California State University, Fullerton

Department of Psychology
M.A. in Psychological Research

Program Performance Review (PPR)

January 2023

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Coordinator's Preface

During the period since the Psychology Department's last program performance review (PPR) in 2014, the world experienced a once-in-a-century pandemic which not only required radical changes in pedagogy to maintain health and safety, but which had a severe impact on the economy and on the populations' mental health. The morale of faculty, staff, and students suffered and challenged the program's ability to carry out its mission of affording a high quality education to a highly diverse student population. Approximately 2/3 of the way through the spring 2020 semester all on-campus instruction was ceased, and instructors had to rapidly transition to teaching in an online format. Instruction remained online for AY 2020/2021. Although the university transitioned the majority of classes back to the campus for AY 2021/2022, there was considerable reluctance and trepidation among students, faculty, and staff about the return to campus. In fact, those feelings continue among a significant portion of the campus community.

The covid-19 pandemic also occurred during the most intense period of political unrest during my lifetime; coinciding with an epidemic of misinformation and disinformation on both social media and supposed mainstream media outlets, increasing right-wing extremism, hate crimes, and mass shootings. All with the backdrop of the greatest wealth inequality since the gilded age of the 1920's (CBS News – Money Watch, 12/7/2021) and an unending string of natural disasters related to the climate crises our planet is facing. I became coordinator of the M.A. in Psychological Research program in fall 2020, at the height of the covid-19 pandemic. These conditions made the transition rather surreal as I ran the PSYC 500 class (essentially an introduction to grad school/research design refresher course) via Zoom, conducted all office hours and advising via Zoom, and only met many of the fall 2020 cohort in person when they attended commencement in summer 2022.

The previous PPR report, which included the undergraduate major and both graduate programs, noted that "… the psychology major was declared by the CSU chancellor's office to be impacted, the size of Psychology's student body has increased dramatically." At that time the number of majors was 2,143, we are now closing in on 3,800 and the number of faculty tenure lines or staff for our department has not been increased (I believe we are getting one full-time academic advisor either spring 2023 or fall 2023) to help us serve the more than 100% increase in psychology undergraduate students in the past 10 years..

It is within this context that our excellent faculty and staff have helped so many students achieve their academic goals and take the next step toward their career and life goals.

I. Program Mission, Goals, and Environment

A. Mission and Goals

Mission. The Master of Arts (M.A.) program seeks to prepare graduates for Ph.D. work by offering advanced statistical and methodological courses and research experience. The M.A. program prepares students for a variety of careers in industry, education, and mental health. The program also seeks to assist students who are committed to the field of psychology, but are undecided on a specialty, by giving them an opportunity to explore their career options. All students receiving a Master of Arts (MA) degree in psychology shall achieve competence in the following domains (our Student Learning Outcomes – SLOs):

1. Develop strong critical thinking skills regarding the evaluation of psychological research and theory.
2. Employ statistical knowledge to analyze research data and develop conclusions.
3. Demonstrate proficient and compelling writing skills, including scientific writing in APA style.

These SLOs are linked to various University-wide graduate leaning goals (GLGs) and University strategic plan goals (SPGs) as follows:

Links to Graduate Leaning Goals (GLGs): There are six graduate learning goals. The Psychology Department Masters' Program SLOs are associated with most – we list the association between the SLOs and Graduate Learning Goals below:

GLG-01: Intellectual Literacy - Demonstrate knowledge, skills, and professional dispositions including higher order competence in disciplinary perspectives and interdisciplinary points of view. (SLOs 1-3)

GLG-02: Critical Thinking - Demonstrate the ability to access, analyze, synthesize, and evaluate complex information from multiple sources and in new situations and settings. (SLOs 1-3)

GLG-03: Communication - Demonstrate advanced communication skills. (SLOs 1-3)

GLG-04: Teamwork - Demonstrate the ability to work independently and in collaboration with others as artists, practitioners, researchers, and/or scholars. (SLOs 1-3)

