

Psychology Department

Program Review 2007-2014

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Psychology Department Program Review 2007-2014

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Psychology Department Program Review 2013-14

Introduction

Department description. The Psychology Department at Sonoma State University (SSU), located within the School of Social Sciences, was founded in 1960 with a predominantly humanistic and existential approach to psychology. The Psychology department awards two degrees: the Bachelor of Arts in Psychology and the Master of Arts in Psychology. Although it does not offer concentrations, from the early 1990s to 2013, the department has housed the Gerontology minor (now looking for a new academic home), and from 2005-2008 the Human Development major (now in Sociology). The department offers classes toward the B.A. in Liberal Studies degree at two institutions within the university's service area: Mendocino Community College in Ukiah and Napa Valley Community College in Napa. The Department also sponsors a local chapter of the national honor society in psychology, Psi Chi

The department seeks to be responsive to student needs and interests by offering courses that integrate student career and interest areas. The department has a robust counseling / clinical area for the roughly 25% of majors who plan on graduate training or work in counseling, psychotherapy and clinical psychology; a popular developmental psychology area; a social psychology area which offers most of the research assistantships; a newly formed holistic area that emphasizes self-reflection, behavioral change skills, and personal growth experiences; service learning courses that offer needed services to community schools, organizations, and community health facilities; and internship programs in mental health, teaching, and research that serve 13.4% of our majors.

The Psychology Department is the largest single major on a campus of 9,120 students, with 7.6% of the university's majors and 9.4% of the university's bachelor's degrees. Its classes make up 21% of the School of Social Sciences, which at more than 2,000 students is the largest school on campus.¹

The department currently has 600 majors; 112 minors; 10 permanent tenure/tenure-track faculty members with one member in the last semester of the Faculty Early Retirement Program (FERP); 18 lecturers; an undergraduate student-faculty ratio of 35.7:1, and an advising ratio of 89:1. (see Appendix A) The department has 29 graduate students enrolled in the Master's program. (Table 1)

¹ Data for this review were provided from the following sources: SSU Office of Institutional Research (Sean Johnson), Integrated Postsecondary Education Data System (IPEDS) data located on the SSU website (<http://www.sonoma.edu/aa/ir/ipeds/>), Council of Public Liberal Arts Colleges (COPLAC) data located on the SSU website (<http://www.sonoma.edu/aa/ir/coplac/>), SSU retention and graduation rates located on the SSU website (<http://www.sonoma.edu/aa/ir/rgr/>), SSU Quick Facts located on the SSU website (<http://www.sonoma.edu/about/facts/>), School of Social Sciences enrollment statistics, Psychology department course enrollment data, Psychology course syllabi, and the 2013 Senior Exit Survey.

Table 1. Psychology Major and Minor Data, Fall 2008 – Fall 2013 / Fall 2014

	F08	SP09	F09	SP10	F10	SP11	F11	SP12	F12	SP13	F13	SP14	F14
MAJORS	529	523	528	475	491	463	500	485	563	526	600		
MINORS	191	181	203	195	211	199	195	190	154	146	112		
MAJORS + MINORS TOTAL	720	704	731	670	702	662	695	675	717	672	712		
TOTAL # TENURE / PROBATIONARY FACULTY	14	12	13	12	12	11	11	11	11	11	10	10	9
# TENURE / PROBATIONARY FACULTY TEACHING *	13	10	12	12	10	10	10	11	10	10	8	9	8 (7)
RETIRED / RESIGNED	2	1	1		1	1				1		1	
NEW HIRES			2				1						
ADVISING RATIO MAJORS **	40.7	52.3	44	39.6	49.1	46.3	50.0	44.1	56.3	52.6	75		
ADVISING RATIO MAJORS + MINORS ***	55.4	70.4	60.9	55.8	70.2	66.2	69.5	61.4	71.7	67.2	89		

* 4 FERP .5 time counted in spring; 1 counted in fall; includes sabbaticals / leaves.

** Majors / # Tenure / Probationary Faculty Teaching

*** Majors + Minors / # Tenure / Probationary Faculty Teaching

By the end of the 2013-14 academic year, the department will have eight tenured faculty members and one probationary faculty member. From 2007 – spring 2014, the department had seven retirements (Charles Merrill, Eleanor Criswell, Saul Eisen, Victor Daniels, Art Warmoth, Susan Stewart, and Susan Hillier), two resignations (Gisela Wendling, Laura Naumann), and three hires (Laura Naumann, Matthew Callahan, Melissa Garvin). (Table 2)

Table 2. Psychology Department Retirements, Resignations, and Hires. 2007 – 2014.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Retirements	1	1	1	2			1
Resignations			1			1	
New Hires			2		1		
Total Faculty *	13	12	12	10	11	10	9

* Tenure / tenure-track at end of academic year.

California's recession years since 2008 have been difficult for the University, coming as they have during the funding of the new, internationally recognized Green Music Center. SSU's 2013-14 lean academic year's budget restricted class offerings, instituted student 16-unit registration caps, and prevented tenure-track faculty hires. The University's new tenure-track hires have decreased sharply in 2013, in sharp contrast to other California State University (CSU) campuses, most of which have successfully hired more tenure-track hires in 2013. The average upper-division SSU class size of 26.7 exceeds the Council of Public Liberal Arts Colleges' (COPLAC) average class size of 17.3, as does the average lower-division size of 38.6 exceed COPLAC's average of 24.6. Mental health internship opportunities essential for students' careers in counseling and psychotherapy have greatly diminished since 2007 due in part to 16-unit enrollment restrictions in place since 2012.

The university's 6-year graduation rate of 55% is in line with the 54% averaged COPLAC graduation rate and exceeds the Integrated Postsecondary Education Data System (IPEDS) CSU comparison group's average of 45% in 2011.

Basic Information for 2013-14

Number of majors: 600

Number of minors: 113

Annualized enrollment (FTES): 479

Advising Ratio: 56:1

Full-Time/Part-time Faculty Ratio: 64:36

Number of permanent tenured/tenure-track faculty: 9.5

Number of lecturers: 18

Number of major courses:

Number of GE courses: 5 (Psy 250, Psy 302, Psy 303, Psy 326, Gern 300)

Number of GE Sections: 12

Number of degrees: 1

Number of concentrations: N/A

Number of graduate programs: 1

Department Chair 2007-14: Gerryann Olson

Department Chair 2014-15: Elisa Velasquez

Brief history. The Psychology Department at Sonoma State University was founded in 1960 with a predominantly humanistic and existential approach to psychology. The department offered the first graduate program in humanistic psychology, and also helped to pioneer that field, with four of its members having served as the president of the Association for Humanistic Psychology. The department has been distinctive for its pioneering work in areas such as somatics, client-centered therapy, transpersonal psychology, expressive arts, biofeedback, organization development, ecopsychology, Jungian and archetypal psychology, health psychology, student-directed learning, experiential learning, and learning-community approaches. Over the past 54 years, faculty members have focused on the development of each student's potential, embraced the humanistic notion of student-centered learning, and emphasized a pedagogy based on experiential learning. The department has one of the only master's programs in the country devoted to depth psychology.

Current faculty interests include creativity and expressive arts, clinical psychology, psychopathology, community psychology, ecopsychology, meditation and mindfulness, depth psychology, religion, the arts, social justice, stereotyping, diversity and multiculturalism, health psychology, sport and performance psychology, social psychology, psychology of gender, developmental psychology, child and infant development, service-learning, and problem-based learning.

Student Profile

In 2013 the department has a total of 713 students and 10 tenure/tenure-track faculty (one of whom is on the last semester of her FERP). This includes 600 majors and 113 minors.

Highlights. Each year the department awards Graduation with Distinction to a small select group of psychology majors who contribute to outstanding service outside the department and maintain an excellent GPA. Prior awardees have worked in local mental health institutions, provided leadership in community projects, and served as role models to younger aspiring teens.

The department also sponsors several awards for undergraduate achievement and research. These include the Alden Hansen Spirit of our Times Essay Competition, the Richard Rodriguez Social Justice Award, and the Barry Godolphin Research Assistantship. Funds from the Richard Rodriguez fund have supported community-based research on the speed diversity dialog and other projects. Since 2007, the Barry Godolphin Research Assistantship has been awarded to 15 different students who have used the money to support travel to professional conferences. The projects for seven of these undergraduates led to co-authored peer-reviewed journal articles with their faculty mentor.

Students also organize and run the local chapter of the Psi Chi National Honor Society. Every year the society inducts approximately 70 psychology undergraduates as members. Psi Chi offers a speaker series focusing on types of graduate psychology training and pointers on how to be a competitive applicant to graduate school. The Honor Society supports fundraising for basic scientific research on autism.

In addition, department faculty regularly sponsor McNair Scholars who conduct original independent research projects in collaboration with their faculty sponsor. Undergraduates who have worked closely with faculty on research have successfully entered master's research programs as well as doctoral research programs in social psychology.

Gender. In 2013, 80% of psychology majors are female and 20% are male, which contrasts with the university's gender distribution of 62% female and 38% male (spring 2013). 82% of SSU students are in the 16-24 age range.

Ethnicity. The psychology major population roughly matches the SSU general population, with some noticeable differences in Hispanic / Latino and Asian ethnicity. The department's ethnic distribution is 63% white; 19% Hispanic / Latino; 3% Asian; 2% African-American; and .9% Native American, with 4% not reporting their ethnic background (Spring 2013). The department's 19% enrollment of Hispanic / Latino students exceeds the university's ratio of 13%, which in turn is less than SSU's CSU comparison schools of 34%. The department's 3% enrollment of Asian students is less than the university's 5%, and again, less than SSU's CSU comparison schools' ratio of 8%.

Career choices. The clinical / counseling area remains the most popular career choice for majors, with 26.5% of graduating seniors planning on graduate training in this area, and 23.5% planning on mental health work immediately following graduation. 16% of seniors expected to engage in non-psychology related work after graduation, while 17.7% expected to take time off from school and work. A lesser number of respondents, 7.4% and 7.4%, respectively, expected to

enter graduate school in non-clinical and non-psychology areas. Only 1% expected to earn a teaching credential, a sharp drop from 2007.

Internships. Historically, many students participate in psychology internships (Psy 499, *Internship*) coordinated by Dr. Lorna Catford, an adjunct faculty member. The 62 community partners include in-patient treatment centers, schools and after-school programs, homeless and rehabilitation agencies, and social service agencies including regional long term care facilities, hospice programs, senior centers, and county and state development and regulation agencies (see Appendix A for a listing of internship sites). However, in 2013-14, only 2.4% of psychology majors (29 students) engaged in mental health community internships through registering for Psy 499 course credit, which was a sharp decrease from prior years' average of 18.3% (110 students). Senior Exit Survey data show a steady decline from 2008 to the present in internship participation. Most likely the decline is due to the 16-unit registration unit cap; students are most likely still working in internships without receiving academic credit for them.

On the other hand, teaching assistantships (TAs) (Psy 482, *Teaching Internship*) remained very popular with majors, with 9% of majors (108 students) serving as TAs for undergraduate classes. A small but growing number of majors engaged in research internships (Psy 481, *Research Internship*), with 1.5% of majors (18 students) working with faculty mentors.

Part-time employment. Students have greatly increased their part-time work since 2007, which affects the amount of time they can spend on out-of-class assignments. The average hours worked outside school per week in 2013 is 19.9 hours (SD 11.3), an increase from 2007. The hours spent in class reading and preparation, perhaps related to increased hours spent working, has decreased since 2008, to a current 2.4 hours (SD 3.5). Faculty members report that students are increasingly stressed and anxious about how to integrate class assignments and class projects into their working lives.

Graduation rates. We were unable to access data on Psychology majors' graduation rates, nor graduation rates disaggregated by gender and ethnicity.

Time to graduation. We were unable to access data on Psychology majors' overall time to graduation, nor time to graduation disaggregated by gender and ethnicity.

Student satisfaction. Senior exit surveys in 2013 indicate that skills in self-reflection, interpersonal awareness and collaboration, knowledge and application of psychological theory, diversity awareness, evaluation of research, and behavioral change skills have been well developed. Students report very good opportunities for personal growth, clear degree requirements and availability of courses.

These results agree with the 2007 alumni surveys. These indicated that the department's humanistic skills and cross-cultural diversity awareness skills were well-developed. For example, more than 2/3 of the graduating seniors rated their skills in self-reflection, relating with a wide variety of people, developing others' potential, and expressing oneself appropriately, as greatly developed. More than half of graduating seniors in 2006 rated their awareness of diverse populations as greatly increased after taking psychology courses.

In 2013 students were less satisfied with the availability of courses needed to meet graduation degree requirements, with internship availability, preparation and advising for graduate study, and opportunities for individual study. These areas reflect the University's restriction in hiring new faculty and in offering students the classes and units needed for timely graduation. While these concerns indicate areas for future department improvement, they are impacted by the University's hiring decisions, resource allocation decisions, and unit enrollment policies.

Changes Implemented Since Last Review

The last program review was conducted in 2007. At this time the department had 15 tenured / tenure-track faculty, 5 of whom were on FERP, 539 majors, 54 minors, an advising ratio of 43:1, a full-time/part-time faculty ratio of 52:48, and four master's graduate concentrations (Art Therapy, Humanistic, Organization Development, Depth Psychology). (Table 3)

Table 3. Comparison of Psychology Major, Minor, Graduate Concentration, Advising, 2013 and 2007

	2007	2013	% Change
Majors	539	600	+ 11%
Minors	54	113	+ 109%
Graduate Concentrations	4	1	- 75%
Advising Ratio	43:1	56:1	+ 30%

At that time, with the anticipated retirement of five of its core humanistic members, the department saw itself in a transition phase, and facilitated conversations regarding the department's core values and identity. New faculty members wanted to apply and extend the humanistic impulse to contemporary research and practices. New faculty hires since 2007 reflect the department's goal of infusing the humanistic spirit into experiential classroom learning and contemporary research programs.

In 2007 Dr. Jess Deegan, the Program Review outside reviewer, lauded the department for its accomplishments and for the exceptional learning experiences provided to majors. In order to provide student learning experiences that specifically related the department's learning objectives to the American Psychological Association's suggested learning goals for psychology undergraduate curricula, Dr. Deegan recommended that the department restructure its curriculum. He recommended that the department provide a more diverse curriculum, more systematic training in general areas of psychology, and more courses emphasizing empirical research.

Dr. Deegan's specific recommendations were the following:

- 1) reorganize the curriculum to align required courses with department and APA learning goals, including the following:
 - a. establish two foundational general learning courses that incorporate both the department's tradition of humanistic self-reflection and psychology's experimental research methods,
 - b. provide curricular sequencing,
 - c. provide a balance of upper-division humanistic self-reflection courses with experimental research-oriented courses,
 - d. install a senior capstone course,
 - e. institutionalize curricular planning so that the core curriculum is taught by tenure-track faculty and supplemented by adjunct faculty;
- 2) install admission criteria,
- 3) assign tenure / tenure track faculty individual offices,
- 4) increase School and University resources allocated to the department,
 - a. increase tenure-track faculty hires to reach 75/25 tenure / tenure-track—adjunct faculty ratio set by the CSU and Statewide Academic Senate,
 - b. increase research lab space,

- c. expand computer lab space,
- 5) increase faculty and student diversity,
- 6) improve advising for careers and graduate schools,
- 7) consolidate graduate programs, and
- 8) set an undergraduate / graduate teaching ratio as a standard for the department.

The department adds two recommendations to this review as they're part of the resource allocation issue which Dr. Deegan found so pressing.

1. increase funding for release time for research,
2. increase funding for the graduate program.

These two recommendations are discussed in the *Allocation of Resources* section of the review.

Since 2007 the department, in consultation with the former Dean of Social Sciences, Dr. Elaine Leeder, has worked on these objectives. The department's significant achievements are 1) the designation of impact status for the psychology major, which allowed us to set a higher 3.0 G.P.A. criterion in order to limit the numbers of students entering into the psychology major, 2) the re-organization of the curriculum, including two new foundational lower-division courses and sequencing, 3) consolidation of graduate programs, and 4) assignment of single-person offices for tenure / tenure-track faculty.

