

Academic Program Review MA Psychology

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APRC Recommendation to Faculty Senate

MA Psychology

02/22/2022

The Academic Program Review Committee (APRC) affirms that the Department of Psychology has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the MA Psychology. APRC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Social Sciences and Interdisciplinary Studies decide to schedule a college-wide program review, the next program review will occur at that time.

APRC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

10/10/2020

2013-2020

Rebecca Cameron, Erin Rose Ellison, Greg Hurtz
AND FACULTY OF THE PSYCHOLOGY DEPARTMENT

Psychology Department Self-Study

Date: October 10, 2020

Date of Last Review: Self-study completed Spring 2013

External Review completed Fall 2015

Department: Psychology

Mission (last revised September 2012): To educate, research, and practice in the field of Psychology with dedication and enthusiasm. We facilitate students' intellectual and personal growth. We prepare students for graduate studies, the workforce, managing citizenship responsibilities and life demands. We advance the many areas of our discipline through active and creative scholarship. We serve diverse communities through meaningful collaborations with people and organizations. Through teaching, scholarship, and service we promote human equity, health and well-being, effective functioning, and respect for diversity.

Degree Programs:

Bachelor of Arts in Psychology (initiated in N/A, last reviewed in 2015)

Master of Arts in Psychology (General Psychology) (initiated in N/A, last reviewed in 2015)

Master of Arts in Industrial-Organizational Psychology (initiated in 2020, last reviewed N/A)

Master of Science in Applied Behavior Analysis (initiated in 2020, last reviewed N/A)

Minor in Psychology

Note: we also offer a Certificate in Behavior Analysis

I. Department Context

A. Major structural changes since last review (new, moved, or discontinued minors, concentrations, degrees, etc.); program elevations; curriculum revision(s).

The Department of Psychology (<https://www.csus.edu/college/social-sciences-interdisciplinary-studies/psychology/>) has one undergraduate degree (BA in Psychology) and one certificate program (Applied Behavior Analysis (ABA)). The certificate program is fully contained within the BA degree requirements (i.e., students can simultaneously meet BA and certificate requirements). We also offer a minor in Psychology. Our graduate programs include an MA in Psychology, an MS in Applied Behavior Analysis, and an MA in Industrial-Organizational (I-O) Psychology.

At the time of our last self-study and program review (completed in 2013 and 2015, respectively), the Department had been managing the effects of the Great Recession for several years. Tenure-line faculty positions had decreased (from 21 in 2006 to 19 in 2013) while demand for the major had increased by one third (from 1190 in 2006 to 1599 in 2011). Due to the mismatch between capacity and demand, we were granted impaction status for our undergraduate major beginning in Fall 2012. Operationally, impaction means that students wanting to major in Psychology need to submit a

supplemental application and meet a set of prerequisites to be eligible for consideration for the major. Students are then admitted twice per year based on GPA, with the goal of admissions yield equal to the number of students the program has capacity to serve (after initial multi-year efforts to shrink the overall size of the major, this has recently meant attempting to replace graduating students with a similar number of new majors). (See <https://www.csus.edu/college/social-sciences-interdisciplinary-studies/psychology/impaction.html> for more detailed information; application and admissions statistics are appended to this document.)

Additional efforts to address the needs of undergraduate Psychology majors during impaction included adding prerequisites to many major courses to protect access. Furthermore, we completed a significant redesign of the major curriculum effective Fall 2018 (with subsequent, smaller tweaks effective in Fall 2019 and Fall 2020) with the goal of aligning more fully with the Transfer Model Curriculum (<https://c-id.net/tmc>), enhancing statistics and methods training, and providing students with greater flexibility in meeting major coursework category requirements. Additional adjustments continue to be discussed and implemented. (See Major Planning Worksheets, appended, for Fall 2012-Spring 2018, Fall 2018-Spring 2019, and Fall 2020-present; Roadmap, appended.)

At the time of our last review, our department's graduate offerings had been in place for many years; specifically, an MA program with three concentrations: Counseling Psychology, Industrial/Organizational Psychology (now Industrial-Organizational or I-O), and Doctoral Preparation. Shortly before our last self-study, we established an additional MA concentration in Applied Behavior Analysis (ABA; first listed in the 2010-12 catalog).

One of the consequences of the lack of resources related to the recession was the difficult decision to suspend admissions to the Counseling Psychology concentration beginning in 2009-10 (students who would have matriculated in Fall 2010) and then to focus on meeting the needs of already-matriculated students until the program was removed from the catalog in 2014 and slated for deletion in AY 2016-17. This concentration, which met State of California requirements for preparation for licensure as a Marriage and Family Therapist, was our most popular, but also most resource-intensive graduate offering, with 60 units, highly sequenced course offerings, and an in-house practicum with faculty-student ratios established by the State of California. In addition, the program was facing state-mandated changes in curriculum requirements that would have required temporarily offering both old and new curricula to accommodate matriculated and new students.

Our Doctoral Preparation MA concentration curriculum was significantly revised for the 2014-15 catalog, and it began to be referred to interchangeably as the General Psychology and/or Doctoral Preparation concentration with the publication of the 2016-17 catalog. The curriculum changes were designed to ensure both breadth of exposure to advanced psychology content and more in-depth training in methods and statistics. In the 2018-19 catalog, the description of the concentration was expanded to acknowledge

its appropriateness as preparation for employment as well as for further study in doctoral programs.

Other significant structural changes to our graduate programs have occurred more recently, in response to changes to E.O. 1071, which was revised in 2017 to require 51% or greater curricular overlap between concentrations within any program (<https://calstate.policystat.com/policy/7767649/latest/>). Our ABA and I-O MA concentrations had updated their curricula with the 2014-15 catalog, and again, more significantly, for the 2018-19 catalog, to reflect changing training needs of their students. The I-O program's recent curricular redesign was also geared to improve time to degree for the I-O students with the institution of a biennial cohort admissions process and a curriculum and culminating requirement more aligned with students' professional activities and goals. To ensure the appropriateness of curricula in our graduate programs and to maintain appropriate specialization in their respective curricula in response to E.O. 1071, we elevated the ABA and I-O Master's concentrations to separate programs, effective with the 2020-21 catalog.

Thus, we now have three separate Master's degree programs rather than concentrations: an MA in Psychology (General Psychology), an MS in Applied Behavior Analysis, and an MA in Industrial-Organizational Psychology. The former ABA concentration is scheduled for discontinuation, and the former I-O concentration will also soon be scheduled for discontinuation. Now that it is a stand-alone program, the General Psychology program will be revisiting its curriculum structure over the next few semesters.

B. Action items from and progress made since last review (list of recommendations and our actions).

Our last program review yielded thirteen commendations and 30 recommendations, although some of these recommendations were overlapping in nature, and the 30th recommendation was that all of our degree programs be approved for six years or until the next scheduled program review.

Commendations included our: shared responsibility, pride and dedication (faculty, staff, and students); collective response to the recession and ability to make hard decisions together; productive scholarship involving both undergraduate (UG) and graduate (GRAD) students; up-to-date hiring plan, excellent hiring, and disciplinary currency; high-quality lecturer faculty; good communication with UG majors; ease of applying to the major; significant improvements in UG advising; significant improvements in our GRAD curriculum; thorough analysis of curriculum efficiency, declaration of impaction, enforcement of pre-requisites, and changes to reduce bottlenecks; improvements to graduate admissions, curriculum, and scheduling; and our notably early efforts to implement graduate program assessment.

Recommendations were made in the following domains:

Tenure-track faculty. Three of the recommendations to the Department and the Dean were to seek support for tenure-track faculty hiring, and one was to increase UG

student engagement in research by hiring faculty interested in providing research opportunities to students.

Tenure-track faculty hiring. The Department hired three faculty in the period of time that the previous self-study and program review were being carried out, including a neuroscientist (2012), an ABA faculty (2013), and a developmentalist hired through an applied psychology search (2014). These three are now tenured associate professors. We also lost one developmental psychology faculty who took a position that was geographically advantageous for her family (2014). More recently, one of our clinical faculty was promoted to Associate Dean (2017). We have hired nine faculty in the past four years: cognitive, community, and quantitative (2017); ABA and clinical (2018); developmental (2 positions, 2019); gender and an endowed happiness position (2020). The quantitative faculty hired in 2017 resigned in 2019, so to date, we have retained eight of these nine hires. Currently, we have 26 tenure-track faculty, an increase from 19 in 2016. These include 15 full professors, three associate professors, and eight assistant professors. Thus, 42% of our faculty are early- to mid-way through the promotion process.

We have annually reviewed and updated our hiring plan. In AY 2018-19, we developed a five-year hiring plan identifying ten positions we anticipated needing to support our students and our curricular offerings. These included gender, cultural, and I-O requested for the 2020-21 hiring cycle; health and clinical or counseling requested for the 2021-22 hiring cycle; community and quantitative for the 2022-23 hiring cycle; Cognitive/Learning category (this category also includes cognitive neuroscience, motivation, and perception) and aging for the 2023-24 hiring cycle; and social for the 2023-25 hiring cycle. We were allocated the gender hire as well as an endowed position in happiness to begin in AY 2020-21.

Unfortunately, due to the current economic recession and resulting hiring chill, our urgent need to hire in the areas of cultural psychology and I-O psychology, as well as our plans to hire this year in the area of health psychology and clinical or counseling psychology have been delayed indefinitely, and it is unclear when we will be able to get back on track with our hiring plan.

Increase opportunities for UG students to participate in research through hiring tenure-track faculty interested in involving UG students; consider adding research-based activities to coursework. Our recent tenure-track faculty hires are all committed to working with UG and GRAD students on research, as are our senior faculty. Recent hires have presented and published extensively with student co-authors. One of our faculty established a Departmental Research Conference in 2010; our most recent (10th and 11th) annual conferences in Fall 2018 and Fall 2019 both showcased over 50 student posters. Due to virtual operations in AY 2020-21 and the rescheduling of the Western Psychological Association conference from April 2020 to October 2020, we have opted to encourage students to participate in a campus-wide virtual poster session in early November this year, and we hope to resume our in-person department conference in Fall 2021.

Our 2018 curriculum updates increased the total required methods and statistics coursework every major completes from a minimum of nine units to a minimum of twelve units; upper division (UD) methods and statistics coursework frequently, though not universally, involves students in gathering and analyzing data. In addition, beginning with the 2014-15 catalog, we expanded our PSYC 194 Cooperative Research supervisory course offering to a three-semester sequence that includes PSYC 197A Advanced Research I and PSYC 197B Advanced Research II following completion of PSYC 194, to better accommodate students who are motivated to remain actively involved in research over an extended period of time.

Lecturer faculty. Three of the recommendations to the department addressed the needs of lecturers, including finding ways to support the professional development of lecturer faculty who have a long-term goal of securing a tenure-track faculty position; providing teaching assignments early enough for timely book orders and providing adequate space for comfortable working conditions; and engaging in discussions about teaching evaluations to ensure that the instruments used and feedback provided are responsive to their needs.

Support lecturer professional development. Over the years, our lecturers have had varied professional goals and obligations. Some are already in permanent positions at local community colleges, are employed full-time by the state, or are retirees from University or state employment; others maintain private psychotherapy practices, own businesses, do consulting work, or work in I-O or ABA professions; some are doctoral candidates or post-docs completing training; and some primarily teach full- or part-time at Sacramento State and/or a combination of local campuses. Several have sought and obtained full-time academic positions, including on the tenure track, at other universities.

The department has sought to be responsive to lecturers' pursuit of their professional goals. Lecturers have participated in workshops geared to assist in navigating the tenure-track hiring process. They have been involved in pedagogy development opportunities at the campus and CSU system level. They have been supported in receiving assigned time for service roles on campus and in seeking professional and sabbatical leaves. The College has supported lecturer conference travel, and the department has included lecturer faculty in funding opportunities for professional development (supplies, memberships, etc.) when the budget has permitted. Our numbers of lecturer faculty teaching in the department vary from semester to semester, but we have a core group of long-time lecturers as evidenced by the increase in three-year contracts (potentially awarded after six years of service). Specifically, we have increased our net numbers of lecturers with three-year contracts from one full-time position and one part-time position as recently as Fall 2016 to three full-time positions and five part-time positions as of Fall 2020.

Provide teaching assignments early enough for timely book orders and provide adequate space for comfortable working conditions. These are both ongoing goals but remain works-in-progress. Challenges to making timely teaching assignments often

include last-minute schedule changes and assigned time awards and difficulty flexing our teaching schedule due to classroom space constraints. We are moving the process of fine-tuning the schedule earlier in the preceding semester to try to reduce delays.

Office space has continued to be a major challenge as our tenure-track hiring has increased and our numbers of lecturer faculty have varied from semester to semester. Space limitations have been a college-wide, and indeed, campus-wide problem. The department has attempted to schedule shared office spaces in a way that minimizes overlap, accepted loans of office space in buildings other than Amador to decrease density within each lecturer office, consulted with faculty when possible on preferences for shared office arrangements, and unsuccessfully sought funding to convert a large room into a functional lecturer work space. We are cautiously optimistic that a recent reshuffling of department space assignments resulting from the completion of the Tschannen Science Complex will result in increased office space allocated to Psychology within Amador that we can use, in part, to accommodate lecturers more comfortably once we are back on campus following resolution of the COVID-19 pandemic.

Engage in discussions about teaching evaluations to ensure that the instruments used and feedback provided are responsive to lecturer needs. The department has not recently undertaken a review of our teaching evaluation instrument, although the committee responsible for evaluating lecturers has been in conversation about the best way to provide beneficial feedback that is consistent and that can be feasibly undertaken, given the large number of lecturers reviewed annually. The department has not updated its lecturer evaluation process in its RTP document in a number of years, and this is likely an area worth revisiting. Lecturer input should be sought as these conversations are undertaken. It should be noted that department faculty, including lecturer faculty, are increasingly participating in voluntary peer reviews of teaching.

Advising. Two recommendations focused on increasing career advising for graduate school and the workforce and considering the feasibility of mandatory advising.

Increase career advising for graduate school and the workforce. Two coursework-based approaches enhance student access to career advising. These include the requirement for all majors to take PSYC 4 Navigating Psychology: The Major and Careers, a one-unit advising course established in the 2010-12 catalog, which focuses on achieving success in the major and planning for a career path. In addition, the Prospects Peer Mentoring program (<https://www.csus.edu/college/social-sciences-interdisciplinary-studies/psychology/spotlights/prospects-peer-mentoring.html>), which began to be offered in AY 2011-12 and appeared as PSYC 198A and PSYC 198B in the 2014-15 catalog, offers a one-unit mentee class and a three-unit mentor class as well as drop-in peer advising. Peer mentors continually update resource materials that can be shared with fellow mentors, mentees, and drop-in students to facilitate their learning about University supports (Career Center, etc.) and career paths with a Psychology major, including graduate school options.

Staff and faculty resources also support career advising efforts. It should be noted that career pathways are emphasized at student orientation sessions and at group and

individual advising sessions for students applying to the Psychology major. The University's move toward college-based academic advising (Student Success Centers) and integrated advising has enhanced visibility and continuity of advising and students' sense of connection to advising staff; it has also improved consistency of advising feedback. The School of Social Sciences and Interdisciplinary Studies (SSIS) Student Success Center, including its partnership between professional advisors (student services professionals or SSPs) and Faculty Fellows, enhances access to advising, and the recent growth of the Center with the addition of another SSP is a welcome development. However, the inability to replace the SSP staff member who left in Summer 2020 due to the hiring chill is of concern, as this staff member's time had been largely dedicated to supporting Expressed Interest Psychology and Psychology students and managing the supplemental application process for Psychology. Her ability to develop long-term relationships with students was an asset in providing continuity and connection as students transitioned from EI Psychology students to Psychology majors to applicants for graduation. Her role spanned outreach to community colleges and group advising for incoming students, processing supplemental applications, helping to run orientation sessions, and providing integrated advising, all of which made her a visible and trusted resource to students. We are appreciative that her previous duties are being supported by a team of advising staff this AY but recognize that this is workload added to their normal responsibilities.

Consider the feasibility of mandatory advising. The department has not had the resources to seriously consider mandatory advising; however, an update to the University advising policy as of June 7, 2020 (<https://www.csus.edu/umanual/acadaff/aca-100.htm>), now requires that all students with a declared major will receive major advising at least once per year. In addition, the policy states that department is responsible for developing an academic advising plan and periodically assessing its effectiveness. The department Chair began utilizing EAB Navigate to track advising appointments in Spring 2020 and is introducing it to faculty during Fall 2020. Faculty Fellows who have worked in the Student Success Center also have experience with EAB, and some are opting to use it this AY. EAB provides better continuity and efficiency of advising due to the ability to access notes from students' prior appointments with University advising staff and faculty. Use of EAB may be an important tool to track whether all Psychology majors receive annual advising, to reach out to those who have not obtained advising, and to document the large amount of advising faculty routinely provide to students. The department needs to engage in planning and development of the advising and assessment strategies called for by the advising policy.

Graduate program. Three recommendations addressed our graduate programs and the needs of our graduate students, including consideration of whether we should reinstate the Counseling program, increasing opportunities for graduate students to gain paid experience as teaching assistants, and improving communication with graduate students.

Revisit the decision to cancel the Master's in Counseling option; evaluate if the discontinuation of this program was an ideal solution given its popularity.

The Department engaged in exploration and discussion of reestablishing the Counseling program during AY 2015-16 and AY 2016-17, including consulting extensively with faculty in the College of Education Counseling program (another longstanding MFT-oriented program on campus), meeting with the then-Dean of Social Sciences and Interdisciplinary Studies (SSIS), and discussing the issue at department meetings and planning sessions. Although there was support and interest in reviving the program, faculty positions were still depleted, and departmental resources were insufficient to feasibly pursue this goal without risking undergraduate access to needed classes. In addition, two of our four clinical faculty were holding leadership roles at that time that precluded their availability to teach; one is now Associate Dean of SSIS, one is still in the full-time Chair role, and we have hired an additional clinical faculty.

Seek ways to increase the number of paid graduate teaching assistantships if possible, and to develop an application process that is accessible and fairly distributes the available positions.

