

CALIFORNIA STATE UNIVERSITY, EAST BAY

DESIGNATION CODE: **05-06 CAPR 16**

DATE SUBMITTED: May 1, 2006

TO: The Academic Senate

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: Five-Year Program Review for Psychology

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Psychology Program and approval of the continuation of the program without modification

BACKGROUND INFORMATION/ Executive Summary:

The Department of Psychology consists of 12 tenure track faculty members (9 currently fulltime, two FERP faculty and one assigned to administration - Dean Monat) and around 10 part-time lecturers (8 have PhDs). In Fall Quarter 2004, the department had 558 majors and offered 49 course sections. The department offers both a B.A and B.S. in Psychology. The B.S. has two options in Industrial/Organizational Psychology and in Ergonomics and Human Factors. The department also offers a minor in Psychology. As indicated by the external reviewer, Dr. Cooper, this is a strong program “with very good faculty who are succeeding in the task of teaching effectively, and contributing to the knowledge in the field.”

The program has a strong curriculum with a focus on scientific reasoning. The BA major consists of 68 quarter units and the new BS in Industrial/Organizational Psychology has 87 units. Consistent with its previous five year plan the department has recruited tenure track faculty in areas to meet its needs in developing the BA and BS programs.

Similar to other Psychology programs in the country, the program is experiencing consistent growth and anticipates this to continue in the future. Students are happy with their experience in the program and are continuing on to graduate schools or jobs in the area. Given its resources, the department intends to stay focused on its BA/BS programs for the next five years but needs more resources to sustain growth.

The department continues to modify its student outcome’s assessment plan and has been successful in meeting 2 of its 3 assessment goals. Plans for improving data collection are identified in the review.

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the Psychology B.S. and B.A programs without modification. The next CAPR review will take place 2009-10.

Additional Background

• **Overview description of the program:** See Executive Summary, page 1

• **Overview of the documents submitted to CAPR**

The following documents were submitted by the Department of Psychology for the five year program review: Self study report, plan for degree programs, external reviewer report, response to the external reviewer's report and the previous five year program review document

2. FIVE-YEAR PROGRAM REVIEW/SELF-STUDY (1995-2000)

Following the previous review and CAPR recommendations the department undertook the following

- Revision of Human Factors concentration – This is now called the Ergonomics and Human Factors Option and is accredited by the Oxford Research Institute
- Forming Alliances – These have been made with the colleges of Engineering and Business, as also clusters with other departments in the College of Science
- Plan regarding specialization to guide future growth – Two new TT hires to develop the BS and the Developmental/Cognitive areas
- Outcomes assessment – Now used two different measures with mixed results.
- Added new courses to update the curriculum (e.g. Child Psychopathology)
- Updated its website and Student Handbook

Section II – Tenure-Track Requests and Appointments

The Department of Psychology submitted two Tenure Track request in this period and successfully hired two new faculty members –Dr. Don Choi and Dr. Gabriel– who joined the department in Fall 2004. A third request for a Developmental Psychologist was denied because other departments in the college had more acute needs. The department's needs are becoming more acute with two trends – the retirement of faculty and the growth in enrollments.

Section III – Outcomes Assessment

The department has 3 assessment goals which are measured using different methods.

Developing scientific thinking and methodological skills: These were assessed in both an introductory and capstone course and indicate that the students show statistically significant improvement on every measure but one (APA reference format) suggesting that the program does a good job on this goal.

Mastering the content and theory of psychology - The department could not afford to use the ETS measure as planned because of its cost and is currently developing its own. Instead it is relying on exit surveys which do not seem to adequately measure this content goal.

Applying psychology and preparing for careers – Again using data from the exit interviews we see that the majority of their students rank the program highly but 20% feel only somewhat prepared for their careers. Faculty and curriculum are listed as the strengths of the program. Significant numbers of students work while going to school and indicate that they need courses offered at more convenient times

Future plans – The department is looking into less labor intensive measures such as using their exit survey to get outcome data, or reviewing only one goal a year.

Section IV – Institutional and Instructional Data

The department included performance data from 1999 – 2004 in its self study. The data supports the claims by the department of enrollment growth, and reduction in both tenure track faculty and sections offered.

Majors. The number of undergraduate majors grew from 436 in fall 1999 to 558 in Fall 2004. The department indicates that there has been similar growth in other CSU's and universities nationally.

Program data. FTES has consistently increased over the period from 372.63 to 438.2 in 2004. The department will lose two faculty to retirement in the coming years. Currently 44% of their courses are taught by non tenure-track faculty. In this time period SFR has also risen from 23.4 in 1999 to 27.4 in 2004. This is the 3rd highest in the College of Science. The department strategically has a high SFR in lower division courses and lower SFR in capstone and lab courses. This serves to keep the capstone courses small and meet their educational objectives, but still carry the high SFR in lower division courses.