GLG-05: Community Perspective - Demonstrate the ability to apply appropriate methods and technologies to address problems that affect their communities. (SLOs 1-3)

GLG-06: Global Community - Demonstrate social responsibility within diverse communities and in interdependent global community. (SLOs 1, 3)

Links to University Strategic Plan Goals (SPG): There are four University Strategic Plan Goals. Links between these goals and MA program SLOs (1-3) are noted below:

> *SPG-01: Transformative Educational Experience and Environment -* Provide a transformative educational experience and environment for all students. (SLOs 2, 3)

> *SPG-02: Student Completion and Graduation -* Strengthen opportunities for student completion and graduation. (SLOs 2, 3)

> *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 Psychology M.A. Program SLOs link well to the various University-wide graduate learning goals, and where appropriate, University strategies. Our mission is directly in line with the University mission goals of ensuring the preeminence of learning and enhancing scholarly and creative activity. Further, our process is consistent with the university goals of creating an environment where all students have the opportunity to succeed, make collaboration integral to our activities, and evolve to meet the needs of our students, community, and region.

B. Changes and Trends in the Discipline

The field of psychology is currently emphasizing multicultural psychology and diversity, equity, and inclusion. Since the last PPR our department has hired four new faculty with research programs studying sociocultural theory, critical multicultural psychology, racial socialization, and health disparities for minoritized communities respectively. These faculty members mentor graduate student research in these popular and timely areas.

The previous PPR noted the importance of training in quantitative methods for our graduate students. The trend in promoting diversity also applies to research strategies and analytic technics. Therefore, the program has modified requirements, adding an additional Methodological/Analytical course to complement the already required Quantitative (Psychological Testing, Advanced Computer Applications, or Multivariate Statistics) and Method (Research Design) courses. Students have been meeting this requirement with PSYC 520T classes like Applied Qualitative Methods and Survey of Psychometrics, or with an additional class from the quantitative list, or with courses outside the department like Data Mining. We are presently providing this training in method and analysis in this flexible way because, despite proposing and getting approved, two graduate level quantitative courses since the last PPR, they have unfortunately also been "retired" because we did not have high enough enrollment to offer them.

The previous PPR also noted that we were considering increasing the unit requirement from 30 to 36 units to be more in-line with other comparable programs. We have made that change with the additional Methodological/Analytical course requirement and an additional elective content course. With these added units, we have increased the frequency with which we approve courses outside the department to fulfill the content course requirements. These approvals are not arbitrary, but meet the interests and goals of the students and reflect interdisciplinary interests. For example, we have a very active research lab in evolutionary psychology and students from that lab often want to take courses from the Anthropology Department whose faculty are members of the lab. In fact, they recently established the Center for the Study of Human Nature as an interdisciplinary research center.

C. Priorities for Future

Short-term Goals: The program wants to continue to produce quality researchers who can go on to make a difference and succeed at Ph.D. programs, at NPOs, NGOs, in industry, government, or teaching. We have recently made several changes to our application process with the aim to be inclusive and equitable and to admit students who can benefit the most from the resources we have available. These changes include actions many other universities have taken recently (e.g., dropping the GRE from the application process), and getting better indicators of research interest fit between applicants and our faculty.

In addition to changes made at the program level, the Office of Graduate Studies (OGS) at CSUF is under new leadership and has initiatives intended to improve student success. For example, OGS has an extramural grant that funds a series of workshops for incoming graduate students from underrepresented groups (which applies to the vast majority of our students). These help students understand the "hidden curriculum" of navigating a graduate program and help prepare them for the rigor of graduate studies. In addition, OGS has increased training opportunities and resources for graduate advisors and opened a Graduate Student Success Center. These programs should make the attainment of graduate education more equitable and provide needed support for all graduate students.