A large portion of our annual departmental budget is currently devoted to hiring graduate and undergraduate instructional student assistants (ISAs) to assist faculty with course delivery, grading, and student support, which provides an opportunity to learn about teaching and pedagogy. We regularly review our ISA hiring model that specifies which faculty, courses, and schedules warrant assignment of an ISA. However, as our annual budget fluctuates considerably, and recent hiring and curriculum changes have increased the demand for ISAs, the number of hours we can fund for each ISA position has shrunk. Faculty who have received professional development funding for service roles or other projects sometimes utilize a portion of those funds to pay for additional ISA hours.

The department hires graduate-level Teaching Associates (T.A.s) to teach labs, including PSYC 102 Advanced Methods and Statistics in Psychological Research (previously Foundations of Psychological Research II) labs and increasingly, the labs associated with our ABA curriculum. These lab teaching experiences can be highly structured and planned so that we are able to manage the requirements of Unit 11 bargaining agreements for regular, predictable hours while staying within budget. Unfortunately, we have not been able to hire T.A.s to teach PSYC 2 Introductory Psychology as we used to in the past due to the difficulties of monitoring and limiting preparation and grading time to conform to Unit 11 requirements without increasing the cost of offering PSYC 2 beyond the cost associated with hiring a lecturer.

A continued need is to ensure that all students are aware of available positions and that hiring is as equitable as possible. Even limited opportunities to work closely with faculty can incidentally lead to more access to mentorship and support; access to these informal resources needs to be inclusive.

Identify ways to improve communication with graduate students; arrange a yearly meeting where issues can be raised and addressed; further explore ways to provide venues for graduate student interaction such as a common seminar course or series of

lecturers with outside invited speakers. Graduate students are enrolled in a departmental Canvas group to facilitate communication and announcements. In addition, a General program graduate student brown bag series was established in Fall 2017 to provide opportunities for faculty and students to connect and for professional development topics to be introduced. Student organizations in ABA (Student Association for Applied Behavior Analysis or SAABA) and I-O (Student Association of Industrial-Organizational Psychology or SAIOP) provide ongoing opportunities for graduate and undergraduate students interested in those subdisciplines to connect with each other and with faculty and to receive mentoring from faculty advisors to these organizations. SAABA has sponsored a number of speaker events and opportunities to network for ABA students. SAIOP is less active at this time because the current cohort of I-O students is in the final phase of their graduate program.

Assessment. Six recommendations focused on assessment: of curriculum changes, including the removal of the PSYC 101 Statistics for Psychology (previously Foundations of Psychological Research I) statistics lab; of measurable learning goals; and of our graduate program.

Assess changes to the student learning outcomes from the recent curriculum changes and appropriately adjust the curriculum if it is deemed necessary or desirable.

Assess the impact of the lab removal from PSYC 101 in terms of student preparedness and confidence in upper division courses and to address the negative consequences of the lab component removal if one is identified.

Assess the impacts of its significant recent programmatic and course changes upon student learning and success. Specifically, the department should assess the impact of impaction declaration and the removal of lab components from its methods courses.

Follow through with its implementation of assessment of the ELG with Measurable Learning Goals and to report on these in their next program review.

Re-evaluate its course demand and time to graduation now that declaration of impaction and course modifications have had time to stabilize to a new norm.

As of our last review cycle, we had revised our core statistics and methods curriculum to reduce a bottleneck caused by insufficient resources to staff PSYC 101, which was our foundational UD statistics class with an associated lab. Previously, students took a lower division (LD) methods course (PSYC 8 Methods of Psychology), followed by PSYC 101 (lecture and lab), followed by another UD Methods class chosen from a category of course options. In order to ensure that we could offer enough sections of PSYC 101 to allow students to make progress toward graduation, we removed the lab from PSYC 101 and created a new course, PSYC 121 Methods and Statistics in Psychological Research, which offered extensive exposure to data analysis with SPSS and accomplished the learning objectives previously associated with the PSYC 101 lab. PSYC 121 was not required of all students but was placed as one option in a required category of UD Methods courses (the other options were a course on psychological testing and measurement (PSYC 120 Psychological Testing), a course on qualitative research (PSYC

122 Qualitative Research in Psychology), and a course on single subject experimental design (PSYC 181 Experimental Analysis of Behavior)). Because the exposure to SPSS offered by PSYC 121 was a necessary precursor to PSYC 102 (which is a lecture plus lab course that involves conducting, analyzing, and writing up results from student-designed research projects), we moved PSYC 102 from the UD Methods category to the Capstone category as an option for those who took PSYC 121 for their second UD methods course after 101.

Over the years since that change, we determined that making PSYC 121 an option rather than a requirement was detrimental to some students' ability to apply the statistics they learned in PSYC 101 to the critical evaluation of scientific research and the development of data-guided analytic thinking. Students who self-selected into PSYC 121 were then successful in PSYC 102, but students who did not choose to take PSYC 121 were at risk of ending up with a less well-integrated understanding of psychological methodologies and potentially less practice writing scientifically.

Ultimately, after a great deal of discussion over several years, we overhauled the statistics/methods course sequence again in our major curriculum revision effective in Fall 2018. An additional factor that contributed to our current approach is our awareness that the LD statistics courses offered at some community colleges had evolved to overlap with our PSYC 101 class. Given our interest in better aligning with the transfer model curriculum (TMC) and streamlining students' progress after transferring to Sacramento State, we opted to reconceptualize PSYC 101 as PSYC 9 Introductory Statistics for Psychology, thereby making it possible for it to be articulated with community college courses. We then moved PSYC 121 out of the UD Methods category and made it a core requirement for all majors; and revamped the UD Methods category by returning PSYC 102 to the category, moving PSYC 181 to our Cognitive/Learning Processes category, and adding a new ABA methods course (PSYC 129 Behavioral Research Methods) in its place. Thus, our majors are now required to take a LD methods class (PSYC 8), a LD statistics class (PSYC 9), PSYC 121, and a second UD Methods category class. We will continue to assess whether this has accomplished our goal of ensuring student development of key skills in inquiry and analysis and written communication.

Continue developing [the department's] assessment plan and activities for its graduate programs.

Our assessment plan incorporates our graduate programs, which will continue to be a focus of ongoing efforts to evaluate student learning.

Curriculum. Four recommendations addressed curriculum, including improving alignment with the TMC, reducing the number of required course categories, and increasing the number of elective units students can take toward the major requirements.

The Department is strongly encouraged to pursue some of its proposed strategies to facilitate a smoother transition for transfer students that minimizes course loss and maximizes an efficient time to graduation.

The Department should move and redesign some upper division courses to lower division courses to better fit the Transfer Model Curriculum. Given the potential benefits of a course category reduction, the Department should examine ways to simplify its course category structure.

The Department should attempt to reduce the number of course categories similar to other comparable institutions so that more flexibility in curriculum results and permits easier access to a collection of courses that will meet graduation requirements in the major.

The Department should increase the number of elective units to permit flexibility and facilitate the ability to meet graduation requirements.

With the advent of the 2010-12 catalog, the Psychology major was comprised of seven LD units, six of which could be transferred from community college, and 39 UD units. That meant that community college transfer students had to take 40 of 46 units at Sacramento State, even though many had completed several LD courses in Psychology. In response to our most recent program review cycle, including the recommendations noted above, we devoted time and energy over several years to considering how we could best update our curriculum to allow for more LD transfer credit to count toward the major. In our Fall 2018 curriculum redesign, we doubled the number of LD transferrable units from six to twelve, without increasing the overall units required for the major. Specifically, we now require LD lifespan development (CHDV 30 Human Development) and psychological statistics (PSYC 9) in addition to introductory psychology (PSYC 2) and psychological methods (PSYC 8).

The curriculum redesign process included examining the structure of Psychology majors at a number of other Universities. These tended to fall into one of two patterns-either similar to ours in providing a number of categories to ensure broad coverage of the field, or fewer categories with a much wider set of choices within each category. We determined that the strength of our current model: ensuring that students receive exposure to the breadth of Psychology without requiring extensive advising to create a pathway through the major, was preferable for our students' wide range of post-graduation goals and for spreading out demand for courses to ease schedule planning. We did, however, reduce UD categories by one; redistributing our Developmental Processes coursework so that PSYC 148 Child Psychology was incorporated into our Individual/Social Processes category, PSYC 150 Psychological Aspects of Aging was updated to more clearly incorporate an intersectional approach to aging and then moved to an expanded Human Diversity category, and PSYC 149 Psychology of Adolescence was moved to our Elective category. We also created more flexibility for students in a number of other ways. First, instead of requiring two Cognitive/Learning category courses and two Individual/Social category courses, we now require a total of four courses across these two categories, with a minimum of one course from each,

thereby allowing students to tailor their course selections to their interests. We also moved a number of newer courses that had previously been electives to appropriate categories. We reduced elective requirements from six to three units, but greatly expanded student options for how to complete category requirements. In particular, the choices in our Capstone/Professional expanded from four to ten. Currently, while ensuring that students graduate with breadth in the field, there are opportunities for students to personalize their course planning by choosing courses that emphasize their interest areas (e.g., neuroscience, I-O, or clinical psychology). Another important innovation was aligning our ABA certificate requirements with our major categories so that majors who wished to pursue the certificate would be able to finish both sets of requirements much more efficiently.

Scheduling. One recommendation focused on scheduling.

The Department should seek assistance for OIR and the potential for Cognos reports to assist in predicting course demand for effective scheduling.

We currently utilize historical patterns in course demand to plan our schedule. In addition, we consult Platinum Analytics, software that analyzes historical data and students' individual planning data (obtained through students' use of Smart Planner software to individualize the major roadmap, including choosing courses, adjusting timing of coursework, and reflecting preferred unit load and plans for summer and winter enrollment) to predict demand for seats in specific courses. At times, we run reports to document how many students still need specific coursework or categories of coursework. We also sometimes do targeted outreach to students to make them aware of courses they need that have available seats or courses that can be substituted for a category requirement.

Despite that, unexpected changes in demand (e.g., a drop-off in demand for PSYC 2 Introductory Psychology that occurred over a few semesters in the past few years) can make planning efforts challenging. Other sources of unpredictability include the increased flexibility of our new major curriculum, difficulty predicting how many incoming transfer students have taken a PSYC 9-substitutable course, and variability in yield on transfer students admitted to the major. In addition, the slow turnaround on transfer credit evaluations (TCEs) and processing of course substitutions make it more difficult for students to utilize the Smart Planner effectively (which in turn, makes Platinum Analytics data less robust).

Facilities and Staff. Five recommendations related to facilities and staff were identified. These focused on space for teaching assistants, updates to our labs and clinic, permanent funding for a student animal care assistant, and additional staff for the Psychology office.

The Department needs to locate a space within or near the department for teaching assistants to hold office hours.

Office space has remained very scarce, and adequate solutions for ISA workspace have been difficult to develop.

The Department should energetically seek resources to update its lab facilities and equipment. Additionally, the prior counseling clinic space should be remodeled / reconfigured for current department needs. However, in the event that the department seeks to reestablish the counseling track, the space should retain features that would permit its use for this purpose as well.

The Dean should assist the department in identifying resources for lab remodel and equipment updates.

Some updates to some of our lab spaces have been undertaken, such as painting the floors in the vivarium and purchasing tables for a shared workspace that is used for committee meetings, lab meetings, data collection, and thesis defenses. A faculty conducting federally-funded neuroscience research has collaborated with faculty in other departments and colleges and at UC Davis to share or borrow equipment to facilitate research progress, though it has required an investment of time to develop those partnerships. The clinic space has been maintained for use by ABA faculty, including one room that has been adapted to include a kitchenette to facilitate interventions on feeding behaviors. However, for the most part, our physical lab spaces would still benefit from upgrades. In addition, we have not had sufficient funding to update our office furniture in almost twenty years (other than replacing a number of desk chairs several years ago), so, despite working with the furniture available in the campus warehouse, it has been difficult to ensure that faculty have professional-appearing and comfortable workspaces. One important upgrade in the Department office was made possible when our lead Administrative Support Coordinator (ASC-II) was able to secure second-hand office furniture and partitions from the warehouse that improve the set-up of our front office by allowing both our Administrative Support Assistant (ASA-II) and our student assistants in the office to occupy more defined work areas and to avoid sitting with their backs to the door.

The Department should seek permanent funding for a student assistant responsible for the animal care. Consistent care of research animals is a responsibility that cannot be subject to fluctuating funding. The department is encouraged to discuss possible solutions with the SSIS Dean's office.

The department has been funding a Student Assistant to work as the Animal Care Assistant for several years, using either grant funding or General Fund money (within our operating expenses funded by the College). This has been a stable arrangement for an extended time now.

The Dean should review the office help needs of the department and work to secure the additional permanent help required to make the workload more manageable.

The Department has benefited from a three-person office team (ASC-II, ASC-I, and ASA-II) in recent years, though turnover in the entry-level ASA position has limited continuity and impact of that role. Unfortunately, this summer, staff workload was increased due to the loss of the SSP who had been managing impaction, coordinating orientation, and providing advising to transfer students. In addition, this Fall, our six-month temporary

hire in the ASA position expired, and we are unable to hire a permanent staff due to the current hiring chill. Thus, we are putting significant effort into trying to distribute the ASA workload to some extent across three undergraduate student assistants. This is quite challenging, given remote work that makes training and supervision more effortful. Student assistants normally carry out their work in close physical proximity to professional staff and can readily consult about policies and procedures; remote work requires a greater degree of independence and the willingness to put more effort into consultation with staff when needed. Handing off work across multiple student assistants throughout the day/week also increases risk of miscommunication and/or delayed responses to emails and other inquiries. Finally, the phone line can only be transferred to one other person, so we are not able to have full-time phone coverage.

To mitigate the negative impact of the delay in hiring a new ASA, we are utilizing technological tools to coordinate work (e.g., Microsoft Teams for to do lists and associated files, including spreadsheets to track progress on important tasks, frequent Zoom-based supervision, and conversion of forms to facilitate electronic completion and signature acquisition). The Dean's office has offered staff assistance with projects when feasible to assist the ASC-II and ASC-I in order to offset the additional time spent on training student assistants.

II. Student Learning

A. BA in Psychology

Program Overview: BA in Psychology

<https://catalog.csus.edu/colleges/social-sciences-interdisciplinary-studies/psychology/ba-in-psychology/>

The BA program is designed to prepare students for employment, particularly in work settings that require an understanding of human behavior, respect for human diversity, and quantitative and analytical skills, or for graduate school in human services (e.g., Applied Behavior Analysis, Social Work, Counseling), psychological research, or Industrial-Organizational Psychology. Since the last program review, we have analyzed strengths and challenges facing our program and have undertaken a significant curricular revision, effective in Fall 2018. We outline our current PLOs, briefly describe how PLOs were assessed, and the conclusions drawn from assessment. We also outline curricular and hiring changes as they relate to student success and time to degree and identify new directions to support student success and time to degree for each PLO. Note that the major planning worksheets for Fall 2012-Spring 2018, Fall 2018-Spring 2019, and Fall 2020-present are appended this report for your reference.

Program Learning Outcomes: BA in Psychology

PLOs for the Psychology BA program include:

PLO1. Develop knowledge of key concepts, principles, and overarching themes in individual/social processes, cognitive/learning processes, biological processes, and culture.

PLO2. Interpret, design, and conduct basic psychological research.

PLO3. Demonstrate effective writing in the context of psychological research methods and/or explication of topics in psychological content areas.

PLO4. Develop awareness of ethically and socially responsible behaviors toward supporting and promoting intercultural knowledge and human diversity.

PLO5. Connect knowledge of psychology to real-world applications with meaningful professional direction for life after graduation.

PLO1. Develop knowledge of key concepts, principles, and overarching themes in individual/social processes, cognitive/learning processes, biological processes, and culture.

PLO1 is aligned with the Baccalaureate Learning Goals (BLGs) *Competencies in Discipline* and *Knowledge of Human Cultures and the Physical and Natural World*. This PLO was assessed in 2015-2016 and 2016-2017 within our BA program, and results were positive but ultimately inconclusive due to challenges with measurement and methodology (see *Psychology Assessment Plan*).

Curricular changes associated with PLO1: Our Fall 2018 curriculum update created more flexibility in the areas of our curriculum most aligned with this PLO. Students are required to take 4 courses within the Psychological Processes categories Cognitive/Learning and Individual/Social; prior to Fall 2018, these requirements were configured as two courses per category. In addition, one of our core courses required of all majors is PSYC 100 Cross-Cultural Psychology. Our revised curriculum allows students to choose the distribution of these four courses across cognitive/learning psychology and individual/social psychology as long as they take a minimum of one course within each category. This added flexibility allows students to tailor their course plan more fully to their interests, while still ensuring they develop substantial grounding in the fundamental elements of our discipline. We have also increased the course options in both the cognitive/learning and individual/social categories so that students could take advantage of more options within the curriculum. Increased membership of courses in these categories capitalizes on faculty specialty areas to support student success and time-to-degree. Cross-Cultural Psychology remains a core course required of all majors. Taken together, these curricular changes ensure broad exposure to the field of psychology, allow students to make interest-driven choices, and support success and time to degree through increased course options.

Hiring changes associated with PLO1: During the time when the last program review was being developed and since it was completed, tenure-track faculty hires have included: neuroscience, ABA (x2), developmental (x3: including specialties in applied psychology, multicultural psychology, and bilingual language development), community psychology, cognitive psychology, clinical psychology, gender psychology, and happiness psychology. Our recent hiring practices work to shore up our continued disciplinary strengths (e.g., neuroscience, cognitive, clinical), while also developing our strengths in emerging fields and areas of increasing importance to individuals and their psychological experiences in the social world (e.g., multicultural, community, applied, gender). These

emerging areas align with university initiatives, such as advancing our commitment to anti-racism, the Anchor University initiative, and responsiveness to student interests.

New directions associated with PLO1: To meet the needs of students and our broader community, we are in the process of expanding our curriculum to include the area of happiness studies, thanks to funding for an endowed position that supported a new hire. Our new happiness faculty is a developmental psychologist by training with extensive experience in cross-cultural and multicultural research. Given our other new hires, we are now in a position to develop our focus on gender and sexuality psychology and to begin to develop around community psychology and multicultural psychology, all of which are areas that interest students and have relevance to complex regional and societal challenges, including issues of equitable access to resources and opportunities. However, the areas that we have either not yet been able to shore up with tenure-track hires or for which our hires to date do not fully address our curricular needs include I-O psychology and health psychology, as well as clinical/counseling, and the above-mentioned areas of cultural and community psychology. Additional hires in these areas would allow us to better meet longstanding and emerging student interests and would support and stabilize curriculum offerings and oversight.

