California State University, Fullerton

Department of Psychology

Program Performance Review (PPR)

February 2023

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Chair's Preface

Our department has experienced significant growth and change since our last program performance review in 2014. The recent Covid-19 pandemic has had a significant effect on the department. Due to Covid, we've increased the number of courses we offer online, and students are much more interested in taking courses online. In the past two years, we have also had unusual turnover in the chair position, having had three different chairs in that time. Since our last PPR, there have been significant changes in our full-time tenure-track faculty, having hired six faculty but losing eight. The most significant change has been the dramatic increase in the size of the student body in psychology. The Psychology Department is the largest department in the College of Humanities and Social Sciences in terms of FTEF and majors. Psychology also offers many highly popular classes that meet general education requirements. Because of these factors, the Psychology Department has been crucial to the college's ability to make FTES target, and increasing and maintaining enrollment for the university. Since the last PPR in 2014, the number of majors has increased over 53% and this number has grown by 137% since 2005. In other words, since 2005, the total number of psychology students has more than doubled, with a current total number of 3,374 students. In fact, the number of students in the Psychology Department exceeds that of some entire colleges at CSUF. Such growth has provided benefits but has also been a challenge, particularly when administrative resources for department staff have not increased. This means the Psychology Department has been doing more while the administrative structure of the department has had to remain constant. Also, with a net loss of faculty of since the last PPR even more of classes are staffed by lecturers. These lecturers need resources, for professional development that benefits the students they teach. The massive increase in students has put a strain on our operating budget, as we strive to meet the needs of more students. Finally, as full-time faculty in our department earn tenure and are promoted to full professor, we will need to consider how to support the research needs of those faculty. Much of the campus resources are focused on supporting pre-tenure faculty, so those post-tenure may struggle to maintain active research programs. Those research programs are needed for our students to gain experience required for graduate programs and for our success in bringing in external funding. As we look ahead in our department, we want to give our students the option to specialize in areas of psychology, by providing them with tracks within the major for specialty areas such as neuroscience. We also want to be on the leading edge of diversity, equity, and inclusion, to provide students and faculty with an environment that is supportive and allows them to succeed.

I. Department Mission, Goals and Environment

A. Mission and Goals

Psychology is a science that has as its central theme the study of behavior. Psychology involves studying how we interact with one another and our environment. Psychology is practical; it is concerned with improving the quality of life. In order to achieve these ends, psychologists work in a broad range of research and applied settings. The psychology major is designed to provide each student with a comprehensive overview of the major fields of psychology, the methods used in psychological research, and the applications of psychological knowledge. The major is also designed to assist the student in selecting elective courses which can form a concentration in an area of each student's interest. These specialty areas might include clinical, social, developmental/child, industrial/organizational, learning/cognitive and biological psychology. The major provides a basis for careers in a variety of psychology-related occupations including mental health agencies, hospitals, teaching, business and public organizations. The major also prepares students for graduate training in fields such as clinical psychology; marriage and family therapy; teaching; social work; law; business management, and public administration. https://psychology.fullerton.edu/academics/undergraduate.aspx

Department Goals: In 2011, the department formally adopted the following nine goals:

Psychology Department Goals

1. Students will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends.

2. Students will understand and apply basic research methods, including research design, data analysis and interpretation.

3. Students will use critical and creative thinking, skeptical inquiry and the scientific approach.

4. Students will understand and apply psychological principles to personal, social and organizational issues.

5. Students will weigh evidence, tolerate ambiguity, act ethically and reflect other values underpinning psychology.

6. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

7. Students will communicate effectively.

8. Students will understand the complexity of sociocultural and international diversity.

9. Students will show insight into their own and others' behavior and mental processes.

Student Learning Outcomes: All students majoring in psychology shall achieve competence in the following domains (our Student Learning Outcomes – SLOs):

1. Students can identify appropriate basic research methods to test hypotheses empirically.
2. Students can apply psychological theory to scientific questions and real-world problems.
3. Students can find and evaluate relevant literature.
4. Students can demonstrate proficient writing skills, including scientific writing in APA style.
5. Students can manage data and analyze data using appropriate statistical methods.
6. Students can analyze psychological research and theory in relation to their own personal development.
7. Students can identify how diversity impacts individual and social behavior.
8. Students can employ appropriate ethical principles in psychological settings.

Student Learning Outcomes (SLOs) linked to Department Goals: The SLOs noted above are linked to Department Goals as follows:

Psychology Department Goals	Student Learning Outcomes
1. Students will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends.	2
2. Students will understand and apply basic research methods, including research design, data analysis and interpretation.	2,5
3. Students will use critical and creative thinking, skeptical inquiry and the scientific approach.	1,2
4. Students will understand and apply psychological principles to personal, social and organizational issues.	2,6,7
5. Students will weigh evidence, tolerate ambiguity, act ethically and reflect other values underpinning psychology.	3,8
6. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.	4,5
7. Students will communicate effectively.	4
8. Students will understand the complexity of sociocultural and international diversity.	7
9. Students will show insight into their own and others' behavior and mental processes.	2,6,7

Student Learning Outcomes (SLOs) linked to university-wide undergraduate leaning goals, WSCUC Core Competencies, and strategies: The SLOs are linked to Undergraduate Leaning Goals (ULGs), WSCUC Core Competencies (CC), and Strategic Plan Goals (SPGs) as follows:

Undergraduate Leaning Goals (ULG): There are six undergraduate learning goals. The Psychology Department Undergraduate SLOs are associated with most – we list the association between the SLOs and Undergraduate Learning Goals below:

> *ULG-01: Intellectual Literacy* - Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view. (SLOs 1-8)

> *ULG-02: Critical Thinking* - Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems. (SLOs 1-8)

> *ULG-03: Communication* - Communicate clearly, effectively, and persuasively, both orally and in writing. (SLOs 1-8)

> *ULG-04: Teamwork* - Work effectively as a team member or leader to achieve a broad variety of goals. (SLOs 1-5, 7-8)

> *ULG-05: Community Perspective* - Evaluate the significance of how differing perspectives and trends affect their communities. (SLOs 1-8)

> *ULG-06: Global Community* - Recognize their roles in an interdependent global community. (SLOs 1-4, 6-8)

WSCUC Core Competencies (CCs): There are five WSCUC Core Competencies. The Psychology Department Undergraduate SLOs are associated with most – we list the association between the SLOs and each WSCUC Core Competencies below:

> *CC-CT: Critical Thinking* - The ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth. (SLOs 1-3, 7-8)

> *CC-IL: Information Literacy* - According to the Association of College and Research Libraries, the ability to "recognize when information is needed and have the ability to locate, evaluate, and use the needed information" for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally. (SLOs 1-3, 6-8)

> *CC-OC: Oral Communication* - Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically. (None)

CC-QR: Quantitative Reasoning - The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods. (SLOs 1, 5-6)

CC-WC: Written Communication - Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors. (SLO 4)

University Strategic Plan Goals (SPGs): There are four University Strategic Plan Goals. All of the department SLOs (1-8) are directly linked with University Strategic Plan Goals (1 & 2) – the other two goals are not applicable (NA):

SPG-01: Transformative Educational Experience and Environment - Provide a transformative educational experience and environment for all students. (SLOs 1-8)

SPG-02: Student Completion and Graduation - Strengthen opportunities for student completion and graduation. (SLOs 1-8)

SPG-03: High quality and Diverse Faculty and Staff - Recruit and retain high-quality and diverse faculty and staff. (NA)

SPG-04: Financial and Physical Growth - Expand and strengthen our financial and physical capacity. (NA)

As noted above, the undergraduate Psychology Program links well to the Department Goals, and to the various University-wide undergraduate leaning goals, WSCUC Core Competencies, and strategies.

