



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

College	College of Education and Allied Studies
Department	Educational Psychology
Program Unit	PPS Cluster: School Psychology and School Counseling Programs
Reporting for Academic Year	2014-2015
Department Chair	Dr. Jack Davis
Date Submitted	6-25-15

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. 2014-2015 was Analytic Year. The analysis has been completed; new goals/objectives will be defined in October.

The School Counseling and School Psychology programs make up the Pupil Personnel Services (PPS) Cluster in Educational Psychology. The 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 2014, 14 School Counseling candidates took the PRAXIS with a mean score of 175.14; the group range was 162-185. In 2015, 13 School Counseling candidates took the PRAXIS with a mean score of 171.54 with a group range of 161-184.

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 student has published their study.

School Psychology:

1. Objective UAO/PPS 2.1 : Maintain multiple assessment streams and target one for revision: Revise and align Quarterly School Psychology Field Evaluations to include 2010 Revised *Standards for Training, National Association of School Psychologists (NASP)* (Revised 2014, and fully implemented in EPSY 6880). This was the second year of full implementation. Objective met.

2. Pupil Personnel Services (PPS) Cluster UAO Goal 2: Refine the use and development of the multiple assessment tools in EPSY 8880 (UAO 5). The Professional Portfolio in School Psychology was revised to match the 10 National Standards from the 2010 Revised *Standards for Training (NASP)*. A rigorous Case Study format was implemented in fall, 2013 for EPSY 6880 requiring application of a databased problem-solving model. Faculty applied the new case study rubric consistent with national standards in School Psychology. Data for the new rubric were gathered in spring, 2015. Objective met.

C. Program Changes and Needs

Needs

Dr. Jack Davis, School Psychology faculty member, plans enter the Faculty Early Retirement Program (FERP) in **June of 2017**. Therefore, a new, tenure-track Coordinator/Professor position will be essential in training of School Psychologists in the Bay Area and in maintaining important training partnerships between Hayward Promise Neighborhood schools (and local communities).

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. The program will be collecting data, analyzing assessment results, and documenting NASP accreditation procedures from Fall 2015 to Spring 2017. 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 Eval.	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 Healthy Kids 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 iGoogle, 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
6. School 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. This is a comprehensive portfolio that exemplifies skills and work completed in the field. This includes group curriculum, classroom guidance presentations, and behavioral plans that students have created. All of the students this year completed an Action Research study, which in addition to a plentitude of other work, was exhibited in the portfolio. One student submitted her work to be published and was accepted.

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 2014-20145 year marked the second 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

School Counseling

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 for a total of 900 hours total over the two-year length of the program. The PPP Standards and rubric are tied directly to the CTC Standards. Candidates develop an electronic igoogle portfolio. Ongoing research in collaboration with the CSUEB technology librarian shows candidates see the igoogle portfolio as a powerful instrument for them to show potential employers as evidence of impact and positive practice. All mean in 2013 ranged 2.61-3.56 with Prevention lowest with a 2.61 mean and a standard deviation of 1.17. All mean scores in 2014 ranged from 3.21-3.79. **The 2015 Data has not yet been calculated due to the technology team being unable to access**

Created 5/2013

Blackboard. The mean scores in 2015 are related to the improved action research results found in the Program Evaluation category.

Candidates continue to benefit from being able to review previous portfolios and work collaboratively in constructing their PPPs; each year the portfolios continue to improve. Data continue to show candidate proficiency where they score between proficient and exemplary in each category.

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.

All School Counseling students also demonstrate their specialized knowledge by taking the professional PRAXIS Examination for School Counseling. All students in 2014 (14 students) and 2015 (13 students) took the exam and passed. These results indicate that our graduates are leaving the program as competent professionals as they have reached this high standard.

School Psychology

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, first adopted in 2013. All students (15 in spring 2015) passed Portfolio evaluation and demonstrated competence-level learning in each of the 10 key Program Learning Outcome areas! In spring 2014, 93-100 % of the 3rd-year Interns passed 9 of 10 portfolio areas. Only one section fell below expected levels, Preventive and Responsive Services, with 83% demonstrating full competency. Program faculty provided additional support and case study samples in the area of crisis support and prevention, resulting in significant improvement for 2015 (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 2014 (13 students) and in 2015 (15 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 2011:	Number of Completers/ Graduates (2014)	Number of Candidates Entry Year 2012:	Number of Completers/ Graduates (2015)
14	13	15	15

Demographic Data for Graduate Candidates in School Counseling

Number of Candidates Entry Year 2012:	Number of Completers/ Graduates (2014)	Number of Candidates Entry Year 2013:	Number of Completers/ Graduates (2015)
14	14	13	13