<p><i>PLO2. Interpret, design, and conduct basic psychological research.</i></p>

PLO2 is aligned with the BLG *Intellectual and Practical Skills*. This PLO has been assessed each AY from 2014-2015 through 2018-2019 within our BA program. Assessments indicated that students develop their skills across the course sequence (PSYC 8, PSYC 9, PSYC 121, and additional UD methods). We have focused assessment on PSYC 102 as the additional UD methods class (though it has moved between UD Methods and Capstone categories and back over the last several years). Our assessment revealed that students increased overall competence across the course sequence with average performance meeting or exceeding the departmental standard for each course level, with particular strength in communicating the methodology and results. An area for continued improvement is in understanding and communicating both the background research that supports hypothesis development and the implications and limitations of research findings, both of which are relatively less of a primary focus in methods and statistics classes.

Curricular changes associated with PLO2: The Fall 2018 curriculum revision included our methods curriculum, one of the cornerstones of our undergraduate program. Previous assessments identified the need to add a LD statistics course, both to improve articulation with the Transfer Model Curriculum and to better prepare our students for UD methods courses. To address this issue, we added PSYC 9. We hope it will provide a basic foundation in quantitative methods to prepare our students for more in-depth coverage of statistical analysis in our UD methods course (PSYC 121), which we also recently changed from a Methods category option to a required core course for our students. We adjusted the courses that are included in the UD Methods category, moving PSYC 102 back from Capstone to the Methods category, and replacing PSYC 181 in the category with a new ABA methods class, PSYC 129.

Hiring changes associated with PLO2: Our recent hiring has focused on improving our departmental capacity to support the methods curriculum. Among the twelve tenure-track faculty hired since 2012 (spanning the time period during which our previous self-study and program review was underway (three hires) to more recent hiring (nine hires, including two new faculty this AY)), one was a specialist in quantitative methods who resigned last year in order to pursue opportunities closer to family on the East Coast. However, several of our other hires have contributed to teaching and curriculum development in quantitative methods, qualitative methods, and ABA research methods. In addition to contributing to the planning process for our recent curriculum updates, these faculty have developed new courses and delivered our existing courses. However, the primacy of methods in our curriculum means that future tenure-track hires who can continue to support this area will remain a priority, and we have included a specialist in quantitative methods in our five-year hiring plan. Fortunately, we have both long-term and newer lecturer faculty who provide extensive support to the curricular offerings in psychological methods.

New directions associated with PLO2: It is important to acknowledge the challenge posed by the curricular emphasis on methods and statistics, and in particular by the requirement that all students take PSYC 121. PSYC 121 was created to compensate for the elimination of the PSYC 101 lab, because that had become a roadblock during the Great Recession. Offering it as one choice among several in a category allowed us to avoid a similar bottleneck problem.

Now that it has been made a core requirement of all students, it could again become a bottleneck for several reasons. First, it is a 40-cap course that requires a computer lab classroom. Computer labs vary in capacity; sometimes we have to use rooms that can only accommodate 30 students, thereby reducing capacity to 75% of normal. The nature of the class is such that the grading workload is fairly heavy for both statistical analyses and writing requirements, raising issues of potential burnout among instructors if they carry a disproportionate PSYC 121 teaching load. We do prioritize ISA resources for instructors teaching PSYC 121 to offset some of this workload, but our budget for ISA hours has been strained in recent years, limiting the help provided. Currently, only a relatively small subset of our tenure-track faculty regularly teach PSYC 121, despite the department's decision to prioritize this class, and the need to provide approximately 600+ seats in the class each AY (15 sections at 40/section; 20 sections if we have to rely on computer labs capped at 30). This means that we rely heavily on our lecturer faculty to offer a course that we have recently made a centerpiece of our curriculum.

Prior to the pandemic and the switch to virtual teaching, we had been working to solve problems caused by limited access to computer labs on campus. One strategy we had been experimenting with was offering two hybrid sections of PSYC 121 in the same classroom and schedule, to decrease issues around lack of adequate computer lab availability (i.e., one class would meet face to face on day 1 each week (either Monday or Tuesday) and do asynchronous work on day 2 (either Wednesday or Thursday); the complementary section would start the week with asynchronous content and then meet face to face on day 2). We have appreciated efforts by the dean's office to allocate

appropriate computer labs to us, including seeking out available space from other colleges' unused allocations. We will have to revisit the balance of online, hybrid, and face-to-face sections for PSYC 121 once we move back from virtual to on-campus operations. We should also continue assessment of and discussions about the role of PSYC 121 in our major curriculum to ensure that it is helping our students accomplish the relevant learning objectives and to ensure that we are committed to supporting the course adequately to avoid it becoming a bottleneck again in the future.

The more stake and ownership tenure-track faculty have in the methods sequence, and PSYC 121 especially, the better we will be able to ensure student access, provide a well-structured methods curriculum that maintains currency as methodological strategies evolve in Psychology, and capitalize on opportunities to link training in research methods to University initiatives such as the Anchor University. For example, faculty in the community and applied psychology areas are currently designing a program evaluation class with the goal of adding it to the UD Methods category. Developing skills in program evaluation will help train students for important roles in the private sector, not-for-profit organizations, human service fields, and government agencies.

PLO3. Demonstrate effective writing in the context of psychological research methods and/or explication of topics in psychological content areas.

PLO3 is also aligned with the BLG *Intellectual and Practical Skills*. This PLO has been assessed each AY from 2016-2017 through 2018-2019 within our BA program. Assessments indicate that students have exceeded department standards for writing. We would like to see more development in content review as well as argument-building (for the topic, hypotheses, and implications). Please see the *Assessment Plan* document for more details.

Curricular changes associated with PLO3: The recent curricular change that requires all students to take PSYC 121 ensures all students are engaged in scientific writing at the upper division, thereby providing consistency in scientific writing practice in our curriculum. Preliminary impressions of the curricular overhaul are positive with regard to writing; assessments indicate that students in the UD courses (PSYC 121 and PSYC 102) exceeded expectations for written communications, suggesting that the LD course requirements in methods (PSYC 8) and statistics (PSYC 9) have provided a strong foundation for students to transition successfully to UD expectations for effective communication of statistical research findings.

Hiring changes associated with PLO3: Scientific writing is most consistently required in PSYC 8, PSYC 121, PSYC 102, and other methods classes, yet does also occur elsewhere in our curriculum. As outlined previously, our recent hiring practices have expanded our permanent faculty and thus the ability of the department to revisit our approach to developing writing skills across our curriculum. Currently, many lecturers ably support the methods curriculum, including the development of writing skills.

New directions associated with PLO3: The methods sequence is a resource intensive part of curriculum, especially with regard to writing. Many of the classes in this

sequence require course caps of 25-40, and significant labor from the instructor to provide feedback on multiple writing assignments. As noted above, we will need to monitor our ability to ensure adequate seats in PSYC 121 to support students' timely progress to degree. We will also need to consider where in our curriculum we can develop students' skills in evaluating literature to arrive at and articulate appropriate hypotheses and where we can provide more practice in communicating study implications and limitations, as these two areas appear to be growth opportunities relative to our strength in teaching students to write up study designs and research results. Improving student success in writing across *all* sections of a typical research study would help them integrate their understanding of multiple phases and aspects of research.

PLO4. Develop awareness of ethically and socially responsible behaviors toward supporting and promoting intercultural knowledge and human diversity.

PLO4 is aligned with the BLG *Personal and Social Responsibility*. It has been assessed in 2017-2018 utilizing a modified VALUE rubric on ethical reasoning. Assessments indicated that students performed on average slightly above acceptable performance in ethical reasoning.

Curricular changes associated with PLO4: Ethical reasoning and social responsibility are germane to many courses throughout our curriculum. We require that all students take a course on cross-cultural psychology, and we have a Human Diversity category requirement for which students choose from among courses focused on the psychological experiences of a range of diverse groups (multicultural populations (PSYC 135), older adults (PSYC 150), women (PSYC 157), LGBTQ individuals (PSYC 160), and children with developmental disabilities (PSYC 185)). PSYC 150 was moved into the Human Diversity category during our curriculum revision that took effect in Fall 2018, at which time we made it more explicitly intersectional in focus.

Although the Human Diversity category is where we will explicitly focus our assessment for the PLO of ethical and social responsibility in a diverse world, ethical issues and issues of diversity are considered in other courses as well. For example, research ethics and generalizability are considered in our methods courses, beginning with PSYC 8, and issues in ethical practice of ABA are considered in PSYC 191 Ethics in Behavior Analysis. Other classes, such as PSYC 168 Abnormal Psychology, also frequently touch on professional ethics and the role of diversity and cultural factors in interpreting psychological theories and research findings. We have also recently added an experimental course on Black Psychology that will be taught by one of our newer tenure-track faculty hires.

Hiring changes associated with PLO4: Our new hires support student learning in ethics, human diversity, and intercultural knowledge, and help to cover the subdisciplinary areas of multicultural, cross-cultural, gender, and community psychology. Our hiring requests include additional hires in cultural, community, and aging, all of which would

contribute to our ability to promote students' learning of intercultural and diverse perspectives and experiences.

New directions associated with PLO4: Due to our sociohistorical context and the diversity of our student body, we have an essential need for ethics and diversity learning. These areas of our curriculum align with student needs and experiences, as well as with university initiatives around creating an anti-racist campus. Although our department has had required coursework in both cross-cultural psychology and human diversity for many years, our efforts to infuse diverse experiences and perspectives throughout the curriculum have been less consistent. We have recently begun to discuss how we can make progress as a department on ensuring that diversity is woven into the large portion of our curriculum that deals with human behaviors in social contexts and with research methods that need to be evaluated using more inclusive frameworks than our field has routinely/historically employed.

PLO5. Connect knowledge of psychology to real-world applications with meaningful professional direction for life after graduation.

PLO5 is aligned with the BLG *Integrative Learning*. This PLO has not been assessed within the period for this program review. This PLO was not included in the previous assessment plan and is a newer area of focus that is more aligned with our new curriculum than our previous iteration. The Capstone and Professional category of our updated curriculum is the most relevant to this PLO.

Curricular changes associated with PLO5: Our requirement of a one-unit LD advising course (PSYC 4) helps to set the stage for students to engage thoughtfully in coursework that can lead them toward a particular career objective or pathway. Importantly, we have increased the number of course options included in the Capstone and Professional category and have continued to make slight adjustments to this group of courses, which now has expanded to include opportunities to learn about a range of specialized subdisciplinary areas of psychology, via courses including PSYC 119 Human Factors, PSYC 152 Psychological Aspects of Health, Wellness, and Illness, PSYC 169 Industrial Psychology, and PSYC 184 Clinical Issues in Applied Behavior Analysis. This category also includes high-impact learning experiences, such as PSYC 143 Practicum in Community Psychology, PSYC 183 Teaching of Psychology, PSYC 194 Cooperative Research, and PSYC 198B Prospects for Success: Peer Mentor. Other options include a course in critical thinking (PSYC 107 Controversial Issues in Psychology), a course on the development and interrelationships of major schools and systems of psychology (PSYC 190 History and Systems of Psychology), and a new special topics course (PSYC 177 Special Topics Capstone: Advanced Study in Psychology), that provides opportunities for students to deepen knowledge and experience within one of the specialized areas of expertise of our faculty (topics and instructors will vary over time). Our offerings in mentored research are a continuing strength of our department, and we have added two courses (PSYC 197A and 197B) that allow students who choose to immerse themselves in collaborative research with a faculty mentor over a longer period of time to extend PSYC 194 into a three-semester sequence. Similarly, some students may opt to remain in

Fieldwork (PSYC 143) or to continue as Peer Mentors (PSYC 198B) over more than one semester. Peer Mentors can also apply for paid positions as Lead Mentors.

Hiring changes associated with PLO5: Each new hire has expanded our opportunities for mentored research and special topics capstones that reflect the areas of expertise of our faculty. The addition of two ABA faculty in recent years has allowed us to continue to develop our curriculum in accordance with the ABA subdiscipline's ongoing professionalization. This includes regular opportunities for students to engage in ABA coursework, including PSYC 184, that can lead to professional certification, and to employment and graduate school opportunities. Our five-year hiring plan includes priority hires in I-O, health, clinical/counseling, and community psychology to further support the opportunities for students to learn about professional pathways in these high-demand areas.

New directions associated with PLO5: As mentioned above, PSYC 4 is a one-unit course that advises students on the major and possible career paths. Although this lower-division class is not explicitly within the Capstone and Professional category of our curriculum, it is a course that sets students up for success on their path. The class teaches about the range of outcomes for their bachelor's-level training in psychology, and helps students plan ahead for courses that fulfill the requirements of the major, tailored as much as possible to their interests and intended career paths.

PSYC 4 was created as a partial solution to the lack of mandatory advising within our major, but it is labor intensive, thus presenting hard-to-solve equity issues in staffing. As a one-unit course, faculty must teach multiple sections (e.g., three sections of 40 or two sections of 88) to receive the WTUs associated with one typical 3-unit class. Moreover, because it is offered in the absence of mandatory advising, PSYC 4 instructors are often the touchpoint for new students who need significant guidance and out-of-class attention. PSYC 4 is the primary place in which all students are introduced to, and guided in, completing their Smart Planner electronic map of their path to degree. They are also introduced to the Prospects Peer Mentoring program as a resource in addition to faculty advising. It is a course that likely contributes to improved graduation rates, but we have difficulty staffing it due to workload issues. Eliminating PSYC 4 in favor of mandatory advising would reduce both the amount of information consistently provided and the self-exploration that students are asked to engage in.

Our department needs to develop an approach to PSYC 4 that is sustainable and equitable for faculty as we seek to guide and empower our students by democratizing access to advising information and self-reflection via this requirement. Although we have not arrived at a solution for this challenge, various options, including a flipped classroom approach with content online and class time used for the conversations that currently happen 1:1 over email; a model in which a faculty coordinator supervises paid graduate student instructors to deliver course content; or a model in which all departmental faculty advisors are engaged in and responsible for providing the out-of-class advising components of the course, allowing the instructor to focus on course content delivery and grading, have been suggested and need to be considered, along

with new ideas. We also intend to consult with other CSU Psychology Departments which offer similar courses to compare notes on models of course delivery and faculty workload management. We have developed a list of similar courses to guide that outreach to other departments.

B. MA in Psychology (General)

Program Learning Outcomes: MA in Psychology (General)

POs for the Psychology MA program (known as the “General program”) include:

- PLO1. Demonstrate knowledge of psychology as a science, and skill in the use and interpretation of statistical methods.
- PLO2. Demonstrate competence in communication skills in multiple formats and contexts.
- PLO3. Demonstrate ability to integrate psychology concepts to explain behavior, identify and rule out alternative explanations.
- PLO4. Demonstrate skill in accessing/navigating databases to obtain data, evaluate quality of information sources.
- PLO5. Demonstrate knowledge of ethical treatment of others in research and practice.
- PLO6. Demonstrate knowledge of cultural diversity and commitment to diversity.

Program Overview: MA in Psychology (General)

<https://catalog.csus.edu/colleges/social-sciences-interdisciplinary-studies/psychology/ma-in-psychology-doctoral-preparation/>

The General MA program prepares students for employment or for doctoral training in Psychology. Currently, our curriculum provides a broad seminar-based formal education and a specialized mentored research education in the area of expertise of the faculty mentor.

Curriculum:

- Two Core Courses in statistics and methods (PSYC 200 Methods in Empirical Psychology, PSYC 202 Survey of Contemporary Statistical Methods in Psychological Research);
- Two seminars, based on availability (one of the following Group 1 Seminars: PSYC 209 Seminar in Systems of Psychology, PSYC 210 Theories of Personality, PSYC 217 Seminar in Social Psychology, PSYC 251 Developmental Processes, or PSYC 268 Advanced Psychopathology; and one of the following Group 2 Seminars: PSYC 240 Seminar in Behavioral Neuroscience, PSYC 241 Seminar in Cognitive Psychology, or PSYC 242 Seminar in Learning and Behavior);
- One additional Methods course (PSYC 204 Advanced Topics in Statistical Methods for Psychological Research, PSYC 205 Measurement Methods for Psychological Research and Practice, PSYC 206 Tests and Measurement, or PSYC 272 Research Methods in Behavior Analysis);
- 11 units of Additional Courses (PSYC 283 Teaching of Psychology, any 2 additional courses from the seminar and methods courses listed above, and at

least 2 units of mentored research (PSYC 294 Cooperative Research or PSYC 299 Special Problems)); and

- Four to six units of Culminating Experience (thesis or project) (PSYC 500A and 500B).

It is important to note that the General program is in a time of reflection. Due to program elevation, the Master's program has now become three different programs (General, ABA, and I-O). Moreover, we went from suspension to discontinuation of our former Counseling Psychology (MFT preparation) program in the time since the last program review.

The assessment of the General program during this self-study period was conducted by analyzing thesis committee evaluations of completed theses between Fall 2013 to Spring 2017 (see the Assessment Plan for additional information). Students generally demonstrated satisfactory competence on assessed dimensions, and often demonstrated high competence on methods and data analysis, but were less likely to demonstrate high competence on dimensions assessing the presentation of the research context and rationale for the study's hypotheses, the interpretation of the study's findings as they relate to the broader literature, and the oral communications skills demonstrated in the thesis defense.

Curricular changes associated with the General program:

The program's identity as primarily geared toward doctoral preparation has always been a strong one, with many students going on to earn doctorates and become academic faculty or practicing psychologists. However, our students do not universally pursue doctoral training. Our program's heavy emphasis on traditional quantitative research methods training may be less-well-suited to the needs of *some* of these students.

In the last set of curricular changes, to make the program truly general and to promote the ability to transfer coursework into PhD programs, we focused on breadth of exposure to psychology content areas as well as depth in our strength area of statistical analysis. Our heavy emphasis on traditional quantitatively-oriented statistics and methods was intended so that students were well-prepared for traditional doctoral programs, state jobs, and junior college teaching positions. This curricular approach has been important for students going on to these spheres but may not be as well-aligned with the needs of students preparing for less traditional doctoral programs (such as those that emphasize qualitative or mixed methods) or those who are planning to work in community-based or some private-sector contexts.