Most notably, we've failed to increase hiring of tenure-track faculty to bring us to a 75:25 (3:1) tenure / tenure-track—adjunct faculty ratio, due in part to reduced state budget allocations to SSU during the recession years. Instead we have a rough ratio of 1:2 tenure / tenure-track—adjunct faculty. We have also been unable to expand our computer lab space for classes and student and faculty research, including access to computer lab space when needed.

While we've made some progress on other recommendations (increasing research lab space, improving advising, increasing faculty and student diversity), we would like to see more progress in these areas. Due to limitations imposed by university and school budget and resource allocations, the department has not made progress on two new recommendations (increasing funding for release time for research, increasing funding for the graduate program). Each of the recommendations are discussed in the sections following, and ideas for future work are included in the *Action Plan* at the end of the review.

In the following sections we review each of the recommendation areas and discuss progress since the last review.

Reorganize curriculum aligned with APA's learning goals. In 2007 the department major required two upper division core courses surveying the history of psychology, and was divided loosely into advising areas. The department had no breadth requirements, and students sought advising from a faculty member in the student's interest area. The two upper division requirements of Psy 306, *History of Modern Psychology*, and Psy 307, *Humanistic, Existential and Transpersonal Psychology*, were part of a year-long sequence that covered the history of modern psychology. While giving students an excellent foundation in the theoretical backgrounds of the competing perspectives and methods of the discipline of psychology, the two courses did not fully develop the skills of many of APA's student learning goals. Significantly, research methods skills were not addressed.

In 2013 the department completed its curricular revision, with plans to begin its implementation in the fall semester of 2014. The new curriculum provides elements of a structured curriculum that addresses core foundational skill areas and the department's major learning

objectives. It highlights breadth areas, sequencing requirements, and breadth area focus, removes GE bottlenecks, and encourages internships, community learning, and service learning. It differs in four key ways from the 2007 Psychology major: the addition of two new lower division foundational courses; the organization of course offerings into five upper division Breadth areas, with students required to take upper division courses in four out of five Breadth areas; a decrease in Elective units from 29 to 13-14; and removal of GE Area A required prerequisites.

The department's new 44 unit major requires that students take four lower-division foundational courses; choose four upper-division courses from five Breadth areas; and select 13-14 units of Electives from Breadth or Elective areas. (Table 4)

Table 4. Psychology Major

Lower Division Courses	
Psy 250, <i>Introduction to Psychology</i> (or equivalent)	3 units
Math 165, <i>Statistics</i> (GE Area B4) (or equivalent)	4 units
Psy 270, <i>Psychology of Self-Discovery</i>	4 units
Psy 280, <i>Introduction to Research Methods</i> (or equivalent)	4 units
Upper Division Courses	
Complete one course from 4 out of 5 Breadth Areas	15-16 units
Electives drawn from Breadth Areas or Electives	13-14 units
Total	44 units

Lower-division foundational courses. The department retained Psy 250, *Introduction to Psychology*, and Math 165, *Statistics*, as foundational introductory lower division courses in the major. Psy 250, *Introduction to Psychology* introduces the student to the broad range of theory and research in psychology. Math 165, *Statistics*, introduces the student to statistical measurement methods and analyses for studying and interpreting behavior.

Dr. Deegan recommended that two required lower-division courses be offered that draw on two of the department's strengths: the self-reflection skills of the humanistic tradition, and the research methods skills of experimental psychology. After many rounds of discussion and evaluation of resources, the department agreed with the substance of his recommendation, as well as its feasibility. Two new lower-division foundational courses were added to the major: Psy 270, *Psychology of Self-Discovery*, and Psy 280, *Introduction to Research Methods*. They draw on the two different traditions within the department and provide foundational work in them.

The foundational courses transmit to all students a common knowledge base, skill base, and discourse language for understanding the foundations and assumptions of the upper division courses. In the past students have complained that in certain upper division courses information was repeated from other courses. This was due to the absence of core lower-division foundational courses. The two new foundational courses provide core knowledge and skills that will be used in the upper-division major courses.

In addition, the two new lower division requirements engage eight of APA's ten learning goals (2007). The eight learning goals addressed are the following: a knowledge base in

psychology; research methods; critical thinking; applied skills; values literacy; information literacy; communication skills; and personal development. In addition, the two new foundational courses develop core skills in four of the department's learning objectives: self-reflection; application of psychological theory and research; research methods; and behavioral change skills. The new foundational courses teach skills in life-long learning skills of self-aware reflection, interpersonal awareness, meaning-making, and self-development; as well as the discipline's scientific research methodology and analysis; that are essential for everyone.

Psy 270, *Psychology of Self-Discovery*, develops foundational knowledge and skills in self-awareness, interpersonal awareness, self-reflection and symbolic awareness, consistent with the department's historical humanistic perspective. This course offers an introduction to psychological theory, research and practice relevant to developing self-knowledge as it applies to people of diverse backgrounds. The course draws on approaches from humanistic, positive, depth, Buddhist and indigenous psychology. It will present basic skills and practices in self-reflection, mindfulness, dreamwork, and indigenous and earth-based contemplative practices. This course is a foundation for subsequent courses taken in the Holistic Breadth area.

The department expects that the impact on departmental resources with the new Psy 270 requirement will be minimal. The department plans to shift the instructional resources required to mount eight classes / year of Psy 306 and Psy 307 to the six classes / year needed for Psy 270.

Additionally, the department has discussed the new Psy 270 requirement with the chair of the Santa Rosa Junior College (SRJC) psychology department and he has expressed interested in offering a similar course at the JC. He will work with the Holistic faculty to develop a course proposal using a template based on the Psy 270 learning goals.

Psy 280, *Introduction to Research Methods*, develops foundational knowledge and skills in psychological research methods, data collection and data interpretation. In our benchmarking research the department found that a research methods course is required in all psychology majors in the CSU, as well as at public and private institutions across the United States. Having methodological research skills is considered by the American Psychological Association to be a core learning objective in undergraduate psychology majors. Our research methods faculty members anticipate that more students will enroll in the advanced methods courses as a result of early exposure to the material. This adds value to the major as we expect that more students will see the positive impact of working with faculty on their research projects, presenting at conferences, and co-authoring studies, which will lead these students to have a competitive edge in graduate school placements.

The research methods course is a lab course of 25 students with considerable hands-on computer lab experience. The department's computer lab space need will increase from 50 to 75 students / semester. This course was taught in the 2007 curriculum as an upper-division course twice each semester. The department expects to teach three sections per semester in the new curriculum.

The department found that 25% of the Santa Rosa Junior College transfer students have taken an Introduction to Research Methods before transferring to Sonoma State. The department anticipates that this percentage will increase to 50 - 75% once SRJC counselors learn of the new requirements. Our department chair has discussed the new research methods requirement with the chair of the SRJC psychology department and he has indicated that he will seek to staff research methods classes as needed for transfer students.

The two new lower division core courses increase our lower-division major offerings from 4% to 9% of our FTES target, and decrease our upper-division major offerings from 69% to 64%

of our FTES target. They do not affect our GE target and major targets, which remain at 27% for GE and 73% for the major.

Breadth areas. The department's new curriculum includes five Breadth areas that represent five central sub-disciplines within psychology. These five areas represent the APA's categorization of knowledge disciplines in psychology and include the department's historic emphasis on humanistic psychology.

The department's five Breadth areas are: holistic, clinical / counseling, developmental, social / personality, and cognitive / physiological.

- **Holistic** focuses on the essential wholeness of persons by developing knowledge and skills integral to health and growth, such as self-reflection, self-awareness and creativity.
- **Clinical / Counseling** develops knowledge and skills in understanding and helping others, and in health-promoting behaviors.
- **Developmental** investigates changes in persons over the lifespan, and explores how this knowledge may be applied in settings such as parenting, education and community life.
- **Social / Personality** focuses on how individual differences among people and the social context in which they live shape their emotions, thoughts and behaviors.
- **Cognitive / Physiological** explores the physiological foundations of human experience, as well as the mental processes involved in learning, memory, perception and problem-solving.

Majors choose one upper-division course from four out of the five Breadth areas. Students choose from a menu of courses offered each semester in each Breadth area. Breadth course offerings vary by semester, though some courses are foundational and will always be offered. Some upper-division psychology GE courses are in Breadth areas and may be double-counted as major and GE courses (these are Psy 302, *Lifespan Development*, GE Area E, Developmental Breadth area; and Psy 325, *Social Psychology*, GE Area D, Social / Personality Breadth area). All Breadth area courses must be taken for a grade and passed with a minimum grade of C.

The Breadth area menu option insures that students have an adequate selection of courses every semester that satisfies Breadth requirements. No bottlenecks in accessing required classes, or delays in graduation, are anticipated.

Course offerings. The following upper-division catalog courses are offered in each Breadth area. The department offers Psy 490, *Seminar*, courses in each Breadth area each semester, with topics and instructors varying by semester. These are announced in the semester Schedule of Classes with the Breadth area indicated.

Holistic

- 307 Humanistic, Existential & Transpersonal Psychology
- 322 Myth, Dream & Symbol
- 335 Memoir & Autobiography
- 338 Psychology of Creativity
- 342 Psychology of Meditation
- 352 Psychology of Yoga
- 358 Health Psychology
- 360 Peak Performance Psychology

462 Seminar in Humanistic & Transpersonal Psychology

466 Jungian Psychology

471 Psychology of Religion

472 Transpersonal Psychology

485 Ecopsychology

490 Seminar: Holistic

Clinical / Counseling

329 Group Process

411 Behavioral & Emotional Problems of Children

425 Psychopathology

428 Introduction to Counseling

429 Gestalt Process

430 Depth-Oriented Psychotherapies

431 Introduction to Art Therapy

490 Seminar: Clinical / Counseling

Developmental

302 Life Span Development (GE Area E)

408 Transitions in Adult Development

409 Social & Emotional Development

410 Child Development

412 Adolescent Development

418 Psychology of Family

421 Psychology of Aging

422 Seminar in Living & Dying

448 Cognitive Development

490 Seminar: Developmental

Social / Personality

325 Social Psychology (GE Area D1)

327 Psychology of Organizations

328 Cross-Cultural Psychology (Diversity)

404 Psychology of Women (Diversity)

405 Psychology of Gender (Diversity)

423 Community Psychology (Diversity)

438 Psychological Aspects of Disability (Diversity)

444 Social Justice & Intergroup Relations (Diversity)

461 Personality

- 490 Seminar: Social / Personality
- Cognitive / Physiological
- 362 Human Sexuality
- 447 Learning & Behavior
- 450 Physiological Psychology
- 454 Biofeedback, Somatics & Stress Management
- 456 Biofeedback Practicum
- 490 Seminar: Cognitive / Physiological

The department's benchmarking research showed that all CSU psychology departments use some kind of breadth requirement in their major curriculum. While most students take courses that span these areas, this curricular organization insures that all students have the benefit of a broad-based education in psychology. The new Breadth area organization provides a clear message to students about the main sub-disciplines within the field of psychology as identified by the American Psychological Association. Breadth area requirements provide students a template for organizing their knowledge and skills in the field of psychology.

The department expects that the identification of breadth areas will simplify advisor assignment, which will be linked to student Breadth area interests. The department expects that it will also enhance students' understanding of the major requirements and simplify the advising process itself. It provides clearer structure for students that mirrors APA's organization of knowledge in the field of psychology; clearer advising structure; clearer and more focused progress through the major; and early exposure to foundational knowledge and skills.

Electives. Students are required to take 13-14 units of Electives, chosen either from the Breadth areas or the Electives. With this requirement, students have the opportunity to concentrate more deeply in any one Breadth areas, or to expand their practical skills with internship classes, diversity-oriented classes, or teaching or research internships.

The Electives consist of community internships, teaching internships, research internships, credit-no credit classes, research methods classes, and other classes that do not pertain to Breadth areas. The department hopes that some students will choose a course in their senior year that allows them for more intensive study, more practical skills development, and more focused work in an area of interest to them. All Elective courses must be taken for a grade and passed with a minimum grade of C unless C/NC is the only grading option for the course. A maximum of 8 units of credit-no credit classes may count toward the major.

Upper-Division Electives

- 303 Person in Society (GE Area D1)
- 306 History of Modern Psychology
- 311 Dialogue Series (C/NC)
- 313 Careers in Psychology
- 324 Learning Moments (C/NC)
- 399 Graduate-Student Instructed Course
- 440 Community-Based Research (Diversity)
- 441 Qualitative Research

- 445 Advanced Research Design & Analysis
- 481 Research Internship (C/NC)
- 482 Teaching Internship (C/NC)
- 483 Advanced Teaching Internship (C/NC)
- 488 Biofeedback Experience (C/NC)
- 493 Narrative: Theories & Methods
- 494 Counseling Experience (C/NC)
- 495 Special Studies (C/NC)
- 496 Psychology Tutorial (C/NC)
- 499 Internship (C/NC)

As the prior psychology major consisted of 29 elective units in the major, limiting the required electives to 13-14 units is a significant change in the new major.

Experimental psychology courses. Dr. Deegan recommended that the department organize the curriculum so that traditional research methods and experimental psychology courses are requirements in the psychology major. Students going on to graduate study need these courses which provide currency in the subfield, expose the student to empirical reasoning, and teach skills that students can use in graduate work.

The department's curricular reorganization addresses this recommendation in two ways. 1) Three of the new Breadth areas are primarily experimental in approach (Developmental, Social / Personality, and Cognitive / Physiological) while one of the areas is partly experimental (Clinical / Counseling). Thus, requiring psychology majors to take upper-division coursework in 4 out of 5 Breadth areas insures exposure to experimental skills and perspectives. 2) Restricting the number of credit / no credit classes to 8 units (two classes) guides students into taking more courses that draw on the experimental methods skills in either the Breadth or Elective categories.

Senior capstone course. Dr. Deegan recommended that the department install a senior capstone course that draws on the humanistic self-reflection and experimental research methods traditions of the two foundational courses. While some of the faculty would like to see a capstone course in the major, at the current time the department does not have the faculty resources to implement this. The department estimates that it needs three tenure-track faculty in each of its five breadth areas (a 15-person faculty) in order to be able to provide a senior capstone experience to our 600 majors. We return to these essential department hiring needs at the end of our review in the *Action Plan* section.

Curricular planning. Dr. Deegan recommended that curricular planning be shaped by the specialty areas of the tenure / tenure-track faculty. He also observed that the department should make "every effort" to hire one to two tenure-track faculty every year for the next three to four years to bring the department into parity with a 75:25 (3:1) tenure / tenure-track—adjunct faculty ratio that is advocated by the CSU and by the Statewide Academic Senate.

In striking contrast, since 2007 the department actually lost 8 and gained only 3 tenure / tenure-track faculty; we have roughly a 1:2 tenure / tenure-track—adjunct faculty ratio. Because of this, the department has had to rely on adjunct faculty to teach core major courses and GE courses. The adjunct faculty (18) are almost double the number of tenure / tenure-track faculty (10 or 9.5 factoring in Susan Hillier's FERP). The department is making every effort to communicate these needs to Dean Leeder. We look forward to the time that the department has the faculty to meet its

core curricular needs, and to hire adjunct faculty to supplement rather than replace core curriculum. This issue is discussed in the *Action Plan* at the end of the review.

Impaction status. Caught between increasing numbers of majors and decreased department resources for new faculty hires and advising, the psychology department applied for and was granted CSU impaction status in 2008. As a result, entering freshmen must meet supplemental admissions requirements to declare a psychology major. The current supplemental admissions requirement is a 3.0 overall cumulative CSU-transferrable GPA.

Once incoming freshmen applicants have met the minimum requirements for the major, the department cannot affix a quota or limit the number of accepted applicants. This has meant that our major numbers have swung unpredictably over time, and that the department cannot put a cap on its major numbers.

The department is discussing options to decrease major numbers, as we do not have the tenure / tenure-track faculty to meet student needs. Some gatekeeping options that we have discussed include removing or pausing the minor; adding a writing requirement; or adding other prerequisite courses taken in high school. This issue will be taken up again in the *Action Plan* at the end of the review.

Admission requirements. Entering high school students. A 3.0 G.P.A. is the minimum entrance requirement into the psychology major for entering high school students. Once within the university, Psychology 250, Introduction to Psychology, must be passed with a grade of B.