Section V – Comparison to Other Psychology Programs

The department compared itself to 10 other CSUs including San Jose and San Francisco State. The CSUEB program distinguishes itself by having a stronger natural science orientation than these institutions. It also has fewer options and electives than some of the CSUs which have more faculty. It also differs in not requiring a Physiological/Biological Psychology course of all majors. The department plans to make this a requirement in the future.

Section VI – Achievements in the Five Year Period

The department enumerated its achievements in several areas.

- Revised the Human Factors Option and the B.S. Industrial Psychology Option as indicated earlier.
- Recruited two new faculty members
- Individual faculty members have distinguished themselves both in securing grants and other professional arenas of publication, reviewing grants and publications and university administration. Their students have also published with the faculty.

Section VII – Units Required for Graduation

All three of the department's degree programs require the minimum number of units (180).

Summary

The department has painted a picture of itself as sustaining quality and variety in its educational programs, participating in university governance, developing a sense of community for its students, and maintaining a rigorous research agenda.

• **Summary of supporting data**

Several documents reporting data were appended to the self-study: Previous program review and response; Tenure track position announcement; Outcomes assessment; Institutional Research Data; Faculty achievements for the review period; Annual enrollment; Psychology programs at CSU campuses.

Performance Review Statistics

1. increase in number of undergraduate majors mirroring national trends
2. decrease in number of courses and sections taught; some increase in variety of courses
3. decline in FTEF; increase in SFR because of loss of faculty through retirements and increased growth of student body.
4. diverse student population that needs more courses taught at more varied times

3. OUTSIDE REVIEWER'S COMMENTS & THE DEPARTMENT'S RESPONSE

The program was reviewed by Dr. Robert G. Cooper, Jr; Associate VP of Undergraduate Studies from San Jose State University on January 31, 2005. The reviewer met with Dean Leung, the Chair of Psychology, faculty, two emeritus faculty and students. The summary of Dr. Cooper's comments is arranged in order of his mention and under his headings. Dr. Cooper believes that this is a strong Psychology Department with good faculty who are providing students a good education while maintaining their research focus. He recommends two modifications – in curriculum and planning – in order to keep currency in the field.

Summary of Dr. Cooper's comments

Psychology curriculum: The curriculum is good and has a clear scientific reasoning focus with upper-division laboratory courses that distinguish it from other universities. The B.S. in I/O Psychology is also strong and meets market demand.

- He indicates that the coverage of Developmental Psychology, Cognitive Science, Neuroscience and Cognitive Neuroscience, and Multiculturalism/Cross-Cultural Studies need to be improved. He also raises the issue that Biology is required for the BA but not BS degree and suggests that the Physics component be reduced to enable the inclusion of this in the B.S program. Another suggestion is that the department not have learning and conditioning as a requirement.

- The department can consider building a graduate program once it builds strength in its two B.S. options.

- Traditional scientific focus of Psychology may prove costly in lost enrollments in the future. The department may need to accommodate students who are interested in applied/clinical components by providing more courses in these areas. Its enrollments have lagged behind SFSU and SJS – both of which provide these options.

Student issues

- Students are happy with their experience at CSUEB consistent with the exit surveys. The reviewer again raised issues regarding course availability and the need to offer more courses at varied times. He praised the information sharing that the department undertook to keep the students informed of scheduling through their website and other means.

- While enrollments are rising, this is not as strong as in other campuses

- The department has a diverse student body

Faculty Resources and Challenges. Dr. Cooper noted that the department faculty, while anxious about the loss of highly productive researchers, has hired some excellent replacements.

The faculty are both its strength and weakness. Too many courses are taught by temporary faculty and he recommends that the department hire one or two additional faculty per year to replace retirees and meet the needs of growth. All summer session classes are taught by temporary faculty. He suggests that some tenure track faculty teach on load in summer in lieu of another quarter.

Facilities

Current facilities are good enough for current needs but if the department grows it will need additional resources for their new faculty or face problems in recruitment. Dr. Cooper suggests that the department coordinate department wide grant making to raise infrastructure funds for all faculty. He specifically notes the need for technical support and funded student worker positions.

Outcomes assessment: He recommends designing and using assessment data within a formal set of goals and SLOs. These SLOs need to be articulated earlier in the program so students can have a clearer idea of learning expectations. He also recommends course embedded assessment that is currently being used to assess two of the goals.

In sum, the external review makes 7 recommendations

1. Develop a long term hiring plan
2. Recruit for at least 1 more position each year
3. Develop strategy for growth given its resource constraints
4. Enhance assessment activities
5. Department wide approach on grants
6. Secure technical support
7. Modernize its curriculum

Response of the Department

The department acknowledged Dr. Cooper's comments and broadly agreed with most of his conclusions.