B. *Changes and Trends in the Discipline*

In 2021, the American Psychological Association (APA) Monitor presented their yearly "emerging trends" article. We feel this a good marker for how the field changed since the last PPR. Summarizing from the Monitor:

> *2021 trends report. Monitor on Psychology, 52(1).* https://www.apa.org/monitor/2021/01/trends-report *-- themes noted in the trends report include growing focus on the effects of social media on behavior, ongoing issues of racism/discrimination, the import of psychology research and its application, personal and workplace mental health and well-being (reflective of Health Psychology), growing import of telehealth and mental health apps (reflective of Health Psychology), addressing underserved communities, distance/online learning.*

The above are indeed changes to our discipline in terms of focus. Our department has responded in various ways:

Our department has embraced addressing issues regarding societal discrimination, racism, and understanding diversity. We have offered additional classes in these areas (see Curriculum changes) to provide students the opportunity to read and discuss research addressing different cultures and societal stereotypes. Our dedication to this effort is evidenced by the student learning objective (SLO) that reflects this effort – SLO 7: Students can identify how diversity impacts individual and social behavior. These topics have also been a regular part of our faculty meetings.

In addition, the department formed a diversity, equity, and inclusion (DEI) committee as a faculty resource. In 2020, the DEI committee conducted two virtual townhalls with Psychology majors to discuss Black, Indigenous, and people of color (BIPOC) students' experiences in our department. These forums were facilitated with the help of three adjunct faculty who were trained therapists with experience running groups. The goal of these meetings was to provide a safe space for students to voice their experiences and for the psychology department to learn from those voices. Information from these sessions has informed the on-going work of the DEI committee and faculty.

As noted in the trends, the field of psychology increasingly values research and application – these are important features of psychology. The department has continued to lead the University in this area, offering intensive courses in quantitative methods for undergraduates (Psyc 300 Intermediate Research Methods and Statistics, Psyc 465 Advanced Statistics, Psyc 466 Computer Applications for Psychological Research, and 467 Multivariate Statistics). Undergraduates with proper training are also encouraged to "permit" into graduate courses addressing quantitative and qualitative methods provided the appropriate prerequisites are met.

Regarding the rising import of mental health, the department continues to offer a host of courses for undergraduates inclusive of this exploration – many of which are required courses as part of the Psychology pedagogy. Issues of workplace mental health are also addressed in a new course Psyc 486 – Personnel Psychology. For the growing interest in psychological well-

being, the department has expanded its offering in the field of Health Psychology. Our Psyc 474 Health Psychology course has been one of the more in-demand upper-division courses in the past few years – we have responded by offering multiple sections, and currently offer this course not only in the standard Fall/Spring semesters, but also the Winter/Summer intersessions. We have also added the course Psyc 476 Racial/Ethnic Health Psychology so that students can explore well-being from the perspective race and ethnicity.

Online education is another important trend in the field. The department has been progressively offering more of its courses online, which was further accelerated due to the Covid-19 virtual environment that California entered for education. Faculty are constantly in a dialog regarding effective teaching pedagogy for online learning.

The department is also working to address underserved communities, for example all majors in psychology are required to complete an internship, which can be inclusive of clinical work in mental health settings, in some instances settings serving low socio-economic individuals. Internships create an important link between the university and the surrounding community, giving students and the department an opportunity to engage in service. In addition, such real-world experience gives students the chance to develop job skills that will aid their careers after graduation.

C. Priorities: Short-Term (3-years) and Long-Term (7-years)

Beyond continuing to be responsive to changes in the field of Psychology, in the short term, as with many departments, maintaining morale and productivity for senior faculty members–who traditionally have less assigned time and therefore shoulder a greater share of teaching–will increasingly become a priority. Also, with growing numbers of faculty both using computers as part of their classroom instruction and collecting data via computers, the department needs more dedicated computer lab/classroom space. Our current space is consistently used to its limit.

Also in the short term, our majors are showing an increasing interest in neuroscience and neuropsychology. To be responsive to this demand, our department has developed but has not yet implemented a neuroscience track to provide intensive training in this area, which will be inclusive of a minor in biology to provide cross-disciplinary training. An industrial/organizational (I/O) psychology track is also being developed for those interested in the application of psychology to the business setting.

In the long term, the department seeks to continue hiring new assistant professors as the number of majors continues to increase. As it stands, we currently have an overreliance on lecturers, many without PhD level training – increasing tenure-track positions would decrease this offset. In addition, given the large student growth in the department, finding instructors to cover required courses is becoming problematic – thus, additional hiring would help alleviate this press.

The department also approved requiring a diversity course of psychology majors, but we are waiting to implement that change until course offerings are able to meet the anticipated demand, including the addition of more courses. This new requirement fits with our long-term plans to address diversity, equity, and inclusion issues at all levels of our department.

Long-term departmental plans also include becoming more proactive in advising students in their course choices and successfully guiding them to future careers in psychology. We have been unable to do this with the large number of students and inadequate current staffing. We are currently hiring a full-time staff advisor that will work with our department alone. This new staff member will help us plan and implement more programs for students. This will allow us to guide students in taking the appropriate courses, inform them of available tracks in the major, and help them explore potential minors that will complement the major.

II. Department Description and Analysis

A. Substantial Curricular Changes

The Psychology Department seeks to address significant trends in the field by having a curriculum that is current and forward thinking. Since the last PPR, these are curriculum changes made:

Courses added:
Psyc 133 – Introduction to Aging Studies
Psyc 321 – Psychology of Religion
Psyc 324 – Cultural Psychology
Psyc 325 – Psychology of Prejudice and Discrimination
Psyc 410 – History of Psychopathology
Psyc 432 – Contemporary Theories of Personality
Psyc 445 – The Psychology of Dying, Death, and Bereavement
Psyc 494 – Teaching of Psychology (this used to be Psyc 496, but we changed the number and made substantial changes)

Course name changes:
Psyc 201 changed from "Elementary Statistics" to "Introduction to Statistics in Psychology"
Psyc 300 changed "Computer Applications in Psychology" to "Intermediate Research Methods and Statistics"
Psyc 431 changed to "Traditional Theories of Personality"

Courses combined:
Combined Psyc 498 and 499 into one course – Psyc 499 "Independent Research"

Courses approved as specials:
Psyc 476 -- Racial/Ethnic Health Psychology
Psyc 486 – Personnel Psychology
Psyc 487 – Organizational Psychology

Classes eliminated:
Psyc 462 Advanced Psychology of Aging

The above list of augmentations and additions reflects the department's efforts to remain current to changes within the field, including sensitivity to undergraduate needs for education. Many of the added courses underscore the import of being inclusive to cultural sensitivities and societal change in terms of topics, and simply providing a well-rounded educational experience for our students.