Long-term Goals: The program intends to do a better job of tracking our alumni. Historically, we have not done a good job of maintaining contact with graduates once they leave the program. Presently we typically learn of our successes from reports from individual faculty when they provide updates about former students they had mentored. These updates are great, but we hope to create a more centralized and easier to evaluate database of where our graduates go after graduation both to assess the outcomes of completing the program and to adjust the program to meet the needs of current and future students. The program is supporting/advocating for changes that will make graduates more competitive for careers immediately following completion of the master's degree, while continuing to make graduates competitive for Ph.D. programs. Specifically, one of our faculty is in the process of proposing two new I/O psychology

400 level courses that will be available for graduate credit. Additionally, in a recent faculty meeting we supported the motion that our next job search, should the dean's office approve a search, would be for faculty in Applied Diversity Science. We believe these additional courses and new faculty with a focus on applied research will provide students in our program opportunities that will make them attractive to employers in industry, non-profits, and government.

II. Program Description and Analysis

A. Substantial Curricular Changes

Before the last PPR, the M.A. program had proposed to increase the number of units required for the degree from 30 to 36. This was in keeping with the typical number of units required by other universities for a master's degree. The faculty approved this proposal. However, due to the ensuing financial crisis, the department withdrew the increase in units from consideration by the university. Following the last PPR we did increase the number of units required from 30 to 36. Within that increase we specified that at least 3 of the additional units must be from a quantitative course. More recently, to better reflect current trends in the discipline, we have redefined the "quantitative" requirement to "Methodological / Analytical". This better captures the way in which research methodology and analysis are intertwined and allows for more diverse research and analysis approaches.

B. Structure of the Degree Program

500-Level Courses (15 units)
PSYC 500 Issues and Perspectives in Psychological Research (3)
PSYC 510 Experimental Design (3)
PSYC 599 Independent Graduate Research (3)
Two seminars from PSYC 520T Advanced Topics in Psychological Research (3,3)

400-level Methodological / Analytical Course (3 units)
PSYC 461 Psychological Testing (3), or
PSYC 466 Computer Applications for Psychological Research (3), or
PSYC 467 Multivariate Statistics for Psychology (3)

400 or 500-level Content Courses (12-15 units)
Four or five (depending on number of PSYC 598 units taken) 400 or 500-level psychology classes (or approved alternatives) must be completed. At least one of these classes MUST be approved as Methodological / Analytical.

Thesis (3-6 units)
PSYC 598 Thesis Research (3 or 3/3 units)

The core classes for the M.A. program present students with a foundation for psychological research: Psyc 500, 510, an additional method / analysis course, and two 520Ts. In addition, Psyc 599 offers students the opportunity to conduct research under the supervision of a mentor. Students take 12 to 15 units of content classes at the 400 and 500 level, which gives their education breadth. The requirement that one of these content classes is also a method/analysis course ensures significant training in research, but allows flexibility in specific research technique. Finally, the M.A. degree culminates with the capstone experience of a master's thesis in which students apply the learning they have achieved previously in the curriculum.

C. Student Demand for Department Offerings

Demand for our program remains very strong. (Please see Appendix I for a detailed accounting of enrollment and graduation rates.) The M.A. program has received an average of 77 complete applications per year since the last PPR. Although this number dipped in 2021, it is back up to average this year (perhaps higher as we may review some applications not flagged as "complete" in Cal State Apply, by the application deadline because faculty letters were not yet received). During this period the program admitted an average of 21% of those applicants resulting in an average of 16 new students admitted each year and 15 new students enrolling each year (Table 5). Although short of the goal stated in the last PPR or 18 plus new students per year, the average enrollment has become more stable. Barring extenuating circumstances like a global pandemic, that goal will likely be achieved by the next PPR. In addition, our enrolled to admitted ratio has increased from .81 to .91.

