Program Performance Review: Culmination Meeting Memo
Department of Psychology

The 2013-2014 Program Performance Review (PPR) process for Department of Psychology concluded with a culmination meeting on April 10, 2015.

During the meeting, the program was commended for the significant progress made since the last PPR, which includes:

1. Excellent faculty members as teachers, mentors, and researchers. The chairs (previous and current) were commended for motivating faculty to remain strong on all fronts.
2. Strong leadership from the chair, which contributed to a very collegial departmental culture.
3. Experienced and capable staff members. This is particularly impressive, as staff members are rarely recognized in PPR reports.
4. Diverse and high-quality undergraduate and graduate students.
5. Well-functioning peer mentoring system and advising system for the students.
6. Renovated facilities on HSS 6th floor are very functional; The idea of a laptop station is an inspiration for other units at the university.

The major recommendations and concerns raised through the PPR process were discussed. Suggestions on how to address them were provided:

1. The need for an additional administrative staff member, particularly to help with grant administration:
   - The current Administrative Analyst has huge responsibilities, a significant part of which involves faculty grant disbursement. The amount of paperwork is overwhelming, which includes service orders, purchase orders, and other paperwork associated with research projects. In addition, the FTES has increased tremendously over the past 10 years, but the number of staff remains the same. The issue is particularly urgent due to the upcoming retirement of a couple of staff members.
   - The college recognizes the need for additional staff, and this issue is shared by other departments in HSS. The Dean's office will work with the departments to see whether and how the college can help centralize grant management. While there is no additional money for staff positions at this point, the college is offering more professional development and specialized training opportunities to staff to further increase productivity.
   - It is suggested that the department should explore the HHD model, where staff is written into grants, especially large external ones. HHD is able to fund a full-time position through multiple grants. The challenge is to work with faculty to build this into the grants.
   - The university is currently reviewing the number of transactions, FTES, and other relevant information in each department to evaluate staffing needs. The goal is to gather more accurate data, and make more equitable decisions.

2. The need to better support part-time lecturers, and possibly hiring a coordinator for them:
   - The chair reported that the part-time lecturers need a shared structure and common space to communicate with each other. They express the desire to feel more as part of the

     CSUF community. The department has explored the position of a "Sub-chair" (i.e. faculty with reduced teaching load) for part-time lectures in the past, but the position did not materialize due to financial reasons.

- The department is recommended to explore the model used by the Department of English, where a part-time lecturer helps coordinate the writing center. This position is compensated as additional work (not reassigned time).
- Professional development for part-time lecturers has been provided by the department through monthly meetings. FDC will also have a part-time person to support and provide workshops for part-time lecturers. The department should encourage their part-time lecturers to take advantage of these opportunities.
- The department, with the help of the college, is now able to assign classes to part-time faculty earlier, giving them a clear sense of their schedule sooner.

3. Improve the match between M.A./M.S. students and faculty in terms of research interests and faculty availability, and ensure equitable distribution of mentoring/committee responsibilities for M.A./M.S. theses:
   - The department expressed the challenge of matching students with faculty at the time of admission, as many students do not have a clear idea of their research interest yet. A new orientation to Master's students started last year, which has helped with this issue. The Master's program coordinator currently talks with students, and recommends who they should be working with.
   - The department is recommended to gauge students' perception of their experience throughout the program, possibly through an exit survey. The department has no formal assessment of their MA students right now, and is encourage to develop an assessment plan.
   - The position of thesis committee chair needs to be recognized formally. It is unclear at this point what the department's expectations are.
   - The department is recommended to explore compensation mechanisms for thesis supervision. It is suggested that the department should track every faculty member's involvement, and use the data to create an equitable system.

4. Develop an alumni tracking system to monitor post-graduate professional experiences and seek fundraising support:
   - The department recognizes the need, and is working on developing this system.

5. Consider adding an undergraduate capstone class to aid the assessment of SLOs:

- The department has completed curriculum mapping, and recognizes that there is no capstone course for the undergraduate students. The department is considering changing PSYC 495 into a true capstone course, in which assessment activities will take place.
- The department is recommended *not* to create a capstone course in addition to the existing curriculum, but to explore embedded assessment opportunities within the existing courses.

6. Monitor consequences of program impaction on the department's FTES enrollments and number of majors:
   - The department is well aware of this issue, and has been working with the Admission's Office to strategically and gradually slow down the enrollment "growth curve", using the strategy of increasing admission criteria.
   - The department is commended for this approach, and is encouraged to continue.

7. Continue to work on improving pass rate of PSYC 101 students, and to encourage transfer students to do research early in their career:
   - Part of the reason for the low pass rate of PSYC 101 is that students need better advisement in terms when to best take the course. Better advisement could also help transfer students realize the importance of doing research early.
   - The college is working with the department to improve student advising. Planned changes include adding a psych-specific "welcome to HSS" session to help deliver information unique to psychology majors, and marketing in-person orientation more heavily to psychology transfer students so that they receive important information regarding undergraduate research.

8. Continue to support faculty to attend conferences:
   - The department expressed that attending conferences is important for faculty in order to be productive. The current travel funds limit of $600-800 is not sufficient.
   - The college has offered an additional $600, which was much appreciated. It is encouraged that the college continues to provide professional development support to faculty, including part-time faculty.

9. Encourage faculty to administer SOQ online:
   - The department has adopted the online version of SOQ, but the university has not made the shift. The lack of university infrastructure contributed to the department's struggle to get better response rate. The department would like to see institutional incentive for students to complete SOQ online, and desires a uniform SOQ format campus wide.

- The college suggested the department to adjust RTP expectations to acknowledge the lower response rate of online SOQ. The department has tried to update the departmental personnel standards, but has had difficulty for the updated standards to be passed by the university personnel committee. The university is currently working to improve this process.