As we phased out the MFT program, the size of our graduate program decreased markedly, and the options for coursework were significantly reduced. Previously, General program students frequently took Counseling concentration courses that aligned with their interests, such as PSYC 268 Advanced Psychopathology, which is now offered much less frequently than when it was a requirement for Counseling students, or PSYC 235 Counseling of Multicultural Groups, which is no longer offered. The discontinuation of the Counseling concentration has led to a reduction in available

coursework options for our General program students and has limited their access to coursework focused on cultural aspects of Psychology.

Next steps associated with the General program:

The General program is currently discussing its identity and direction, and we look forward to determining what comes next-whether this amount to small adjustments or a more significant overhaul of the curriculum. The addition of several new faculty over the last several years is expected to lead to fresh perspectives on this important program.

Revisiting the goals and structure of this program will not be a simple task, as the very definition of the program is a generalized one. Yet students also engage with specialized learning through their faculty research mentor, and courses that better represent our current faculty and incorporate the sub-disciplinary and methodological expertise of new hires will support student success by scaffolding graduate student research.

We anticipate that reviewing and expanding the program course offerings will help students become more fluent with their areas of research focus, thereby assisting them in contextualizing their thesis research questions. Assessments indicate that students excel at using the tools of research (i.e., strong performance in methodology and statistical analyses) but that we could be more fully developing their ability to convey an understanding of the context of the problem, the “why” of the research they undertake, what the findings mean, and the implications of the conclusions of their research (i.e., application in the real world).

The department will be revisiting our vision for the MA program, and updating our curriculum accordingly, with the aim of making our graduate-level research excel in all areas, including context, applications, and implications. We will also evaluate the role of the graduate curriculum in supporting important University initiatives, such as the Anchor University Initiative and our University goal of developing an anti-racist campus culture. We look forward to expanding our responsiveness to a range of student interests, needs, and career paths.

C. MA in Industrial and Organizational (I-O) Psychology

Program Learning Outcomes: MA in I-O Psychology

PLOs for the MA in I-O Psychology include:

- PLO1. Use theory and techniques to analyze jobs and develop processes and procedures for hiring to effectively match the needs, preferences, skills, and abilities of job recruits, job applicants, and existing employees with the needs and preferences of organizations.
- PLO2. Communicate in writing theories and techniques used to design and evaluate work-related attitudes; the composition and effectiveness of work teams; well-being, occupational stress, and safety at work; and the motivation of employees at work.

- PLO3. Apply theory and techniques to the design, conduct, and evaluation of training programs.
- PLO4. Apply statistical methods to evaluate and analyze psychological measurements used to differentiate individuals' knowledge, skills, abilities, and other personal characteristics.
- PLO5. Measure and evaluate individuals as they perform organizational tasks, consider the influence of social, ethical, and legal context in which they perform and are evaluated, and recommend analysis-based actions to be taken by all applicable parties.
- PLO6. Apply knowledge and methods from employment laws and regulations to evaluate evidence of bias or discrimination in employee selection practices that would contradict the goal of supporting a diverse workforce with equal opportunities for all.
- PLO7. Employ systematic, scientific methods to address specific organizational problems.

Program Overview: MA in I-O Psychology

<https://catalog.csus.edu/colleges/social-sciences-interdisciplinary-studies/psychology/ma-in-industrial-organizational-psychology/>

The I-O program emphasizes human resource planning and development and general analytical skills. It incorporates the Organizational aspects of I-O psychology but emphasizes the Industrial aspects, including job/work analysis, employee recruitment, testing, and selection, training, and performance management. Graduates pursue employment in State government and agencies, other public sector agencies, and private sector consulting firms; many are employed during graduate school. The program was elevated from a concentration within our MA Psychology program to a stand-alone program in Fall 2020.

Curriculum:

- Two Core Courses in statistics and methods (PSYC 200 Methods in Empirical Psychology, PSYC 202 Survey of Contemporary Statistical Methods in Psychological Research);
- Six required Area Courses including either PSYC 204 Advanced Topics in Statistical Methods for Psychological Research or PSYC 205 Measurement Methods for Psychological Research and Practice, PSYC 206 Tests and Measurement, PSYC 267 Training & Employee Development, PSYC 269 Analysis of Work and Employee Selection, and PSYC 216A and 216B Current Literature and Applications in Industrial-Organizational Psychology;
- One required Elective Course (either three units of PSYC 294 Cooperative Research or any other 200-level course); and
- Four to six units of Culminating Experience (thesis or project) (PSYC 500A and 500B).

Curricular changes associated with the I-O program:

The I-O concentration put admissions on hiatus for AY 2016-17 and AY 2017-18 in order to develop a revised curriculum, which was launched in Fall 2018 using a cohort admissions model and implementing a course sequence aimed at building towards preparation for the culminating project, which was conceptualized as closely aligned with students' career activities and goals. These changes were in response to difficulties with time-to-completion and overall completion rates. The primary issue was the culminating requirement, which was typically a traditional research thesis conducted independently, mentored by their faculty advisor. The challenge was that students were often highly employable, and thus had started their careers before the end of their MA program. This may seem like a positive outcome, but their employment in the field of I-O hindered the completion of the thesis. Additionally, it posed workload issues for faculty advisors, as students would return (after being on leave) multiple years later to complete the thesis. Thus, the department made changes to the curriculum that supported thesis completion and quality, including a change to the culminating project requirements, scaffolding the culminating project through coursework, and the use of 2-year cohorts.

Next steps associated with the I-O program:

The I-O faculty have been implementing the new curriculum with the first cohort admitted under the new structure in Fall 2018 and have opted to delay admitting a second cohort until they further revise the culminating requirement. Initial indications are that the workplace-based project may still present logistical challenges as students may undertake a project that then constrains their ability to change jobs or advance within their workplaces if the project is still underway. The possibility of changing from a thesis or project to a culminating examination is being evaluated, and curricular changes will be initiated when the plan for updates has been developed. The current goal is to admit new students as a Fall 2022 cohort under an updated version of the curriculum.

D. MS in Applied Behavior Analysis (ABA)

Program Learning Outcomes: MS in ABA

PLOs for the ABA MS program include:

- PLO1. Synthesize theories and research related to the field of ABA, and apply and evaluate behavior-analytic principles and techniques to affect socially valid issues.
- PLO2. Communicate and defend scientific findings, clinical outcomes, and thesis results to relevant audiences.
- PLO3. Compare perspectives and theories, differentiate assumptions and facts, develop hypotheses, and evaluate data and research findings using appropriate research methodology.
- PLO4. Find and evaluate literature to contextualize behavior-analytic theories and research in the field of psychology as a whole.
- PLO5. Employ behavior analysis certification board code of conduct and APA guidelines for the ethical treatment of human research participants, clients in treatment,

staff in training, and other relevant populations, and identify violations of these ethical codes.

PLO6. Respond appropriately to cultural and individual differences, and discuss perspectives on psychology with others regardless of similarity or diversity of professional experience.

Program Overview: MS in ABA

<https://catalog.csus.edu/colleges/social-sciences-interdisciplinary-studies/psychology/ms-in-applied-behavior-analysis/>

The ABA program is designed to prepare students to work as behavior analysts in a range of settings, with curriculum aligned with the BACB requirements for becoming a Board Certified Behavior Analyst (BCBA), or to pursue doctoral training in ABA, Experimental Analysis of Behavior, or Special Education.

Curriculum:

- One Core Courses in methods (PSYC 200 Methods in Empirical Psychology);
- Eight required Area Courses including PSYC 291 Professional Issues in Behavior Analysis, PSYC 271 Advanced Applied Behavior Analysis, PSYC 272 Research Methods in Behavior Analysis, PSYC 274 Theoretical Foundations of Behavior Analysis, PSYC 281 Advanced Experimental Analysis of Behavior, PSYC 284 Assessment and Treatment of Behavior Problems, PSYC 242 Seminar in Learning and Behavior, and PSYC 275 Applied Behavior Analysis in the Workplace;
- Four required Experiential Learning courses including PSYC 294 Cooperative Research, PSYC 297A and PSYC 297B Advanced Graduate Research I and II, and PSYC 299 Special Problems; and
- Four to six units of Culminating Experience (thesis or project) (PSYC 500A and 500B).

Curricular changes associated with the ABA program:

The ABA program has grown and expanded, including adding two new faculty (for a total of four), adding new courses to align with BACB requirements, and elevating the ABA concentration to an independent MS program. The ABA program is in the process of adjusting prerequisite course requirements in order to attract undergraduate majors outside of psychology by reducing quantitative methods requirements by one course (PSYC 102) and replacing that course with a requirement that incoming students have exposure to one foundational ABA course (PSYC 171) at the undergraduate level instead. In addition, we revised the ABA program requirements to focus away from quantitative methods and onto methods that are specialized for ABA scientist-practitioners. We also added experiential research coursework that is aligned with ABA professional training expectations.

Next steps associated with the ABA program:

The field of ABA is rapidly evolving and becoming more professionalized. In response to emerging trends in ABA training requirements, the ABA program has begun work on the BACB accreditation process.

III. Student Success by program.

BA in Psychology

The most recent data available on the Office of Institutional Research, Effectiveness, and Planning (ORIEP) website (<https://www.csus.edu/president/institutional-research-effectiveness-planning/>) are from Fall 2019. They show 1209 majors, of whom 53% were Pell eligible, 30% were first generation college students, 44% identified as members of underrepresented minority groups (including 37% Hispanic/Latino and 6% African American/Black), and 77% identified as female. Most (73%) were between 18 and 24 years old. Because of the criteria for becoming a Psychology major under impaction (which include completing 30 units prior to applying to the major), and because of the large number of transfer students comprising our major, 96% of majors were Juniors or Seniors. Their average cumulative GPA was 3.15, likely also an effect of impaction criteria that selectively admit higher-performing students.

Our 478 Expressed Interest Psychology students in Fall 2019 included a similar number who are Pell eligible (54%) and female (77%), but a larger number of first generation college students (38%), members of underrepresented minority groups (58%, including 46% Hispanic/Latino and 10% African American/Black), and a larger proportion of younger students and students with under 60 units (97% ranging from under 18 to 24 years old, and 81% Freshmen or Sophomores). Average cumulative GPA was 2.78.

Given the large number of transfer students normally comprising the Psychology major, it is problematic to compare Expressed Interest students at Sacramento State with Psychology majors. In addition, students applying to transfer to Sacramento State apply to the University as Expressed Interest students and are admitted to Psychology as a second step in their admissions process after completing the supplemental application for Psychology (which is only available after they have been offered admission to the University). Thus, data on applicants versus majors is incomplete and hard to tease apart. However, given historical inequities and the fact that, among eligible students, GPA is the factor that determines whether students can become Psychology majors, it is important that we find ways to examine inclusiveness and equity. Strategies that we have employed to increase access to the major include outreach to transfer and continuing students, including via email and by offering workshops and advising sessions on how to apply to the major; access to, and outreach from, groups like Prospects Peer Mentoring; extensive information provided to incoming Expressed Interest students at Orientation and via email; as well as the inauguration and ongoing growth of the College's integrated advising Student Success Center.

Notably, four-year graduation rates of first-time Freshmen nearly doubled from the Fall 2012 cohort to the Fall 2013 cohort (from 10.4% to 18.6%), likely reflecting increased access to classes as impaction processes began to cap the number of majors competing for class seats. In addition, beginning in Fall 2016, the University shifted funding to increase course offerings

dramatically, which allowed students to much greater access to the classes they needed. Overall, our improvements in graduation rates/time-to-degree have been similar to the University's. Fall 2017 cohort data show two-year graduation rates for transfer students of 44.3% (compared to 42.9% for the University). This is a notable improvement from Fall 2012 cohort data showing two-year graduation rates of 22.8% for Psychology and 25.7% for the University. Fall 2015 cohort data show four-year graduation rates of 78.8% (compared to 77.0% for the University), an improvement over Fall 2010 cohort numbers of 75.0% for Psychology and 71.5% for the University (Fall 2009 cohort data are much lower at 61.6% for Psychology and 62.0% for the University). Reflecting these improvements, degrees awarded have increased. In AY 2013-14, we graduated 429, dipping to 357 in AY 2014-15, and then climbing to 478 in AY 2018-19.

It is too soon to say whether our curricular adjustments are having a meaningful impact on time to degree, but this should be assessed over time. The effectiveness of streamlining curriculum and other efforts to assist students may be confounded by the impact of any forthcoming funding cuts related to the recession and the broad impacts of the COVID-19 pandemic on higher education, family financial stability, health and economic disparities, and unemployment.

MA in Psychology (General)

In Fall 2019, we had 64 applications for our General Psychology MA; of these, 18 were admitted, and ten matriculated. Our applicants were 28% first generation, 38% members of underrepresented minority groups, and 69% women. That semester, we had 24 graduate students enrolled in the General Psychology MA, of whom 25% were first generation, 33% members of underrepresented minority groups, and 83% women. In AY 2018-19, we graduated five MA (General) students.

Other Master's Programs

Both the MA in Industrial-Organizational Psychology and the MS in Applied Behavior Analysis are newly structured as stand-alone programs rather than concentrations as of Fall 2020, so relevant success data are not available for these programs. It should be noted, however, that the ABA program, in its previous form as a concentration, has been recognized for its 100% pass rate on the national certification exam to become a board-certified behavior analyst (BCBA).

IV. Strategic & Budget Planning and Operational Effectiveness

A. Strategic initiatives include (order on this list does not imply relative importance):

1. Grow our commitment to antiracist pedagogy and inclusive excellence throughout all of our activities. Support the initiatives of our new Diversity, Equity, and Inclusion committee, including the development of a BIPOC Psychologist speaker series. Seek student input and involvement in these efforts.
2. Continue to grow our connection to the Anchor University initiative.
3. Update our mission statement and strategic plan.
4. Monitor and adjust our programs and curricula based on ongoing assessment.

5. Update our course Learning Objectives, starting with our undergraduate program, as many courses are old enough that learning objectives are not available or would benefit from being updated to align with our current PLOs. Update prerequisites and revisit which courses are available to minors in addition to majors. Develop a syllabus review process that ensures that catalog descriptions and learning objectives are up-to-date.
6. Continue to problem-solve alternative models for PSYC 4 staffing and delivery and staffing and space issues for PSYC 121.
7. Consider whether to convert our ABA certificate to a minor in order to allow for better tracking of demand and communication with interested students. The certificate is awarded after students complete the curriculum, hampering our ability to plan for or communicate with these students.
8. Develop an advising plan to align with the updated University advising policy. As we develop our advising model more fully, consider feedback from alumni indicating a desire for more mentorship around career paths beyond academic or research-oriented options.
9. Enhance our ongoing connections to alumni.
10. Manage the growth of our College of Continuing Education Online Degree Completion program, which was launched in Fall 2017 and has grown at a fast pace since then. Improve advising and communication with students in this program.
11. Recruit additional diverse tenure-track faculty according to our hiring plan when the University budget permits.
12. Support our junior faculty to ensure retention and job satisfaction.
13. Support the successful launch of our Happiness initiatives resulting from the hire of an Endowed Assistant Professor of Happiness in Fall 2020.
(<https://www.csus.edu/news/articles/2019/3/27/Alum%27s-gift-to-put-focus-on-the-importance-of-happiness.shtml>)
14. Support our lecturer faculty to enhance retention and job satisfaction.
15. Seek additional funding, such as additional support for scholarships and programs benefitting students.
16. Advocate for additional staff hiring (to pre-COVID-19 levels at least).
17. Support staff professional development and problem-solve workload issues related to being short-staffed.
18. Seek funding for an Undergraduate Coordinator position to work with the Department Chair in supporting student success. This would allow for increased professional development and succession planning within the department and

would allow the Chair to focus more on medium- and long-term goals essential to achieving the strategic initiatives outlined here.

19. Seek additional space for offices and research labs.

B. **Hiring needs for the department.** See attached Five-Year Hiring Plan developed in AY 2018-19.

C. **Other major budget and resource concerns.** Areas of budgetary concern are exacerbated by the current COVID-19 pandemic-induced recession. Needs include:

1. Ongoing funding for Instructional Student Assistants (ISAs).
2. Additional research lab space.
3. Additional office space for faculty.
4. Funding for professional development, including memberships in professional organizations and teaching-related equipment and supplies.
5. Ongoing maintenance and improvement of the vivarium.
6. Office furniture, as our furniture stock is getting old and is inadequate for current faculty.
7. Hiring an SSP at the College level to assist with impactation and Psychology-specific advising.
8. Hiring an ASA-II in the department to manage our front-facing operations.
9. Support for students whose conference travel falls outside of normal University funding windows (e.g., some summer conferences).

D. **Summarize revenue opportunities.**

1. One of our largest sources of revenue is funding generated by teaching Winter and Summer classes through the College of Continuing Education. Given current budget shortfalls, our share of that income may be reduced to help compensate for College needs.
2. Our recently established degree completion program through the College of Continuing Education represents an opportunity to generate funding to support faculty learning and professional engagement. AY 2020-21 is the first year that we may begin utilizing funds generated by that program.
3. We were awarded an Endowed Assistant Professorship in Happiness Psychology beginning in Fall 2020. Funding associated with this may help support student researchers and will support campus initiatives to enhance student well-being, build interdisciplinary coalitions, and engage the broader Sacramento and professional community over time.
4. We continue to award student scholarships supported by generous donors, and we are fortunate to have recently added a new award for quantitative methods created by an emeritus faculty and his wife.

5. Our upcoming BIPOC Psychology speaker series will be partially supported by a donor.
6. Faculty are increasingly likely to pursue external funding, resulting in a portion of indirect costs allocated to the department.

V. Success Summary

The department has accomplished a great deal over the last several years, including (but not limited to) the following.

Curriculum and Assessment:

1. Updated undergraduate and graduate curricula, elevated two master's degree programs.
2. Offered Fieldwork, Cooperative Research, and Peer Mentoring programs that provide high-impact learning opportunities.
3. Updated assessment plan (attached).

Student Success:

4. Largely stabilized enrollment through impactation processes.
5. Improved graduation rates and decreased time to degree.
6. Supported students in their leadership of thriving student organizations, including an award-winning chapter of Psi Chi, the Psychology Society, and the Student Association for Applied Behavior Analysis (SAABA), as well as the Student Association for Industrial-Organizational Psychology (SAIOP).
7. Organized Annual Departmental Research conference with 50+ student posters.
8. Developed student skills, leading to numerous student awards at the Western Psychological Association, American Psychological Association, CalABA, and other professional conferences.
9. Students served as Peer Academic Resource Center (PARC) tutors, Instructional Student Assistants (ISAs), Teaching Associates (TAs), Supplemental Instruction (SI) leaders, and Orientation Leaders, among other roles.
10. Students are routinely admitted to master's and doctoral programs or find employment in ABA, consulting, human services, government agencies, and other sectors.
11. Launched the College of Continuing Education Online Degree Completion Program in Fall 2017 to assist stopped-out students in completing a Psychology BA. The program has grown rapidly with support from faculty and CCE staff (Annual Report attached).