SSU new majors. The department requires Psy 250 with a minimum grade of B, and a 3.0 minimum G.P.A. for SSU students entering the major. SSU students are strongly advised to take Math 165, *Statistics* (B4), during their sophomore year.

The new curriculum removes the three GE prerequisites for admission to the major for SSU students. These were the following: Eng 101, *Expository Writing and Analytical Reading* (A2); Phil 101, *Critical Thinking* or Phil 102, *Introduction to Logic* (A3); and Psy 250, *Introduction to Psychology* (D1).

Transfer students. The department requires Psy 250 with a minimum grade of B, and a 3.0 minimum G.P.A. for entering transfer students. Entering transfer students are strongly advised to take Math 165, *Statistics* (B4), at their community college before entering the department.

The revised curriculum removes the three GE prerequisites for admission to the major for incoming transfer students. These were the following: Eng 101, *Expository Writing and Analytical Reading* (A2); Phil 101, *Critical Thinking* or Phil 102, *Introduction to Logic* (A3); and Psy 250, *Introduction to Psychology* (D1).

Single-person offices for tenure / tenure-track faculty. While the department's tradition has been to try to assign most faculty to single-person offices, because of insufficient office space some core faculty have shared an office for many years (Heather Smith, Elisa Velasquez). One faculty member (Mary Gomes). shares her office with adjunct faculty who use the office at times when the core faculty is not present.

Since 2007 the Dean of Social Sciences, Elaine Leeder, worked with the chair of the department, Gerryann Olson, to find space so that all tenured and tenure-track faculty now have individual offices. (Though we note that Dr. Gomes still shares her office space voluntarily.) Initially the only extra space to be found was on the second floor, which meant that two faculty members were physically removed from the department. This has since been remedied, and all faculty have office space on the third floor of Stevenson, where the department office, staff, and printing and xeroxing equipment are located.

Increase Resources Allocated to the Department

Dr. Deegan made a strong case in his external reviewer's recommendations for increasing resources allocated to the department. He observed that 1) the department had not received enough resources to maintain a core tenure-track faculty at the 75:25 tenure/adjunct ratio agreed to by the CSU and the Statewide Academic Senate; 2) that there was not enough lab space for faculty research; and 3) that the department lacked consistent access to computer labs of sufficient size and equipped with appropriate software. These are discussed below.

Increase tenure-track faculty hires. As noted above, since 2007 the department has actually lost 8 tenure-track faculty members and gained only 3. In the spring of 2014 the department has 600 majors, an 11% increase since 2007; 10 tenured / tenure-track faculty (one of whom is in the last semester of FERP); and an advising ratio of 56:1. With minors included, the advising ratio is 89:1. We teach 11% more students at the same time that we have lost 33% of our core tenure-track faculty, and our tenure/adjunct ratio is roughly 1:2 rather than 3:1. In the period since the review, two junior probationary faculty (Gisela Wendling, Laura Neumann) left the department. While both members left for personal reasons, dissatisfaction with workload was a significant motivator.

Today most of us agree that we are expected to do much more than we thought possible in 2007. We teach an increasing number of students in the classroom, advise an increasing number of students in our offices, take responsibility for administrative tasks that were once handled by administrative staff members, devise and implement learning goal assessments in our classes without the support services to do so, organize service-learning experiences, advise a rising number of minors and second majors who are not counted into our advising ratios, make adjustments to our courses in consultation with the Disability Services for Students office, learn fund-raising, and so on. We continue to hope that the budgetary tide turns in the near future so that our work is more realistically allotted.

In order to continue offering courses for over 600 psychology majors, the department needs faculty and resources. This need will increase as university growth continues. Although as we outline in this review, faculty, students and staff have accomplished a lot with very little, we do not see how this trend can continue. The department has discussed the possibility of a senior capstone course, but current pressure on numbers prevents us from offering it. Because there are more majors and fewer core tenure / tenure-track faculty, fewer and fewer students will have the opportunity to work closely with faculty members on independent study, research and community projects, and benefit from small process-based seminars.

The department is severely in need of tenure-track positions to replace those who have retired. The new curriculum requires students to take courses in five Breadth areas: holistic, clinical / counseling, developmental, social / personality, and cognitive / physiological. In order to meet the needs of 600 majors, the department estimates that we need three tenured / tenure-track faculty members in each area, to bring us to 15 full-time faculty members. This is the number in the department in the last 2007 program review. The five retirements since then have not been replaced, and teaching, advising, research, scholarship, and creative activity suffer because of it. (Table 5)

Table 5. Psychology Faculty Tenure-Track Hiring Needs.

Breadth Area	Current Faculty	Needs
Holistic	3	0
Clinical / Counseling	2	1
Developmental	2	1
Social / Personality	2	1
Cognitive / Physiological	0	3

The department is conducting a search for a new hire in the Cognitive/ Physiological Breadth area in the fall of 2014.

This resource allocation need is discussed in the *Action Plan* at the end of the review.

Expand research lab space. The department continues to be greatly in need of adequate, well-ventilated lab space for faculty research. The most productive faculty member with published research, articles and book chapters (Heather Smith) has her own research lab in which to meet with students, run studies, and analyze data.

In 2007 the department possessed three research labs (Heather Smith, Elisa Velasquez, Glenn Brassington). Dr. Smith's lab consists of three desktop computers equipped with the necessary software (SPSS, Authorware, Qualtrics) and one printer donated by Dr. Smith. The Information Technology department (IT) supports the computers in the lab as long as they fall within the correct age range. Dr. Smith collects data, runs studies, analyzes data, and runs team meetings in the lab. When possible, she uses adjoining breakout rooms to supplement her lab space, but this use is inconsistent as it depends on class scheduling and cannot be regularly counted on. While Dr. Smith's lab is a small space, she makes continuous use of it, and her work with students has resulted in 28 collaborative student presentations and articles since 2007.

In 2012, Dr. Velasquez' quite small lab space was repurposed for an observational lab. Dr. Brassington's lab space was subsequently transferred to Dr. Velasquez, and Dr. Brassington currently uses his individual office for research.

The repurposed small lab space was equipped with two computers with software connected to surveillance cameras in an adjoining breakout room. However, the surveillance cameras were not suited to the types of data that were needed, and the computer software was unable to effectively download the data so that it could be coded. This lab space is currently in transition as the department conducts an analysis of faculty needs to determine the best type of equipment for it.

In consultation and with the help of Dean Leeder, in 2012 the department acquired a shared research lab on the second floor of Stevenson Hall. This lab is equipped with three computers with the necessary data analysis software (SPSS, Media Lab), one printer, and chairs, desks and a couch for research team meetings. The lab is used for team meetings, to collect data, and to code and analyze data. It is shared collaboratively by Matthew Callahan, Missy Garvin, Elisa Velasquez, and Laura Naumann (before her resignation in 2013). These faculty have coauthored 12 student presentations or publications since 2007. (Table 6)

Table 6. Lab Space, Research Assistants / Semester, Student Coauthored Publications & Presentations. Chaired Graduate Student Master's Theses. 2008 – 2013.

Faculty	Lab Space	Research Assistants / Semester	Coauthored Student Publications and Presentations	Chaired Master's Theses, Projects, and Articles
Brassington	Office		2	
Callahan	Stevenson 2089 Office	4 - 15	4	
Garvin	Stevenson 2089 Office	4 - 6		
Gomes	Office			8
Hess	Office			5
Hillier	Office			1
McCabe	Office			28
Olson	Office			3
Smith	Stevenson 3052c Office	4 - 10	28	
Velasquez	Stevenson 3050 (rear) Stevenson 2089 Office	4 - 8	8	

Six other faculty members (Glenn Brassington, Mary Gomes, Maria Hess, Susan Hillier, Laurel McCabe, and Gerryann Olson) use their individual offices for research lab space. Five of these faculty (Mary Gomes, Maria Hess, Susan Hillier, Laurel McCabe, and Gerryann Olson) work with undergraduate as well as graduate students. They work intensively in mentoring students, and serve as chair of master's theses, articles, and projects. This group has mentored 45 graduate students who have produced graduate theses, projects and articles since 2007.

The department also has two very small biofeedback labs for the biofeedback classes which are taught by Katee Wynia, an adjunct faculty member. The labs are equipped with two state-of-the-art computerized peripheral and EEG biofeedback equipment. Students get practicum and internship experiences providing biofeedback services for students, administrators, staff and community members.

Lastly, the department repurposed one tiny biofeedback lab in 2012 for video editing. This extremely small (closet-sized) lab is equipped with one computer with film editing and audio recording software (iMovie, Adobe Premiere Pro, Final Cut, Audacity) for use by faculty members using video in teaching and research. Although the faculty appreciate the thoughtfulness in providing a computer that can be used for video projects, this room is not large enough to accommodate three persons comfortably and lacks ventilation, leading to concerns about the health risks of working in the room for periods exceeding one hour. Its size and lack of ventilation also make it extremely difficult to audio record in it, as the door must be shut for privacy and noise control, and then the lack of ventilation makes it difficult to proceed.

This resource allocation need is discussed in the *Action Plan* at the end of the review.

Expand computer lab space. Currently the psychology faculty competes for computer lab space with every instructor in the university. The university maintains four computer labs with 26 to 37 computers in each lab, two of which are in Stevenson where the psychology department is

located, and two of which are in the library. Three of the labs use a Mac system or are dual boot, and one lab uses Windows only. The labs seat from 26 to 37 students at individual computers. There is table space for group work in only one of the library labs. The university restricts the number of class sessions that can be held in the computer labs so as to offer computer space to the greatest number of classes across the university.

This is an extremely problematic situation for the psychology department. As the department moves into a new curriculum that requires a research methods class of all majors, more computer lab space will be regularly needed. However, due to high university demand, methods courses are able to meet in the computer labs only a handful of times across the semester. This severely limits the learning and the pedagogy of this core, skills-based major course .

In addition, internet-based surveys are the current social science standard, but faculty and students have limited access to relevant software and the opportunity to use them to their classes. More specific data-analytic and data-collection software is needed, such as SPSS, Qualtrics, and Direct RT. At times the necessary software is not loaded on the computers, making it impossible to train students in the skills designated in the class. In a department that is seeking to focus more on skills-based learning and assessment, the dearth of accessible computer lab space undermines the department's learning goals and learning outcomes.

Lastly, beyond specific classes, faculty and students need access to computer labs for data collection and analysis. Yet there are no opportunities for faculty members to request access to computer labs for these activities.

This important resource allocation need is discussed in the *Action Plan* at the end of the review.

Increase faculty and student diversity. *Faculty.* While the department clearly has progress to be made on diversity, it is close to an acceptable norm in gender diversity. The department's tenured / tenure-track faculty are 80% female and 20% male, a ratio that directly mirrors the 2013 gender ratio of the department's students. This ratio is close to the field's gender distribution. In 2005, the American Psychological Association reports that 72% of doctoral graduates are female, while almost 75% of master's degrees were awarded to females.

Ethnic diversity of faculty remains low, with 90% of the faculty members being white, and 10% Latino or non-white. The department's sexual orientation diversity has changed slightly since 2007 with the addition of one faculty member who brings gay / lesbian / transgender issues into the curriculum, areas of research, and advising within the department. Religious diversity is somewhat evident with 30% of faculty members bringing diverse approaches such as meditation, mindfulness, and contemplative practices into the curriculum.

Student. While the department clearly has progress still to be made in increasing its ethnic, sexual orientation, and religious student diversity, it is close to an acceptable norm in gender diversity. As described above, in 2013, 80% of our majors are female and 20% are male, which is close to the 2005 statistics of women graduating from doctoral and master's programs in psychology (72% and near 75%, respectively). It is higher than the university's gender distribution of 62% female and 38% male (spring 2013). Some observers have noted what they call a feminization of the workforce in psychology, which is associated with an increasing number of women in high positions who receive lower pay than males for the same work. Taking another point of view, some writers call for increased enrollment for males in areas such as school psychology that are becoming dominated by women. Notwithstanding these issues, overall the department is satisfied with its level of gender diversity.

The department has much more work to do to increase its ethnic diversity. In 2011, 40% of the state's population is Hispanic/Latino. In contrast, in 2013 the department's student ethnic

distribution is 63% white; 19% Hispanic/Latino; 3% Asian; 2% African-American; and .9% Native American, with 4% not reporting their ethnic background (Spring 2013). The department's percentage of Hispanic / Latino students exceeds the university's ratio of 13%, which in turn is less than SSU's CSU comparison schools of 34%. The department's ratio of Asian students is less than the university's 5%, and again, less than SSU's CSU comparison schools' ratio of 8%.

We did not explore data on socio-economic student diversity.

Staff. Our department staff has been predominantly female over the years. Two full-time staff members are 100% white, while 50% of the staff show diversity in sexual orientation, with some diversity in non-traditional religious or spiritual practices. Our part-time student staff has included 100% non-white ethnic diversity in the past, when funding for the position allowed hiring.

Improve career and graduate school advising. While students report very good levels of satisfaction with department advising, from the faculty's perspective the central roadblock to excellent advising is the high advising load of 89 students per faculty member (this number includes psychology majors and minors). This advising ratio is not sustainable and leads to burnout on the part of faculty. It is impossible to continue in the long-run for faculty members who are also teaching, researching, and doing university and community service.

As discussed above, the number of total majors has increased by about 70 majors since 2008, even though the number of tenured / tenure-track faculty members has decreased by one-third, from 15 to 10. While this alone gives the faculty a fall 2013 advisement load of 75 students to each faculty member, when adding the number of minors, the advisement load per faculty member is 89. This is more than double the average of 38.2 students that an average faculty member at a public university advises, and more than 4 times the amount that experts recommend for full-time faculty in order to deliver quality, timely and accurate advising to students. The average student at a 4 year public university sees a faculty advisor 2.7 times a semester.

In order to address these and similar issues in departments across the School of Social Sciences, in 2012 Dean Leeder instituted a peer student advisor for GE advising. This undergraduate position provides GE advising to all majors within the twelve departments of the School of Social Sciences. It has greatly helped advising lower-division freshmen and sophomore psychology majors, whose course-load consists mostly of GE courses. In addition, from 2008-2013 the department sometimes funded 1 unit / semester to an adjunct faculty member to do major and minor advising. This also helped alleviate the advising load for full time faculty members.

As an advising tool, the department offers a detailed website, with links to graduate programs, certifying boards, and information on psychology-related careers. In addition, Psi Chi regularly offers speaker panels of faculty and community professionals who address careers in psychology, types of graduate school options, clinical versus research graduate programs, qualifications for graduate school, tips for taking the GREs, and preparation for applying to graduate school. This series helps the department immensely in providing much-needed information to the students.

Meanwhile the 10 tenured and tenure-track faculty provide the advising for the 600 psychology majors and 113 psychology minors. Faculty members would like to concentrate on advising in the major, selection of upper-division courses attuned to student interest areas and career paths, types of internships, graduate school options, differences in master's versus doctoral level training, career options in psychology, and preparation for applying to graduate school. Yet it's difficult to do all of this with the increased number of majors and decreased core tenure / tenure-track faculty.

Suggestions to improve faculty career and graduate school advising are offered in the *Action Plan* section at the end of the review.

Consolidate graduate programs. In 2007 the department offered one master's degree in psychology, with four different concentrations: Art Therapy, Depth Psychology, Humanistic Psychology, and Organization Development. Since the 2007 review the department has downsized its four concentrations and now offers only one concentration in Depth Psychology.

Due to faculty retirements, the Humanistic concentration ceased accepting new students shortly after the 2007 review. In 2007 the Art Therapy concentration requested a restructuring of its curriculum into a clinical art therapy degree. The department carefully reviewed, discussed, and then denied the request for the following reasons: the lack of a clinical art therapist among the tenure track faculty to oversee the concentration; the lack of future plans to hire such a person; the problematic nature of the concentration's off-campus identity; and the lack of department day-to-day oversight in curriculum, internship and faculty issues. The concentration subsequently terminated in 2008. The Organization Development program, due to faculty retirement and the resignation of the new program coordinator, moved to the Hutchins School in 2010 where it continues as its own master's degree in Organization Development.

The Depth Psychology concentration continues under faculty coordination with a yearly enrollment of about 30 students.

