–2018
Last 5-Year Review	2010–2011
Next 5-Year Review	2018–2019
Department Chair	David Fencsik
Date Submitted	October 15, 2018

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, stabilizing at around 1000 Psychology majors over the past three years (see Supplemental Information Figure 1). We have continued hiring to try to grow, despite multiple retirements and other departures. This year we hired one new tenure-track faculty member and two new part-time lecturers. We plan to conduct two tenure-track searches during 2018–19, and we continue to search for lecturers. During 2017–18 we had 11 full-time tenure-track faculty, 2 FERP faculty, and around 18 part-time lecturers (10.27 FTE).

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 Table 1 in the Supplemental Information, we have had some success. Due to limited classroom availability during the day, we have increased our night program at both the Hayward and Concord campuses, which together account for roughly 30% of psychology sections. However, the majority of students prefer to take classes at the Hayward campus during the day—those sections are the first to fill up during registration—so we prioritize those.

We are meeting the requirements of SB 1440. Until Fall 2018, both our BA program and the BS Option in Industrial/Organizational Psychology fit with the policy. After Fall 2018 only the BA will be eligible under this policy.

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 a new tenure-track faculty in social psychology this year, are rolling over our search in applied behavior analysis (ABA), and were approved for a new search in biological psychology during the 2018–19 academic 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. Biological psychology looks at the interactions between biology and behavior in humans and non-human animals. The new hire would teach our physiological psychology course and related research courses, all core requirements in the Psychology BA, conduct research in a related area, and advise students with relevant interests (e.g., neuroscience, neurology, psychiatry).

We currently have 11 full-time tenure-track faculty and two part-time FERP faculty. One FERP faculty stepped down at the end of 2017–18, another tenure-track faculty member entered FERP starting this year, and a third is currently in his 3rd year.

Staff:

Dana Rucker and Stacy Trevino manage the department office, helping students and faculty with advice; keeping supplies on hand; distributing mail and announcements; and managing the department budget, schedule, and rosters.

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

The department has office space and lab facilities for all our current faculty. We are concerned about having adequate office and lab space for both of the faculty we hope to hire this year. Psychology researchers generally need rooms with computers to collect data from human participants, and sometimes space to house non-human animals and conduct tests with them. In some cases, specialized equipment is needed, such as the EEG equipment and sound-proof testing chambers used by Brian Gonsalves, or the eye tracker used by Amanda Morrison.

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 PLOs are as follows:

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 (ILO 1).
3. Evaluate the ethics of psychological science and practice.
4. Demonstrate effective communication skills (ILO 2).
5. Describe 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 PLOs 1, 2, and 5 (before semester revision, those were the only PLOs we specified). We are continuing to develop new assessment instruments for our new PLOs. During the 2016-2017 school year, we assessed PLO 4 using the CSUEB ILO Written Communication Rubric with our advanced lab classes, now titled “Research in (Specific Topic Area).” During the 2017-2018 school year, we created a 15-question online multiple-choice test (described below) to evaluate PLOs 1 and 2. This year, we will further develop the test to include more content areas.

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)*

During the 2017-2018 school year, we created a 15-question online multiple-choice test by selecting questions from practice GRE Psychology Subject tests. We focused the questions on three topic areas: research methods, social psychology, and personality psychology.

Sampling Procedure:

We focused our assessment on PSYC 2020 (now PSYC 200) and PSYC 4804 (now PSYC 491E), with the former representing students at the beginning of their psychology career and the latter representing students at the end. We provided all professors of these classes with a link to our online assessment and they shared this link with their students. Completion was anonymous and voluntary.

Sample Characteristics:

The sample included 64 respondents, 43 from PSYC 2020 and 21 from PSYC 4804. Of these respondents, 7 only completed a few questions and were eliminated from analyses (6 from PSYC 2020 and 1 from PSYC 4804). Our final sample was 57 respondents, 37 from PSYC 2020 and 20 from PSYC 4804. We did not collect any demographic information, but will this coming year.

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

The online assessment took place at the end of Spring quarter 2018. Professors provided the link to their students and students completed the assessment online.

Data Analysis:

The number of correct responses (out of 15) was summed for members of PSYC 2020 and PSYC 4804. Although the PSYC 4804 students scored better ($M = 8.15$, $SD = 2.32$) than the PSYC 2020 students ($M = 7.32$, $SD = 2.80$), this difference did not reach statistical significance, $t(55) = 1.13$, $p = .27$, $d = 0.30$.

That said, some of the PSYC 4804 students had taken social psychology and some had taken personality psychology, but likely not both, so holding them accountable for both social and personality topics may not be fair. Thus, we also conducted analyses only comparing PSYC 2020 and PSYC 4804 students on the topic knowledge from the course they took.