Faculty Development:

12. Increased tenure-track faculty from 19 to 26, adding depth and breadth to our faculty (<https://www.csus.edu/college/social-sciences-interdisciplinary-studies/psychology/meet-us/>). Developed new five-year hiring plan aligned with department and University priorities. Incorporated new University guidelines to enhance our outreach to diverse applicants.
13. Increased numbers of long-term lecturers awarded three-year contracts, adding stability to our staffing.
14. Faculty routinely participate in Faculty Learning Communities, Professional Learning Communities, Summer Teaching Institutes, and other Center for Teaching and Learning opportunities, including the Summer Camp for online teaching offered in Summer 2020. Faculty are involved in helping to run CTL and in co-leading learning communities.
15. Faculty continue to win awards at Sacramento State and beyond, recognizing their accomplishments in teaching, research, and service.
16. Faculty continue to be active scholars, publishing and presenting at conferences, frequently with student coauthors. Faculty are regularly awarded internal funding and are increasingly developing plans and proposals for external funding; one faculty currently is currently carrying out federally-funded research.
17. Faculty continue to take on leadership roles in University and community service.
18. Faculty are adapting to remote work necessitated by the COVID-19 pandemic and have maintained high levels of productivity combined with commitment and dedication to students' academic and personal well-being under adverse circumstances. Similarly, faculty adapted to the two-week campus closure in Fall 2018 due to poor air quality related to wildfires.
19. The department functions collegially and supportively, taking pride in individual and collective successes and accomplishments, while also embodying the typical philosophical, theoretical, and sub-disciplinary diversity found in healthy academic departments. We benefit from the support, transparency, and proactive leadership of the SSIS Dean and Associate Deans, and from a University administration willing to dedicate significant resources to student success, to holistic services for students, to our Anchor University identity, and to antiracist initiatives.

Staffing:

20. Staffing increases that supported student success, access to the department, and staff effectiveness were allocated, but are temporarily set back due to the COVID-19-induced recession.
21. The current staff team is dedicated, talented, and collegial, and, like faculty, have adapted well to remote work. Years of experience at the University enhance their effectiveness, and they are actively developing plans and strategies to manage our current understaffing. Student Assistants are being trained to cover "front office" functions normally carried out by the ASA-II.

VI. Areas of Concern/Improvements Needed Summary

Despite our many successes, we have work to do over the next several years:

1. Update courses to ensure that prerequisites are up-to-date, and that Learning Objectives are specified and in alignment with our PLOs.
2. Solve curricular challenges, such as optimizing our PSYC 4 and PSYC 121 offerings. Monitor and address faculty morale and address inequities in workload.
3. Monitor impactation, enrollment, and graduation rates. Seek data that will assist us in analyzing and address equity issues.
4. Update mission statement and strategic plan.
5. Develop an updated advising plan that adheres to University policy. Ensure all faculty advisors are trained in advising. Increase guidance for students seeking employment after graduation (vs. graduate school). Increase culturally-responsive advising resources for underrepresented students.
6. Revisit advising, pedagogy, impactation processes, committee work, RTP (Retention, Tenure, and Promotion) document, and other operations to ensure that we are practicing antiracist, inclusive, and equitable values throughout our departmental functions. Consider strategies to enhance diverse representation in all roles within the department.
7. Revisit our RTP document to ensure that it offers appropriate guidance and evaluation guidelines to both tenure-track and lecturer faculty.
8. Complete work on a Policy and Procedure document.
9. Enhance our connections with alumni.
10. Seek out opportunities for development to support students with awards, scholarships, and funding for professional travel.

VII. External Reviewers

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Psychology: Fall 2012 and later Catalog Rights**PSYCHOLOGY MAJOR PLANNING SHEET**

Your Name: _____ ID#: _____

REQUIRED MAJOR COURSES: (between 46-50 units)

Course Number	Semester Taken or Plan to Take	Units	Grade
<i>LOWER DIVISION COURSES</i>			
*Psych 2 Introductory Psychology	_____	_____	_____
Psych 4 Navigating Psychology	_____	_____	_____
Psych 8 Methods of Psychology	_____	_____	_____
<i>UPPER DIVISION COURSES</i>			
Psych 100 Cross Cultural Psychology	_____	_____	_____
Psych 101 Statistics for Psychology	_____	_____	_____
AND			
<u>ONE OF</u> Psych 120, 121, 122, 181 (Methods)	_____	_____	_____
<u>ONE OF</u> Psych 111, 115, 116, 117 (Biological Processes)	_____	_____	_____
<u>TWO OF</u> Psych 103, 104, 106, 110, 171 (Cognitive/Learning Processes)	1) _____	_____	_____
	2) _____	_____	_____
<u>ONE OF</u> Psych 148, 149, 150 (Developmental Processes)	_____	_____	_____
<u>TWO OF</u> Psych 108, 130, 145, 168 (Individual/Social Processes)	1) _____	_____	_____
	2) _____	_____	_____
<u>ONE OF</u> Psych 135**, 157, 160, 185 (Human Diversity)	_____	_____	_____
<u>ONE OF</u> Psych 102, 107, 190, 194 (Capstone)	_____	_____	_____
<u>ELECTIVES:</u>	1) _____	_____	_____
**Select two additional upper division Psych courses numbered 100-199.	2) _____	_____	_____

MAJOR Waiver, Transfer Equivalent, or Substitution of Courses and/or Hours: (may require Department Chair signature)

Transfer students should check www.assist.org or with the Psychology Department Office to determine which psychology courses taken elsewhere are already approved for our major. To ask for approval of other courses, you need to show a catalog description and/or syllabus to the Department Chair.

*Psych 2 may also be counted toward the 3-unit GE Area D1A requirement

**Either Psych 134, 135, 137 or 151 may also be counted toward the 3-unit GE Area E requirement

Psychology: Fall 2018 and later Catalog Rights
PSYCHOLOGY MAJOR PLANNING SHEET

Your Name: _____ ID#: _____

REQUIRED MAJOR COURSES: (between 46-50 units)

COURSE NUMBER	SEMESTER TAKEN OR PLAN TO TAKE	UNITS	GRADE
Required Lower Division Courses (13 units)			
CHDV 30 Human Development			
PSYC 2* Introductory Psychology			
PSYC 4 Navigating Psychology: The Major and Careers			
PSYC 8 Methods of Psychology			
PSYC 9 Introductory Statistics for Psychology			
*PSYC 2 may also be counted toward the 3-unit GE Area D requirement Note: PSYC 2 and 8 must be completed with a minimum grade of C- or better			
Required Upper Division Courses (33-34 units)			
PSYC 100 Cross Cultural Psychology			
PSYC 121* Methods and Statistics in Psychological Research			
*PSYC 121 must be completed with a minimum grade of C- or better			
Select 1 Methods Courses: PSYC 102, 120, 122, 129			
Select 1 Biological Processes Courses: PSYC 111, 115, 116, 117			
Select 4 courses with at least 1 from <u>Cognitive/Learning</u> and 1 from <u>Individual/Social</u> Processes			
Cognitive/Learning Processes: PSYC 103, 104, 106, 110, 181			
Individual/Social Processes: PSYC 108, 130, 145, 148, 168, 171			
Select one of the following human diversity courses: PSYC 135***, PSYC 150, PSYC 157, PSYC 160, PSYC 185			
* Through Fall 2018: PSYC 135 may also be counted toward the 3-unit GE Area E +Beginning Spring 2019: PSYC 135 may also be counted toward the 3-unit GE Area D and Race & Ethnicity Requirement			
Select one of the following capstone courses: PSYC 107, PSYC 119, PSYC 142, PSYC 152, PSYC 169, PSYC 183, PSYC 184, PSYC 190, PSYC 194, PSYC 198B			
Electives (3 units): Select 1 additional upper division Psychology course (numbered 100-199)			

Required Course List and Prerequisites

Lower Division

CHDV 30 Human Development

PSYC 2 Introductory Psychology

PSYC 4 Navigating Psychology: The Major and Careers

-Prerequisite(s): [PSYC 2](#) and Psychology majors only

PSYC 8 Methods of Psychology

-Corequisite(s): [PSYC 2](#)

PSYC 9 Introductory Statistics for Psychology

-Prerequisite(s): [PSYC 2](#), may be taken concurrently

Upper Division

PSYC 100 Cross-Cultural Psychology

Prereq: [PSYC 2](#) Psychology majors only

Coreq: [PSYC 8](#)

PSYC 102 Advanced Methods and Statistics in Psychological Research-

[PSYC 121](#) and Psychology majors only.

PSYC 103 Perception- [PSYC 2](#), PSYC or CRJ majors only

PSYC 8 and PSYC 9 are recommended.

PSYC 104 Learning Theories-

Prerequisite (s): PSYC 2, PSYC 8, PSYC 9

PSYC 106 Motivation-

Prerequisite (s): PSYC 2, PSYC 8, PSYC 9

PSYC 107 Controversial Issues-

Prerequisite (s): PSYC 121 and Psychology majors only

PSYC 108 Organizational Psychology

-No Prerequisites

PSYC 110 Cognitive Psychology-

Prerequisite (s): PSYC 2, PSYC 8, PSYC 9 recommended.

PSYC 111 Introduction to Biological Psychology-

Prerequisite (s): PSYC 2, PSYC 8, PSYC 9 recommended.

PSYC 115 Introduction to Neuroscience-

Prerequisite (s): PSYC 2, PSYC 8, PSYC 9

PSYC 116 Animal Behavior-

Prerequisite (s): PSYC 2; background in biological sciences recommended.

PSYC 117 Drugs and Behavior-

PSYC 119 Human Factors Psychology-

Prerequisite (s): PSYC 2

PSYC 120 Psychological Testing-

Prerequisite (s): PSYC 121

PSYC 121 Methods and Statistics in Psychological Research-

Prerequisite (s): PSYC 8, PSYC 9 and PSYC Majors only

Corequisite: PSYC 4

PSYC 122 Qualitative Research in Psychology-

Prerequisite (s): PSYC 121 and PSYC Majors only

PSYC 129 Behavioral Research Methods- PSYC 121 and PSYC 171, PSYC majors only or ABA certificate students

PSYC 130 Personality Theories-

Prerequisite (s): PSYC 2

PSYC 135 Psychology of Multicultural Groups-

PSYC 142 Community Psychology-

Prerequisite (s): PSYC 2 and PSYC 9, and PSYC Major.

PSYC 145 Social Psychology-

Prerequisite (s): PSYC 2

PSY 148 Child Psychology-

Prerequisite (s): PSYC 2

PSYC 150 Psychological Aspects of Aging-

Prerequisite (s): PSYC 2

PSYC 152 Psychological Aspects of Health, Wellness, and Illness-

Prerequisite (s): PSYC 2 and PSYC 8

PSYC 157 Psychology of Women-

Prerequisite (s): PSYC 2 or instructor permission

PSYC 160 Homosexuality

PSYC 168 Abnormal Psychology-

Prerequisite (s): PSYC 2

PSYC 169 Industrial Psychology-

Prerequisite (s): PSYC 2 and PSYC 8

PSYC 171 Applied Behavior Analysis-

Prerequisite (s): PSYC 2

PSYC 181 Experimental Analysis of Behavior-

Prerequisite (s): PSYC 9, PSYC 171, and PSYC majors only

PSYC 183 Teaching of Psychology-

Prerequisite (s): Instructor permission

PSYC 184 Clinical Issues in Applied Behavior Analysis-

Prerequisite (s): PSYC 2, PSYC 171, and PSYC majors only or ABA Certificate students only

PSYC 185 Psychology of Exceptional Children-

Prerequisite (s): PSYC 2

PSYC 190 History and Systems of Psychology-

Prerequisite (s): PSYC 9, PSYC majors only

PSYC 194 Cooperative Research-

Prerequisite (s): PSYC 2 and PSYC 8, and PSYC 9 & 121 recommended

PSYC 198B Prospects for Success: Peer Mentor

Psychology: Fall 2020 and Later Catalog Rights**PSYCHOLOGY MAJOR PLANNING SHEET**

Your Name: _____ ID#: _____

REQUIRED MAJOR COURSES: (between 46-50 units)

<u>COURSE NUMBER</u>	<u>SEMESTER TAKEN OR PLAN TO TAKE</u>	<u>UNITS</u>	<u>GRADE</u>
Required Lower Division Courses (13 units)			
CHDV 30 Human Development			
PSYC 2* Introductory Psychology			
PSYC 4 Navigating Psychology: The Major and Careers			
PSYC 8 Methods of Psychology			
PSYC 9 Introductory Statistics for Psychology			
*PSYC 2 may also be counted toward the 3-unit GE Area D requirement Note: PSYC 2 and 8 must be completed with a minimum grade of C- or better			
Required Upper Division Courses (33-34 units)			
PSYC 100 Cross Cultural Psychology			
PSYC 121* Methods and Statistics in Psychological Research			
*PSYC 121 must be completed with a minimum grade of C- or better			
Select 1 Methods Course: PSYC 102, 120, 122, 129			
Select 1 Biological Processes Course: PSYC 111, 115, 116, 117			
Select 4 courses with at least 1 from <u>Cognitive/Learning</u> and 1 from <u>Individual/Social</u> Processes			
<u>Cognitive/Learning</u> Processes: PSYC 103, 104, 106, 110, 118, 181			
<u>Individual/Social</u> Processes: PSYC 108, 130, 142, 145, 148, 168, 171			
Select one of the following Human Diversity courses: PSYC 135*, PSYC 150, PSYC 157, PSYC 160, PSYC 185			
*Beginning Spring 2019: PSYC 135 may also be counted toward the 3-unit GE Area D and Race & Ethnicity Requirement			
Select one of the following Capstone/Professional courses: PSYC 107, PSYC 119, PSYC 143, PSYC 152, PSYC 169, PSYC 177, PSYC 183, PSYC 184, PSYC 190, PSYC 194, PSYC 198B			
Electives (3 units): Select 1 additional upper division Psychology course (numbered 100-199)			

Required Course List and Prerequisites

Lower Division

CHDV 30 Human Development

PSYC 2 Introductory Psychology

PSYC 4 Navigating Psychology: The Major and Careers

-Prerequisite(s): PSYC 2 and Psychology majors only.

PSYC 8 Methods of Psychology

-Corequisite(s): PSYC 2

PSYC 9 Introductory Statistics for Psychology

-Prerequisite(s): PSYC 2, may be taken concurrently.

Upper Division

PSYC 100 Cross-Cultural Psychology

-Prerequisite (s): PSYC 2; PSYC majors only.

-Prerequisite or Corequisite: PSYC 8

PSYC 102 Advanced Methods and Statistics in Psychological Research

-Prerequisite (s): PSYC 121; PSYC majors only.

PSYC 103 Perception

-Prerequisite (s): PSYC 2, PSYC or CRJ majors only. PSYC 8 & PSYC 9 are recommended.

PSYC 104 Learning Theories

-Prerequisite (s): PSYC 2, PSYC 8, PSYC 9, and PSYC majors only or instructor permission.

PSYC 106 Motivation

-Prerequisite (s): PSYC 2; PSYC majors only or instructor permission.

PSYC 107 Controversial Issues in Psychology

-Prerequisite (s): PSYC 121; PSYC majors only.

PSYC 108 Organizational Psychology

– No prerequisites –

PSYC 110 Cognitive Psychology

-Prerequisite (s): PSYC 2; PSYC majors only. PSYC 8 & PSYC 9 are recommended.

PSYC 111 Foundations of Behavioral Neuroscience

-Prerequisite (s): PSYC 2; PSYC majors and PSYC minors only. PSYC 8 & PSYC 9 are recommended.

PSYC 115 Introduction to Neuroscience

-Prerequisite (s): PSYC 2 and PSYC 8; PSYC or BIO majors only. PSYC 9 recommended.

PSYC 116 Animal Behavior

-Prerequisite (s): PSYC 2; PSYC majors only or instructor permission.

PSYC 117 Drugs and Behavior

-Prerequisite (s): PSYC majors only or instructor permission.

PSYC 118 Cognitive Neuroscience

-Prerequisite (s): PSYC 111 or PSYC 115 or PSYC 117 or BIO 132

PSYC 119 Human Factors Psychology

-Prerequisite (s): PSYC 2

PSYC 120 Psychological Testing

-Prerequisite (s): PSYC 121; PSYC majors only.

****PSYC 121 prerequisite may be overridden if PSYC 9 has been taken, with**

Department approval**

PSYC 121 Methods and Statistics in Psychological Research

-Prerequisite (s): PSYC 4 (may be taken concurrently), PSYC 8, and PSYC 9; PSYC Majors only.

PSYC 122 Qualitative Research in Psychology

-Prerequisite (s): PSYC 121 and PSYC Majors only.

PSYC 129 Behavioral Research Methods

-Prerequisite (s): PSYC 121 and PSYC 171, PSYC majors only or ABA certificate students.

****PSYC 121 prerequisite may be overridden if PSYC 9 has been taken, with**

Department approval**

PSYC 130 Personality Theories

-Prerequisite (s): PSYC 2

PSYC 134 Psychology of Human Sexuality

-Prerequisite (s): PSYC 2

PSYC 135 Psychology of Multicultural Groups

– No prerequisites –

PSYC 137 Stress Management**

*May also be counted toward the 3-unit GE Area D

– No prerequisites –

PSYC 142 Community Psychology

-Prerequisite (s): PSYC 121 and PSYC majors only.

PSYC 143 Practicum in Community Psychology

-Prerequisite (s): Academic level of senior, PSYC majors only, and instructor permission.

-Corequisite (s): PSYC 142

****Contact instructor for more information****

PSYC 145 Social Psychology

-Prerequisite (s): PSYC 2

PSY 148 Child Psychology

-Prerequisite (s): PSYC 2

PSYC 149 Psychology of Adolescence

-Prerequisite (s): PSYC 2

PSYC 150 Psychological Aspects of Aging

-Prerequisite (s): PSYC 2

PSYC 151 Psychological Aspects of Death and Dying

– No prerequisites –

PSYC 152 Psychological Aspects of Health, Wellness, and Illness

-Prerequisite (s): PSYC 2 and PSYC 8

PSYC 153 Political Psychology

– No prerequisites –

PSYC 157 Psychology of Women

-Prerequisite (s): PSYC 2 or instructor permission.