Courses where labels changed reflect changes in the required pedagogy. For example Psyc 300 used to be Computer Applications which made a lot of sense in the late 1990's and early 2000's (training in using Word, Excel, PowerPoint, using a web browser to search the web, statistics on

computer), but now most undergraduates enter the University with a knowledge of these tools. The course was already "morphing" into an intermediate statistics course, and thus the label change made this formal. Also driving this change was that faculty decided that a course "bridging" our 200 and 400 level statistics/research courses was needed. Where courses were combined (Psyc 498/499), this change was made because the two electives were similar in terms of function – Psyc 498 was "Directed Empirical Research" and Psyc 499 was "Directed Library Research." Thus, the course Psyc 499 "Independent Research" is now inclusive of the original 498/499 courses.

Provisional courses adopted reflect changes in the discipline along with faculty who are highly qualified to support such courses. Psyc 476 Race/Ethnic Health Psychology reflects a growing interest of the field in cross-cultural health ideologies and research, while Psyc 486/487 reflect the growing demand for courses associated with industrial/organizational psychology.

The department has strived to meet the needs of a very diverse population of students by offering a full range of classes that are hybrid, online, evening and Saturday courses, and compressed formats.

B. Structure of the Degree Program

The Bachelor of Arts in Psychology requires 41 units (9 Lower Division, 32 Upper Division) in the major, which includes experimental and laboratory courses, and electives.

Lower Division (9 units)

    PSYC 101 - Introductory Psychology (3)

    PSYC 201 - Introduction to Statistics in Psychology (3)

    PSYC 202 - Research Methods in Psychology (3)

Upper Division (32 units)

Required Courses (23 units)

Experimental Psychology (6 units)

    PSYC 302 - Learning and Memory (3)

    PSYC 303 - Sensation and Perception (3)

    PSYC 304 - Comparative Animal Behavior (3)

    PSYC 305 - Cognitive Psychology (3)

    PSYC 306 - Biopsychology (3)

Laboratory (2 units)

The laboratory course must correspond with an Experimental Psychology lecture course, above.

    PSYC 302L - Laboratory in Learning and Memory (2)

    PSYC 303L - Laboratory in Sensation and Perception (2)

PSYC 304L - Laboratory in Comparative Animal Behavior (2)

PSYC 305L - Laboratory in Cognitive Psychology (2)

PSYC 306L - Laboratory in Biopsychology (2)

Two of the following (6 units):

PSYC 331 - Personality Psychology (3)

PSYC 341 - Abnormal Psychology (3)

PSYC 351 - Social Psychology (3)

PSYC 361 - Developmental Psychology (3)

One of the following (3 units):

PSYC 311 - Educational Psychology (3)

PSYC 317 - Psychology and Law (3)

PSYC 362 - Psychology of Aging (3)

PSYC 391 - Industrial/Organizational Psychology (3)

Plus the following (6 units):

PSYC 300 - Intermediate Research Methods and Statistics (3)

PSYC 495 - Field Placement in Psychology (3)

Elective 300- and 400-Level Courses (9 units)

Two 300- or 400-level electives in Psychology (6) One 400-level elective, excluding PSYC 494 and PSYC 495

Upper Division University Writing Requirement: ENGL 301 – Advanced College Writing

Students must take Psyc 101, 201, 202, 300 and the lab separate semesters, as these courses build on one another. While completing this sequence students can fulfill the two 331-361 courses and the one course from 311, 317, 362 and 391, as these courses only require Psyc 101 as prerequisite. Students generally take the Field Placement class, Psyc 495, in their last year. We have voted to replace one of the 300-level elective courses with a diversity course requirement. Students will have a long list of courses to choose from, including Prejudice and Discrimination, LGBTQ Psychology, Cultural Psychology, Asian Psychology, Black Psychology, and a new class we are currently developing, Latinx Psychology. The total units for the major will remain the same with this change. In 2021, we added the requirement of English 301 as the university upper division writing requirement for the major, instead of having the two experimental classes and the lab count as the writing requirement. This makes it easier for students to transfer in those experimental courses from other universities and reduces the restrictions on the experimental courses and how they're structured.

The department has determined that all Psychology majors will demonstrate mastery of SLO's 1, 4, 5 and 8 in the Psyc 302L-Psyc 306L experimental laboratory group; all majors must complete one lab. Students will demonstrate mastery of SLO's 2, 3, 6, 7, and 8 in Psyc 495–Fieldwork. The Psychology Department currently does not have a formal capstone class, however Psyc 495 in many ways functions as one: it must be completed by all majors during their senior year, and it involves application–through hands-on participation in a real-world setting–of principles learned in other classes.

SLO (Mastery)	Courses
1	302L-306L
2	325, 495
3	495
4	302L-306L
5	302L-306L
6	495
7	325, 495
8	302L-306L, 495

In addition, 400 level electives also address mastery of specific SLOs. For example, Psyc 465 (Advanced Psychology Statistics) and Psyc 467 (Multivariate Topics) evidence mastery of SLO 5 (Students can manage data and analyze data using appropriate statistical methods). Although instructor determined in terms of emphasis, Psyc 474 (Health Psychology) can evidence mastery of SLO 2 (Students can apply psychological theory to scientific questions and real-world problems) and SLO 6 (Students can analyze psychological research and theory in relation to their own personal development).

C. Student Demand for Department Offerings

Demand for the psychology major remains very strong. From Appendix A Table 1-A, the number of first-time freshmen enrolled increased 81% from 2015 (n = 233) to 2021 (n = 421). In terms of applications to our department, in 2021 alone we saw close to 4,000 students (n = 3906) wanting to be psychology majors. For transfer students (Table 1-B), we saw a 46% increase in enrollments (n = 368 in 2015 to n = 539 in 2021), with 3200 applications in 2021. To underscore the popularity of our department, combining first-time freshman and transfer applications, we saw over 7,000 applications in 2021.

Table 3-A from Appendix A presents graduation rates for students entering CSUF as freshmen psychology majors. In our last PPR, we had noted an issue with "bottleneck" courses and graduation rates – this has now been addressed as evidenced from the low 28.7% 4-year graduation rate for those entering in 2012, to 47.9% for those entering in 2018. The 5- and 6-year graduation rates remain mostly unchanged (60% and 70% range, respectively) – regardless, moving from a 4-year 28.7% graduation rate to 47.9% is beneficial for students.

For upper division transfer students (Table 3-B), graduation rates remain fairly stable for those graduating 2- and 3-years after entering our program (40-45% range for 2-years, and 70% range for 3-years). Interestingly, for those entering in 2017, 51.4% graduated in 2-years – whether we became more efficient with these students or they were more efficient cannot be determined. The 4-year graduate rate for these students entering in 2018 has taken a dip (74.8%) probably due to the pressures of the Covid-19 pandemic.