Only 6 of the 4804 students had taken personality psychology, and we compared them to the PSYC 2020 students on personality psychology knowledge (5 questions). The PSYC 2020 students demonstrated more knowledge ($M = 3.09$, $SD = 0.48$) than the PSYC 4804 students ($M = 2.90$, $SD = 0.24$), albeit not at a statistically significant level, $t(41) = -0.98$, $p = .33$, $d = -0.30$. Fifteen of the PSYC 4804 students took social psychology and they scored about equally ($M = 2.71$, $SD = 0.53$) to the PSYC 2020 students ($M = 2.77$, $SD = 0.60$), $t(50) = -0.34$, $p = .73$, $d = -0.10$.

On a brighter note, PSYC 4804 students scored slightly higher ($M = 2.88$, $SD = 0.50$) than PSYC 2020 students ($M = 2.64$, $SD = 0.64$) on the methods questions alone, albeit not at a statistically significant level, $t(55) = 1.46$, $p = .15$, $d = 0.39$.

D. Summary of Assessment Results

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

Main Findings:

Although advanced students (PSYC 4804) outperformed lower-division students (PSYC 2020) overall and on methods questions, the PSYC 2020 students outperformed advanced students on specific content knowledge in social and personality psychology.

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

The faculty will discuss potential changes at a future faculty meeting. One likely issue is small sample size, which we hope to improve next year by recruiting more course sections.

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

Waiting for faculty discussion on the Spring 2018 assessment.

We did discuss the results of the previous year's assessment of PLO 4 at a departmental faculty meeting on October 23, 2017 (after the assessment report and annual report had already been submitted). The results suggested that the students did best with the bigger-picture aspects of writing, such as presenting a clear thesis and audience awareness, and had difficulty with basic mechanics (e.g., grammar, sentence structure). We discussed research and anecdotal evidence that students' basic writing skills tend to suffer as they are challenged to write about more complicated ideas, and that it is a natural part of developing skills. We also discussed plans for possibly including a baseline assessment in an earlier course to help measure progress in writing skills.

Other Reflections:

The assessment questions were chosen from a bank of GRE Psychology Subject Test questions that were meant to represent specific topics within social and personality psychology and methods. That said, they were selected by only one faculty member who teaches methods and personality psychology. More extensive consultation with other faculty who teach these courses should be conducted to capture content that is covered in all iterations of these courses and to ensure accurate representation of material taught in the program. In addition, instead of assessing PSYC 200/2020 students at the end of the term, we should assess them at the beginning to truly capture their initial knowledge.

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 expand the online assessment we created during the 2017-2018 school year to evaluate PLOs 1 & 2. We will consult with more faculty to ensure accurate representation of the content domains already covered and the content domains we intend to add (Conditioning and Learning and Physiological Psychology).

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 in Psychology has been that the number of majors has stabilized over the past three years after about a decade of growth. We have attempted to meet demand by increasing the caps of many of our courses and offering more sections. Table 1 in the Supplemental Information section shows the increase in sections across the past six years, both in our most impacted courses and in all courses. FTES data is shown in Table 2, and shows a similar increase, especially over the past four years. Finally, a similar increase is indicated in the number of degrees awarded in Figure 2.

Reflections on Trends and Program Statistics:

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

As can be seen in the supplemental information below, we have been successful in adding sections, growing from 131 total sections in 2013–14 to 165 total sections in 2017–18. Similarly, the bottleneck sections have risen from 40 total to 61. Average annual FTES rose from 525.1 in 2013–14 to 576.2 in 2017–18. While the department continues to have long waitlists in some courses, the situation is better in most terms.

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 continued to hire lecturers to fill demand, most of our lecturers have limited availability. We need more tenure-track faculty who are employed full-time at CSUEB, and who can advise and serve the department, college, and university.

We have two areas of greatest need: a developmental psychologist and quantitative/testing psychologist. Developmental psychologists study biological, cognitive, and social causes of behavior across the lifespan. For example, some researchers study how we acquire language skills from infancy through childhood, others the emotional and social development of teenagers and young adults, and still others the way that memory changes throughout our lives. A faculty member in this area would teach developmental psychology (PSYC 340), a core course in the BA; the developmental psychology research course (PSYC 491D), which fulfills a requirement in all psychology major programs; and other courses in the curriculum. We currently have one tenure-track faculty member in the area and have had a difficult time finding lecturers to cover these courses.