Table 7-A displays graduation rates for the M.A. program. Since fall 2014 an average of 64% of students enrolled in the M.A. program have graduated in 3 years or less. This is unchanged from the rate reported in the previous PPR. Over the last 7 years, the number of M.A. degrees awarded has been variable, ranging from 9 to 15 per year, with a mean of 12 M.A. grads per year (see Table 8). The 4-year graduation rate for our program during the review period was 74%, which means our retention rate was at least 74%. At this point the full effect of the pandemic on graduation and retention rates is unclear, but I anticipate it will adversely affect both. Despite the guideline to address equity gaps in retention and graduation rates, no ethnicity or equity data was provided for the M.A. program from the university. However, as noted earlier, the Office of Graduate Studies has a grant and has implemented initiatives to address equity gaps. Specifically in the form of workshops to help underrepresented students transition to graduate school and in training for graduate advisors.

D. Enrollment Trends (FTES)

The M.A. program aims to admit 18 to 20 new students each year. Actual admissions depend on the quality of the applicant pool and the extent to which CSUF is a highly ranked program for the prospective student. In addition, some admitted students fail to enroll in the fall, and some enrolled students fail to complete the degree

for various reasons that are independent of the program. Table 6 summarizes master's degree enrollments in terms of headcounts and AY FTES. Over the last 7 years, the M.A. program has averaged 32 students, for an AY FTES of 25.11 (see Table 6). Including both programs, on average, there are 79 graduate students each AY working with our 28 tenured and TT faculty – 2.8 graduate students per faculty member.

E. Planned Curricular Changes

As noted above (section I. C.), two new 400 level, available for graduate credit, I/O psychology courses are being proposed. In addition, the department has voted to search for a new faculty who conducts research in the area of applied diversity science (if we get a search approved). Typically, when a new faculty member comes to our department they develop a course in their specific area of expertise, which may result in another offering for our graduate students. The new 400 level I/O courses may be ready as early as next year, whereas the new hire and new course would be a longer-term addition.

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

Since the last PPR the department has added a page to the syllabus of each class that specifies the student learning outcomes expected. In addition, this semester we've implemented a new change suggested by the HSS Curriculum Committee. That change is, for 400 level courses taken for graduate credit, the contract that faculty and students sign specifying the additional work required includes identification of at least two areas of competence required by graduate-level courses according to UPS 411.100 Section V B. The five criteria are:

B.   The graduate course requires:

1.   The identification and investigation of theory or principle.

2.   The application of theory to new ideas, problems, and materials.

3.   Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.

4.   Demonstration of competence in the scholarly presentation of the results of independent study.

5.   Evidence of advanced skill in reading critically, writing clearly, and arguing persuasively.

However, the primary change and assessment of graduate students is the evaluation of the program's three primary student learning outcomes the student's thesis committee completes following the critical reading of the thesis and the oral defense of the thesis project. Details are provided below.

A. *Program Assessment Plan*

Each year, the final written MA thesis and oral defense for students is evaluated to assess the three student learning outcomes (SLOs). The written thesis is a fully empirical product often exceeding 50-pages in length, accompanied by an oral defense lasting 30-60 minutes. Both contain information fully relevant to the SLOs of the Psychology MA program. The written thesis and defense is a capstone – a degree is not granted without completion of the thesis-related endeavors. The thesis (written product and oral defense) is rated on the extent to which the learning outcomes are achieved by each student.

For the MA program, we have linked our assessment activities with our curriculum review process. Feedback from this assessment is used to modify the curriculum of courses that are relevant to the thesis process.

The MA program assessment process is broadly overseen by Psychology Department Assessment Committee. The Psychology Department Chair appoints the committee consisting of three tenure and/or tenure track full-time faculty on a yearly basis. Faculty may volunteer or be assigned to the committee. The committee currently consists of a Chair (agreed upon by members) and two additional faculty. The Assessment Committee works closes with the MA Program Chair and committee -- details on how assessment is formally conducted is documented in the next section.