History of the hybrid model master's program. The department's graduate program is currently a hybrid academic model. It is an academic program run by the psychology department and administered through the School of Extended Education, in what is called a self-support model. This means that students in the master's program are not funded via state grants by the state of California, but rather fund their education themselves through their tuition or through federal or private loan programs.

For this reason, program review of the master's program is done separately from the department's undergraduate program review. Also because of the hybrid status of the program, the department rarely visits graduate program issues, rather leaving program details in the hands of the graduate coordinator of the program (Laurel McCabe). This person is a tenured full professor.

The department made the decision to place its graduate degree into a hybrid model in a secret department faculty vote in 1997. This was just prior to accepting a Business department faculty member in 1998 who was core faculty in the Psychology department's Organization Development master's concentration. The majority of faculty reasoned that following a self-support model for graduate programs would insure that the undergraduate psychology major was fully served by having full-time faculty teaching undergraduate courses—not graduate courses—as part of their teaching load. In that time period many of the faculty were engaged in graduate advising and teaching in the department's external master's programs. The department reasoned that if faculty members teaching in the hybrid model wanted release time for their graduate coursework, they could use the student tuition money of the hybrid program to pay the department for their release units. This is what transpired.

Faculty members who teach in the master's program may choose to buy course release time with the money budgeted by the master's program to pay them for their teaching. One of the tenured faculty members who teaches in the graduate program regularly chooses to do this (Mary Gomes). In this case, the department receives an amount equal to 3 - 4 units of that faculty member's class time. The department uses this money to hire adjunct faculty for an undergraduate course. The coordinator of the graduate program (Laurel McCabe) has been teaching the standard three-course undergraduate teaching load most semesters since 1999. In addition, she teaches one

to two graduate courses / semester on overload. In addition, since 1999 she usually coordinates the program on overload.

While the department's decision to support a hybrid master's program has worked well for the Depth Psychology concentration, for the department it has been a decision with mixed positive and negative consequences.

On the positive side, the department benefits from 1) the money from the graduate program that enables it to hire adjunct faculty to meet undergraduate curricular needs, 2) having graduate students TA for undergraduate classes, 3) occasionally having graduate students teach a supervised undergraduate class, Psy 399, *Graduate Student-Instructed Class*, 4) having graduate students do guest lectures in classes such as Psy 322, *Myth, Dream and Symbol*, Psy 338, *Psychology of Creativity*, Psy 466, *Jungian Psychology*, Psy 471, *Psychology of Religion*, and Psy 485, *Ecopsychology*, 5) providing grad student role models who are near in age to undergrads and who inspire and sometimes mentor undergrads in career choice and in professional development, 6) enhancing SSU's reputation in the community by the innovative services grad interns provide in community organizations during the second year internships, 7) promoting undergraduate student attendance at graduate-sponsored lectures, retreats and events, 8) promoting student attendance at the graduate students' Thesis Evening (now called Article Evening) in May, and 9) offering students opportunities to view graduate student art exhibits, class projects, and other assorted events. Lastly, SSU master's alumni provide a rich network of SSU-loyal professionals. They are teaching in Bay Area schools, colleges, and universities; managing programs in community organizations; providing coaching and consulting services; practicing as licensed psychologists and therapists; engaging in field-specific teaching; running internet-based web sites and on-line journals; and serving on the boards of professional organizations.

On the negative side, the hybrid nature of the master's program 1) blurs department ownership of the program, 2) undermines the department's authority in determining the ratio of undergraduate to graduate classes that a core tenure-track faculty member must teach, and 3) undermines the department's authority in the University's Retention, Tenure and Promotion (RTP) process of evaluation of probationary faculty's undergraduate teaching, research, scholarship, and university and community service.

For example, in fall 2007, anticipating the retirement of the coordinator of the Organization Development master's concentration, the department hired a new tenure-track faculty member with expertise in this field. The department had lengthy discussions beforehand regarding the duties of the position of the new hire and the proportion of undergraduate to graduate classes included in the new hire's job duties. The department faculty wanted someone committed to teaching undergraduates, and did not want to hire someone whose teaching duties were exclusively or predominantly in the graduate program, or whose duties included coordinating the graduate program from the inception of their hire. Department members felt that this would undermine the normative processes of probationary evaluation, assessment and reappointment, and that it could result in difficult entitlement issues a few years into the new faculty's probationary period. Indeed, these issues arose despite the department's clarity in proscribing the ratio of undergraduate to graduate teaching. When, after two years, the probationary Organization Development faculty member left the university for personal reasons, it was not surprising that the department chose not to pursue a new hire in this area. The department decided at that time not to continue the master's concentration in Organization Development, and the concentration began looking for a new academic home, which it found in the Hutchins School.

It is unlikely that the department will again undertake a “split” undergraduate / graduate hire that is required for the department’s hybrid master’s program. This history suggests that the hybrid model of graduate study is not sustainable in the long-run.

Undergraduate / graduate teaching ratio. In 2007 the department agreed that at least 50% of a core tenure/ tenure-track faculty member’s teaching must be at the undergraduate level. In addition, the department’s RTP policy specifies that the courses evaluated in a probationary faculty member’s teaching are undergraduate (not graduate) courses.

The sustainability of the department’s hybrid master’s program is discussed in the *Action Plan* at the end of the review.

Department

Educational philosophy and pedagogy. The department emphasizes engaged active learning in its philosophy and pedagogy, which includes creative application as well as self-reflective questioning. Consistent with its history of humanistic pedagogy, the department highlights the development of each student’s potential and fosters students’ development of self-awareness, self-knowledge, empathy, and social responsibility. The department values life long learning, which involves the mastery of learning processes and reflective skills that can be applied again and again in differing circumstances throughout life. Through becoming part of a community of learners who share this viewpoint, students gain experience in learning collaboratively and productively with others of diverse backgrounds (in race, ethnicity, culture, class, gender, age, ability, religion and sexual orientation). We believe that this type of holistic education provides students with a foundation for personal and professional development throughout their lives. It is our hope that our students not only become trained in the discipline of psychology, but become informed, educated, proactive and effective citizens in a multiculturally diverse world, in the true spirit of a liberal arts education.

High-impact educational practices. In this spirit, the department endorses the Association of American Colleges and Universities’ (AACU) high-impact educational practices. These are ten practices that educational research has found increases student learning, engagement, and retention. In this review the department notes how its curriculum, pedagogies and co-curricular activities model specific high-impact educational practices. These include collaborative assignments and projects, common intellectual experiences, writing-intensive classes, internships, diversity and global learning, service learning, community-based learning, and undergraduate research.

Learning goals. The department’s learning goals are to help students develop skills to:

- 1) self-reflect to access, explore and evaluate personal experience,
- 2) understand human experience from a variety of theoretical and empirical frameworks,
- 3) apply psychological knowledge to personal experience as well as to social phenomena,
- 4) understand and apply basic research methods in psychology,
- 5) understand and value diversity and multi-culturalism,
- 6) demonstrate skills to promote behavior change at the individual and community level.

The department lists the student learning goals in the 2012-2013 course catalog and on the department website (<http://www.sonoma.edu/psychology/degree/goals.html>). (Table 7)

Table 7. Department Learning Goals.

Department Learning Goals		
1	<i>Self-Reflection</i>	Self-reflect to access, explore and evaluate personal experience in light of psychological knowledge.
2	<i>Knowledge Base</i>	Understand human experience from multiple theoretical and empirical frameworks.
3	<i>Application</i>	Apply psychological knowledge to personal experience and social phenomena.
4	<i>Research Methods</i>	Understand and apply basic research methods in psychology.
5	<i>Diversity</i>	Understand and value the complexity of cultural diversity in light of psychological knowledge.
6	<i>Behavior Change Skills</i>	Demonstrate skills that promote behavioral change at the individual and community level.

The department believes that true education, and especially education in psychology, fosters the development of self-awareness and self-knowledge that leads to greater social awareness and social responsibility. We educate students to develop skills in mindfulness, self-reflection and self-awareness to increase their capacity for creative and freely chosen behaviors (Learning Goal 1). This orientation is reflected in the department's first learning goal to educate students to reflect on personal experience in light of psychological knowledge.

The department's second learning goal requires undergraduate students to become familiar with foundational psychological theories, empirical research findings, and discipline-relevant philosophy (Learning Goal 2). This knowledge forms the foundation for developing the skills to apply the knowledge to personal experience as well as to real-life situations and social phenomena. Throughout the curriculum, students learn to apply their knowledge to understanding and analyzing behavior, whether the target of the analysis is a child, adolescent or adult; a family; a work group; or a culture (Learning Goal 3). This approach enables students and faculty to address the grand questions of class and culture and examine the psychological processes involved in personality development, psychopathology, group development, inter-group conflict, war, and altruism. This orientation is reflected in the department's third learning goal to educate students to apply psychological theories and principles to individual experience as well as to social issues and social systems.

Because psychology is an academic discipline that includes the systematic analysis of human behavior, experience, and consciousness through diverse research methodologies, we educate students to understand and apply basic research methods in psychology and the social sciences (Learning Goal 4). Students enrolled in research methods courses acquire: (a) knowledge of how to critically evaluate information from the social sciences presented in popular publications and the media; and (b) research skills and experience required for most psychology graduate programs and research-related jobs. In these classes, students learn how to ask empirical research questions; how to choose among appropriate research methods; conduct the research; and analyze the results. Students may learn how to design a survey; conduct an interview; design an experiment; report their results and present research at professional conferences.

The department recognizes the diversity of the human family on many levels, from cultural, racial, and ethnic identifications, to sexual orientation, gender, age, and ability-based differences (Learning Goal 5). The curriculum includes classes designed to explore the impact of diversity on psychological knowledge, and develops in students the skills, abilities, and techniques

to meaningfully and effectively live in a diverse world. This is reflected in the department's fifth learning goal to educate students to recognize and understand the complexity of cultural diversity in light of psychological knowledge.

Lastly, the department emphasizes education in practical psychological and behavioral skills. Our goal is to have students learn skills to become effective, informed, proactive members of their communities and to be able to effect change in their own and others' behavior when that is needed (Learning Goal 6). Examples include developing skills in mindfulness; empathic listening; mirroring practices to facilitate dialogue; group facilitation; stress-reduction practices; non-violent communication; and conflict resolution. Often these skills are developed as part of service learning courses. This value is reflected in the department's sixth learning goal to teach students skills that promote behavioral change at the individual, organizational, and community levels.

Course Learning Goals. Each psychology course has unique learning goals specific to the course and the particular subfield of psychology addressed in the course. Course learning goals are listed on each course syllabus. Each instructor is asked to evaluate their course content and unique learning goals, and indicate which department learning goals are met by the coursework. Faculty are expected to meet at least one department learning goal in a course; they are not expected to meet all six of the department learning goals in a class. By making these links explicit, students are able to evaluate if their coursework meets the learning goals set by the department. They can then more easily assess if their course of study in the major offers a coherent passage through the learning goals established by the department.

An audit of the fall 2013 and spring 2014 course syllabi shows that 44 of 45 fall syllabi and 46 of 47 spring syllabi (98%) describe course learning goals or learning outcomes. Of the course syllabi that described learning goals or learning outcomes, 21 of 45 in the fall (47%) and 18 of 47 in the spring (38%) linked course goals to department learning goals. A small percentage of courses—3 of 45 in the fall (7%) and 5 of 47 in the spring (11%) listed only the department learning goals with no explanation of how these pertained to the course. One course each semester had no learning goals listed on the syllabus.

The department will continue to discuss with faculty the value of listing course goals and linking them with department goals. The chair of the department plays an influential role in this area, as the chair oversees initial hiring of lecturers and communicates to new faculty members the standards, expectations and culture of the department. Explaining the use of course learning goals early in the teaching process may give more consistency to course policies around learning goals.

Learning Outcomes. Each psychology course sets learning outcomes unique to the course and to the learning goals set by the course. Learning outcomes are partly determined by the course position in the sequencing of the course within the major, whether it has prerequisites, and whether it is open to non-majors and minors who may lack foundational knowledge in the discipline.

Learning outcomes are sometimes explicitly stated in the syllabus. An audit of the fall 2013 and spring 2014 course syllabi shows that 4 of 45 fall syllabi (9%) and 4 of 47 spring syllabi (9%) list learning outcomes in the syllabus.

Learning outcomes are linked with course-specific assignments, projects, papers, presentations, and assessments. Some instructors use evaluation rubrics that indicate specific learning outcomes and levels of competency in meeting the outcomes. Other instructors offer assignment-specific evaluation criteria that indicate specific learning outcomes.

Bloom's taxonomy. The department has discussed applying Bloom's taxonomy of educational objectives to the department's curriculum and learning goals. Bloom's taxonomy asserts that there are foundational skills and competencies in the areas of cognitive and affective

learning that must be mastered before higher-order skills and competencies are learned. Educators have focused on the cognitive domain and have found it difficult to apply Bloom's affective taxonomy to educational objectives.

Many educators have added to and revised Bloom's work, most notably with providing active skill sets within each cognitive and affective domain so that educators can more effectively structure course learning outcomes around multiple and multimodal skills. Departments can use the taxonomy to organize learning within the major by sequencing courses from lower-division prerequisite foundational courses to upper-division more complex major courses and integrative capstone courses. (Table 8)

Table 8. Bloom's Taxonomy.

	Cognitive	Learning Outcomes	Affective	Characteristics
Foundation	Knowledge	Define, identify, recognize, remember	Receiving	Awareness, selective attention
	Understanding	Summarize, give examples, illustrate	Responding	Active participation
Mid-level	Application	Apply, show how	Valuing	Values attached to object
	Analysis	Analyze, distinguish, compare, classify	Organizing	Value system, priorities
High order	Synthesis	Design, develop, plan, create, organize	Characterizing	Integrated values
	Evaluation	Critique, support, evaluate, recommend		

The taxonomy's assumptions have been critiqued by some educators who assert that learning activities that draw on multiple levels of the taxonomy are more effective and more true to life experience—and thus more engaging—than simply sequencing learning tasks. Problem-based learning, for example, begins with more complex challenges and expects the learner to work out comprehension on multiple cognitive and affective levels. The higher-level learning goals are arguably at more similar levels of complexity than Bloom indicated. The taxonomy also does not explicitly address interpersonal learning and the influence of group discussion and collaboration on learning.

However, the taxonomy provides an easily adapted structure of learning objectives that can be used to organize a course. Lower-division courses are more likely to emphasize fundamental and mid-level cognitive skills that develop knowledge, understanding and application. These translate into learning outcomes that ask students to develop skills in identifying, defining, summarizing, giving examples, and applying.

Upper-division courses may include these learning outcomes, but also include mid- to higher-level cognitive skills of analysis, synthesis, and evaluation. These translate into learning outcomes that ask students to analyze, compare, classify, design, develop, create, plan, critique, evaluate, and recommend.

Curriculum. The courses in the curriculum associated with each learning goal are listed below. (Table 9)

Table 9. Department Learning Goals and Associated Courses.

Department Learning Goal	Breadth & Elective Courses
<i>Self-Reflection:</i> Self-reflect to access, explore and evaluate personal experience in light of psychological knowledge.	270, 302, 307, 322, 328, 329, 335, 338, 342, 352, 409, 418, 422, 425, 428, 430, 454, 455, 466, 471
<i>Knowledge Base:</i> Understand human experience from multiple theoretical and empirical frameworks.	302, 303, 306, 325, 327, 328, 329, 338, 362, 404, 405, 406, 408, 409, 410, 411, 412, 418, 421, 422, 423, 425, 428, 429, 430, 431, 444, 446, 447, 448, 450, 461, 466, 471
<i>Application:</i> Apply psychological knowledge to personal experience and social phenomena.	302, 303, 306, 325, 327, 328, 329, 335, 338, 408, 409, 410, 411, 418, 421, 422, 423, 425, 428, 430, 431, 444, 447, 448, 461, 466, 471, 485
<i>Research Methods:</i> Understand and apply basic research methods in psychology.	280, 440, 441, 445, 445L, 454, 493
<i>Diversity:</i> Understand and value the complexity of cultural diversity in light of psychological knowledge.	303, 328, 329, 404, 409, 418, 425, 428, 430, 438, 440, 448
<i>Behavior Change Skills:</i> Demonstrate skills that promote behavioral change at the individual and community level.	270, 328, 342, 352, 358, 360, 425, 428, 430, 447, 456, 488

Alignment with University mission and learning goals. The University's mission is to educate students who:

- 1) have a foundation for life-long learning,
- 2) have a broad cultural perspective,
- 3) appreciate intellectual and aesthetic achievements,
- 4) are actively engaged in their community,
- 5) pursue fulfilling work in the world, and
- 6) enhance the health and well-being of their communities.