PSYC 160 Homosexuality

– No prerequisites –

PSYC 165 Evolutionary Psychology**

*May be counted for further studies in Area B (B5)

-Prerequisite (s): PSYC 2 and PSYC 8; PSYC majors only.

PSYC 167 Psychology in Personnel Training and Development

-Prerequisite (s): PSYC 2

PSYC 168 Abnormal Psychology

-Prerequisite (s): PSYC 2

PSYC 169 Industrial Psychology

-Prerequisite (s): PSYC 2, PSYC 8.

PSYC 171 Applied Behavior Analysis

-Prerequisite (s): PSYC 2 and PSYC majors or posted Behavior Analysis Certificate only, or instructor permission.

PSYC 181 Experimental Analysis of Behavior

-Prerequisite (s): PSYC 9, PSYC 171, and PSYC majors only.

PSYC 183 Teaching of Psychology

-Prerequisite (s): Instructor permission

PSYC 184 Clinical Issues in Applied Behavior Analysis

-Prerequisite (s): PSYC 2 & PSYC 171, and PSYC majors only or ABA Certificate students only.

PSYC 185 Psychology of Exceptional Children

-Prerequisite (s): PSYC 2

PSYC 190 History and Systems of Psychology

-Prerequisite (s): PSYC 9, and PSYC majors only.

PSYC 191 Undergraduate Practicum in Behavior Analysis

-Prerequisite (s): PSYC 171 or PSYC 181.

PSYC 194 Cooperative Research

-Prerequisite (s): PSYC 2, PSYC 8, and PSYC 9. PSYC 121 recommended.

****Arrange with individual faculty****

PSYC 196S Psychology of Religion

-Prerequisite (s): PSYC 2

PSYC 196T Black Psychology

-Prerequisite (s): PSYC 2

PSYC 197A Advanced Research I

-Prerequisite (s): PSYC 194 and permission of instructor and Department Chair.

****Arrange with individual faculty****

PSYC 197B Advanced Research II

-Prerequisite (s): PSYC 197A and permission of instructor and Department Chair.

****Arrange with individual faculty****

PSYC 198A Prospects for Success: Peer Mentee

– No prerequisites –

****Contact instructor for more information****

PSYC 198B Prospects for Success: Peer Mentor

-Prerequisite (s): PSYC 4 and permission from instructor.

****Contact instructor for more information****

PSYC 199 Special Problems

– No prerequisites –

****Arrange with individual faculty**

PSYCHOLOGY (EXPRESSED INTEREST)

FOUR ♦ YEAR PLAN

Minimum total units required for B.A. Degree: 120

▪ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	PSYC 2 (GE D)	GE A1	GE B4	GE A2	GE D+ (US HIST)	15 UNITS
	Sem. 2	CHDV 30 (GE E)	GE B2	GE B1+B3 (4 units)	GE D (POLS)	GE C2	Elective
YEAR 2	Sem. 3	GE C1	GE A3	GE C	ENGL 20	Elective	15 UNITS
	Sem. 4	PSYC 8	PSYC 100	PSYC 9	PSYC 4 (1 unit)	Elective/FL	13 UNITS
YEAR 3	Sem. 5	PSYC 121	PSYC Individual/Social	PSYC Diversity	PSYC Biological	Elective/FL	15 UNITS
	Sem. 6	PSYC Methods-UD	PSYC Cognitive/Learning	PSYC Indiv/Social or Cog/Learn	GE C-UD*	Elective	15 UNITS
YEAR 4	Sem. 7	PSYC Cog/Learn or Indiv/Social	PSYC Capstone	Elective (*)	GE D-UD*	Elective	16 UNITS
	Sem. 8	PSYC Elective	GE B5-UD	Elective	Elective	Elective	15 UNITS

KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD

- +** Race & Ethnicity
- *** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
- ()** Courses in parentheses are suggested, not required.

FL

If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

NOTES:

- Select PSYC 102 if planning to enter a Graduate program in Psychology
- **Electives** may be substituted for a minor.

TOTAL = 120 UNITS



Supplemental Application Statistics

	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20
Number of Applicants	511	333	584	270	454	324	703	383	715	436	827	423	831	416	896
Number of Eligible Applicants	335	323	542	257	430	306	627	343	633	405	724	376	711	369	815
Acceptance Rate of Eligible Applicants	82%	81%	60%	100%	100%	100%	76%	100%	78%	65%	76%	98%	90%	80%	84%
GPA Cutoff	2.7	2.6	3.0	2.3	2.3	2.3	2.8	2.3	2.8	2.8	2.8	2.4	2.7	2.6	2.8
Number of Acceptances	275	262	324	257	430	306	475	343	492	262	550	368	638	331	685
Incoming Transfer Student Yield Rate						71%	66%	67%	65%	63%	55%	68%	58%	70%	TBD

External Reviewer Report

CSU Sacramento Department of Psychology

Reviewers: June Madsen Clausen, Senior Associate Dean and Professor,
School of Nursing and Health Professions, University of San
Francisco
Constance Jones, Professor of Psychology, California State
University, Fresno

Dates of Visit: Thursday 10/22/2020 and Friday 10/23/2020

Date of Report: 12/13/2020

Summary, Commendations, and Recommendations

Across the course of two days, we completed 16 Zoom interviews and participated in an Exit Meeting, held the afternoon of the second day. We heard from a total of 9 undergraduate students, 10 graduate students, 8 of 24 Lecturers (33%), 7 of 8 Assistant Professors (88%), 14 of 18 Associate or Full Professors (78%), 2 Department of Psychology staff members, the Chair of the Department of Psychology, the Associate Dean and Dean of the College of Social Sciences and Interdisciplinary Studies, and the Associate Vice President for Academic Excellence. Respondents' comments were universally thoughtful and we appreciated the honesty and transparency of those with whom we met.

Specific comments for each of the four programs will follow, but **overall commendations** for the Department of Psychology include:

- Creation of a thorough, well-written Self-Study demonstrating that the Department of Psychology is clearly deeply committed to a data-driven review of the past and making well-informed decisions moving forward;
- Brilliant, passionate, caring faculty at all levels, including part-time faculty, with good collaboration between full-time and part-time faculty;
- Strong, compassionate, and admired leadership, including the Chair, Associate Dean, and Dean;

- Impressive diversity and breadth of scholarship and curricular offerings, with careful attention to detail regarding not only curriculum, but also assessment of curriculum;
- An impressive Online Degree Completion Program, accessible to less traditional students who seek a degree in Psychology.;
- Multiple high-impact research opportunities for undergraduates and graduate students; and,
- Remarkable grace in a sudden pandemic-forced transition to remote learning.

Overall recommendations for the Department of Psychology include:

- Create more space for the voice of junior faculty.

While the senior faculty are interested in the input and ideas of the recently hired faculty, the junior faculty do not appear to have many spaces in which they are able to contribute in a meaningful way to program development and department decisions. Department meetings have full agendas and often run over the designated time and, with such a large group, a handful of senior voices dominate the conversation. This is not unusual in an academic department; however, it's important that a concerted effort be made to create ways for junior faculty to more directly share their thoughts and ideas with the larger group (e.g., expanding use of anonymous surveys with summaries presented by the Chair, data-based conversations about proposed changes, small study groups on issues with a mix of senior and junior faculty).

- Formal mentoring of probationary faculty.

Junior faculty desire more clarity around expectations (e.g., requirements for tenure and promotion) and would value increased guidance from senior faculty regarding career development within the department, the College, and the University. There are many exciting initiatives happening, but the junior faculty need mentoring around how to prioritize their time and energy. Consider a stipend of assigned time for tenured faculty to step into a formal mentoring role, assigning faculty mentors to untenured faculty, preferably at the time of hiring (e.g., even before they arrive on campus).

- Employ strategies to reduce the burden of student advising on faculty.

Consider separating course/curricular advising from career/professional advising; student selection of courses to meet major and other requirements can be supported by College or University advising staff members so that faculty can be available to advise students about career development and, when relevant, preparation for graduate study.

Fully adopt the EAB advising documentation system, currently being used by the Chair and some faculty and staff, to document faculty advising efforts. This will ultimately reduce advising burden and will provide good documentation of students' progress towards the degree as well as faculty efforts around advising.

- Hire additional staff and faculty.

As soon as fiscally feasible, hire an additional full-time staff person to provide necessary support to this very large and critically important department, and support the hiring of additional tenure track faculty lines as requested in the plan outlined by the Department.

- Focus assessment efforts.

Work to improve and/or make more accessible institutional data around time to degree, graduate, and retention rates; several faculty report it is difficult to obtain this information (e.g., they don't know how the average graduate student time to degree aligns with program design) and understand how students are faring on these critical variables (e.g., how impactation may have impacted these outcomes). Similarly, make information about admissions across the three graduate programs (applications, admits, deposits, and matriculants) more accessible and available to faculty and staff.

Document accomplishments of the faculty and students (e.g., awards, publications, presentations) annually in some formal way.

Focus assessment efforts on most pressing questions and allow time/space for digesting data with all faculty and brainstorming curricular and programmatic change (i.e., reduce box checking).

Develop and implement a method to systematically collect post-graduation employment outcomes across all four programs.

- Step Back, Reflect, and Plan for Priorities

Create space for faculty to reflect, discern, and develop best current teaching practices across the curriculum rather than continuing efforts on curricular flow and specific course offerings, including (but not limited to):

- Issues of race, diversity, and inclusion
- Coverage of greater variety of scientific methods (i.e., reduce over-emphasis of quantitative methods)
- Active Learning Techniques
- Flipped Classrooms

Consider the Anchor Initiative and determine if and how the department can, realistically, truly and collaboratively engage and implement/expand efforts in the community

SPECIFIC NOTES ON INDIVIDUAL PROGRAMS:

Undergraduate Program

The Bachelor of Arts in Psychology Program has 1200+ majors with two-year graduation rates for transfer students (44.3%) and four-year graduation rates (78.8%) that are above the university-wide rates (42.9% and 77%, respectively). Assessment of student learning indicates that students meet or exceed expected competencies with particular strengths around communicating research methodology and results.

Strengths:

- Undergraduate students describe their faculty as “kind” and “attentive”, and feel supported and inspired by their teaching, advising, and scholarship.
- The Prospects Peer Mentoring Program is innovative, well-implemented, and deeply appreciated by students, both those whom it benefits with support from peers and the peer mentors who benefit by this leadership opportunity.
- The Online Degree Completion Program is an astonishing achievement that provides access to higher education for marginalized students; the data

demonstrates that this program is successful and, given the changing culture due to necessary remote education in the pandemic, will likely continue to grow and serve increased numbers of students.

Recommendations:

- Recent budgetary constraints have prevented the hiring of a Student Services Professional (SSP) to replace the staff member who vacated the position earlier this year; staffing this position is a clear priority, as students in Psychology will suffer without this critical support.
- Coordinate community-engaged learning in a more integrated, programmatic way (e.g., for course credit) so that faculty and students may maximally benefit from these opportunities.
- If and until institutional tracking of students in the ABA Certificate Program is possible, consider tracking student progression through this program internally (e.g., by collecting information in the classes required for this program)

General Experimental Graduate Program

The General MA Program appears strong, with coursework and research experiences well-designed for the majority of students. The influx of new Assistant Professors may change the character of the program, as recent hires have less classically “traditional” research interest and skills. This shifting should be expected, welcomed, and in fact considered a strength of an adaptable Department.

Strengths:

- The use of a mentorship model, matching graduate students to specific faculty mentors, which promotes faculty-student connection and speeds time to graduation;
- The efforts to move to a cohort model, which also promotes faculty-student connection and builds supportive community;
- The recent revision of new student selection procedures, which are now more equitable;

- Recent efforts to increase graduate students' voices, so that the department may be more responsive to the needs of all students in the program;
- The recent offering of more professional development for the students, and a greater focus on building community for students; and,
- Faculty who are reported by graduate students to be responsive, supportive, accommodating, talented, and caring.

Recommendations:

- Increase the clarity around choice of classes to be offered to students. Students reported that what had been promised, with respect to course work, is significantly divergent from what is actually offered.
- Carefully track time to degree, and communicate that transparently to prospective and current students. The Office of Institutional Research, Effectiveness, and Planning should take the lead in this (for all graduate programs in Psychology), rather than have individual faculty laboriously create spreadsheets.
- Improve communication with the Office of Graduate Studies, including identifying and helping to solve problems within the Office of Graduate Studies, so students feel more informed and supported regarding general policies for graduate students.
- Address inequities for faculty workload supporting student theses. It is difficult to mandate a minimum or maximum number of students faculty may supervise, but careful monitoring and transparent communication about the number of graduate students per faculty may be helpful.
- Track and publicize post-graduation employment outcomes.

Industrial-Organizational Graduate Program

The Industrial-Organizational (I-O) appears strong, with rigorous and carefully-designed curriculum adhering to SIOP guidelines. The nature of the workplace-based project appears to continue to need modification. However, the paid, interesting, and relevant practicum experiences are to be lauded. The program's elevation to a stand-alone

program will serve the Department well. After acquiring I-O-associated skills, like the ABA students, graduates are in an excellent position to take on a variety of well-paid and interesting positions.

Strengths:

- The use of a cohort model, which promotes faculty-student connection and builds supportive community;
- The predictable and rigorous course schedule, which motivates and focuses student efforts;
- Excellent practicum experiences offered; and
- Faculty who are reported by graduate students to be responsive, supportive, accommodating, talented, and caring.

Recommendations:

- Carefully track time to degree, and communicate that transparently to prospective and current students. The Office of Institutional Research, Effectiveness, and Planning should take the lead in this (for all graduate programs in Psychology), rather than have individual faculty laboriously create spreadsheets.
- Improve communication with the Office of Graduate Studies, including identifying and helping to solve problems within the Office of Graduate Studies, so students feel more informed and supported regarding general policies for graduate students.
- Address inequities for faculty workload supporting student theses. It is difficult to mandate a minimum or maximum number of students faculty may supervise, but careful monitoring and transparent communication about the number of graduate students per faculty may be helpful.
- Track and publicize post-graduation employment outcomes.

Applied Behavior Analysis Graduate Program

The Applied Behavior Analysis (ABA) Program appears strong, with rigorous and carefully-designed curriculum and practicums aligned with BACB requirements. Its elevation to a stand-alone program will serve the Department well. After acquiring ABA-associated skills, students are in an excellent position to take on a variety of well-paid and interesting positions. With only four ABA faculty, however, this strong and likely increasingly popular program may require additional faculty resources to prevent burn-out.

Strengths:

- The use of a cohort model, which promotes faculty-student connection and builds supportive community;
- The predictable and rigorous course schedule, which motivates and focuses student efforts;
- The admirable 100% pass rate for the BCBA examination;
- Excellent practicum experiences offered; and,
- Faculty who are reported by graduate students to be responsive, supportive, accommodating, talented, and caring.

Recommendations:

- Carefully track time to degree, and communicate that transparently to prospective and current students. The Office of Institutional Research, Effectiveness, and Planning should take the lead in this (for all graduate programs in Psychology), rather than have individual faculty laboriously create spreadsheets.
- Improve communication with the Office of Graduate Studies, including identifying and helping to solve problems within the Office of Graduate Studies, so students feel more informed and supported regarding general policies for graduate students.
- Address inequities for faculty workload supporting student theses. It is difficult to mandate a minimum or maximum number of students faculty may supervise, but

careful monitoring and transparent communication about the number of graduate students per faculty may be helpful.

- Track and publicize post-graduation employment outcomes.
- Provide release time or other assistance to support accreditation-seeking and maintenance.
- Provide generalized support to ABA faculty, who appear to be in danger of overcommitting their time and energy.

Internal Review Report

Department of Psychology

Degrees: BA in Psychology, MA in Psychology (General Psychology), MA in Industrial-Organizational Psychology, MS in Applied Behavioral Analysis, Minor in Psychology, Certificate in Behavioral Analysis

College: Social Sciences & Interdisciplinary Studies

Internal Reviewer: Dr. Jeffrey Brodd, Department of Humanities & Religious Studies, College of Arts & Letters

Date: February 15, 2021

I. Self-Study

The Department of Psychology Self-Study (SS) was completed September 10, 2020. Authorship is assigned to Rebecca Cameron (departmental chair), Erin Rose Ellison, Greg Hurtz, and (appropriately, per the intentions of the program review process) “Faculty of the Psychology Department.” It consists of 34 pages of main text plus seven pages of planning sheets for majors, the four-year plan for expressed interest in Psychology, and a chart containing “Supplemental Application Statistics.” The SS is clearly written and precisely organized per the recommended template’s seven main sections: Department Context; Student Learning; Student Success; Strategic & Budget Planning and Operational Effectiveness; Success Summary; Areas of Concern/Improvements Needed Summary; and External Reviewers List. The Department Context section identifies highlights in the ongoing development of the Department, beginning with the previous review cycle. The number of tenured/tenure-track faculty decreased during this period from 21 to 19, while the number of majors increased by one-third; this led to the Department being granted impaction status beginning Fall 2012. Other changes stemming from the previous cycle involve graduate degree offerings, with suspension of the previous MA with concentration in Counseling Psychology, addition of the concentration in Applied Behavioral Analysis, and revision of the requirements for the General Psychology concentration, which had been known as Doctoral Preparation. Changes during this current review cycle, culminating in revision of requirements per the 2020-21 Catalog, have resulted in the three individual master’s degrees rather than concentrations. The second part of the SS’s Department Context section consists of eleven pages describing the Department’s responses to the previous program review’s 29 recommendations, clearly indicating a self-reflective approach that has yielded sound decisions and actions. In response to the review’s recommendation to secure tenure-track hires, the Department has expanded its faculty from 19 to 26, 42% of whom are “early- to mid-way through the promotion process” (SS, 4). The Department also has succeeded in increasing the number of temporary faculty with three-year contracts, to three full-time and five part-time positions as of Fall 2020 (SS, 5). Partially in response to the review’s recommendation to increase “career advising for graduate school and the workforce” (SS, 6), the Department has continued to enhance the Prospects Peer Mentoring program. In response to the review’s recommendations involving revision of curriculum in the BA program to facilitate timely progress and graduation, the Department increased the number of lower-division transferrable units from six to twelve without increasing the total unit requirement. These and many other thoughtful responses to the previous program review evince the Department’s conscientious and effective use of the review for promoting self-reflection and improvement.