We continue to work on addressing the equity gap, which recent educational data suggest has been exacerbated by the recent pandemic. We will continue with programs that were successful in reducing this gap in our bottleneck courses, such as providing access to Supplemental Instructions (SI) for courses such as Psyc 101 and 201. We would like to expand these programs in coming years and have discussed this with our SI office. We have also been working with faculty to increase diversity across the curriculum content. Our department DEI committee continues to examine our program to determine what changes can be made to decrease the equity gap. The town hall meetings organized by DEI were informative in giving us more information on student needs.

To enhance graduation rates, the Psychology Department has increasingly offered a wider array of required and elective classes. In addition, these classes are offered at a broader range of times, including Saturday courses, and hybrid, online, and intersession courses.

D. Enrollment Trends (FTES) Since Last Program Review

Psychology Department classes continue to evidence growing appeal to CSUF students. This is true both of lower and upper division courses. Appendix A Table 2-B presents enrollments by academic year. Total undergraduate enrollment based on FTES increased by 56% from 2015-2016 (1749.2 FTES) to 2021-2022 (2725.8 FTES).

The raw number of psychology majors increased 53% (from 2,210 in 2015-2016 to 3,374 in 2021-2022). Even more dramatic is the increase since 2005 – looking at the 2014 PPR and taking the raw number of majors reported from 2005, the number of psychology majors increased 137% (from 1,425 in 2005 to 3,374 2021-2022). In other words, since 2005, the raw number of psychology majors has more than doubled.

The above increases do not reflect that the department also attracts many students to its lower and upper division general education classes.

From Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		**Upper-Division** (Including Post-Bac & 2nd Bac)		**Total**		
	Headcount	**FTES**[1]	**Headcount**	**FTES**[2]	**Headcount**	**FTES**[3]	**FTES per Headcount**
2015-2016	552	476.6	1,659	1272.6	2,210	1749.2	0.79
2016-2017	537	468.4	1,778	1379.3	2,315	1847.7	0.80
2017-2018	559	500.1	1,854	1454.2	2,413	1954.3	0.81
2018-2019	568	514.4	1,889	1473.9	2,457	1988.3	0.81
2019-2020	684	629.1	2,024	1613.4	2,708	2242.5	0.83
2020-2021	845	766.6	2,357	1864.8	3,201	2631.5	0.82
2021-2022	848	752.1	2,526	1973.8	3,374	2725.8	0.81

[1] FTES of the lower division students who are majoring in the program.

[2] FTES of the upper division students who are majoring in the program.

[3] FTES of all students who are majoring in the program.

And finally, from Appendix A Table 4, the number of bachelor's degrees awarded increased 44% from 577 in 2015-2016, to 833 in 2021-2022. For further comparison, if we look back to data presented in the 2014 PPR, the number of degrees awarded in 2003-2004 was 263. Thus, we have seen a three-fold (317%) increase in the number of degrees awarded in Psychology from 2003-2004 to 2021-2022.

E. Planned Curricular Changes

The department has approved a required diversity course as part of the major, but we are waiting to implement that change until course offerings can meet the anticipated demand, including the addition of more courses. However, part of this effort is already in progress, with the addition of Psyc 476 – Racial/Ethnic Health Psychology.

Our majors are showing an increasing interest in neuroscience. To be responsive to this demand, our department has developed a neuroscience track to provide intensive training in this area, which will be inclusive of a minor in biology to provide cross-disciplinary training. An industrial/organizational (I/O) psychology track is also being developed for those interested in the application of psychology to the business setting.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. Department Assessment Plan

The Psychology Department is relatively advanced in its assessment activities. Each year, two of our eight student learning outcomes (SLOs) are assessed by the Assessment Committee using rubrics applied to actual learning products -- locally-developed exam/test/quiz, portfolio evaluation of student work, research paper/project, written assignment/lab reports -- from undergraduate psychology classes. These assignments are rated on the extent to which the learning outcome has been achieved by each student.

We have linked our assessment activities with our curriculum review process. The department has a 5-year cycle for reviewing all courses. The review process dictates that courses must explicitly address student learning outcomes in their syllabi and assignments. In addition, feedback from the assessment cycle is used to modify the curriculum of courses in which the assessment occurs.

The Assessment Committee is appointed by the Psychology Department Chair. The committee consists of three tenure and/or tenure track full-time faculty. Faculty may volunteer or be assigned to the committee, and committee assignment is reviewed annually. The committee currently consists of a Chair (agreed upon by members) and two additional faculty.

B. Student Learning Outcomes

All students majoring in psychology shall achieve competence in the following domains (our Student Learning Outcomes – SLOs):

1. Students can identify appropriate basic research methods to test hypotheses empirically.
2. Students can apply psychological theory to scientific questions and real-world problems.
3. Students can find and evaluate relevant literature.
4. Students can demonstrate proficient writing skills, including scientific writing in APA style.
5. Students can manage data and analyze data using appropriate statistical methods.
6. Students can analyze psychological research and theory in relation to their own personal development.
7. Students can identify how diversity impacts individual and social behavior.
8. Students can employ appropriate ethical principles in psychological settings.

As noted earlier, these SLOs are linked to our Department goals, and to various University-wide undergraduate leaning goals, WSCUC Core Competencies, and strategies.

For these SLOs, the typical methodology (but SLO specific) is to identify then acquire existing

courses materials -- locally-developed exam/test/quiz, portfolio evaluation of student work, research papers/projects, written assignments/lab reports – from instructors teaching specific courses linked to the SLOs. Both in-person and online courses are involved in these material reviews.

For material reviews (SLO-specific), a random selection of student materials (*N* = 10) -- locally-developed exam/test/quiz, portfolio evaluation of student work, research papers/projects, written assignments/lab reports -- from various courses is obtained. We utilize this random selection approach given the large number of students in our courses – in addition, such sampling methodology is widely used for survey research and can easily by applied to assessment. Course materials are then reviewed per SLO-specific rubrics (developed by the Assessment Committee) by members of the Assessment Committee. All rubrics consist of a four-point scale: 4 (Outstanding), 3 (Effective), 2 (Adequate), 1 (Ineffective). The percentage of scores on materials reviewed are then calculated – a SLO is considered "met" if 70% or more of the ratings are at "2 – Adequate) or higher.

C. Use of Assessment Findings

The Assessment Committee and the Curriculum Committee work jointly to integrate findings from assessment of student learning outcomes with the curriculum review and development process. As part of the department's curriculum review, existing and new courses are required to specify which learning outcomes students will master and how the assignments of the class will demonstrate such mastery.

Assessment results for our undergraduate program have revealed positive findings, with each SLO meeting the 70% or higher cutoff. Even though this suggests at least adequate coverage of the student learning outcomes, any trends or sub-par findings are shared in faculty forums (i.e., faculty meetings, emails). For example, after reviews for SLO 2 (Students can apply psychological theory to scientific questions and real-world problems), faculty were encouraged include theory where appropriate in their courses. In another example regarding SLO 7 (Students can identify how diversity impacts individual and social behavior), faculty were reminded of the import of diversity, inclusion, and sensitivity in terms of lecture materials and assignments (if appropriate for the course).