1. Curriculum – The department feels that
 - a. adding a biology course would be a burden on students given that the B.S. students have to take 87 units as is.
 - b. While they would like to offer more electives, they are limited by the lack of TT members to teach them.
 - c. Learning and conditioning must be in the core

- d. Relatively low gain in enrollments are in line with other departments at CSUEB rather than curriculum limitations
- e. Will offer the Clinical psychology course more often
- 2. Student issues – aware of the need for more course offerings and timings but are limited by the number of faculty available.
- 3. Faculty resources and facilities – in agreement with reviewer
- 4. Outcomes assessment – In agreement with reviewer and pursuing his recommendation of embedded assessment.

4. PROGRAM'S FIVE-YEAR STRATEGIC PLAN (2005 - 2009)

Curriculum

Modify the BA program – Update it based on skills of new hires the department will seek to offer courses in behavioral genetics, culture and social behavior, organizational psychology, psychology of negotiation. It will also attempt to market the Human Factors option which has low enrollments.

Students

Enrollments are increasing and the department expects an even further increase as their contribution to GE is implemented. The department plans to offer a range of courses to meet this need. The department is involved in outreach and recruiting. It has updated its brochures, website and requests that faculty be provided assigned time to get further involved.

Faculty

The department envisions two retirements in the coming years and there is a need to actively recruit new faculty to replace them. This request is well-supported by enrollments trends, faculty activity, and student needs.

Resources

Request 4 Tenure Track hires plus replacements for retirements, technical support (now filled), operating budget, loss of extra-quarter for pay in summer has led to non-tt instructors only with the exception of the chair, library resources have become limited.

5. CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW

a. Program

The Department of Psychology has conducted a thorough and balanced self-study. The data and documentation included in the review package clearly supported the claims and conclusions of the department and outside reviewer. The curriculum appears to be sound, with a clear direction for future growth. The department has a strategic focus in undergraduate education. Student enrollment is growing steadily both mirroring national trends and the inclusion of Psychology courses in the new GE upper division requirements. Enrollment growth and number of majors are predicted to continue throughout the next review period. The department has revised its B.S and successfully developed its B.S. options; it is planning to revise the B.A in the future. It has experimented with different methods of collecting student learning assessment data and will continue with a successful method of embedding it in exit interviews and capstone courses. The department will need to recruit additional tenure track faculty in the coming years if it is to sustain growth and meet student needs – both to replace retirees and to adequately staff growing programs.

CAPR commends the department on its development of programs to meet student needs, and the sustained research productivity of its faculty. CAPR has several recommendations for the department.

- 1) The program must aggressively recruit new faculty – both to replace retirees and also to meet the needs of the growing program.
- 2) Develop assessment data as suggested by the external reviewer and initiated by the department for all three learning objectives. The current strategy of assessing student capability in entry and capstone

courses indicates significant student learning on one assessment objective. By articulating student learning goals early on for the two other objectives identified by the program, you will be more clearly able to document them.

- 3) See if collaboration with other CSUs (e.g. Chico) is possible in developing assessment measures that parallel the ETS instrument. Working with other CSU's can reduce the burden on faculty in developing measurement.
- 3) Apply the WASC frameworks in developing measures. This will help the university in developing uniform and institutional measures.
- 4) Consider modifying the BS program as recommended by the external reviewer; i.e. reduce the physics component (currently three courses) and include a biology course that is the standard in all other major psychology programs. This will not increase the number of units that students have to take for the B.S option.
- 5) Given the constraints in tenure track faculty, continue collaboration with other schools in CSU in increasing the courses offered to meet current needs. For instance the business school currently offers multiple courses that could potentially be cross listed for both programs. Other programs such as anthropology and public administration potentially offer synergistic courses.
- 6) Develop other resources such as technical support and infrastructure needed to maintain the quality of the program and recruit successfully.
- 7) Offer courses at more varied times to meet the needs of your working students once you have hired new faculty. (Both Engineering and Business offer a plethora of evening and weekend sections to meet their working student's needs.)
- 8) Class size is low in capstone lab courses and is mirrored in your student evaluations of the program. However, the tradeoff is that many lower division courses have a large number of students. If these are taught by part time faculty the entry level students may not be well served which could potentially lead to student retention problems in the future. The program may wish to reduce their capacity after hiring new faculty and offer more sections of these courses.
- 9) Consider developing a graduate program once you have recruited new faculty to staff the program.

6. CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the B.S. and B.A. programs in Psychology

DATE OF THE PROGRAM'S NEXT FIVE-YEAR REVIEW

2009-10