Evaluation of Student Learning Outcomes for School Counseling Graduates

Professional Portfolio Evaluation, Year 2

School Counseling Professional Practice Portfolio 2014-*2015 Comparative Data

Portfolio Standard	2014 Graduate Mean N=14	2014 Graduate Stand Dev	15 Graduate Mean N=13	2015 Graduate Stand Dev
Professional Orientation	3.71	0.39		
Program Development: Academic Development	3.36	0.61		
Program Development: Career Development	3.29	0.589		
Program Development: Personal and Social Development	3.29	0.700		
Leadership	3.71	0.452		
Advocacy	3.64	0.610		
Learning/ Achievement	3.21	0.674		
Individual Counseling	3.29	0.589		
Group Counseling	3.71	0.452		
Collaboration, Teaming, Coordination	3.71	0.452		
Prevention Education	3.36	0.610		
Program Evaluation	3.79	0.410		

Exemplary 4 Proficient 3 Developing 2 Languishing 1

*2015 Data not yet available from BlackBoard, Spring 2015

Evaluation of Student Learning Outcomes for School Psychology Graduates

Professional Portfolio Evaluation, Year 3

Spring 2014

Spring 2015

	NASP 2010 Standards Areas Assessed	Mean (n=13) (Range 1-4)	Percentage of Learners Demonstrating Competency	Mean (n=15) (Range 1-4)	Percentage of Learners Demonstrating Competency
1	Data-Based Decision Making	3.45 <i>(sd= .58)</i>	92.3	3.46 <i>(sd= .41)</i>	100
2	Consultation/ Collaboration	3.35 <i>(sd= .54)</i>	92.3	3.21 <i>(sd= .22)</i>	100
3	Interventions to Develop Academic Skills	3.45 <i>(sd= .49)</i>	100	3.16 <i>(sd= .29)</i>	100
4	Interventions to Develop Social and Life Skills	3.45 <i>(sd= .49)</i>	100	3.43 <i>(sd= .38)</i>	100
5	School-Wide Practices to Promote Learning	3.39 <i>(sd= .55)</i>	92.3	3.5 <i>(sd= .29)</i>	100
6	Preventive and Responsive Services	3.33 <i>(sd= .61)</i>	83	3.16 <i>(sd= .34)</i>	100
7	Family-School Collaboration	3.29 <i>(sd= .45)</i>	100	3.33 <i>(sd= .40)</i>	100
8	Diversity in Development and Learning	3.50 <i>(sd= .50)</i>	100	3.23 <i>(sd= .28)</i>	100
9	Research, Program Evaluation	3.58 <i>(sd= .51)</i>	100	3.33 <i>(sd= .39)</i>	100
10	Legal, Ethical, & Professional Practice	3.31 <i>(sd= .46)</i>	100	3.14 <i>(sd= .32)</i>	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)

Supporting Data

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

Educational Psychology					
Item	Fall Quarter				
	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					
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

Headcount Enrollment					
Item	Fall Quarter				
	2009	2010	2011	2012	2013
Counseling					
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
Special Education					
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
Degrees Awarded					
Counseling					
	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	0	0	0	0	0
2. Graduate	63	47	70	51	40
3. Total Number of Majors	63	47	70	51	40
Special Education					
1. Undergraduate	0	0	0	0	0
2. Graduate	9	17	11	16	11
3. Total Number of Majors	9	17	11	16	11

Counseling		CY08-09				CY09-10				CY10-11				CY11-12				CY12-13			
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor	
Female	Black, non-Hispanic		2		2		5		5		7		7		2		2				
	American Indian or Alaska Native		1		1																
	Asian		7		7		5		5		7		7		9		9		3	3	
	Pacific Islander		1		1																
	Hispanic		10		10		4		4		5		5		9		9		5	5	
	White		25		25		15		15		31		31		20		20		23	23	
	Multiple ethnicity										2		2		2		2		2	2	
	Race/ethnicity unknown		5		5		11		11		3		3		2		2		1	1	
	Nonresident aliens										1		1								
Male	Black, non-Hispanic						2		2						3		3				
	American Indian or Alaska Native																				
	Asian						3		3		2		2		2		2		1	1	
	Pacific Islander																				
	Hispanic		2		2		1		1		3		3		1		1				
	White		6		6		1		1		8		8		1		1		4	4	
	Multiple ethnicity																		1	1	
	Race/ethnicity unknown		4		4						1		1								
	Nonresident aliens																				
Total	Black, non-Hispanic		2		2		7		7		7		7		5		5				
	American Indian or Alaska Native		1		1																
	Asian		7		7		8		8		9		9		11		11		4	4	
	Pacific Islander		1		1																
	Hispanic		12		12		5		5		8		8		10		10		5	5	
	White		31		31		16		16		39		39		21		21		27	27	
	Multiple ethnicity										2		2		2		2		3	3	
	Race/ethnicity unknown		9		9		11		11		4		4		2		2		1	1	
	Nonresident aliens										1		1								