Although not necessarily an outcome of assessment, but rather an outcome of our desire to maximize the effectiveness of our assessment, the department continues to consider adding a capstone class to the major curriculum. A capstone class required of all majors would enable the department to reinforce learning throughout the curriculum; to work toward generalizing the curriculum into real-world applications, including job-seeking; and to assess learning across the curriculum as a way of objectively determining how well the department enables students to meet the learning goals of the department. The challenge is how to add such a capstone class without increasing the number of units required for the major, and without sacrificing some other content area.

D. *Other Quality Indicators Demonstrating Student Success*

The department uses actual work products from courses as indicators of quality. These include papers, statistical homework assignments, and exams. Undergraduate students have a strong track record of co-authoring conference presentations with faculty and of publishing research with them in journals as co-authors.

Further indicators of quality that the department would like to assess more formally are admission to masters and doctoral programs. We also aim in the future to keep track of our students' employment as an indicator that the department's programs have prepared students for a career.

G. *Assessment of Online, Off-Campus, and Compressed Schedule Courses*

It is now possible for psychology majors to complete many of the required classes for the degree online. In the past 7-years, fully online courses were developed, along with hybrid-courses (on-line and in-person). Because of the forced fully online course offerings due to the Covid-19 limits, additional online courses were developed. The Department also offers compressed courses (Winter and Summer intersessions).

The department maintains rigorous standards for online, hybrid, and compressed courses; we hold students to the same requirements as face-to-face full-semester versions of the same classes. In addition, the Department Personnel Committee has done classroom visitation reports of these types of classes for teaching evaluations. Our formal assessment efforts of Student Learning Objectives (SLOs) are inclusive where appropriate of online/hybrid/compressed offerings.

IV. Faculty

A. Changes in Full-time Equivalent Faculty (FTEF) Allocation Since Last Program Review

The department's FTEF in 2021 was 44.1, up from 2017 (37.8). Although there was growth in full-time equivalent faculty, most of the growth is attributed in the addition of full-time lecturers (from 11 in 2017, to 17 in 2021 – an increase of 55%). The total of tenure and tenure-track faculty remained mostly stable (26-28 faculty) -- hiring since the last PPR has been offset by faculty who have retired.

From Table 9. Faculty Composition[1]

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	22	5	0.5	0.5	11	37.8
2018	21	5	0.5	0.5	9	35.0
2019	22	6	0.5	0.5	12	39.0
2020	22	5	0.0	0.5	15	41.8
2021	24	4	1.0	0.5	17	44.1

[1] Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

Certainly, there are distinct advantages in terms of flexibility that having lecturers affords. However, one can argue that in some instances there may be decay in terms of learning and resources/experiences by students due to an overreliance on lecturers.

Despite budget concerns and the Covid-19 pandemic, the department has remained committed to refreshing our tenure-track faculty. We have hired six tenure track faculty members since the last PPR, but eight have either retired or resigned.

YEAR	NEW HIRE	Enter FERP	RESIGN	RETIRE/End FERP
2014-15				Gottfried, Harrigan
2015-16	Okado	Lippa, Birnbaum	Horowitz	
2016-17	Alcala, Lukaszewski			
2017-18	Roberts			
2018-19		Cherry	Mechanic	
2019-20	Ben Hagai		Okada	Lippa (Fall), Birnbaum (Spring)
2020-21				
2021-22	Harrison		Stohs	

From Appendix C Table 9, the current breakdown of faculty ranks is: 24 tenured professors, 4 tenure-track professors, and 17 full-time lecturers. Because of the increasing seniority of the faculty, it is essential for the department to continue to refresh itself through new hiring. If the budget situation remains stable, it will be possible to pursue a greater number of new hires, raising the number of full-time faculty overall, and increasing the ratio of units taught by full-time faculty relative to lecturers.

B. Priorities for Additional Faculty Positions

The department has a goal of steadily hiring new tenure-track faculty. This hiring will make up for faculty lost to a recent death of a faculty member in Fall 2022, and to retirement, and will balance the age distribution of the department.

There are impediments to continued hiring, however, in terms of space. The Psychology Department has remained committed to assigning every tenure-track faculty member their own office and laboratory space. Due to a space crunch in the Humanities Building, however, the space allotted to the department will soon be used up. Thus, continued enhancement of the tenure-track faculty will depend on obtaining sufficient space to enable these faculty to be effective and productive teachers and scholars.

Not included in the tables above is our recent hire that started this year. Their specialty is health psychology with an emphasis in health disparities. In the future, we plan to hire in areas that will enhance the undergraduate tracks we would like to develop, such as I/O, neuroscience, and other potential tracks that are still under discussion.

C. Roles of Tenure Track and Part-time Faculty, and Graduate/Student Assistants

Tabulations of tenure-track and part-time faculty teaching are presented below:

YEAR	Number of Full-Time Faculty (FTT)	FTT Units Taught	Number of Lecturers	Lecturer Units Taught	% FTT of all Faculty	% FTT Units Taught
Fall 2013	29	228	45	319	39%	42%
Spring 2014	29	215	54	429	35%	33%
Fall 2014	30	228	50	411	38%	36%
Spring 2015	30	226	50	419	38%	35%
Fall 2015	28	209	49	373	36%	36%
Spring 2016	28	182	50	418	36%	30%
Fall 2016	29	226	48	389	38%	37%
Spring 2017	29	215	48	394	38%	35%
Fall 2017	30	227	46	384	39%	37%
Spring 2018	30	215	48	386	38%	36%
Fall 2018	30	213	48	399	38%	35%
Spring 2019	30	202	45	398	40%	34%
Fall 2019	29	200	47	435	38%	31%
Spring 2020	30	219	46	395	39%	36%
Fall 2020	28	207	44	452	39%	31%
Spring 2021	28	177	43	479	39%	27%
Fall 2021	29	181	48	505	38%	26%
Spring 2022	29	184	48	496	38%	27%

Tenure track faculty are the backbone of the department in terms of teaching, research, and student support. These faculty handle all levels of undergraduate instruction. In addition, they support students in terms of research experience, and mentorship in Psychology for applied work and graduate study. In 2013, full-time faculty taught 42% of units within the department, but by 2022 were only teaching 27%. This reduction is in part the result of a net loss of tenure track faculty, combined with an increase in the number of students in the major. In addition, our tenure-track faculty also receive course releases for service positions both within the department and across the university, and course buy-outs for research. Although this does decrease the percentage of classes taught, it indicates a faculty that are active in the university and in research.

Part-time faculty play a very important role in teaching psychology classes at CSUF. Currently, 62% of all faculty in our department are part-time untenured faculty. Both in terms of absolute numbers of instructors and in terms of units taught, part-time faculty exceed tenure-track faculty. They are also consistently teaching more and more of the total units in the department, now covering 73% of total units compared to 58% in 2013.