The department's emphasis on self-knowledge, discipline-based knowledge and application skills, appreciation of cultural diversity, and the skills to behave in health-promoting ways with others in diverse communities, reflect the University's mission.

Alignment with GE mission and learning goals. The psychology department offers four GE courses per semester (one lower division and three upper division), with enrollments representing 28.6% of the department's total semester targets. In addition, the department sponsors a Gerontology GE course.

For the 2013-2014 year, Psychology GE courses were the following:

Psy 250, *Introduction to Psychology* (area D): 7 sections, 894 enrollment
 Psy 302, *Development of the Person* (area E): 6 sections, 319 enrollment

Psy 303, *Person in Society* (area D): 3 sections, 137 enrollment
 Psy 325, *Social Psychology* (area D): 4 sections, 160 enrollment
 Ger 300, *Basic Gerontology* (area E), 2 sections, 120 enrollment

The University's GE courses investigate the complexity and diversity of the human experience in multiple cultures and time periods, with the goal to develop engaged and ethical participation in the human community. The department's learning goals assume a foundation of skills and competencies earned through the work undertaken in the University's lower division GE course offerings.

The department's learning goals reflect the GE learning goals in multilayered ways that vary by psychology course and GE learning outcome. The psychology faculty, as a group, have not addressed the ways in which Psychology GE courses reflect the GE learning goals. However, individual faculty members who teach these courses have begun to list relevant university GE learning goals and objectives. An audit of the fall 2103 and spring 2014 course syllabi showed that 2 out of 22 GE Psychology and Gerontology courses (9%) listed learning goals associated with the GE learning goals.

Psychology has traditionally been the "go-to" department for the School of Social Sciences to fulfill its GE targets. Growth money awarded to the university has been directed to the psychology department so that it can hire lecturers to teach these courses. Although this is effective in allowing School of Social Sciences to meet growth targets, it prevents growth money from being used for tenure-track hiring. This creates a complex situation for the department. It increases pressure to find qualified part-time personnel with appropriate training and degrees. Faculty members must discover new adjunct faculty members' skill level and teaching experience; inculcate them into the philosophy of the department; provide orientation and advice in their first year of teaching; smooth their way collegially and interpersonally; and ensure they receive the resources, office space, computing access, etc., needed for teaching. All of these create more work for the chair, faculty, and office staff that would be obviated with tenure-track hires. Given the increased undergraduate student growth projected for the next five years, the department is increasing enrollments of GE courses each semester, which necessitates finding qualified personnel to teach them. Hiring and staffing of GE courses will likely emerge as a personnel issue for the department in the future.

Table 8 summarizes the ways in which the department learning goals reflect the University GE learning goals. (Table 10) The GE learning goals and objectives are listed on http://www.sonoma.edu/senate/committees/ge/LGOs_new.html.

Table 10. Department and GE Learning Goals.

Department Learning Goal	GE Learning Goal
<i>Self-Reflection:</i> Self-reflect to access, explore and evaluate personal experience in light of psychological knowledge.	<i>Area E: The Integrated Person.</i> Self-knowledge and self-exploration across the lifespan, including mutual social interrelationships and social engagement.
<i>Knowledge Base:</i> Understand human experience from a variety of theoretical and	<i>Area B: The Natural Sciences and Mathematics.</i> Knowledge of scientific inquiry in the natural and technological world, and the place of statistical reasoning in scientific inquiry.

empirical frameworks.	<p><i>Area C: The Arts, Philosophy, Religion, Cultures:</i> Knowledge of arts, imagination, cultures and diversity.</p> <p><i>Area D: Social Sciences:</i> Psychological theories and methodologies to explore the social experience.</p> <p><i>Area E: The Integrated Person.</i> Self-knowledge and self-exploration across the lifespan, including mutual social interrelationships and social engagement.</p>
<p><i>Application:</i> Apply psychological knowledge to personal experience and social phenomena.</p>	<p><i>Area D: Social Sciences:</i> Psychological theories and methodologies to explore the social experience and social and cultural diversity.</p>
<p><i>Research Methods:</i> Understand and apply basic research methods in psychology.</p>	<p><i>Area B: The Natural Sciences and Mathematics.</i> Knowledge of scientific inquiry in the natural and technological world, and the use of statistical reasoning in scientific inquiry.</p> <p><i>Area D: Social Sciences:</i> Psychological theories and methodologies to explore the social experience.</p>
<p><i>Diversity:</i> Understand and value the complexity of cultural diversity in light of psychological knowledge.</p>	<p><i>Area C: The Arts, Philosophy, Religion, Cultures:</i> Knowledge of arts, imagination, cultures and diversity.</p> <p><i>Area D: Social Sciences:</i> Psychological theories and methodologies to explore the social experience and social and cultural diversity.</p> <p><i>Area E: The Integrated Person.</i> Self-knowledge and self-exploration across the lifespan, including mutual social interrelationships and social engagement.</p>
<p><i>Behavior Change Skills:</i> Demonstrate skills that promote behavioral change at the individual and community level.</p>	<p><i>Area E: The Integrated Person.</i> Self-knowledge and self-exploration across the lifespan, including mutual social interrelationships and social engagement in meaningful communities.</p>

GE Area A: Human Communication and Critical Thinking. GE Area A courses emphasize the development of skills in written and oral communication, active listening, critical thinking, and the analysis and evaluation of information.

GE Area B: The Natural Sciences and Mathematical Reasoning. GE Area B courses investigate the methodologies of scientific inquiry as it is applied to the natural and technological world. Psychology students learn statistical reasoning and how statistical methods are used in scientific inquiry.

GE Area C: The Arts, Philosophy, Religion and Cross-Cultural Diversity. Area C emphasizes a knowledge of artistic fields, the cross-cultural philosophical, religious and cultural systems that produce them, and the place of the creative imagination in producing art. These courses emphasize themes of cultural awareness and diversity.

The department’s learning goal of self-knowledge, self-reflection, and self-evaluation reflects the GE Area C learning goal.

GE Area D: Social Sciences. Area D focuses on the social experience as it manifests in individuals, groups and cultures across time. GE Area D courses emphasize discipline-specific theories and scientific methodologies to understand the social experience, and stress application skills with the goal of understanding complex human experience in social systems.

Several of the department’s learning goals reflect the GE Area D learning goals.

GE Area E: The Integrated Person in Society. GE Area E emphasizes individual self-knowledge and self-exploration across the individual lifespan, with a focus on how the individual relates to and finds meaning within a social system. These courses may explore diversity and social issues, as well as how to actively engage in the community for an enhanced and satisfying life.

The department’s learning goal of self-knowledge, self-reflection, and self-evaluation reflects the GE Area E learning goal.

Student learning assessment and integration with planning. The department approached assessment from a variety of perspectives. First, assessment strategies were discussed in faculty meetings approximately twice a year, with faculty sharing their experiences in assessment strategies. Some faculty adopted the use of Bloom’s taxonomy in devising appropriate assessment strategies in their courses. Some faculty used Bloom’s taxonomy in differentiating level of skill development in specific course learning outcomes that were used and described in assessment rubrics.

Other faculty studied the APA’s 2012 and 2007 Guidelines for the Undergraduate Psychology Major and incorporated assessment suggestions into their classes. The APA guidelines indicate learning goals and their learning outcomes that can be used in the psychology curriculum. The table below shows the link between the department learning goals and APA’s learning goals and general learning outcomes. (Table 11)

The department notes that the APA framework does not fully reflect the department’s learning goals, particularly in the areas of Self-Reflection and Behavior Change Skills.

Table 11. Department Learning Goals, APA Learning Goals, and APA Learning Outcomes.

Department Learning Goal	APA Learning Goal (2012)	APA Learning Outcomes (2012)
Self-Reflection: Self-reflect to access, explore and evaluate personal experience in light of psychological knowledge.	Professional Development; Communication	Exhibit self-efficacy & self-regulation Refine project management skills Enhance teamwork capacity Exhibit effective presentation skills for different purposes Interact effectively with others Build & enhance interpersonal relationships Adopt values that build community at local, national & global levels
Knowledge Base: Understand human experience from a variety of theoretical and	Knowledge Base in Psychology	Describe key concepts, principles, & overarching themes in psychology Develop working knowledge of psychology content domains

empirical frameworks.		
Application: Apply psychological knowledge to personal experience and social phenomena.	Knowledge Base in Psychology	Describe applications of psychology
Research Methods: Understand and apply basic research methods in psychology.	Scientific Inquiry & Critical Thinking	Use scientific reasoning to interpret psychological phenomena Demonstrate psychology information literacy Engage in innovative & integrative thinking & problem solving Interpret, design & conduct basic psychological research Incorporate sociocultural factors in scientific inquiry Apply ethical standards to evaluate psychological science & practice
Diversity: Understand and value the complexity of cultural diversity in light of psychological knowledge.	Ethical & Social Responsibility in a Diverse World	Apply ethical standards to evaluate psychological science & practice Incorporate sociocultural factors in scientific inquiry Build & enhance interpersonal relationships Adopt values that build community at local, national & global levels
Behavior Change Skills: Demonstrate skills that promote behavioral change at the individual and community level.	Professional Development; Communication	Student individual project and performance data Student self-assessment and self-reflection Course data

In tandem with these approaches, some faculty members also concentrated on developing course content, pedagogies, and course activities that developed specific high-impact learning practices (collaborative assignments and projects, common intellectual experiences, writing-intensive classes, internships, diversity, service learning, community-based learning, and undergraduate research).

Since the last review the department has conducted assessments in four of the six learning goals. The information on assessment is discussed with students, with faculty in department meetings, and informally via conversations and email exchanges. The department's goal in doing assessments is to improve the quality of learning for students and is an important aid in curriculum development and planning.

The faculty teaching research methods courses work to ensure consistency in learning objectives and assessments across sections. Specifically, the three (now two in 2013-14) faculty members discuss the content, learning outcomes, pedagogy, and assessments of the class. They

assign the same textbook, list common learning objectives and use the same outcome assessment measure. They share successful activities and information that they learn from colleagues who teach in graduate programs in psychology departments at other universities and colleges. They also discuss what our students are learning and what they should learn.

Similarly, the three faculty members who teach the new *Psychology of Self-Discovery* course met during the two years in which the course was piloted to discuss course content, learning goals, pedagogy, assignments, and assessment strategies. They used internet communication to share semester assessments, evaluate course learning goals and assessment measures, and share experiences with content and pedagogy.

Student learning assessment plan. While the department has three faculty members who are trained and professionally active in assessment planning and consulting, the department has not been able to procure resources for assigned faculty time for assessment. This has hampered the development of a coherent department-wide assessment plan. This item is discussed in the *Action Plan* at the end of the review.

Currently the department depends on individual faculty members' willingness to share their planning and experiences with assessment with the larger faculty group. This occurs in informal conversations, in faculty meetings, over email, and in Breadth area faculty discussions. We anticipate that as the new major is institutionalized that the Breadth area faculty will form supportive small learning communities to enhance teaching, student learning, and assessment.

In addition, the department supplements direct assessment of learning goals with ongoing indirect assessment consisting of a graduating senior survey (an electronic version is available at <http://www.sonoma.edu/psychology/survey/>) and periodic surveys of department alumni.

Alignment with learning outcomes and sequencing. The courses in the curriculum associated with each learning goal are listed below. (Table 9) The new curriculum roughly adapts Bloom's taxonomy in the sequencing of courses. The two foundational courses (Psy 270, *Psychology of Self-Discovery*, and Psy 280, *Research Methods*) introduce fundamental skills and competencies that are foundational for further work in the major. The upper division major courses may also include foundational competencies of knowledge, understanding, and application, yet also deepen the learning to include analysis, evaluation, and creation. Many upper division seminars (*Gestalt, Jungian Psychology*) and classes (*Abnormal, Sibling Relationships*) build on this introduction and focus on the higher order skills of analysis, evaluation, and creation.

For example, the *Advanced Quantitative Methods* course builds on the skills and content that students learn in *Introduction to Research Methods* and *Introduction to Statistics*. Instructors in the introductory course emphasize remembering, understanding and applying course content; and the advanced courses gives students a chance to evaluate and create quantitative research.

Other classes, such as the new lower-division requirement, *Psychology of Self-Discovery*, include multiple levels of Bloom's taxonomy. Students learn foundational concepts and definitions (knowledge level); are able to illustrate and summarize the concepts (understanding); apply the concepts to case examples (application); design a behavior change plan to implement the concepts (synthesis); and evaluate how the outcomes have impacted their personal life (evaluation). The Holistic and Clinical / Counseling Breadth areas build on the skills and competencies developed in this class.

In addition, numerous courses are oriented toward competency-based skill development, and course learning outcomes and assessments evaluate these skills. These courses make use of a number of high-impact educational practices such as collaborative assignments and projects, writing-intensive assignments, diversity, service learning, and community-based learning.

In other areas of the department, each faculty member makes independent decisions as to the learning outcomes of each course. Course learning goals and outcomes, and methods of assessment, vary with each course and faculty member. (Table 12)

Table 12. Department Learning Goals and Breadth and Elective Courses.

Department Learning Goal	Breadth & Elective Courses
<i>Self-Reflection:</i> Self-reflect to access, explore and evaluate personal experience in light of psychological knowledge.	270, 302, 307, 322, 328, 329, 335, 338, 342, 352, 409, 418, 422, 425, 428, 430, 454, 455, 466, 471
<i>Knowledge Base:</i> Understand human experience from multiple theoretical and empirical frameworks.	302, 303, 306, 325, 327, 328, 329, 338, 362, 404, 405, 406, 408, 409, 410, 411, 412, 418, 421, 422, 423, 425, 428, 429, 430, 431, 444, 446, 447, 448, 450, 461, 466, 471
<i>Application:</i> Apply psychological knowledge to personal experience and social phenomena.	302, 303, 306, 325, 327, 328, 329, 335, 338, 408, 409, 410, 411, 418, 421, 422, 423, 425, 428, 430, 431, 444, 447, 448, 461, 466, 471, 485
<i>Research Methods:</i> Understand and apply basic research methods in psychology.	280, 440, 441, 445, 445L, 454, 493
<i>Diversity:</i> Understand and value the complexity of cultural diversity in light of psychological knowledge.	303, 328, 329, 404, 409, 418, 425, 428, 430, 438, 440, 448
<i>Behavior Change Skills:</i> Demonstrate skills that promote behavioral change at the individual and community level.	270, 328, 342, 352, 358, 360, 425, 428, 430, 447, 456, 488

Student Learning Outcomes

Direct assessment of Self-Reflection learning goal. Last fall (2013), 36 students (100%) enrolled in a pilot of Psychology 270, *Psychology of Self-Discovery*, completed a self-assessment of the fourteen skills developed in the course. On average, students ranked their development of mindfulness as the most valuable developed skill. Students reported that the three-minute practice learned in class helped them decrease stress and anxiety, quiet angry or distressing emotions, and allowed them to disengage from unhealthy or obsessive behaviors. Other highest-ranked skills were skills in developing happiness; stress control; emotional self-awareness; empathy; optimism; and assertiveness. This information was presented to the Holistic faculty and will be used to reconfigure the fall 2014 course content. More attention will be paid to these practices, which relate to skills in increasing self-awareness, self-regulation, interpersonal relationships, and interpersonal collaboration.

In the same class assessment students rated the meditation practice as the least valuable of the class projects. Students indicated that the meditation practice was more difficult than the mindfulness practice and did not produce more awareness or positive benefits. From this feedback, the next offering of the class will include only mindfulness and not meditation skills, with more time spent in classroom practice, reading, and discussion.