B. *Student Learning Outcomes*

All students receiving a Master of Arts (MA) degree in psychology shall achieve competence in the following domains (our Student Learning Outcomes – SLOs):

1. Develop strong critical thinking skills with regard to evaluating psychological research incorporating theoretical framework.
2. Employ statistical knowledge to analyze research data and develop conclusions.
3. Demonstrate proficient and compelling writing skills, including scientific writing in APA style.

As noted earlier, the Psychology MA Program's SLOs link well to the various University-wide graduate leaning goals, and where appropriate University strategies.

Material reviews for assessment (SLO-specific) -- all MA students who have completed a written thesis and engaged in an oral defense are evaluated. The MA student's three thesis committee members independently make ratings after the student defends their thesis, using a rubric specific to each of the three SLO to be evaluated (documented below). The rubrics are distributed to all committee faculty and returned for aggregation to the MA Program Chair. As noted earlier, the Psychology Department Assessment Committee broadly oversees this process – however, the Assessment Committee is not involved in the rubric ratings. That task falls on the MA student's thesis committee members as they are most familiar with the presented product and student's progress. Once scoring is complete, these data are given to the MA program Chair. After aggregation by the MA Program Chair, the information is provided to the Assessment Committee for further tallying and dissemination.

The SLO-specific rubrics (developed in conjunction with the Assessment Committee) are on a four-point scale: 3 (Excellent), 2 (Good), 1 (Acceptable), 0 (Poor). The percentage of scores on materials reviewed are then calculated – a SLO is considered "met" if 70% or more of the ratings are at "1" Adequate or higher.

C. Use of Assessment Findings

The MA Committee, 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 MA program have revealed positive findings, with each SLO meeting the 70% or higher marker. 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). These assessment strategies are relatively new and will be reviewed and modified as deemed necessary by the program and department.

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. In addition, graduate 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 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.

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

Except for the extraordinary circumstances forced upon us by the covid-19 pandemic, these issues have little impact on the M.A. program in Psychological Research. Ordinarily all graduate level courses in the program are on-campus during regular semester offerings and only a few, infrequently taken by M.A. students, 400 level courses available for graduate credit are offered. However, in the cases that degree program coursework does occur in online, off-campus, or compressed schedules, the same departmental quality checks are in place. Specifically, 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 Outcomes (SLOs) are inclusive where appropriate of online/hybrid/compressed offerings.

IV. Faculty

The Psychology Department at CSUF has a vibrant and productive faculty, who is committed to fulfilling the teacher-scholar model. (Please see Appendix IV for detail on composition of the faculty and Appendix VII for faculty curriculum vitae.)

A. Changes in Full-time FTEF

The department's FTEF allocation was 37.8 in 2017. It sank slightly to 35 in 2018. Since then, it has sharply and fairly steadily risen to 44.1 in 2021 (increase of 6 over 5 years). What is not clear to me is why the last PPR ended with an FTEF of 51 in 2013 and the data I was provided begins in 2017. What happened in the interim that resulted in the collapse of the FTEF (decrease of 13 over 4 years)? In terms of long-term planning for faculty, the unpredictability of the budget has led the department to be cautious about hiring too many tenure-track faculty members. There distinct advantages in terms of flexibility that having part-time lecturers affords. Specifically, our stretched faculty need a 3 / 3 teaching load to meet the demands placed on us in terms of supervising undergraduate research and graduate student thesis projects.