Lecturers teach at all levels of the curriculum. The department has a rigorous evaluation process for lecturers. For many years, it was more rigorous than the university required. All lecturers on three-year contracts are required to submit a portfolio for review by the Department Personnel Committee and the chair in the third year of their contract. One-year contract lecturers are reviewed annually. Individuals in their sixth year of teaching (who will become eligible for a three-year contract upon rehiring) are required to submit a portfolio covering their entire six years of teaching at CSUF. Since receiving a three-year contract is tantamount to receiving tenure, these reviews are conducted quite carefully. Decisions about rehiring are made after careful consideration of these evaluations.

Student assistants are an important component within our department, helping faculty handle the myriad of tasks associated with the increased teaching load and student support. Student Assistants are not permitted to teach their own classes at CSUF. They may give a lecture or two during the semester, set up and supervise laboratory activities, and mark up exams and papers. However, they may not be in charge of a class without the instructor being present. We actively supervise our undergraduate course assistants through Psyc 496–Student-to-student Tutorial. This class gives training and supervision, in addition to the mentoring received from the instructor of the course to which student assistants are assigned.

V. Student Support and Advising

A. Advisement

The Psychology Department considers its approach to undergraduate advisement to be a model for the university. The department has had a dedicated advisement office (currently H-830J) that is staffed by faculty specially trained and personally motivated to provide accurate advisement to undergraduate majors and minors. Each faculty member spends 5 hours per week in the Advisement Office, in exchange for 3 units of assigned time. Currently, we have four faculty advisors and a faculty advising coordinator. In addition, we have three graduate assistants who help run the office, maintain the computer files, and advise students. Two of the graduate students work 10 hours per week, and one is a work-study student who works according to their work-study award. Currently this is 5 hours a week for one semester and 10 hours a week for the other semester in the academic year. We hire graduates from CSUF for this position. They typically have a 2-year appointment. We are currently searching for a full-time staff advisor for the department.

Some other departments divide advising among all faculty members. The Psychology Department does not see this model as working adequately for us. First, with the vast number of majors and minors, it would be a huge undertaking simply to assign students to advisors and keep track of each faculty member's advisees. Second, considering the Byzantine nature of the rules and requirements for graduation, having a dedicated core of individuals with specialized training and dedication reduces the likelihood of erroneous advisement. In addition, a certain level of interpersonal skills and empathy is required for advisors; we hire faculty who are particularly suited to guiding students' futures. With the addition of full-time staff advisor, we anticipate being ablet to better serve the large volume of students in the major, as well as begin to develop programs to better prepare students for careers and graduate school.

The department is committed to providing support to students through advisement and other activities, such as Peer Mentors and student clubs and organizations, such as Psi Chi, the Psychology Department Student Association, and the Latinx Student Psychological Association. Psychology faculty members are well-represented as allies in campus organizations that support traditionally marginalized students. Finally, psychology faculty members actively include undergraduate students in their research programs, frequently giving students an opportunity to co-author conference presentations, and in some cases co-author on book chapters and journal articles. For those students interested in attending graduate school, we provide opportunities for research. Undergraduates in the psychology program apply to a number of different types of graduate programs, including our MA and MS programs (see Appendix B).

In terms of what students are experiencing since the last PPR, the department in 2020 did a virtual town hall to assess diversity needs of undergraduates. In addition, during the Covid-19

shutdown, one of our faculty members (Dr. Lisa Mori) assessed depression and stress among undergraduates (Psychology majors/minors, and those taking psychology courses for general education). Findings of this published research are noted below in the abstract.

Mori L, Kaur K, Gutierrez M, et al. (2020). Psychological impact of COVID-19 on Hispanic/Latine, Asian, and White USA college students. *Journal of Anxiety & Depression, 3*(2):128. https://dx.doi.org/10.46527/2582-3264.128

Abstract

Background: Anxiety and stress among college students have sharply increased over the past two decades. COVID-19 exacerbated the mental health and academic challenges of United States (US) college students, particularly students of color.

Objective: To investigate the impact of COVID-19 on anxiety, stress and coping of Hispanic/Latine, Asian, and non-Hispanic White (NHW) US college students. Explore students' academic perceptions as predictors of anxiety and stress.

Methods: In this descriptive, cross-sectional study, 855 participants were students attending California State University, Fullerton (CSUF), a large public university in metropolitan Orange County, California, USA. From April to May 2020, participants answered an online survey of anxiety, stress, and coping. Demographic information and academic experiences were also collected online using a researcher-designed questionnaire. Frequencies and percentages summarized categorical data, and associations were analyzed using crosstabs, correlations, and multiple regression.

Results: Participants identifying as Hispanic/Latine (n = 449), Asian (n = 169), and non-Hispanic White (NHW; n = 237) indicated difficulty transitioning to remote instruction and low academic engagement post-COVID-19. Over 70% of students reported moderate to high anxiety, while 80+% reported significant stress; these rates were typically higher for Asian and Hispanic/Latine participants than NHW participants. The leading healthy coping activity was exercise; the leading unhealthy coping behavior was alcohol abuse. Academic perceptions negatively predicted anxiety and stress levels.

Conclusion: COVID-19 adversely affected the psychological well-being of participants of color. Administrators should address students' mental health needs and provide culturally sensitive services. Additional remote instruction resources should be provided to these vulnerable students.

In terms of understanding the effects of Covid-19 on the mental health and well-being of students, including classroom return, Dr. William Marelich from our department provided an in-depth interview as part of the CSU Fullerton *Titan In-Focus Series* (https://www.youtube.com/watch?v=dyWLrOYqVTw). This 30-minute interview addressed students' psychological well-being, stress, and coping strategies associated with Covid-19 and return to classroom experience, with presented data and evaluation based on his ongoing assessments with Psychology majors/minors who participate in his Health Psychology courses.

B. Collaborative Research and Internships

All majors in psychology are required to complete an internship. These internship experiences can be quite varied: from clinical work in mental health settings, to industrial/organizational work in businesses, to research work in a variety of settings, to being teaching assistants. Internships create an important link between the university and the surrounding community, giving students and the department an opportunity to engage in service. In addition, such real-

world experience gives students the chance to develop job skills that will aid their careers after graduation.

Regarding collaborative research, many faculty members mentor undergrads in research through Psyc 499 - Independent Research (note that Psyc 498 "Directed Empirical Research" and Psyc 499 "Directed Library Research" were combined recently into Psyc 499 "Independent Research"). Collaborative research provides mentoring opportunities for students that are not available through traditional classes. In addition, research provides both practical skills and necessary credentials for students seeking admission to master's and doctoral programs.

Since 2013-2014, enrollment in collaborative research classes appears to be stable -- 86 total students (2013-2014) to 89 (2021-2022). However, one can see growth thru 2019-2020 (n = 121) due to the influx of psychology majors within the program. The apparent decline starting in 2020 thru 2021 is due to the Covid-19 pandemic shutdown; with almost no faculty/students allowed on campus, this limited lab and research experiences.