Last fall 28 students enrolled in Psy 471, *Psychology of Religion*, completed a project in which they were asked to conduct a ten-day practice of first, meditation, and then, contemplative prayer. The practices were conducted and practiced in class, with relevant readings to substantiate the practice. Students then completed a paper describing their observations of the practice, the effects on their life experience, and the meanings they derived from the practice. A rubric based on Bloom's taxonomy was used to assess the degree of observation of personal practice, and the degree of meaningful self-reflection. The observation rubric included outcome measures of detailed observation of personal physical, emotional and psychological states, and the meaning they made from the experience. Students received an average score of 1.4 on a 4 pt scale on their observations of meditation; 1.3 on their observations of contemplative prayer; and 2.0 on the meaning they made from the experience. The feedback from the assessment led to class discussions regarding the differences in the practices and the difficulties of assessing the effects of contemplative prayer after they had engaged in a meditation practice. While contemplative prayer does not require a belief in a higher power, some students felt that because they were atheist they couldn't achieve the desired states within contemplative prayer. On the other hand, other atheist students found the practice of contemplative prayer relaxing and serenity-inducing. Some adjustments to the projects will be made in the next course offering. The instructor may invite a long-term practitioner of contemplative prayer to the class to present the experience and lead a class exercise. The meditation practice will be continued.

Direct assessment of Knowledge Base learning goal. In the fall of 2013, spring of 2013, fall of 2012, and spring of 2012 in Psy 325, *Social Psychology*, a summative test assessment was given which asked students to identify a social psychological concept in a case scenario and analyze its use in the example. Answers were rated on a 3 point scale from 0 – 2, with 2 points being given for a thorough identification and interpretation, 1 point given for incomplete identification or interpretation, and 0 points for incorrect concept identification. Average scores of 15 out of 20 (75%) were consistent across all semesters. When absences were factored in to the assessment results and those students who missed 2 or more of the weekly classes were removed, average semester result was 18 out of 20 (90%).

The instructor gave the summative assessment to 2 groups of students who had not taken the class. Their results were 4 out of 20 (20%). The instructor concluded that the learning in the class on the Knowledge of Psychology outcome measure reflected true learning and not chance or luck in test-taking.

In the fall of 2013, 28 students enrolled in Psy 471, *Psychology of Religion*, completed a paper in which they were asked to apply psychological theories to a film describing religious behavior in children and their families. A rubric based on Bloom's taxonomy was used to assess the papers. The rubric included Bloom's foundational knowledge outcome measures of defining and describing a variety of psychological theories. Students received an average score of 1.85 on two measures contributing to the assessment, on a 4 pt scale, about an B+ average.

One faculty member was part of a teaching and research collaborative that included four other social psychologists from four other CSU campuses. Together, they designed a teaching module that included an on-line version of the Implicit Association Task (IAT). Data from 378 students demonstrated the effectiveness of scaffolding students' exposure to the IAT with lectures, discussion and reflection assignments. A summary of their results was published in a peer review journal dedicated to best practices for the teaching of psychology.

Direct assessment of Application learning goal. In the fall of 2013, 28 students enrolled in Psy 471, *Psychology of Religion*, completed a paper in which they were asked to describe and apply psychological theories to a film describing religious behavior in children and their families.

A rubric based on Bloom's taxonomy was used to assess the papers. The rubric included Bloom's application outcome measures of clearly applying a variety of psychological theories to the behaviors viewed in the film. Students received an average score of 1.6 on a 4 pt scale, about an A-/B+ average. Students reported that this was a fun, interesting and meaningful assignment. The instructor will give thought to how elements of this assignment might be extended to other projects.

Direct assessment of Research Methods learning goal. In the fall of 2013, spring of 2013, fall of 2012, and spring of 2012 in Psy 380, *Research Methods*, a 12-item multiple choice test was developed to align with one or more of the Research Methods outcome measures adapted from APA's research methods outcome measures. This measure was embedded in the final exam of the Research Methods course, with 25 students per class over 4 semesters (N = 100). The average score across semesters was 10 points out of 12 (83%). A baseline comparison group was developed in the fall of 2011, where the test was given at the start of the semester. The average score in this condition was 4 out of 12 (33%).

Concerned that the multiple choice test may assess recognition of concepts but not deeper scientific reasoning, the Research Methods instructor then designed an ancillary open-ended instrument. This assessment presents a hypothetical argument and a study to supposedly support the argument. Students must identify the flaws in the argument and in the study and propose a new study design. This assessment uses Bloom's higher-order cognitive competencies of analysis, evaluation, and creation as outcome measures connected to the learning goal to assess students' ability to reason scientifically. This measure will be implemented in the Spring of 2014, and because the answers are not fixed format, will be done as a pre and post- test.

In the spring of 2011 in Psy 380, *Research Methods*, students were given a start-of-semester multiple-choice pre-test and end-of-semester post-test to assess their knowledge of concepts in research methods and scientific reasoning. Pre-test scores were 8.7 correct answers, while post-test scores were 13.0 correct answers, a 67% increase. This demonstrated that students effectively learned research methods concepts in the course.

Despite resource limitations, the department has made significant progress in assessment and scholarship.

Global indirect assessment. The senior exit surveys give the department valuable sources of information (see <http://www.sonoma.edu/users/s/smithh/exitsurveysummary.html> for more information about the latest senior exit survey). Data from the 2013 survey is used in this review.

Level of achievement. The department has conducted learning assessments in four of its learning goals (self-reflection, knowledge base, application of theory, and research methods) since 2007. The results of the assessments were used to feed back into individual courses and areas of the curriculum and to improve these in specific ways. Assessments were used collaboratively and they developed conversations about teaching and learning outcomes across our curriculum. The department's plan is to continue to assess learning goals, with at least two learning goals assessed every year in selected classes.

We would like to see every instructor regularly assess one learning goal in each class, and feed back the results of the assessment into the next course planning and design process. At the same time we recognize that the department needs faculty release time for assessment to become more focal in the activities of the faculty, and for us to be assessment-guided teachers in our planning and curriculum design.

Graduation and retention rates. We did not have access to data on graduation rates, time to graduation, and retention rates in the Psychology major. We're interested in acquiring this in the future so that we can assess our progress in these important areas.

Preparation for the future. We are planning to assess our Diversity and Behavior Change learning goals in the next program review. The faculty will begin discussion of these assessments in the 2014-15 academic year. We will continue to assess the Research Methods and the Self-Reflection learning goals, as we have developed faculty learning communities in the research methods faculty and in the Holistic Breadth area who are committed to ongoing outcomes assessments.

At the same time, the department needs faculty release time to more effectively implement our assessment program. This issue is discussed in the *Action Plan* at the end of the review.

Faculty

Each faculty member is a core member of one of the five new Breadth areas within the department.

Specialty Areas. Holistic. Three tenured faculty members teach in the Holistic Breadth area. The holistic mind-body area provides learning in self-exploration, self-reflection, and self-regulation; skills in interpersonal communication and behavior change; and practice in mindfulness and expressive arts. This Breadth area addresses the department learning goals of Self-Reflection and Behavior Change. Course offerings include classes in mind-body psychology, depth and Jungian psychology, ecopsychology, creativity and expressive arts, and psychology relating to art and spirituality. The classes often include small seminars in topic areas that complement the catalog regular offerings in this area. Some of the classes are prerequisites for students applying to SSU's Psychology Master's concentration in Depth Psychology.

Dr. Mary Gomes was hired in 1994 in the areas of transpersonal psychology and ecopsychology. Currently she focuses on the psychology of mindfulness and compassion; depth psychological approaches to self-discovery; and linking psychology and social issues. These focus areas inform her teaching of courses such as Psychology 270: *Psychology of Self-Discovery* (a new required course in the new major); Psychology 303: *The Person in Society* (a GE course); Psychology 322: *Myth, Dream and Symbol*; and Psychology 485: *Ecopsychology* (both upper-division electives). She also teaches one course per year in the department's master's concentration in Depth Psychology: Psychology 543B: *Cross-cultural Mythology and Symbolism*.

Dr. Laurel McCabe was hired in 1994 in the areas of Jungian psychology and clinical psychology. Her areas of expertise are in depth / Jungian psychology and women's development, with orientations toward contemporary forms of spirituality and psychological approaches to art. She brings a focus on personal self-reflection, self-exploration, and growth into all of her classes. Dr. McCabe is also the coordinator of the master's concentration in Depth Psychology, and she teaches graduate seminars in it. She teaches the undergraduate courses of Psy 270, *Psychology of Self-Discovery* (a new lower-division required course in the new major); Psy 322, *Myth, Dream and Symbol* (an upper-division elective in the area of Jungian psychology); Psy 466, *Jungian Psychology* (an upper-division advanced elective in Jungian psychology); Psy 470, *Psychology of Film* (an upper-division elective in the area of psychology and the arts, and an elective in the Film Studies minor); and Psy 471, *Psychology of Religion* (an upper-division elective). In addition she teaches the graduate courses of Psy 542a, *Methods and Applications of Depth Psychology*; Psy 575, *Research Methods*; and Psy 576, *Culminating Paper Tutorial*. She occasionally teaches small graduate seminars such as Psy 576, *Seminar: Group Dialogue*.

Dr. Gerryann Olson was hired in 2001 in the areas of creativity and expressive arts. She includes a service learning component in her courses. Her courses include Psy 270, *Psychology of Self-Discovery*, Psy 335, *Memoir and Autobiography*, and Psy 338, *Psychology of Creativity*.

Clinical / Counseling. Two tenured faculty members with expertise in clinical and counseling psychology teach in the Clinical / Counseling Breadth area. Data from the most recent survey of department alumni indicate that 26.5% of graduating seniors plan on graduate training in clinical / counseling, and 23.5% plan on mental health work immediately following graduation. Only 7.4% and 7.4%, respectively, expect to enter graduate school in non-clinical and non-psychology areas. However, in 2013-14, only 2.4% of psychology majors (29 students) engaged in mental health community internships through registering for Psy 499 course credit, which was a sharp decrease from prior years' average of 18.3% (110 students). Clinical faculty sometimes offer small 15-25 person seminars in counseling specialties.

Dr. Glenn Brassington was hired in 2002 in the areas of mind-body psychology and clinical psychology. He is the sole tenured licensed clinical psychologist in the department. His teaching, research, clinical work, and service focus on promoting health and enhancing human performance through the combination of Eastern and Western mind-body philosophies and practices. Dr. Brassington teaches courses in his areas of expertise: Psy 358, *Health Psychology*, Psy 360, *Peak Performance Psychology*, Psy 428, *Introduction to Counseling*, and Psy 425, *Psychopathology*.

Dr. Maria Hess was hired in 2003 in the area of clinical / counseling psychology and is the sole tenured Marriage and Family Therapist in the department. Her areas of expertise include psychopathology, counseling, community mental health, and the development of a new catalog course, Psy 430, *Depth-oriented Psychotherapies*. She teaches Psy 329, *Group Process*, Psy 425, *Psychopathology*, Psy 428, *Introduction to Counseling*, and Psy 429, *Gestalt Process*.

Developmental. Three tenured / tenure-track faculty members teach courses in the Developmental Breadth area. Many psychology majors and minors are interested in working with children, either in the educational field or counseling. One class (Psy 302, *Lifespan Development*) is an upper-division GE class that attracts large enrollments. Small 20-25 person seminars in developmental sub-disciplines supplement the catalog offerings.

Dr. Elisa Velasquez was hired in 1998 in the area of developmental psychology. She brings expertise in the area of child and infant development. She is an expert in the field of multicultural diversity, and conducts research and consults nationally in this area. She teaches Psy 410, *Child Development*, Psy 409, *Social and Emotional Development*, Psy 328, *Cross-Cultural Psychology*, and Psy 423, *Community Psychology*, and Psy 440, *Community-Based Research*.

Dr. Melissa Garvin was hired in 2011 in the area of infant and early childhood development, with a special interest in adolescence as a unique developmental period. Her broader specialization is the impact of early experience on later social and emotional development with an emphasis on prevention and intervention. Specifically she researches parent-child relationships among internationally adopted children. Dr. Garvin teaches Psy 302, *Lifespan Development* (GE Area D), Psy 410, *Child Development*, Psy 445, *Advanced Research Design and Analysis*, Psy 490, *Adolescent Development through Film*, and Psy 490, *Infant Development*.

Gerontology minor. Dr. Susan Hillier was hired as an expert in late-life development and in gerontology. She coordinates the 22-unit Gerontology minor. However, she is retiring at the end of the Spring 2013 semester. As the sole tenured faculty member in the program, the department could no longer offer the minor, and stopped publicizing it in Spring 2014. With no one to replace Dr. Hillier, the Gerontology minor is currently without an academic home. This issue is revisited as part of the department's hiring priorities in the *Action Plan* at the end of the review.

Social / Personality. Two tenured faculty teach courses in the social / personality Breadth area, as one of the probationary faculty members (Dr. Laura Naumann) resigned in Spring

2013. One class (Psy 325, *Social Psychology*) is an upper-division GE class that attracts large enrollments.

Dr. Heather Smith was hired in 1997 to teach and develop research methods courses, but she now offers more courses in her area of expertise, social psychology, particularly intergroup relations, social comparison and organizational justice. She regularly teaches Psy 280 / 380, *Introduction to Research Methods*, Psy 325 *Social Psychology* (an upper division GE Area D course), Psy 327, *Psychology of Organizations* (an upper division elective) and Psy 445, *Advanced Research Design and Analysis*,

Dr. Matthew Paolucci Callahan was hired in 2009 in social / multicultural psychology. His areas of expertise are in sexual orientation, antigay prejudice, gender stereotyping and sexism. He teaches Psy 280 / 380, *Introduction to Research Methods*, Psy 290, *Sexual Identities Across the Lifespan* (Queer Studies minor and cross-listed in Women's and Gender Studies), Psy 325, *Social Psychology*, Psy 405, *Psychology of Gender* (Queer Studies minor and cross-listed in Women's and Gender Studies), and Psy 445, *Advanced Research Design and Analysis*. There is an emphasis on human diversity across all of his coursework, but particularly in social psychology, psychology of gender and LGBT psychology.

Cognitive / Physiological. No tenured or tenure-track faculty members have expertise in the cognitive / physiological Breadth area. This area includes courses in neuroscience, cognitive psychology, and biofeedback. The biofeedback courses are taught by a long-time adjunct faculty member, Katee Wynia. These courses include personal biofeedback training in the department's two biofeedback labs, which are equipped with state-of-the-art computerized peripheral and EEG biofeedback equipment. Students can arrange for practicum and internship experiences providing biofeedback services for students, administrators, staff, and community members.

The department is conducting a faculty hire in the Cognitive / Physiological Breadth area in the fall of 2014.

Teaching quality and professional development. The department faculty are known for their engaged teaching practices and student-centered learning. Many classes use high-impact educational practices such as collaborative assignments and projects, writing-intensive assignments, exploration of diversity, service learning, and community-based learning. Most classes incorporate multiple modes of student learning, including in-class exercises to apply concepts, dyadic and small group work, collaborative problem-solving, and problem-based learning. Most faculty members make use of the Faculty Center's classes in adapting pedagogies to incorporate new technologies. Some faculty use the online course management system, Moodle. Many of the faculty engage in professional development workshops in their expertise areas in order to bring their own fresh learning into the classroom.

In 2013 Dr. Mary Gomes took a class at Stanford University entitled "The Science of Compassion," and has begun integrating this material into her courses at Sonoma State, particularly Psychology 270. In her upcoming sabbatical in Fall 2014, she will be working with Stanford's Center for Compassion and Altruism Research and Education (CCARE), and completing her teacher certification in their Compassion Cultivation Training (CCT). CCARE is home to a number of research and educational initiatives that apply psychological and neuroscientific perspectives to empathy, compassion, and altruism. The Center is one focal point of an emerging dialogue between empirical psychology and contemplative practice that has already provided unique insights into the meditative process. In the last several years, Dr. Gomes has been engaging in continuing education with Dr. Martin Shaw, lecturer in the Oral Communication

Program at Stanford University. This has enabled her to incorporate work in storytelling, myth, and metaphor into her *Myth, Dream and Symbol* and *Psychology of Self-Discovery* classes.

Dr. Laurel McCabe brings her knowledge of depth psychology, meditation, and mindfulness techniques into the classroom. She uses these techniques in her depth psychology classes and in her psychology of self-discovery classes. She regularly participates in workshops and classes in mindfulness and meditation, dreamwork, spiritual practices, and non-dual awareness practices. She regularly attends and has presented at the International Association for the Study of Dreams conference and the International Association of Jungian Studies conference; and regularly attends the Science and Non-Duality conference. She brings the knowledge and experiential skills of these areas to her classes in *Psychology of Self-Discovery*, *Jungian Psychology*, *Psychology of Religion*, and *Psychology of Film*.