SFR

		Total SCU					term_ftes					term_ft					term_sfr				
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
EPSY	Tenured & Tenure Track	1924.0	3390.0	3074.0	2702.0	2103.0	128.27	226.00	204.93	180.13	140.20	9.22	10.22	10.59	9.93	9.20	13.91	22.12	19.34	18.15	15.24
	Lecturer	1259.0	813.0	964.0	1065.0	1265.0	83.93	54.20	64.27	71.00	84.33	5.47	3.81	5.67	3.24	4.09	15.36	14.21	11.34	21.93	20.64
	Lower Division	0	0	156.0	192.0	174.0	0	0	10.40	12.80	11.60	0	0	0.27	0.40	0.40	0	0	38.95	32.00	29.07
	Upper Division	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Graduate	3183.0	4203.0	3882.0	3575.0	3194.0	212.20	280.20	258.80	238.33	212.93	14.69	14.03	16.00	12.76	12.89	14.45	19.97	16.18	18.67	16.52
	Total	31															14.45	19.97	16.55	19.08	16.90

CAPR Table 1

California State University, East Bay

Counseling		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
		Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL
		Master		Master		Master		Master		Master	
Female	Black, non-Hispanic	11	11	8	8	2	2			1	1
	Asian	16	16	17	17	14	14	13	13	16	16
	Hispanic	10	10	16	16	16	16	21	21	24	24
	White	54	54	58	58	44	44	43	43	36	36
	Multiple ethnicity	2	2	4	4	4	4	4	4	5	5
	Race/ethnicity unknown	15	15	7	7	5	5	5	5	5	5
	Nonresident aliens	1	1	1	1			1	1	1	1
Male	Black, non-Hispanic	1	1	3	3	3	3	2	2	2	2
	Asian	6	6	4	4	3	3	3	3	2	2
	Hispanic	4	4	3	3	1	1			1	1
	White	9	9	11	11	10	10	13	13	10	10
	Multiple ethnicity					1	1	1	1	1	1
	Race/ethnicity unknown	1	1	1	1	1	1	1	1	1	1
	Nonresident aliens										
Total	Black, non-Hispanic	12	12	11	11	5	5	2	2	3	3
	Asian	22	22	21	21	17	17	16	16	18	18
	Hispanic	14	14	19	19	17	17	21	21	25	25
	White	63	63	69	69	54	54	56	56	46	46
	Multiple ethnicity	2	2	4	4	5	5	5	5	6	6
	Race/ethnicity unknown	16	16	8	8	6	6	6	6	6	6
	Nonresident aliens	1	1	1	1			1	1	1	1

California State University, East Bay

COURSE HISTORY

By Quarter from Summer 2009 through Spring 2013

Discipline Area: EPSY

		Summer					Fall					Winter				Spring			
		Sumr 2009	Sumr 2010	Sumr 2011	Sumr 2012	Sumr 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Wntr 2010	Wntr 2011	Wntr 2012	Wntr 2013	Sprg 2010	Sprg 2011	Sprg 2012	Sprg 2013
Lower Division	Number Sections	.	.	.	1.0	1.0	.	.	1.0	2.0	2.0	.	.	1.0	2.0	.	.	2.0	2.0
	Total Enrollment	.	.	.	23	26	.	.	39	56	56	.	.	30	63	.	.	61	71
	Avg Section Size	.	.	.	23.0	26.0	.	.	39.0	28.0	28.0	.	.	30.0	31.5	.	.	30.5	35.5
Graduate	Number Sections	4.0	2.0	2.0	4.0	5.0	70.0	93.0	80.0	66.0	66.0	66.0	79.0	69.0	65.0	65.0	80.0	63.0	64.0
	Total Enrollment	113	90	82	100	105	1,011	1,411	1,144	1,126	1,098	978	1,303	1,170	1,202	986	1,258	1,035	1,043
	Avg Section Size	28.3	45.0	41.0	25.0	26.0	16.0	23.2	17.2	20.9	21.0	20.1	23.0	22.0	22.9	22.1	24.2	21.0	20.3
DISCIPLINE TOTAL	Number Sections	4.0	2.0	2.0	5.0	6.0	70.0	93.0	81.0	68.0	68.0	66.0	79.0	70.0	67.0	65.0	80.0	65.0	66.0
	Total Enrollment	113	90	82	123	131	1,011	1,411	1,183	1,182	1,154	978	1,303	1,200	1,265	986	1,258	1,096	1,114
	Avg Section Size	28.3	45.0	41.0	24.6	26.0	16.0	23.2	17.5	21.2	21.3	20.1	23.0	22.1	23.3	22.1	24.2	21.4	20.9

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File(BKPD FMF)

Number of Sections may be less than one for cross-listed courses. When Number of Sections is less than 1, Average Size may be invalid

*Average Section Size includes all course classification types except supervised individual study courses per CO APDB reporting definition. Average Section size for cross-listed courses may differ for individual sections due to rounding

Location: Cal State East Bay Course History Report csu/pgm/csusystem/apdb/section.tables.crshis.sas

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