	Enrollment		**Credit Units**	
Academic Year	Psyc 498	Psyc 499	Psyc 498	Psyc 499
2013-14	78	8	179	22
2014-15	78	8	190	21
2015-16	N/A	119	N/A	274
2016-17	N/A	117	N/A	290
2017-18	N/A	124	N/A	296
2018-19	N/A	109	N/A	262
2019-20	N/A	121	N/A	297
2020-21	N/A	87	N/A	208
2021-22	N/A	89	N/A	208

CSUF participates in the prestigious Minority Access to Research Careers (MARC) scholars program. Over the last several years, Psychology students have represented a large proportion of the MARC scholars, who are funded by a grant from the National Institute of Health. The MARC program provides enhanced educational opportunities and enables close faculty mentorship of students.

For the activities listed above, it would be a benefit to the department, faculty, and students to have increased participation. However, faculty members do not get direct credit for supervision of students through Psyc 496 or 499 – thus, the only incentive for faculty to support such activities is "help" in the classroom (thru teaching assistants) on research projects.

VI. Resources and Facilities

A. State and Non-State Support (last 5 years)

Appendix E Table 10 (below) details department resources. The vast majority of the department budget is used to cover salaries of faculty and staff. Operating expenses (OE) represent a relatively small portion of the budget. OE has declined from $63,500 in 2017-2018 to 57,500 in 2021-2022. The department funding for hiring graduate assistants to do teaching and advisement declined 81% from 2017-2018 to 2021-2022 ($3,982 in 2021-2022, down from $21,500 in 2017-2018). Professional development monies declined slightly over the past 5-years – the noted decline does not reflect degradation due to inflation.

Year	State OE (Including Travel)	Student Assistants	Professional Development	Total State Support	CSFPF Accounts
AY21/22	$ 57,500	$ 3,982	$ 16,200	$ 77,682	$ 19,991
AY 20/21	$ 45,974	$ 1,890	$ 13,250	$ 61,114	$ 43,881
AY 19/20	$ 63,000	$ 25,000	$ 16,800	$ 104,800	$ 20,087
AY 18/19	$ 63,500	$ 23,000	$ 18,000	$ 104,500	$ 10,632
AY 17/18	$ 63,500	$ 21,500	$ 17,400	$ 102,400	$ 13,852

Appendix E Table 11 shows foundation funds

B. Special Facilities/Equipment

The Psychology Department continues to benefit from the Humanities 6th floor renovation, which provided the department with up-to-date classroom and research facilities. In particular, the 6th floor includes an observation suite comprising a large, seminar-type room and three smaller rooms. These rooms have cameras that can be monitored and recorded in an observation room. The 6th floor also contains the department's vivarium which benefits faculty and students in their teaching/research endeavors.

The Psychology Department hosts Dr. Nancy Segal's Twin Studies Research Center. The CSUF Decision Research Center was founded by retired psychology faculty member Dr. Michael. We have several faculty members who are part of the newly opened Center for the Study of Human Nature.

The department has a computer classroom, which is in almost constant use. Future plans are to create an additional facility, as more and more classes are being taught by means of computers.

In addition, the department has two computer data collection facilities. However, these are not large enough to meet the demand by student and faculty researchers. The department has been seeking money to renovate and expand current facilities to make better use of space and equipment. In addition, we need more regular classrooms with up-to-date technology, in addition to the computer classrooms. We will also need more faculty offices and faculty research labs. This space requirement is needed to help us meet the needs of the rapidly growing undergraduate major. These facilities would give students the opportunity to experience high impact practices that will prepare them for graduate programs. Every semester we struggle to find offices for lecturers, classrooms to offer enough classes, and we are running out of lab and office space for new tenure-track faculty.

With the current trend in the field of psychology towards brain sciences, all psychology programs are going to need to offer the ability to conduct more biology-based studies to complement behavioral studies. Examples of the kinds of lab experiences that would be feasible for our campus include the hormone testing and conducting electrophysiology studies. In the future, we would like to explore making these types of facilities available, in addition to the new confocal microscope. It's important that our students have access to these types of facilities so that they are competitive for graduate programs in neuroscience.

C. Library Resources and Specialized Needs

The University library gives electronic access to professional journals through PsycInfo and related resources (e.g., SCOPUS, Pubmed). In addition, the library provides service through interlibrary loan for any book that it does not have a copy. Consequently, the department does not maintain library resources in terms of books and journals. However, the purging of textbooks by the University library (due to renovations, etc.) has been frustrating to some of our faculty by creating lags in accessing needed textbooks for research and reference. It would be nice for the library to rebuild its holdings – digital access to resources can be subpar.

The department does have a variety of advanced statistical software that is available to faculty.

VII. Long-term Plans

A. Long-term Plans

There are certain areas in which the Psychology Department would like to grow. These include expanded fundraising, greater external grant support for faculty research, and enhanced assessment of longer-term indicators of successfully educating students–such as job placement, admission to graduate programs, and attaining licensure. In general, the department would like to keep in better contact with alumni. We would also like to continue to improve in addressing issues of diversity, equity, and inclusion. This includes decreasing the achievement gap within the major, and providing better support to students from underserved communities.

B. *Implementation of University's Mission and Goals*

As a department strongly committed to its students' learning and to its faculty's productive scholarship, Psychology's long-term plans closely fit the objectives of the university's mission and goals.

- The department's commitment to hiring high quality instructors and to offering innovative and diverse learning experiences ensures the preeminence of learning. Faculty recruitment focuses on hiring excellent teachers, who also are able to incorporate students into their scholarship. We intend to continue steady tenure-track hiring.

- The B.A. degree offered by the Psychology Department is dedicated to providing the highest quality education possible. The faculty continually strive to enhance the efficacy of our degree programs.

- The department has hired individuals who are committed to scholarship and to incorporating students into their scholarly work. Since our last PPR, the department has been able to maintain a 3/3 teaching load.

- The Psychology Department actively collaborates with the college and other departments in collegial governance and committee work. Several faculty members collaborate with other CSUF faculty in their scholarship. A large number of faculty collaborate with researchers at other institutions. Finally, most faculty work with students in their scholarly work, and many co-author conference presentations and publications with them.

- The Psychology Department actively pursues student success. In particular, offering courses at non-typical hours, like evenings and Saturdays, and online courses, affords students more opportunities to graduate quickly. The Advisement Office in Psychology advises a very large number of majors and minors with great efficiency. With the addition of full-time staff advisor, our goal is to be more proactive in helping students achieve their academic and career goals. Mentorship of student organizations, internship opportunities and research collaboration all enhance student learning opportunities.

- The Psychology Department has lagged in obtaining external support in the form of grants. Faculty members actively seek external support, but they have not been as successful as would be desired. In addition, the Psychology Department lags other departments in fundraising and alumni relations. A future goal of the department is to improve its connection with alumni and to seek more support through fundraising.

- The Psychology Department actively partners with community agencies through its internships at the B.A. levels. These connections enhance CSUF's relation with the community.

- The department is dedicated to working with the administration to strengthen the effectiveness of the university. In particular, the department seeks to improve the SOQ process, as the university moves to an all-online format. The department also endorses

institutional changes in how department personnel standards are approved to overcome the current gridlock in this process. Psychology faculty are well-represented among the memberships of committees at the college and university levels.