Dr. Gerryann Olson's *Psychology of Creativity* course is a model of a high-impact educational practice using service-learning, which she modeled after the mission of the Center for Community Engagement at SSU. In this class, the community partners are K-12 schools in Sonoma County where teachers are looking for assistance with integrating art into the curriculum. This class works with 150-200 children each Spring semester, and in total has worked with over 2,000 children. SSU students use their understanding of the creative process to support the K-12 teachers and their students, and in return they experience a new way of learning through service. One example of this work is the project done at McNear School in Petaluma. The second graders study Black History month as part of their curriculum, read a book on a famous African American, and write a report. The SSU students visit the school and assist them in making a figure or doll of this character. Their work is exhibited in the window of Copperfield's Books in Petaluma each March; at the Petaluma Arts Center Youth in Art exhibit; as well as at other venues. This combination of research and art project results in a deep understanding of the subject for the students. SSU students in her courses have been going to McNear School for fifteen years.

Dr. Glenn Brassington has created a website and plans to begin writing a blog to better engage his students in thinking about issues that are discussed in his classes in health psychology and peak performance psychology.

Dr. Maria Hess is a psychotherapist who teaches, and her passion of conducting therapy and mentoring future therapists becomes a focal point in her teaching. She has completed hundreds of hours in continuing counseling education. *Depth Oriented Psychotherapies* became a stronger course with new topics and modalities inspired by her professional development in Switzerland. She studied introspective methods using sandplay at the Jung Institute in Zurich, and studied privately with Dr. Martin Kalff, whose mother founded the Sandplay method and was a colleague of Carl Jung. In addition, Dr. Hess has designed a new diversity-focused course, *Introduction to Community Mental Health*. It is a service-learning course in which students do community service with Social Advocates for Youth and all of their programs, as well as Restorative Resources.

Dr. Elisa Velasquez supervises students' service learning projects in community agencies serving socially disadvantaged populations. For instance, Community Bridge to College is an ongoing project aimed at supporting Latino students to graduate from high school (Sonoma Valley High School) and apply to college; Bullying Prevention was implemented with 90 elementary school children; and the Early Violence Prevention Program was provided to teenage mothers attending an alternative high schools and Latino parents throughout the county. Needs Assessments of Inmates was a community-based research project used to obtain an operating funding grant for Friends Outside, an agency providing services to inmates and their families.

Dr. Melissa Garvin deepened her expertise in the classroom with attendance at the Teaching Institute of the Society for Research in Child Development in 2007 and in 2013.

Dr. Matthew Callahan brings expertise in teaching strategies, curriculum development and outcomes assessment (course, program, and general education) through his post-doctoral training at The Schreyer Institute for Teaching Excellence at Pennsylvania State University. He strategically designs his courses around clear, measurable learning objectives that align with assessments.

Scholarship quality. Faculty members regularly attend and present papers at national and international conferences in their area of expertise. Faculty members belong to 34 professional organizations and are reviewers and referees for 38 different professional journals. Since 2007, faculty members have published in peer-reviewed and non-peer-reviewed journals, contributed chapters to edited volumes, presented invited conference presentations, conference papers and workshops, poster presentations.

One faculty member, Dr. Heather Smith, received a prestigious NSF grant from 2007-2010 that covered her release time as well as stipends for her undergraduate research assistants. Dr. Smith also received a CSU collaborative grant from 2008 to 2010. Dr. Elisa Velasquez received a Provost Research Award in this time period. Many of the faculty received summer research stipends from the Dean of Social Sciences in this time period, and from RSCAP awards from SSU.

Internal and external funding as well as the availability of research lab space are discussed in the Funding and Research Lab sections of the document. Research lab space as well as release time for conducting research continues to be a high priority need in the department. We discuss these in the *Action Plan* at the end of the review.

In 2012 Dr. Mary Gomes published an article in *Ecopsychology Journal* on media fasting as an intervention and in 2010, an article in *California Psychologist* on children's play in nature. Her book chapter on her project altars of extinction was published in 2009 in an edited book on ecotherapy. In 2007 she wrote the forward to a book in the field of ecopsychology. Additionally she presented at conferences such as the Bioneers conference (2008 and 2010), Conference on Shamanism and Alternative Modes of Healing (2009 and 2010), and the Technology, Health and Society conference at San Francisco State University (2012). She is on the Editorial Board of the *Ecopsychology Journal*.

In 2011 Dr. Laurel McCabe published a book chapter exploring the application of Jungian and Winnicottian ideas in the classroom in an edited volume entitled *Teaching Jung*. In 2012 she published a chapter on Jung's *Red Book* in the edited *Encyclopedia of sleep and dreams*. Dr. McCabe presented a number of papers at international conferences. She was an invited Special Event keynote speaker at the International Association for the Study of Dreams (IASD) annual conference in Asheville, NC (2010) where she presented on Jung's *Red Book*. In the fall of 2010 she continued her work on Jung's *Red Book* with a paper presented at the IASD Psiber Dreaming Conference. In October of 2011 she was an invited presenter at the annual Journey to Wholeness conference in Laurel Ridge, NC, where she presented on God, image and imagination. This presentation explored the ways in which the divine has been imaged in different cultures and in different spiritual practices.

Dr. McCabe works intensively with graduate students in SSU's master's program in Psychology with a depth psychology emphasis. Since 2007 she has chaired master's theses of twenty-two students; chaired creative projects of three master's students; and chaired publishable articles of five master's students. She served as an external reader on one SSU alumnus' doctoral dissertation on affect and archetype in early infancy.

Dr. Glenn Brassington frequently presents data with students and colleagues in the department at professional meetings. In 2007 he presented a poster on athletes' expectations of loss upon retirement at the annual American Psychological Association meeting in San Francisco. In 2010 and 2012 he published book chapters with SSU undergraduate students on physical activity and sleep, and is currently working with several undergraduate students on sleep-related diary and survey studies. He is writing a book on the science of creating optimal performance states for performance, and developing an iPhone app with engineers in Germany that will allow users to apply mental training strategies to achieve peak performances in sport, education, work, and life.

Dr. Maria Hess' scholarship centers on the practices of teaching depth-oriented psychotherapies. In 2012 she authored an article in the *Person-Centered Journal* on a student-centered approach in teaching depth psychology. She will be presenting this material at the Person Centered conference in 2014. In 2009 she authored an article in *Person-Centered Journal* on teaching person-centered counseling using a co-counseling method. In 2012 she presented a lecture for the school of Social Sciences entitled, "Narcissism, Entitlement, and Classroom Incivilities." Dr. Hess is a peer-reviewer for the *Person-Centered Journal*, the *E-zine: Depth Insights*, *The Gestalt Review*, and the *Association for the Advancement of Gestalt Therapy*.

Dr. Elisa Velasquez supervises research activities of undergraduate students enrolled in Psy 482, *Research Internship*. Students have presented their work at major psychology and child development conferences such as the American Psychological Association, Society for Research in Child Development, Latino Psychological Association, and Western Psychological Association.

Dr. Melissa Garvin has published several peer-reviewed articles in her area of expertise in developmental issues of adopted children. In 2012 she authored an article for *Development and Psychopathology* on post-adoption parenting and socio-emotional development in post-institutionalized children. She and her coauthors also published a 2011 article that explored psychophysiology correlates with friendly behavior in internationally adopted children. In addition, in 2013 she presented two posters at the Society for Research in Child Development on language use in post-institutionalized children. In 2009 she published an article in *Developmental Psychobiology* on inhibited temperament and parent emotional availability on cortisol responses in children. In the same year she published another article with colleagues in *Psychoneuroendocrinology* on identifying atypical cortisol patterns in young children. Lastly, in November of 2007 she presented a poster with her colleagues at the biennial meeting of the Society for Research in Child Development. The topic of the poster research was predicting language outcomes in internationally adopted post-institutionalized children.

Dr. Garvin runs a research lab for undergraduate research in which her research assistants learn to code data collected previously, enter data, prepare data for analysis, and perform analyses. She mentors students in reading relevant research in order to stay abreast of advances within the field.

Dr. Heather Smith was able to be especially productive over the past five years because of a three-year National Science Foundation RU1 grant. This grant supported the completion of a meta-analysis of all the relative deprivation research from 1949 (when Samuel Stouffer first proposed the concept) through December 2010. The final meta-analysis included 210 published and unpublished studies from over 26 different countries. They published this paper in the *Personality and Social Psychology Review* with two SSU co-authors in 2011. In addition, Dr. Smith wrote the entry for "Relative Deprivation" for *The Wiley Blackwell International Encyclopedia of Theoretical Criminology* (in press) and co-wrote the entry for "Relative Deprivation" for the *Encyclopedia of Peace Psychology* (2011). She also published two papers

that summarized the results from two different university faculty surveys that tested hypothesized relationships among disadvantaged comparisons, specific emotions and reactions to the 2009 faculty furlough and the earlier 2004 budget crisis.

In addition, Dr. Smith published seven other peer-reviewed journal articles that summarize different research projects that she has conducted with students and colleagues. These publications include eleven different SSU psychology majors as co-authors. She also gave four invited talks over the past five years, and in November of 2013 she delivered an invited talk at San Diego State University about a recent comparison experience study just published in the *Psychology of Women Quarterly*. Over the past five years, she and her students (N=59) have presented 22 different research posters at professional meetings.

Dr. Matthew Callahan's research investigates antigay affect, values and antigay prejudice, and intergroup friendships. His work on values and antigay prejudice was published in *The Journal of Homosexuality* in 2011, and collaborations with Heather Smith's lab led to a publication on intergroup friendships in *Psychology of Women Quarterly* in 2013. His entire research lab presented their research at the Western Psychological Association in 2012 and 2013, and he has a manuscript under review at *Sex Roles* with his advanced undergraduates.

University service. The Psychology faculty lead and participate in many aspects of the university.

Dr. Mary Gomes has served on the School of Social Sciences RTP Committee from 2006 to 2009, and chaired the committee in 2008-09. She is currently on the Academic Freedom Subcommittee and the Department Hiring committee in 2005-06, 2007-08, and 2008-09. She is the department scheduler, a time-consuming and precise job that involves scheduling over 50 courses each semester in Psychology, Gerontology, and Depth Psychology, in courses taught by more than 30 faculty. Dr. Gomes is the primary designer of the new Psychology 270, *Psychology of Self-Discovery* required core course, in her capacity as a member of the Curriculum Committee. She facilitated many department meetings and discussions on the curricular redesign. Lastly, she has been a tireless member of the department RTP committee from 2005-06 and 2009 to the present.

Dr. Laurel McCabe is Coordinator of the department's master's program in psychology, with an emphasis in depth psychology. She supervises graduate students who teach an undergraduate psychology course as part of their curriculum in the master's program. She convenes regular faculty meetings of the graduate program and consults with program faculty on issues of content, pedagogy, assessment, and evaluation. She conducts new faculty hiring and evaluation of faculty performance, and guides curriculum development. She is conducting the program review for the master's program in 2013-2014. As part of her coordinating duties she serves on the Graduate Studies subcommittee of the Educational Policies Committee (2010-current).

From 2005 to 2008 Dr. McCabe served as department chair, and served on the School of Social Sciences Curriculum committee in these years as well. Dr. McCabe served on the department RTP committee from 2008 to 2012, and again in 2013-2014. She has written documents for numerous probationary faculty, written peer observation letters, and edited RTP documents for each review. She has served on the curriculum and assessment committees in the department at numerous times over the years, and has been available for ad hoc consulting as circumstances required. She was a co-author of the 2007 department program review, and author of the 2013 program review. She is a member of the Program Review Subcommittee of the Educational Policies subcommittee, which reviews all program reviews in the University and makes a report to EPC at the end of the year.

Dr. McCabe also coordinates two lecture series in the department aimed at bringing diverse speakers to the student experience. She coordinates the Psychology and Spirituality Lecture Series, funded by the Associated Students; and the Public Programs in Depth Psychology, funded by the Master's program in Psychology.

Dr. Glenn Brassington has been a member of the Athletic Advising Committee and the Academic Senate Diversity Subcommittee. He works closely with the Men's Soccer coach and the athletes on his team, in addition to seeing individual athletes to help them improve their mental health and performance both in sports and academics. As a licensed psychologist, he is a frequent advisor to the Athletic Director on issues related to the psychological well-being of SSU athletes. He has given several lectures to students in the SSU Upward Bound Program to prepare them for examinations and create motivation to succeed in academics. Every semester he gives workshops to SSU University staff on managing stress, eating healthy, and sleep.

Dr. Maria Hess has been an active member in university faculty governance holding various positions on standing committees of the Academic Senate. From 2009 to the present Dr. Hess has been a member of the Academic Senate. In 2009 – 2010 she was the Social Science Representative, and since 2010 she has served as Secretary of the Academic Senate. As part of this position she has served on the Executive Committee. In 2011 Dr. Hess served on the Hiring Committee for the Academic Vice Provost. In 2009 she contributed to a compendium for the Academic Planning Committee on *Educating the Whole Student: Ten essays on learner-centered education*.

From 2007-2009 Dr. Hess was a member of the department Executive Committee; in 2010 she chaired the Tenure Track Hiring Committee; in 2012 she chaired the Part-time Pool Hiring Committee; and since 2009 she has served on the Admissions Review Committee. In 2007 Dr. Hess completed *Grad School At a Glance*, an on-line advising tool. In addition, Dr. Hess has chaired and served as second member on student graduate committees for Art Therapy and Depth Psychology masters concentrations. Lastly, she has been the faculty advisor of Psi Chi, the national student honor association in Psychology, since 2008. The club is active in fundraising for global change, and has raised \$4,000 since 2011.

From 2008 to 2013 Dr. Elisa Velasquez was the Director of Diversity and Inclusive Excellence at SSU. She was responsible for coordinating all institutional initiatives and actions related to diversity and multicultural excellence. She participated in all diversity-related committees; developed programs for students, faculty and staff; conducted open forums, and provided multicultural training to faculty, staff, and students using the Speed Diversity Dialogue®. Dr. Velasquez also was Co-Chair of the Senate Ad-Hoc Diversity Committee, 2008-2009, member of the President's Diversity Council, 2008 to present, and chaired the Curriculum Committee for UNIV 102: First Year Experience, since Fall 2003.

Dr. Velasquez is also the founder of the SSU Latino Consortium, whose mission is to increase the participation of SSU students in service learning projects benefiting the Latino population, and the Dr. Richard A. Rodriguez Memorial Fund, created to support SSU student based projects on issues of social justice and diversity. She is a member of the Latino Caucus of the Society for Research in Child Development, created to advocate for and support research on Latino children and families.

Dr. Melissa Garvin serves on the Athletic Advisory Council and the Senate Subcommittee for Professional Development. She begins membership on the Academic Senate in the fall of 2014.

Dr. Heather Smith is part of the team working on the SSU Sophomore Year Experience (Spring 2012 – present). For the past year, she has worked with Dr. Michelle Jolly (History) and

representatives from all the social science departments, the library, institutional research and residential life on the design and assessment of a social sciences sophomore year experience. She worked on two grant applications to support this program (one successful, one not) and will collect the assessment data for the sophomore year seminars that they began piloting last fall. Dr. Smith served as chair for the Professional Development Committee (Fall 2007- Fall 2012) for five years. For two years, Dr. Smith led the department's discussion, revision and adoption of department RTP criteria on the Department RTP committee (Fall 2010 – present). She currently serves as chair of the department RTP committee. In 2013 the committee again is responsible for reviews of two tenure track candidates.

Dr. Matthew Callahan is a member of the university Senate's Academic Planning Committee. He regularly gives workshops for faculty about classroom civility, student led discussions and fostering student engagement. He also has consulted with numerous individual faculty across the campus to improve their teaching. He has presented an *Assessment 101* workshop to assist departments in articulating specific outcomes for their existing learning goals. He served on the School of Social Sciences Diversity committee and assisted with gathering resources for SSU faculty to use to integrate diversity into their courses. In the department, Dr. Callahan's committee work is centered on sharing his expertise in teaching and learning. In the psychology department, he assisted with the revision to of the undergraduate curriculum. He aligned the department's current and future course requirements with the American Psychological Association's undergraduate learning outcomes, specifically for research methods. He also gathered benchmarking data from CSU psychology curriculum requirements to help guide the specific unit requirements of the department's revision.