The Student Learning section of the SS features overviews of all four degree programs, followed in each case with reflection on how the curriculum relates to programmatic goals. The SS provides links to each degree program in the University Catalog, thus providing easy access to the current degree requirements. The requirements for the BA are essentially reiterated in the “Psychology Major Planning Sheet” for the Fall 2020 Catalog rights that is included as appendix to the self-study. The BA major in Psychology requires 46-50 units, 19 of which are earned through specifically required courses and 27-31 through electives. The MA in General Psychology requires 30 units; the MA in Industrial-Organizational Psychology requires 31-33 units; and the MS in Applied Behavior Analysis requires 42 units. Reflection on the BA is comprised of seven pages analyzing the five PLOs and includes “New directions” sections for each of the five. Six pages are devoted to reflection on the master’s degree programs, including “Next steps” sections for each. This forward-looking approach, clearly indicating that the Department has taken seriously “closing the loop” on the assessment process, is highly commendable.

The Student Success section of the SS indicates generally positive circumstances with regard to graduation rates for the BA, seemingly brought about in part because of the shift to impaction. The SS appropriately takes a cautionary approach in avoiding stating too much given the evidence at hand, noting, for example, that it is “too soon to say whether our curricular adjustments are having a meaningful impact on time to degree” (SS, 29). Less information is provided with regard to the master’s degree programs, although it should be noted that the 100% pass rate on the national certification exam among the ABA concentration (now a standalone MA degree) is a remarkable achievement.

The next three sections—Strategic & Budget Planning and Operational Effectiveness, Success Summary, and Areas of Concern/Improvements Needed Summary—set forth extensive lists of strategic initiatives, concerns, and successes. Especially for those of us who favor a “to-do” list approach, these sections appear to be helpful means of keeping organized and staying on course. Details are addressed below.

II. External Review

June Madsen Clausen, University of San Francisco, and Constance Jones, CSU Fresno, met (via Zoom) on October 22 and 23 with a wide variety of administrators, faculty, and graduate and undergraduate students, as they helpfully detail at the outset of their report. They submitted it on December 13, 2020.

The report is quite succinct at points, but thoughtful. Both reviewers are clearly qualified to offer sound advice. Perhaps the most noticeable feature of the report involves what is *not* included vis-à-vis the Self-Study. It would seem the reviewers have intentionally avoided delving into too many topics and details, emphasizing instead the need to scale back somewhat the list of action items and to prioritize.

The ER Report opens with seven “overall commendations,” appropriately praising the wide array of things that the Department clearly is doing well, and acknowledging the people who have been most responsible: the faculty, full- and part-time alike, and those in leadership positions—the Chair, the Associate Dean, and the Dean. This list of commendations is full of superlatives and terms expressive of best practices at our University and in the CSU generally: “data-driven review,” “well-informed decisions moving forward,” “collaboration” among faculty, “diversity and breadth

of scholarship and curricular offerings,” “careful attention to detail regarding...assessment of curriculum,” and “high-impact research opportunities” for students. Inspiring such a list would be the envy of any department undergoing external review. Indeed, to a significant extent the program review of the Department of Psychology brings to mind the old saying, “If it ain’t broke, don’t fix it.” As the remainder of this Internal Reviewer report suggests, much that is currently happening should simply be left alone and allowed to keep on happening. This will facilitate prioritizing plans and addressing the more pressing needs.

The External Review sets forth six “overall recommendations,” listed here per the opening statement of each and transcribed verbatim (note the use of capitalization in the sixth recommendation, perhaps intended by the reviewers to accentuate the need for prioritizing):

1. Create more space for the voice of junior faculty.
2. Formal mentoring of probationary faculty.
3. Employ strategies to reduce the burden of student advising on faculty.
4. Hire additional staff and faculty.
5. Focus assessment efforts.
6. Step Back, Reflect, and Plan for Priorities

The ER Report proceeds with setting forth in turn several specific commendations and recommendations for the undergraduate program and the three master’s degree programs (with four of the recommendations applying to each of the three programs). Details are addressed in the following, concluding section of this report.

III. Internal Review

The Internal Review takes into account the Self-Study and the External Review Report. As noted previously, the ER Report seems intentionally to scale back vis-à-vis the SS, explicitly calling for prioritization of action items. Determination of a sound Action Plan will necessitate more than simple appropriation of all recommendations set forth in both reports. Comparison of the two documents presents a quite complex array of points of agreement, differences regarding topics addressed, and even some disagreement. A chart might prove helpful when determining what to incorporate into an Action Plan. The following chart features what are seemingly the most important lists of action items in each report by drawing from the SS section VI And the ER Report’s “overall recommendations”; some of the other action items in the reports are referenced in the concluding list of Internal Review recommendations.

Self-Study VI. Areas of Concern/Improvements Needed Summary	External Review Report Recommendations
<ol style="list-style-type: none"> 1. Update courses to ensure that prerequisites are up-to-date, and that Learning Objectives are specified and in alignment with our PLOs. 2. Solve curricular challenges, such as optimizing our PSYC 4 and PSYC 121 offerings. Monitor and address faculty morale and address inequities in workload. 	<p>The sixth and final “Overall recommendation” (OR#6) to some extent pushes back on these first two SS items, urging the Department to “develop best current teaching practices” “rather than continuing efforts on curricular flow and specific course offerings”; nothing in the ER Report specifically endorses SS items 1 or 2 as recommended action items; past efforts by the Department in these regards are noted in the list of “overall commendations.”</p>

<p>3. Monitor impact, enrollment, and graduation rates. Seek data that will assist us in analyzing and address equity issues.</p> <p>4. Update mission statement and strategic plan.</p> <p>5. Develop an updated advising plan that adheres to University policy. Ensure all faculty advisors are trained in advising. Increase guidance for students seeking employment after graduation (vs. graduate school). Increase culturally-responsive advising resources for underrepresented students.</p> <p>6. Revisit advising, pedagogy, impact processes, committee work, RTP (Retention, Tenure, and Promotion) document, and other operations to ensure that we are practicing antiracist, inclusive, and equitable values throughout our departmental functions. Consider strategies to enhance diverse representation in all roles within the department.</p> <p>7. Revisit our RTP document to ensure that it offers appropriate guidance and evaluation guidelines to both tenure-track and lecturer faculty.</p> <p>8. Complete work on a Policy and Procedure document.</p> <p>9. Enhance our connections with alumni.</p> <p>10. Seek out opportunities for development to support students with awards, scholarships, and funding for professional travel.</p>	<p>This item in the SS correlates closely with aspects of the ER Report's OR#5, "Focus assessment efforts." The ER Report sets forth a similar recommendation for all three master's degree programs that emphasizes the need to communicate "to prospective and current students." It calls on the Office of Institutional Research, Effectiveness, and Research to take the lead on this.</p> <p>(Not explicitly addressed in ER Report)</p> <p>The ER Report's OR#3, "Employ strategies to reduce the burden of student advising on faculty," urges both separation of course/curricular advising from career/professional advising and fully adopting "the EAB advising documentation system" to reduce the burden. This recommendation complements rather than simply mimics the SS item #5. (See IR Recommendation #2 below.)</p> <p>The ER Report OR#6 attends to "pedagogy" in recommending development of best teaching practices relating to (among several things) "Issues of race, diversity, and inclusion"; this recommendation—like the ER Report in general—is considerably more focused than is the Self-Study item #6.</p> <p>The ER Report's OR#2, "Formal mentoring of probationary faculty," suggests considering "a stipend of assigned time for tenured faculty to step into a formal mentoring role." The SS item #7 sets forth a different approach, once again (as with item #5) complementary rather than contradictory. (See IR Recommendation #3 below.)</p> <p>(Not explicitly addressed in ER Report)</p> <p>One component of the ER Report's OR#5, "Focus assessment efforts," calls for development and implementation of "a method to systematically collect post-graduation employment outcomes across all four programs." This recommendation is reiterated in slightly different form for all three master's degree programs: "Track and publicize post-graduation employment outcomes." Making good on the SS item #9 could help facilitate this.</p> <p>The ER Report includes as one of its overall commendations "Multiple high-impact research opportunities for undergraduates and graduate students."</p>
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This Internal Review Report concludes with the following eight recommendations, derived mainly from considerations resulting from such a hybrid approach.

Recommendation #1: Prioritize action items.

Comparing the SS and the ER Report strongly suggests that at least some prioritization of the Department's plans for action is needed (and this is what an Action Plan should do). A simple means of creating a top-priority short list would be to take up the External Reviewers' list of recommendations first, placing some or even many of the Self-Study's items on hold. A more challenging but perhaps more efficacious approach would be to analyze the Self-Study's list in light of the External Reviewers' recommendations and create a new, hybrid list.

The ER Report's emphasis on prioritizing, stated explicitly in OR#6 ("Step Back, Reflect, and Plan for Priorities"), is also encouraged in this sub-point under OR#5:

Focus assessment efforts on most pressing questions and allow time/space for digesting data with all faculty and brainstorming curricular and programmatic change (i.e., reduce box checking).

As an example of prioritizing in the face of sometimes competing sentiments between the SS and the ER Report, consider that despite SS item #10 calling for more "opportunities for development to support students...", the ER Report singles out this general issue for commendation. Perhaps time and effort at this point in time could be better devoted to the recommendation in the ER Report regarding the undergraduate program: "Coordinate community-engaged learning in a more integrated, programmatic way (e.g., for course credit) so that faculty and students may maximally benefit from these opportunities."

Recommendation #2: Enhance advising.

The SS and ER Report generally agree about the desirability of enhancing advising (e.g., as noted in the chart, SS item #10 and OR#3). It would seem that most or all of the proposed steps should be taken up. One specific assertion in the ER Report raises a question deserving critical analysis (this point made in OR#3, "Employ strategies to reduce the burden of student advising on faculty"): Does not sound career/professional advising coincide with sound advice regarding course selection?

Recommendation #3: Revise RTP policy and enhance process.

As noted in the chart, SS item #7 and the ER Report's OR#2 are complementary on this front. It would seem to make sense for the same faculty person(s) to take the lead on both fronts. It must be borne in mind, however, that there might be much more involved in the RTP policy revision than just this particular aspect, and might be quite a complicated and time-consuming task.

Recommendation #4: Re-assess with the Dean's Office the prospect of hiring sooner than later.

With regard to the ER Report's OR#4 ("Hire additional staff and faculty"), compare p. 4 of the SS, third and fourth paragraphs, on the 2020-21 through 2025 faculty hiring cycles and the hiring "chill" at the time of writing the SS. In light of the latest budget updates, is the situation still so dire? Note also the ER Report's specific recommendation on the undergraduate program regarding refilling the vacated Student Services Professional position (p. 5). OR#4 itself makes clear the reviewers' support for hiring of both faculty and staff: "As soon as fiscally feasible, hire an additional full-time staff person to provide necessary support to this very large and critically important department, and support the hiring of additional tenure track faculty lines as requested in the plan outlined by the Department."

Recommendation #5: Work on securing more physical space.

In its reflection on one of the recommendations in the previous program review, the SS notes on p. 6, second paragraph, lack of sufficient physical space and hope that the completion of the Ernest E. Tschannen Science Complex might help alleviate the problem. The ER Report does

not comment on this, but that could be the result of the reviewers not having had the opportunity to visit campus non-virtually. From a campus insider's point of view, it makes sense that the additional space now available to departments in the College of Natural Sciences and Mathematics might indeed help to alleviate shortages afflicting non-NSM departments. This is especially so in the case of departments housed in buildings, like Amador Hall, that also have been utilized by NSM.

Recommendation #6: Continue to strive to ensure equity regarding faculty workloads for advising master's students' theses and projects.

This is the gist of one of the ER Report's four recommendations for all three master's programs ("Address inequities for faculty workload supporting student theses..."). This issue on our campus (and probably at most, if not all, CSU campuses) is both among the most obviously in need of remedy and the most difficult to fix. The Department of Psychology might be doing relatively well, in part by strategic incorporation of release time for research, but further steps to move closer to true equity would be helpful, for faculty and students alike. One approach might involve granting 3-unit (one course) release upon having completed mentoring a certain number of theses or projects.

Recommendation #7: Regarding the General MA program specifically, consider what is working for the Industrial-Organizational MA program with regard to providing clarity for students.

The ER Report cites as a commendation of the Industrial-Organization MA program "The predictable and rigorous course schedule, which motivates and focuses student efforts" (p. 7). The Report also includes as a recommendation for the General MA program: "Increase the clarity around choice of classes to be offered to students" (p. 6). Perhaps the I-O MA approach can be mimicked in some ways so as to improve the General MA approach.

Recommendation #8: Clarify via development and implementation of the Action Plan how other University entities such as the OIRER and the OGS can help the Department realize its objectives.

As noted above in the chart, the SS item #3—specifically, on the need to seek useful data—aligns closely with the ER Report's recommendation for all three master's degree programs to draw on the resources offered by the Office of Institutional Research, Effectiveness, and Research to take the lead on this. The OIRER website provides links to various sources of data, but the easily accessible information seems mainly to be CSU system-wide or to be somewhat outdated (e.g., the 2017 departmental Fact Books). Granted, with some digging, the system-wide "Dashboard" tools yield information specific to departments at our campus, and the website invites requests for specific data sets. It would seem, however, that useful data relating to student success should be both specific and easily accessible, not only by those with requisite training, like departmental chairs, but to all faculty and other stakeholders.

Another of the ER Report's recommendations for all three master's programs refers to "problems within the Office of Graduate Studies," apparently resulting from the reviewers' discussions with students. Clarifying and addressing these problems should benefit not only the graduate programs in the Department of Psychology and their students but all of our University's graduate programs.

Program: BA Psychology

College: SSIS

Date: 2/21/2022

Program Review

2YR Update

4YR Update

6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
To Maintain Success & Improve Student Learning			
Systematize learning outcomes assessment to use for programmatic improvement.	Align course learning outcomes with program learning outcomes and revise as needed. Scale back assessment plan and consider course-based assessment that can be leveraged to assess 1-2 program learning outcomes and utilized to plan strategic curricular or program changes.	Implement needed changes to improve learning (update prerequisites, implement curricular change, modify assignments, etc.).	Continue to cycle through this process.
Improve awareness of student opportunities (increase visibility of experiential and community-engaged learning opportunities (e.g., fieldwork, research opportunities, peer mentor roles, service learning)) and faculty and student achievements (e.g., kudos project).	Increase messaging and informational opportunities (e.g., email, website, and/or info sessions) for students to learn about experiential and community-engaged learning options (including clear labeling of service-learning courses). Implement planned kudos project recognizing faculty and student achievement.	Assess student awareness and equitable access to these opportunities. Assess students' perceptions of value-added within these opportunities as well as ongoing barriers to participation. Consider strategies to increase these opportunities within existing coursework/program requirements.	Improved morale and pride; greater modeling of success strategies; increased student achievement; potential for greater faculty collaboration. Demand for high-impact learning opportunities may increase.

To Improve Student Learning (University/college goals on learning, research/scholarship, diversity)			
Identify learning challenges that create course bottlenecks or undermine achievement of key program learning outcomes.	Consider increasing academic supports and/or opportunities to achieve skill mastery (e.g., increasing writing skill development through writing and revision opportunities, partnering with campus writing supports, or providing library instruction to improve research skills).	Assess effectiveness of strategies implemented.	<p>Reduce DFW rates in classes with a significant writing and/or research component.</p> <p>Show improvement on assessment outcomes.</p>
Infuse issues of race and ethnicity, diversity, and inclusion into course development and teaching.	Incentivize course redesign, pedagogically-informed course updates, and innovative teaching strategies that facilitate engagement in topics related to race and ethnicity, diversity, and inclusion.	<p>Set aside time biannually to share best practices in teaching and learning, with a focus on diversity, equity, and inclusion, as part of ongoing professional development opportunities.</p> <p>Provide opportunities for DEI experts to consult with faculty around best practices.</p>	<p>Elicit feedback from faculty about changes made to their courses and consider updating course descriptions to make this content more visible/consistent.</p> <p>Assess student experiences in classes and refine professional development strategies as needed.</p>
To Improve Student Success (University/college goals on recruitment, retention, graduation, diversity, engagement)			
Identify student success targets for retention and graduation including narrowing equity gaps and increasing degree throughput.	Work with staff in OIREP to obtain relevant data, disaggregate and analyze data, and strategize changes where indicated.	Implement identified changes.	Evaluate changes in retention and time to degree; assess equity indicators.
Restructure advising to ensure appropriate and timely advising for our very large and diverse student body within this multifaceted and high-demand degree.	<p>Utilize EAB consistently to increase equitable access to faculty advising. Explore whether EAB appointment categories can be fine-tuned to optimize student, staff, and faculty time.</p> <p>Revisit the role of PSYC 4 in ensuring equitable access to advising information. Consider whether to move PSYC 4 fully</p>	Consider the relationship between career/professional advising and advising regarding course selection; workload implications for students' ability to meet with a chosen versus assigned faculty advisor; how to best disseminate and leverage written advising materials (e.g., advising handouts with course recommendations based on career interests).	<p>All students will meet with advisor(s) at least annually.</p> <p>Improved networking with alumni.</p>

	<p>online and how to best staff this critical course.</p> <p>Implement advising training sessions to regularly improve and update faculty advising knowledge and skills and identify areas of needed focus.</p> <p>Explore alternate models of advising. Work with Dean's office on the best strategies for partnering with faculty fellows, SSPs, and the SSIS Student Success Center to ensure integrated advising.</p>	<p>Implement a restructured advising program and train faculty and professional advisors.</p> <p>Consider strategies for proactively supporting students' next steps when they are close to graduation.</p> <p>Increase follow-up with alumni to better understand next steps and career pathways utilized by our graduates.</p>	
<p>Improve student awareness of and access to the Behavioral Analysis (BA) certificate; communicate its requirements and its relation to overall degree and career planning.</p>	<p>Work with campus leadership and Registrar staff to implement the BA certificate as a formal designation. This will allow the department to communicate effectively with students, monitor demand, plan course offerings, evaluate hiring needs, identify barriers to student completion of the coursework sequence, clarify ABA pathways for advisors and students, and communicate professional updates to students aiming for careers in ABA.</p>	<p>Engage in outreach to CCs to increase awareness of Applied Behavior Analysis (ABA) training opportunities at Sac State.</p> <p>Utilize newly-available data (assuming success in establishing formal indicators for the BA certificate designation) to inform hiring plan and enhance advising, schedule planning, and student ability to complete BA certificate course sequence in a timely manner.</p> <p>Offer group advising opportunities for new majors to learn about ABA training opportunities and to determine whether ABA is a good fit for their interests.</p>	<p>Consider development of an LD undergraduate course on Introduction to ABA.</p> <p>ABA faculty will liaise with professional bodies and revise the BA certificate curriculum as needed to remain current with BACB and ABAI professional requirements. Maintain professional recognition of our certificate as a "verified course sequence" that meets preprofessional training requirements.</p>