C. Evidence and Analysis

The department is committed to objectively assessing learning in its classes and to applying the results of assessment to the curriculum development and review process. The department faculty actively discuss our learning outcomes and how they are fulfilled by the curriculum.

D. Long-term Budget Plan

Long-term budget planning has been challenging over the last several years due to the Covid-19 uncertainties. Regardless, the department will seek to continue hiring new tenure-track faculty and continue a 3/3 course load for faculty. We will also continue to promote faculty scholarship through funding for materials, payment of participants, and travel to conferences to present results of faculty work. We will seek new funding for computers and equipment necessary to train our students to be competitive in psychology.

Appendix A. Undergraduate Degree Programs

Table 1: Undergraduate Program Applications, Admission, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015	2,429	943	233
2016	2,630	1,223	252
2017	2,865	1,242	276
2018	3,160	1,325	265
2019	3,328	1,754	384
2020	3,438	2,378	492
2021	3,906	2,462	421

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015	2,109	859	368
2016	2,376	930	352
2017	2,600	878	349
2018	2,557	914	374
2019	2,747	1,098	434
2020	3,209	1,703	585
2021	3,200	1,733	539

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES[1]	**Upper-Division FTES**[2]	**Total FTES**
2015-2016	313.1	976.2	1289.3
2016-2017	302.8	1,028.8	1,331.6
2017-2018	296.5	1,064.7	1,361.2
2018-2019	303.9	1,075.1	1,379
2019-2020	303.3	1,145.5	1,448.8
2020-2021	295.2	1,307.4	1,602.6
2021-2022	321.4	1,292.2	1,613.6

[1] All students' FTES enrolled in lower-division courses of the program, regardless of student major.
[2] All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2nd Bac)		Total		
	Headcount	FTES[1]	Headcount	FTES[2]	Headcount	FTES[3]	FTES per Headcount
2015-2016	552	476.6	1,659	1272.6	2,210	1749.2	0.79
2016-2017	537	468.4	1,778	1379.3	2,315	1847.7	0.80
2017-2018	559	500.1	1,854	1454.2	2,413	1954.3	0.81
2018-2019	568	514.4	1,889	1473.9	2,457	1988.3	0.81
2019-2020	684	629.1	2,024	1613.4	2,708	2242.5	0.83
2020-2021	845	766.6	2,357	1864.8	3,201	2631.5	0.82
2021-2022	848	752.1	2,526	1973.8	3,374	2725.8	0.81

[1] FTES of the lower division students who are majoring in the program.

[2] FTES of the upper division students who are majoring in the program.

[3] FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2012	261	28.7%	64%	72%	-3.7%	0.6%
2013	282	29.8%	66.7%	78%	-5.1%	-0.9%
2014	255	28.2%	60.4%	71.3%	-0.1%	-4.6%
2015	229	36.7%	70.7%	75.5%	-1.8%	4.1%
2016	249	40.2%	67.1%	74.3%	10.2%	0.6%
2017	264	43.9%	68.2%	N/A	N/A	N/A
2018	259	47.9%	N/A	N/A	N/A	N/A

Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

Table 3-B. Transfer Student Graduation Rates*

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2014	387	43.9%	72.9%	82.4%
2015	370	40.5%	70.5%	78.4%
2016	354	44.4%	74%	81.9%
2017	350	51.4%	76.9%	84.3%
2018	377	43.5%	67.6%	74.8%
2019	439	45.5%	72.9%	N/A
2020	598	43.8%	N/A	N/A

Note: Starting with the Fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts.

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2015-2016	577
2016-2017	567
2017-2018	699
2018-2019	714
2019-2020	709
2020-2021	776
2021-2022	883

Appendix B. Graduate Degree Program

The psychology department currently offers two graduate programs, an MA program and an MS program. The MA program trains students in experimental psychology to prepare them for Ph.D. programs. The MS program prepares students to apply for Marriage and Family Therapy (MFT) and Licensed Professional Clinical Counselor licenses.

Appendix C. Faculty

Table 9. Faculty Composition[1]

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	22	5	0.5	0.5	11	37.8
2018	21	5	0.5	0.5	9	35.0
2019	22	6	0.5	0.5	12	39.0
2020	22	5	0.0	0.5	15	41.8
2021	24	4	1.0	0.5	17	44.1

[1] Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

Appendix D. Faculty Curriculum Vitae

See files in separate folder.

Appendix E. Resources

Table 10
Psychology Funding
Resources

Year	State OE (Including Travel) (1)	Student Assistants (1)	Professional Development (1)	Total State Support	CSFPF Accounts (2)	Comments
AY21/22	$ 57,500	$ 3,982	$ 16,200	$ 77,682	$ 19,991	Budget reductions not fully restored.
AY 20/21	$ 45,974	$ 1,890	$ 13,250	$ 61,114	$ 43,881	Reduction in state allocation due to budget reduction
AY 19/20	$ 63,000	$ 25,000	$ 16,800	$ 104,800	$ 20,087	
AY 18/19	$ 63,500	$ 23,000	$ 18,000	$ 104,500	$ 10,632	
AY 17/18	$ 63,500	$ 21,500	$ 17,400	$ 102,400	$ 13,852	

(1) Fiscal year allocations
(2) Balance as of June 30th of the fiscal year.

Table 11
Foundation Funds

Acct #	Dist. Acct#	Account Name	Open Date	Dept.	Fund Purpose	AY21/22	AY 20/21	AY 19/20	AY 18/19	AY 17/18	AY 16/17
30360		Decision Research Center	03/10/06	PSYCH	For use by the Decision Research Center in support of research on human judgment and decision-making.	$2,700.00	$2,700.00	$2,700.00	$1,330.60	$4,901.00	$5,226.00
30342		Tsai Memorial Scholarship	03/17/04	PSYCH	Scholarship for graduating seniors accepted to a PhD program in psychology or current MA or MS student planning for PhD admission. Selection based on academic excellence and teaching or research promise in psychology. Scholarship is in memory of Professor Loh Seng Tsai.	$250.00	$222.80	$522.80	$822.80	$1,122.80	$1,422.80
30300		Psychology Department	10/13/94	PSYCH	For use by the Psychology Department at the discretion of the authorized account signers	$10,322.42	$34,427.76	$8,932.76	$6,883.56	$5,833.79	$5,187.03
30340		Psychology Scholarship	10/13/94	PSYCH	Scholarships only	$591.50	$618.70	$1,844.70	$1,594.70	$1,994.70	$2,337.35
30301		Intersectional Consciousness Research Project		PSYCH	This funding supports research on Intersectional Consciousness in the Department of Psychology currently being conducted by Dr. Ella Ben Hagai.	$5,911.36	$5,911.36	$6,086.36	$0.00	$0.00	$0.00
30361		EMME Project		PSYCH	Funding for the interracial interaction project; expenditures for the project at the discretion of the authorized account signers.						
30363		Twin Studies Center		PSYCH	To support Twin Research and Twin related activities	$216.00	$0.00	$0.00	$0.00	$0.00	$0.00
		Total				$ 19,991.28	$ 43,880.62	$ 20,086.62	$ 10,631.66	$ 13,852.29	$ 14,173.18