Despite budget concerns, the department has remained committed to refreshing our tenure-track (TT) faculty. We have hired seven TT faculty members since the last PPR, all of whom are still active members of the department in good standing. Unfortunately, this has only offset the loss of six TT during the same period (and a seventh ending FERP in spring 2023). Five of the seven TT faculty hired during this period have already earned tenure. We now have more tenured faculty (24) than we have had in any time since I arrived at CSUF in 2005 (Table 9). One could make the inference that we have mitigated the adverse impact of the massive, unsustainable growth of the undergraduate student population in the department on the graduate programs by shifting a significant portion of undergraduate instruction to part-time/adjunct faculty and increasing class size. All graduate level courses in the M.A. program are taught by TT faculty and even the 400 level courses taken for graduate credit are almost exclusively taught by TT faculty or adjunct faculty with a Ph.D. However, the faculty are feeling the pressure of the demands being placed on them. For example, the class PSYC 415 used to be capped at 25 with the intention that it incorporate a lot of discussion. The past few years this course has had a cap of 35, thus increasing the teaching load on the TT faculty teaching it. Additionally, shifting the instruction of many sections to part-time faculty does not preclude the increase in service TT faculty does with the larger undergraduate population. This includes supervising undergraduate research assistants, the number of whom are increasing with the increasing undergraduate population.

B. Priorities for Additional Faculty Hires

The department has a goal of steadily hiring new tenure-track faculty. This hiring will make up for faculty lost to retirement and will balance the age distribution of the department. The department has voted on the area of search should the college approve a search in the 2023/2024 academic year. In fact, it may be in the department's interest to push for two new TT hires because we unexpectedly lost a senior faculty member near the end of the fall 2022 term.

The previous PPR noted that it is difficult for us to recruit TT faculty beyond the current levels because of the limitations of space. We can offer individual lab space to each TT faculty presently, but if we exceed the current number, we will exceed the current allocated space. It will be difficult to recruit quality new faculty, with required publication output to achieve tenure, if we cannot offer reasonable research space.

As described earlier, the discipline currently emphasizes multicultural approaches and equity, diversity, and inclusion. Four of our last six hires have active research programs directly relevant to these topics. These topics are also of great interest to our current and prospective students. Our proposed new search in applied diversity science would also fall under the umbrella of these topics. Having faculty who can mentor our students in these areas will be of great benefit to our graduates as they take their next steps into a world that has become far more aware of systemic inequities, the variety of cultural perspectives, and the closeness of our global community.

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

As noted above, courses in the M.A. program are almost exclusively taught by TT faculty and part-time faculty with a Ph.D. Those part-time faculty who do teach 400 level courses available for graduate credit are almost exclusively individuals who have taught for the department for several years and gone through the department's rigorous evaluation process for lecturers. 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.

Graduate assistants are not permitted to teach their own classes at CSUF. Students in our program can gain experience and mentorship in pedagogy by taking paid positions as graduate assistants (GAs) who, under supervision of faculty, help faculty with labor-intensive courses (e.g., lab classes). However, no courses available for graduate credit have GAs. Those positions are strictly for undergraduate courses. It should be noted that although we offer a number of these positions, they are limited and competitive to get. In addition, they are typically only 5 hours per week each, and consequently some students end up as a GA for four different lab classes (the university limits total hours to 20). It would be beneficial to both students and faculty if more of these positions were available and if some existed for research assistants.

V. Student Support and Advising

A. Advising

The coordinator of the graduate program is primarily responsible for advising students. Fall 2022 re-implemented an M.A. student orientation prior to the start of the semester for incoming graduate students. In addition, M.A. advising and instruction are inexorably intertwined in the required first semester course; PSYC 500 – Issues and Perspectives in Psychological Research. Although the official curriculum focuses on research design, ethics in research, and pedagogy, the program coordinator is the instructor of record and routinely provides advising related information to the class. The coordinator also promotes a sense of camaraderie in the class so that students develop a sense of community and will advise each other.

Outside of class, the graduate coordinator meets individually with all students during their first semester to develop study plans for the master's degree. The coordinator helps students choose elective classes and find research mentors. Once master's students link up with a thesis advisor, that individual also guides the student's academic progress and is typically a very important resource for advice about classes, research activities, doctoral programs, and careers. The program coordinator continues communication and support of all students throughout their time in the program.