To Build Partnerships and Resource Development to Enhance the Student Experience (University/College goals on university as place, university experience, community engagement)			
<p>Use faculty input and advising data to reduce burnout, better support faculty, and maintain positive retention track record of junior faculty. This will enhance student success, engagement, and positive experiences of the department and of their educational process.</p> <p>Hire additional faculty to support student learning and success and to increase headcount capacity in this impacted degree.</p>	<p>Create more space for the voice of junior faculty using multiple strategies.</p> <p>Implement additional formal mentoring of junior faculty.</p> <p>Incentivize faculty supporting faculty.</p>	<p>Revise RTP document to increase clarity of expectations.</p> <p>Evaluate mentoring strategies and structure.</p> <p>Evaluate progress on tenure-line hiring plan, revisit and update based on changes in needed areas of specialization.</p> <p>Consider cohort hiring.</p>	<p>Survey faculty on impact of changes on their experience of workload and perceived level of support. Solicit suggestions for continued improvement.</p> <p>Equitable retention of junior faculty, leading to successful progress through tenure and promotion milestones.</p> <p>Student access to high-impact learning opportunities and faculty guidance will be enhanced through increased numbers of tenure-line faculty and retention of faculty.</p>
<p>Increase capacity (enhance access and strategic use of space, facilities, and personnel) to improve access to high-impact learning opportunities, decrease scheduling roadblocks, and increase headcount in this impacted degree.</p> <p>Consider other resource impacts of increased headcount (e.g., access to high-impact learning opportunities, advising workload, space, staff workload, assigned time needed for department leadership, hiring, evaluation, and student support).</p>	<p>Consider how course redesign to hybrid or online modalities could be leveraged to increase program capacity long-term (focus on PSYC 4 and PSYC 121 course modalities to start due to scheduling and facilities impacts).</p> <p>Identify additional research space to support tenure-line faculty hiring. This will ensure student access to research opportunities.</p> <p>Work with SSIS to develop target student head count and tenure-line faculty head count to balance access to program and quality of student experience.</p>	<p>Utilize online modalities strategically to complement our core identity as a campus-based, face-to-face degree program.</p> <p>Identify avenues for funding a major overhaul of vivarium facilities to modernize and ensure long-term vibrancy of our neuroscience training opportunities for students.</p> <p>Develop strategic plans around use of research space.</p>	<p>Increased timeliness of degree completion.</p> <p>Updates to vivarium facilities will result in ongoing student training success and continued faculty research productivity in neuroscience (including continued grant funding and student-engaged research).</p> <p>Continued faculty research productivity and effective utilization of campus spaces to engage students and community partners in research.</p>

To Improve Strategic & Budget and Operational Effectiveness and to Insure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
<p>Step back, reflect, and plan for priorities:</p> <p>Update our strategic plan, including by developing a subplan for each degree.</p> <p>Identify ways to leverage change processes and faculty expertise across degree programs.</p>	<p>Revisit departmental mission statement and update as needed.</p> <p>Utilize strategic planning process to enhance faculty engagement and morale as we pursue agreed-upon objectives.</p> <p>Ensure that junior faculty voices are incorporated intentionally into strategic planning efforts.</p> <p>Ensure that faculty with expertise in organizations and/or in diversity, equity, and inclusion are active in strategic planning initiatives.</p> <p>Review this action plan and identify annual goals in order to allocate and prioritize chair, faculty, committee, and staff time toward achievable outcomes, revised as needed.</p> <p>Identify emergent needs and incorporate them into planning and prioritization.</p> <p>Utilize the annual Faculty Planning Meeting and our regular department meetings to engage</p>	<p>Utilize the strategic plan to guide decision-making and resource allocation.</p> <p>Evaluate links between mission statement, strategic planning, and this action plan.</p> <p>Evaluate progress on action plan items.</p> <p>Monitor whether strategic planning initiatives promote equity and inclusion for faculty, staff, and students; update as needed.</p>	<p>Continue to evaluate and update strategic plan as needed.</p> <p>Continue to ensure that resource utilization aligns with strategic plan.</p>

	faculty around goals, progress, and next steps.		
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Program: Minor Psychology

College: SSIS

Date: 2/21/2022

Program Review

2YR Update

4YR Update

6YR Update

Program Review Finding Cite self-study, external review, internal review, and/or accreditation documentation	2 YR List goal, success indicator, responsible parties, and resource implications.	4 YR List goal, success indicator, responsible parties, and resource implications.	6 YR List goal, success indicator, responsible parties, and resource implications.
To Maintain Success & Improve Student Learning			
Systematize learning outcomes assessment to use for programmatic improvement.	Align course learning outcomes with program learning outcomes and revise as needed. Scale back assessment plan and consider course-based assessment that can be leveraged to assess 1-2 program learning outcomes and utilized to plan strategic curricular or program changes.	Implement needed changes to improve learning (update prereqs, implement curricular change, modify assignments, etc.).	Continue to cycle through this process.
To Improve Student Learning (University/college goals on learning, research/scholarship, diversity)			
Revisit minor curriculum to ensure that it provides a balanced experience of the breadth of psychology subfields and a strategic set of learning objectives relative to the major.		Utilize updated pre-reqs to help minors identify coursework prioritized for them vs. coursework needed only by Psychology majors so they can complete the minor efficiently and achieve appropriate breadth in their exposure to the field.	Evaluate participation in the minor in light of impaction constraints and priorities.

Incorporate diversity issues consistently into the minor curriculum.			
To Improve Student Success (University/college goals on recruitment, retention, graduation, diversity, engagement)			
Ensure greater consistency in minor advising content and process among faculty, chair, and SSPs.	Develop minor advising resources more fully; disseminate to faculty and SSPs; include minor advising issues in advising training sessions.	Implement a restructured advising program and train faculty and professional advisors.	
To Build Partnerships and Resource Development to Enhance the Student Experience (University/College goals on university as place, university experience, community engagement)			
Hire additional faculty and staff to support student learning and success and to ensure that course offerings are sufficient for minors to move efficiently through program requirements.	<p>Prioritize hiring to fill vacant staff positions.</p> <p>Update the faculty hiring plan.</p>	<p>Create a staff hiring plan.</p> <p>Reevaluate progress on tenure-line hiring plan, revisit and update based on changes in needed areas of specialization.</p> <p>Add other considerations such as non-tenure-track or long-term reassignments for advising.</p>	
To Improve Strategic & Budget and Operational Effectiveness and to Insure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
Update our strategic plan to include a subplan with specific targets for the minor.	<p>Utilize strategic planning process to enhance faculty engagement and morale as we pursue agreed-upon objectives.</p> <p>Ensure that junior faculty voices are incorporated intentionally into strategic planning efforts.</p> <p>Ensure that faculty with expertise in organizations and/or in diversity, equity, and inclusion are active in strategic planning initiatives.</p>	<p>Evaluate and update strategic plan as needed.</p> <p>Ensure that resource utilization aligns with strategic plan.</p> <p>Monitor whether strategic planning initiatives promote equity and inclusion for faculty, staff, and students; update as needed.</p>	

Program: MA Psychology

College: SSIS

Date: 2/21/2022

Program Review

2YR Update

4YR Update

6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
To Maintain Success & Improve Student Learning			
Continue to implement admissions criteria that ensure good fit of student goals and interests with the specialty areas and research activities of faculty mentors.	Ensure equitable faculty involvement in decision-making about student admissions.		Monitor enrollment numbers and student retention information, time to degree, success in achieving post-MA next steps in career goals.
To Improve Student Learning (University/college goals on learning, research/scholarship, diversity)			
Evaluate current curriculum (now that the other two graduate programs have been elevated from concentrations to programs), including fit of curricular offerings with program learning outcomes; add courses that reflect expertise of current faculty.	Submit interim curriculum updates.	Develop more comprehensive revision to curriculum for a second round of updates.	Increased breadth of faculty participation in master's curriculum delivery. Enhanced ability for students to tailor their learning experiences to a range of career objectives (e.g., doctoral training or employment).
Systematize learning outcome assessment to use for programmatic improvement.	Align course learning outcomes with program learning outcomes and revise as needed. Scale back assessment plan and consider course-based assessment	Implement needed change to improve learning (course or curriculum development).	Continue to cycle through this process.

	that be used to assess 1-2 program learning outcomes and inform change processes.		
To Improve Student Success (University/college goals on recruitment, retention, graduation, diversity, engagement)			
Improve clarity and predictability for students so they can anticipate and plan their pathway and timeline to fulfill coursework and culminating requirements.	<p>Plan long-range course offerings that align with program requirements and student demand.</p> <p>Consider increasing structure and specific deliverables and timelines for research coursework designed to lead to culminating project completion.</p>	<p>Consider current coursework requirements and update program as needed.</p> <p>Evaluate whether increased structure leads to more timely student progress.</p>	Elicit feedback from students and continue to improve as needed.
Improve admission experience, retention, and time to graduation.	<p>Implement online graduate program information session for prospective applicants, with breakout sessions for each of our graduate programs. Clarify admissions processes, program structure, and time to degree.</p> <p>Evaluate utility of GRE requirement and equity/access implications for students.</p>	<p>Monitor numbers of applicants, qualified applicants, admissions numbers, matriculation, and retention/graduation over time.</p> <p>Evaluate impact of recent change to admissions process to add prospective student/prospective faculty mentor interviews; revise this approach as needed.</p> <p>Utilize focus groups and/or surveys to increase insight into student experiences.</p>	<p>Continue to monitor numbers of applicants, qualified applicants, admissions numbers, matriculation, and retention/graduation over time.</p> <p>Use CSU data to assess program effectiveness around admissions, retention, and time to degree.</p> <p>Work with the Office of Graduate Studies and others to implement change and/or support joint resource development.</p>
Evaluate workload and release time allocations for supervision of culminating requirements to ensure student access to mentorship. Identify equity issues related to current allocations.	Work with the dean's office to improve allocation and equity of release time to faculty for supervising students to completion of their culminating requirements.	Monitor the impact of the release time for student completion of culminating requirements on faculty workload equity, feelings of burnout, etc. and student time to degree.	
To Build Partnerships and Resource Development to Enhance the Student Experience (University/College goals on university as place, university experience, community engagement)			

Identify program needs for Psychology MA and incorporate these into the departmental hiring plan.	Hire additional faculty to support student learning and success.	Evaluate progress on tenure-line hiring plan, revisit and update based on changes in needed areas of specialization. Plan non-tenure-track hiring needs and long-term faculty reassignments for advising and program coordination. Consider cohort hiring.	
Enhance our connections with alumni to increase data on long-term program outcomes that will inform advising, open up potential for student networking, and potentially help guide curriculum updates as we learn more about the knowledge and skills that alumni are using as they progress in their careers.	Gain insight into alumni career pathways to identify outcomes, industries, and career development pathways that have worked for alumni and barriers they may have encountered in achieving desired career goals.	Disseminate information on career paths of alumni and highlight diverse outcomes and alumni role models. Evaluate potential for alumni to participate in professional development panels using Zoom technology to lower barriers to presenter/audience participation.	Consider updates to curriculum if alumni feedback points to useful/strategic changes. Consider how to ensure alumni visibility (e.g., presentations in professional development panels).
To Improve Strategic & Budget and Operational Effectiveness and to Insure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
Step back, reflect, and plan for priorities: Update our strategic plan to include a subplan for the General Psychology MA program. Identify ways to leverage change processes and faculty expertise across degree programs.	Utilize strategic planning process to enhance faculty engagement and morale as we pursue agreed-upon objectives. Ensure that junior faculty voices are incorporated intentionally into strategic planning efforts. Ensure that faculty with expertise in organizations and/or in diversity, equity, and inclusion are	Evaluate and update strategic plan as needed. Ensure that resource utilization aligns with strategic plan. Monitor whether strategic planning initiatives promote equity and inclusion for faculty, staff, and students; update as needed.	

	active in strategic planning initiatives.		
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Program: MA Industrial-Organizational Psychology

College: SSIS

Date: 2/21/2022

Program Review

2YR Update

4YR Update

6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
To Maintain Success & Improve Student Learning			
Continue to implement admissions criteria that ensure good fit of student goals and interests with the specialty areas of faculty mentors.	Ensure equitable faculty involvement in decision-making about student admissions.		Monitor application and enrollment numbers and retention information, time to degree, success in achieving post-MA next steps in career goals.
Continue cohort model of admissions. Continue partnering with UG student organization-sponsored career panels to raise awareness of graduate-level I-O pathway and cohort model of admissions (via SAIOP and partnering with Psi Chi, Psych Society, Prospects).	Coordinate advising of students in cohorts to keep students on track to timely completion of degree.	Utilize cohort model to continue efficient use of departmental resources (including faculty time, class offerings).	Improved timely degree completion.
To Improve Student Learning (University/college goals on learning, research/scholarship, diversity)			
Implement assessment plan for this newly-elevated program.	Utilize assessment data to guide curriculum and program updates.		Continue to cycle through this process.
To Improve Student Success (University/college goals on recruitment, retention, graduation, diversity, engagement)			
Update curricular structure of culminating requirement and propose model for faculty time allocation to ensure equitable	Work with the department and dean's office to implement proposals for restructured culminating requirement and		Monitor the impact of the restructured culminating requirement in terms of time to

workload and effective student supervision.	associated faculty time and workload allocations.		degree, workload equity, feelings of burnout, etc.
To Build Partnerships and Resource Development to Enhance the Student Experience (University/College goals on university as place, university experience, community engagement)			
Identify program needs for I-O MA and incorporate these into the departmental hiring plan.	Hire additional faculty to support student learning and success and maintain ability to meet curriculum requirements of I-O program.	Update tenure-line hiring plan based on evolving needs in I-O program.	
Enhance connections with alumni to increase data on long-term program outcomes that will improve advising, open up potential for student networking, and potentially help guide curriculum updates as we learn more about the knowledge and skills that alumni are utilizing to progress in their careers.	Gain insight into alumni career pathways to identify outcomes, industries, and career development strategies that have worked and barriers they may have encountered in achieving desired career goals.	Disseminate information on career paths of alumni and highlight diverse outcomes and alumni role models. Evaluate potential for alumni to participate in career panels using Zoom technology to lower barriers to presenter/audience participation.	Consider updates to curriculum if alumni feedback points to useful/strategic changes. Consider how to ensure alumni visibility (e.g., presentations in professional development panels).
To Improve Strategic & Budget and Operational Effectiveness and to Insure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
Update our strategic plan to include a subplan for I-O program.	Utilize strategic planning process to enhance faculty engagement and morale as we pursue agreed-upon objectives. Ensure that junior faculty voices are incorporated intentionally into strategic planning efforts. Ensure that faculty with expertise in organizations and/or in diversity, equity, and inclusion are active in strategic planning initiatives.	Evaluate and update strategic plan as needed. Ensure that resource utilization aligns with strategic plan. Monitor whether strategic planning initiatives promote equity and inclusion for faculty, staff, and students; update as needed.	

Program: MS Applied Behavior Analysis

College: SSIS

Date: 2/21/2022

Program Review

2YR Update

4YR Update

6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
To Maintain Success & Improve Student Learning			
Continue to implement admissions criteria that ensure good fit of student goals and interests with the specialty areas and research activities of faculty mentors.	Ensure equitable faculty involvement in decision-making about student admissions.		Monitor enrollment numbers and retention information, time to degree, success in achieving post-MS next steps in career goals.
Maintain cohort planning model to ensure coursework availability and timely progression through program.	Monitor student progress and advising needs.		Maintain and enhance timely degree completion.
To Improve Student Learning (University/college goals on learning, research/scholarship, diversity)			
Implement assessment plan for this newly-elevated program.	Utilize assessment data to guide curriculum and program updates.		Continue to cycle through this process.
To Improve Student Success (University/college goals on recruitment, retention, graduation, diversity, engagement)			
Evaluate workload and current release time allocations for supervision of students' culminating requirements. Identify equity issues related to current allocations.	Work with the dean's office to improve allocation and equity of release time to faculty for supervising students to completion of their culminating requirements.	Monitor the impact of the release time for student completion of culminating requirements on faculty workload equity, feelings of burnout, and student time to degree.	
To Build Partnerships and Resource Development to Enhance the Student Experience (University/College goals on university as place, university experience, community engagement)			

Identify program needs for ABA MS and incorporate these into the departmental hiring plan.	Hire additional faculty to support student learning and success and ensure ability to meet accreditation and curriculum requirements of ABA professional organizations.	Plan non-tenure-track hiring needs and long-term faculty reassignments for advising and program coordination.	
Continue annual Spring Career Panel consisting of alumni of the master's program.	Utilize connections with alumni to increase data on long-term program outcomes (career pathways and potential barriers). Use data to enhance advising and student networking and guide curriculum updates.	Disseminate information on career paths of alumni and highlight diverse outcomes and alumni role models.	Consider updates to advising activities as needed.
To Improve Strategic & Budget and Operational Effectiveness and to Insure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
<p>Step back, reflect, and plan for priorities:</p> <p>Implement Program Coordinator role with release time.</p> <p>Pursue accreditation.</p> <p>Ensure curriculum is current as ABA field evolves.</p> <p>Evaluate structure and resources needed for clinical training component. Consider incorporating fieldwork into graduate curriculum.</p>	<p>Define and obtain needed resources to accomplish these goals (faculty time, curriculum updates).</p> <p>Maintain and elevate professionalism of our training program and ensure it retains its reputation for excellence.</p>		<p>Accreditation.</p> <p>Clinical training/fieldwork structure in line with comparable institutions and professional standards.</p>

Department Chair Name/Signature

Rebecca Cameron



Feb 22, 2022

College Dean Name/Signature

Dianne Hyson



Feb 22, 2022