Psychologists with a quantitative or testing background study research methods and tests used to evaluate a variety of human traits, such as knowledge, opinions, emotional state, or mental health. A faculty member in this area would cover core courses for the Psychology BS, especially psychological measurement (PSYC 370) and decision theory and analysis (PSYC 471), as well as classes critical to both programs such as experimental psychology (PSYC 300). Currently two faculty can cover courses in this area, but one entered FERP this year and the other person covers several other critical areas so we are spread thin.

There are many graduate programs in both areas, which should lead to a large pool of candidates.

2. Request for Other Resources:

The department desperately needs additional office and lab space to accommodate new faculty that we hope to hire this year and next. Most psychology researchers need dedicated space with specific equipment installed in a particular configuration to conduct their research. The department's office space is nearly all used up.

Supplemental Information

Figure 1. Headcount of psychology majors at the start of each academic year from Fall 2005 to Fall 2017. (From data.csueastbay.edu)

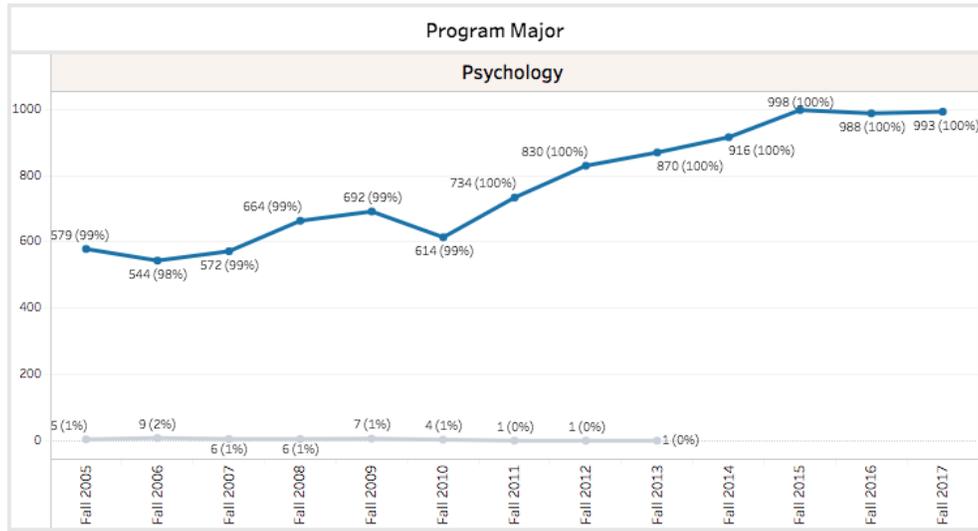


Figure 2. Number of psychology degrees awarded by year from the 2012-2013 academic year to 2016-2017. (From data.csueastbay.edu)

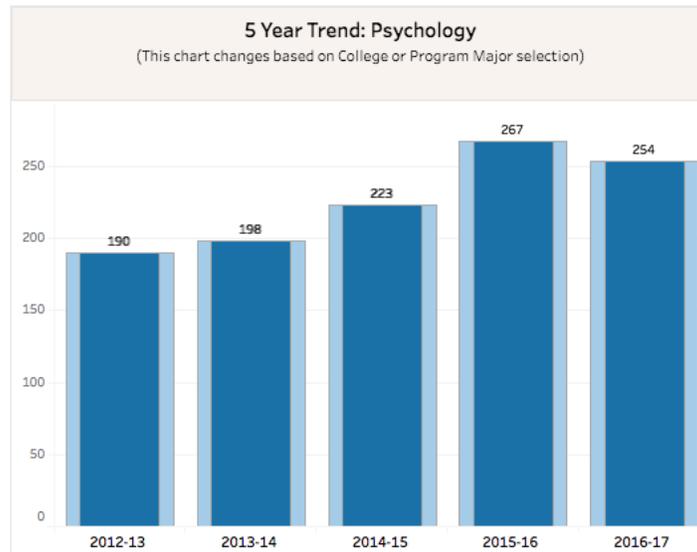


Table 1. Number of sections offered over the past 6 years. The first row shows the total number of sections. The second and third rows show the number of sections of our bottleneck courses, PSYC 3100 and the PSYC 480x labs, respectively. (From department records)

	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
All sections	120	131	132	138	155	165
PSYC 3100	12	14	17	18	21	21
PSYC 480x	22	26	28	31	37	40

Table 2. Enrollment in psychology courses in terms of full-time equivalent students (FTES) separated by quarter and year, with an average across each year. (From data.csueastbay.edu)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fall	518.6	465.7	519.8	496.6	572.2
Winter	549.9	512.3	543.8	557.2	592.3
Spring	506.8	501.7	496.8	566.2	564.2
Average	525.1	493.2	520.1	540.0	576.2