Additionally, the graduate secretary is an excellent source of support and advice for students. One of the strengths of our department is the very dedicated and knowledgeable graduate secretary who is available 40 hours a week. Finally, the program supports efforts by the Psychology Association of Graduate Students of Color and Allies (PAGSOCA), Psi Chi, the Psychology Department Student Association (PDSA), and the Latinx Student Psychology Association (LSPA) to provide events in which graduate students from both programs, as well as undergraduate students, can interact, support, and advise each other. The graduate student computer lab also provides a space where graduate students will frequently encounter each other and provides informal opportunities of support.

The structure of advising and support has been successful, even during extraordinary circumstances.

B. Honors and Collaborative Research

The department offers a few different small scholarship opportunities for graduate students. These include the Applied Psychology Award, the Professor Loh Seng Tsai Memorial Scholarship, The Outstanding Master of Arts Award, and the Psychology Reach Higher Inspirational Award. Additionally, all students presenting at a professional meeting/conference can apply for some Travel Award funds. These are great and allow us to recognize some of the hard work our students do, but they are fairly small ($100-$500) and there are only a few and they are competitive. It would be great if the department had resources to offer more. The College of HSS also has three scholarship opportunities for graduate students and a few other opportunities are available from other sources on campus.

All TT faculty in our department have active research labs in which they mentor both undergrads and grad students in research through Psyc 499–Directed Empirical Research, Psyc 598–Thesis, and Psyc 599–Independent Graduate 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. Collaborative research is part of the required curriculum of the M.A. program through the required 599 units and the thesis project. Further, it is not unusual for graduate students to collaborate with additional faculty (beyond their 598/599 mentor) on a volunteer basis. Fit with faculty research is one of the main criteria by which applications are evaluated, thus promoting the possible research collaborations in the application process. That is, all TT faculty, some part-time faculty, and all M.A. students participate in collaborative research.

VI. Resources and Facilities

A. State Support and Non-State Support

These detailed budget items may be included in the Psychology Department Undergraduate PPR, but the specific amounts that ultimately go to supporting the M.A. program cannot be determined and therefore will not be reported here. State support is the primary funding of the department. Along with funding to staff courses with instructors and support office staff, the department budget provides TT faculty $750 per AY in travel funds to subsidize attendance at professional conferences. Additionally, the College of HSS provides TT faculty with $500 in professional development funds per AY. Other funding comes in the form of internal and external grants awarded to individual faculty. Since the last PPR, faculty in the department have been awarded external grants in excess of $2.5 million.

B. Special Facilities/Equipment

Each TT faculty in the psychology department has an office and a designated laboratory space. A collaboration of the department, college, and university also support some communal spaces. For example, there are some interview rooms and a conference room that all have built-in video recording equipment. There is also a vivarium used to maintain various non-human animals (e.g., zebrafish, rats, octopus) used in faculty research. There is also a computer lab classroom, a graduate student computer lab and a small computer lab specifically for data collection. The university provides basic information technology (e.g., desktop and laptop computers) for faculty offices and labs. Since the last PPR the department has also acquired a poster printer to provide faculty and graduate students no-cost (to them) poster printing for presentation at professional conferences.

Individual faculty have also acquired specialized equipment, spaces, and resources from various sources of support. Dr. Segal has the Twin Studies Center and access to multiple longitudinal data sets to support twin studies. Drs. Goetz and Lukaszewski have cofounded (with an interdisciplinary group of faculty that also includes Anthropology and Philosophy) the Center for the Study of Human Nature. Dr. Roberts has acquired a Zeiss LSM confocal microscope, high speed camera, and supporting equipment to support neuroimaging of zebrafish neural development. Dr. Zettel-Watson has received a large grant to support the training of students in neurocognitive aging research with a large group of interdisciplinary researchers. Dr. Okado has a large grant to study STEM persistence and career development.

The department continues to benefit from the renovation of the 6th floor of the Humanities and Social Sciences building into the Psychology Research Center which includes individual lab space for faculty and updated classroom and communal research spaces. However, as the department continues to grow, we need more space. For M.A. students, we could benefit from new spaces that can support neurobiological research with humans (e.g., hormone testing and electrophysiological recording). Opportunity to develop these skills would bolster our graduates' prospects for both acceptance to Ph.D. programs and research careers at the master's level.

C. Library Resources

The university library gives electronic access to professional journals through a multitude of databases. In addition, the library provides very fast service through interlibrary loan for any journal article or book that it does not have a copy of. Consequently, the department does not maintain library resources in terms of books and journals.

VII. Long-term Plans

A. Long-term Plan

The primary goal of the program is to continue providing a quality education to our students and prepare them for their next step, whether that is continued study in a Ph.D. program or beginning a career. The program already has a good method of assessing student learning outcomes. The program plans to develop strategies to better assess graduate success in the form of acceptance to Ph.D. programs and/or career placement. Additionally, we plan to better track student professional output while they are still in the program. We began this process with a plan to collect student CVs at the beginning of the program, mid-program, and at completion. However, between the covid-19 pandemic and the replacement of every staff position since the last PPR, including the department graduate secretary, the plan was never fully implemented.

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

The long-term plan is completely consistent with the mission and goals of the program stated in section I. A. The long-term plan simply adds better assessment of student accomplishments outside the university. As noted above, the Psychology M.A. Program SLOs link well to the various University-wide graduate learning goals, and where appropriate, University strategies. Our mission is directly in line with the University mission goals of ensuring the preeminence of learning and enhancing scholarly and creative activity. Further, our process is consistent with the university goals of creating an environment where all students have the opportunity to succeed, make collaboration integral to our activities, and evolve to meet the needs of our students, community, and region.

C. *Evidence and Analysis*

We will continue to use the current assessment strategy which primarily relies on the assessment of the capstone thesis project of our graduates. However, we will also better track student professional product while in the program by collecting CVs throughout the time spent in the program. Additionally, we will better track post-graduation outcomes both through the final CV upon degree completion and regular outreach to graduates.

D. *Long-term Budget Plan*

As described in section VI. A., the program does not have an independent budget, but is inexorably intertwined with the overall department budget. What the program can and will do, is to continue to advocate for the hiring of TT faculty that will help support our mission, to advocate for greater resources to the department writ-large (e.g., additional space and equipment, more scholarship funds), and staff, so that we can provide our students with the best possible training and support.

Appendix B. Graduate Degree Programs

Table 5: Graduate Program Applications, Admission, and Enrollments

Fall	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2015	71	16	23%	16	100%
2016	75	14	19%	13	93%
2017	91	14	15%	12	86%
2018	102	18	18%	16	89%
2019	76	19	25%	18	95%
2020	70	19	27%	15	79%
2021	53	15	28%	14	93%

Table 6: Graduate Program Enrollments

	M.A.		M.S.	
	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES
2005-2006	22.5	14.1	29.5	24.1
2006-2007	28.5	17.5	27.5	24.0
2007-2008	31.5	19.8	33.5	29.6
2008-2009	27.0	16.3	44.0	34.5
2009-2010	30.0	19.3	35.0	28.2
2010-2011	37.5	23.8	36.5	28.9
2011-2012	36.5	22.3	45.0	33.2
2012-2013	30.5	18.6	44.5	35.6

Table 7. Psychology Graduations Rates for Master's-Seeking Students

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	**In 3 Years**	**In 4 Years**
2014	17	35.3	58.8	76.5
2015	16	31.3	56.3	68.8
2016	13	53.8	76.9	76.9
2017	12	33.3	83.3	83.3
2018	16	18.8	56.3	62.5
2019	18	44.4	50	N/A
2020	15	20	N/A	N/A

Table 8-A: Graduate Degrees Awarded

College Year	Degrees Awarded
2015-2016	12
2016-2017	11
2017-2018	14
2018-2019	11
2019-2020	15
2020-2021	11
2021-2022	9

Appendix C.   Faculty

Table 9. Full-Time Instructional 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.