Community Service. Department faculty serve both the local community and their discipline.

Dr. Laurel McCabe brings her assessment expertise in personality, clinical and educational assessment to bear in her work with the Western Association of Schools and Colleges (WASC). She has been on five teams since 2007 and has acted as Assistant Chair on three of these, and Editor on one of them. Her areas of expertise in university systemic academic assessment include learning outcomes and faculty leadership and governance. She has steadily received more experience in evaluating and assessing university strategic planning and academic mission.

In the summer of 2007 Dr. McCabe hosted an international conference of the International Association for the Study of Dreams on the SSU campus. The conference was five days, including pre-conference workshops, with 378 attendees, 181 presenters, 152 sessions, and 209 individual presentations. Dr. McCabe served as a Board member of the organization until 2008. Her work with IASD involved American Psychological Association Continuing Education application and review; conducting annual conference assessments and data analyses, with reports and recommendations; and developing online resources for education in teaching and researching dreams, with applications to the medical and patient care field.

Dr. Maria Hess is committed to community mental health and providing mental health services to diverse community groups. In 2013 she is developing Humanidad Community Clinic, a multi-cultural training clinic in Santa Rosa that provides community mental health counseling services primarily to Latino/as and other underserved populations in Sonoma County. The innovative clinic will have programs in high-conflict divorce issues, including co-parenting while living apart, as well as an incarceration alternative for persons who have committed non-violent crimes, and their families. Dr. Hess is writing and developing all policy, protocol and program development for the clinic, and devising and implementing counselor-training courses for staff. The program's mentorship component takes on undergraduate Spanish-speaking and native

speakers in order to train them in a cohort as M.F.T. therapist hopefuls. Dr. Hess has recruited a three-person research team who is working with this project to develop evaluation measures for funding purposes.

Dr. Hess also works with the prison system and forensic issues through teaching for the New Leaf on Life program at San Quentin Penitentiary. It is an inmate-generated program that brings education into the prison. She is currently offering a five-month course in Holistic Psychology to the long-term prison inmates, and brings students who practice their teaching skills. She is also a long-time service provider for asylees through Survivor’s International; as well as a member of the Mental Health Liaison Committee whose mission is to interface mental health providers with the legal system for improved client services. Lastly, as founder and director of The Tibetan Jewels on Everest, she sits on the advisory board that assists Tibetan nuns on the Himalayan plateau.

Dr. Heather Smith often reviews grants, candidates for promotion at other colleges and universities, and submissions to peer-reviewed journals in her area of expertise. She currently serves as a consulting editor for the *European Journal of Social Psychology* and *Personality and Social Psychology Bulletin*. Not only does this editorial and review work serve the social psychology community, it informs her teaching of research methods.

In addition, Dr. Smith co-chaired a one-day conference showcasing current intergroup relations research before the 2013 *Society of Experimental Social Psychology* conference. She chaired a similar one-day conference before the 2009 *Society of Experimental Social Psychology* conference. Seven undergraduate psychology majors attended the first conference and five undergraduate psychology majors attended the second conference. She also served as a volunteer instructor at the Australasian Summer School in Social Psychology held at the Moreton Bay Research Station, Stradbroke Island, Queensland, Australia in February 2012. The one-week summer school gave her a unique opportunity to work with graduate students who shared her research interests. She led a workshop for the Spring 2014 Santa Rosa meeting of the Alternative Dispute Resolution Association of Northern California.

Funding. Faculty members can apply for and receive summer grants from RSCAP and from the School of Social Sciences to fund their ongoing and summer research. Many of the faculty (Matthew Callahan, Gerryann Olson, Maria Hess, Mary Gomes, Heather Smith) received summer research support stipends from Dean Leeder between 2007 and 2013. Others (Matthew Callahan, Elisa Velasquez) received SSU RSCAP summer research awards. Three faculty members (Matthew Callahan, Heather Smith, Elisa Velasquez) received research funding from the Provost’s research fund. (Table 13)

Table 13. Internal and External Funding, Faculty Research, Scholarship, and Creative Activity

Faculty	Space Used	Internal Funding	External Funding
Brassington	Office		
Callahan	Stevenson 2089 Office	Provost research fund Social Science travel award RSCAP SSU Summer Research Social Science Dean summer stipend	Society of Personality and Social Psychology Travel Award
Garvin	Stevenson 2089 Office		

Gomes	Office	Social Science Dean summer stipend	
Hess	Office	Social Science travel award Social Science Dean summer stipend	
Hillier	Office		
McCabe	Office	Social Science travel award	
Olson	Office	Social Science Dean summer stipend Social Science travel award	
Smith	Stevenson 3052c Office	Provost research fund University travel award Goldstein Award Social Science Dean summer stipend Social Science travel award	NSF RU1 3-year grant
Velasquez	Stevenson 2089 Office	Provost research fund Richard A. Rodriguez Social Justice Award RSCAP SSU Summer Research	

Release time. At the time of this review in 2013, the department has not offered tenured or tenure-track faculty members release time for research—either their own independent scholarship or research that they conduct with undergraduate or graduate students. Independent and collaborative research is undertaken on overload—even though it is required for reappointment and tenure. Other departments offer rotating release time of 1 to 3 or more units, or build in undergraduate research supervision as part of the regular teaching load. The department has begun conversations about offering faculty members release time to engage in research, perhaps to begin in fall of 2014. This item is discussed in *Action Plan* at the end of the review.

Travel support. The School of Social Sciences and Academic Affairs also provides some travel money to professional conferences. Most of the faculty have received travel support to attend conferences since the 2007 review, and many of the faculty have received financial support to enable undergraduate students to attend conferences and present their work. In addition, in the fall of 2013, faculty could apply for \$1,000.00 travel stipends to support research conducted with undergraduates. However, even if faculty and students successfully compete for research and travel support, the awards rarely cover the full costs of travel and/or project expenses. For example, there is almost never enough travel money to support faculty travel to more than one professional conference a year – regardless of whether the faculty is an invited speaker or simply a participant.

Diversity. The department is committed to expanding the diversity of its faculty and in offering diversity perspectives in classes. In 2010 the department held a one-day faculty retreat exploring diversity and multiculturalism. The retreat explored personal experiences and thoughts of department faculty regarding actions and ideas for increasing multicultural competencies within the department's courses.

Diversity learning is one of the Association of American Colleges and Universities' high-impact educational practices. The department's new curriculum indicates the classes that meet the department's diversity learning goal. These classes are in the Social / Personality Breadth area and the Electives and include the following: Psy 328, *Cross-Cultural Psychology*, Psy 404, *Psychology of Women*, Psy 405, *Psychology of Gender*, Psy 423, *Community Psychology*, Psy 438, *Psychological Aspects of Disability*, Psy 440, *Community-Based Research*, and Psy 444, *Social Justice and Intergroup Relations*.

In recent years, Dr. Gomes' teaching has become increasingly informed by an emphasis on diversity and multiculturalism. She has begun to incorporate Dr. Jurgen Kremer's work on ethnoautobiography in her classes to increase students' awareness of their own cultural heritages. Dr. Elisa Velasquez is an expert in multicultural diversity, and brings this perspective into her classes, advising, research, scholarship, and service to the university and community. Dr. Callahan includes diversity of sexual orientation in his classes in psychology of gender, social psychology, and sexual identities across the lifespan.

Awards and recognition. Dr. Heather Smith was the recipient of the 2012 Goldstein Award for Excellence in Scholarship, which she received in May 2012 after being nominated by two colleagues. She received a sabbatical in Spring 2013 to continue her research on social justice and social deprivation. Two faculty members successfully applied for and were granted one-semester sabbaticals since 2007. Dr. Maria Hess was awarded a sabbatical for advanced training in depth psychotherapies in Zurich, Switzerland in 2008 and again in 2011 as part of her sabbatical research. Dr. Laurel McCabe received a sabbatical award in Spring 2009 for research into the psychological processes depicted in a medieval text entitled *Atalanta Fugiens*. She traveled to ritual sites in Greece and Egypt to collect background material relevant to this research.

Viability and Sustainability

Enrollment trends. As shown in Table 10, the number of total majors has increased by about 70 majors since 2007, even though the number of tenured / probationary faculty members has decreased by one-third, from 15 to 10. With majors only, the advisement load is 75 students to each faculty member; when adding minors, it increases to 89:1. The total students taking classes and seeking advising in Psychology in fall 2013 number 712. (Table 14)

Table 14. Psychology Major and Minor Data, Fall 2008 – Fall 2013

	F08	SP09	F09	SP10	F10	SP11	F11	SP12	F12	SP13	F13
MAJORS	529	523	528	475	491	463	500	485	563	526	600
MINORS	191	181	203	195	211	199	195	190	154	146	112
MAJORS + MINORS TOTAL	720	704	731	670	702	662	695	675	717	672	712
TOTAL # TENURE / PROBATIONARY FACULTY	14	12	13	12	12	11	11	11	11	11	10
# TENURE / PROBATIONARY FACULTY TEACHING *	13	10	12	12	10	10	10	11	10	10	8
RETIRED / RESIGNED	2	1	1		1	1				1	
NEW HIRES			2				1				
ADVISING RATIO MAJORS **	40.7	52.3	44	39.6	49.1	46.3	50.0	44.1	56.3	52.6	75
ADVISING RATIO MAJORS + MINORS ***	55.4	70.4	60.9	55.8	70.2	66.2	69.5	61.4	71.7	67.2	89

* 4 FERP .5 time counted in spring; 1 counted in fall; includes sabbaticals / leaves.

** Majors / # Tenure / Probationary Faculty Teaching

*** Majors + Minors / # Tenure / Probationary Faculty Teaching

Supplemental admission requirements. As discussed above, the department was granted impaction status in 2008 and initiated a supplemental admission requirement of 3.0 in the major. The department is discussing other options for decreasing major numbers as long as the number of tenure-track hires remains at a low level.

Community and professional needs. The areas of counseling and clinical psychology continue to be the most popular career avenues for students in the major. The department is committed to provide high-quality, skills based undergraduate courses in these areas. To further our offerings in these areas, the department provides extensive guidance in graduate school options and career paths that draw on clinical and counseling skills.

From the perspective of student engagement and student learning, education professionals have been talking for some time about the “death” of the traditional university “sage on the stage” teaching model. Instead they point to competency-based educational programs as the new cutting edge within universities. The department has begun to think in these ways with its discussions on student learning goals and outcomes assessments, which force teachers to think in terms of measurable outcomes and skills learned in the classroom. In addition, by reflecting on the AACU’s high-impact educational practices, the department has focused on developing these practices in specific classes. For example, *Psychology of Creativity* is a service-learning class that deepens student learning; *Community-based Research* incorporates diversity, collaborative learning, and community-based learning. The new Psy 270, *Psychology of Self-Discovery* course is geared to students learning and practicing practical skills that allow self-regulation and deepen self-knowledge. Students learn foundational mindfulness practices and observation skills that are used regularly in behavioral interventions, assertive communication practices, social relationships, and compassionate interactions. Problem-based learning is used in several core major classes, which require students to develop strategies for information-gathering, problem-definition and problem-solving, group collaboration skills, and oral and visual presentation skills. All of these are considered 21st century skills that all college graduates need to succeed in today’s modern world. The department is exceptionally well-placed because of its background in experiential learning and student-centered learning to be pioneers in this developing areas.

Allocation of resources. Increasing the allocation of resources to the department is the department’s most pressing need.

Increase tenure-track faculty hires. In order to bring the tenure / tenure-track faculty ratio to 75:25 (or 3:1) the department needs three core faculty in each Breadth area, for a total of 15 faculty. This is one to two new hires each year for the next three or four years. In the fall of 2014 the department is conducting a hire in the critical Breadth area of Cognitive / Physiological. We currently have no tenure or tenure-track faculty in this area.

Increase research lab space. The department has individual research labs for two members (Heather Smith and Elisa Velasquez), collaborative lab space (Melissa Garvin, Matthew Callahan, Elisa Velasquez), two small biofeedback labs, and an observation lab with which the department is conducting a needs assessment. Additional research lab space is needed to enable faculty to work with students in research, scholarship and creative activity. The new Cognitive / Physiological hire will need a lab equipped with computers and the resources used for research in the new hire’s area of expertise. Additionally, current faculty members need software focused on

their research work. Dr. Callahan, for example, needs Direct RT, computer software for measuring reaction time.

Expand computer lab space. The department must compete with every class in the university to use the university's four computer labs. Class sessions per class are severely restricted so that the university guarantees that all classes have at least some use of the labs. This severely impacts psychology classes that would like to build in computer lab sessions into class time. Specifically, each semester the department restricts the content, in-class exercises, and skills taught and assessed in Psy 280 / 380, *Introduction to Research Methods*, and Psy 445, *Advanced Research Design and Analysis*, because of limited use of computer lab space. The department needs a 25-seat 24-hour access computer lab dedicated to the department, for use in classes, and for faculty and student research.

Increase funding for release time for research. There is no funding for release time for research, scholarship, and creative activity, despite the fact that probationary faculty must show evidence of professional productivity in order to be promoted and to receive tenure. The department is discussing options to insure release time, such as rotating 3 units of release time among faculty.

Increase funding for graduate programs. At the time of this review in 2013, the department has not offered tenured or tenure-track faculty members release time for graduate teaching or for graduate coordination, and there has been no discussion regarding funding the master's program in psychology, much less increasing its funding.

In 1989 the department assigned 4 units of release time to a faculty member who served as coordinator of the psychology M.A. program and also served on the University Graduate Studies Subcommittee of the Educational Policies Council (EPC). In spring 2008 when that graduate coordinator retired, the department did not reassign the 4 units of release time to the new graduate coordinator, who also served on the University Graduate Studies Subcommittee of EPC. This area is discussed in the *Action Plan* at the end of the review.

Advising. As discussed above, the fall 2013 full time faculty advising ratio for majors in psychology is 75 students for each faculty member, and it increases to 89 students when including minors. With major numbers growing and tenured / tenure-track faculty numbers shrinking, it is increasingly difficult to deliver the high quality personal mentoring that has always been a part of the department's advising process. Faculty and staff acknowledge that the advising ratio outstrips the department's capacity to advise undergraduate students successfully.

The current teaching and advising load is impossible to sustain in the long-run for faculty members who are also teaching, researching, and doing university and community service. This is an area that will be discussed in the *Action Plan* at the end of the review.

Careers. The department regularly offers a 2-unit *Careers in Psychology* course and a 1-unit *Dialogue Series* lecture course on careers. In addition, the department website carries extensive information on careers in psychology, particularly about clinical and counseling psychology, school counseling, and the difference between master's and doctoral programs, and the Ph.D. versus the Psy.D. degree.

Internship opportunities. Internships are one of the high-impact educational practices that educational researchers recognize as deepening student learning, increasing engagement, and promoting retention. The department is committed to developing these opportunities for students.

Mental health internships. Community mental health internship opportunities have declined despite their occupying the most popular interest area within the psychology major, and the most popular career path for majors. The department surmises that the decline is due to the caps placed on student registration units caused by the recent California state budget crisis and the

extreme funding cuts that the CSU campuses have shouldered. Dr. Catford, the internship coordinator, observes that students are still completing internships, but are doing so without receiving academic credit for them, due to the 16-unit cap. The department would like to see approval for internships and contract courses that are over the 16-unit cap so that psychology majors can gain the community experience that is essential to successfully compete for graduate school positions. This issue is discussed in the *Action Plan* at the end of the review.

Teaching internships. Opportunities for teaching internships remain high and remain extremely popular. Students who are TAs receive close mentoring from their faculty supervisors, which increases student engagement with learning. Additionally, having experience as a TA makes students more competitive in graduate applications and in subsequent research or TA work offered to them in graduate school.

A higher percentage of majors today than in the past TA rather than complete community mental health internships. Individual professors who use TAs, such as Dr. Maria Hess, Dr. David Sowerby, and Dr. Mary Gomes, meet weekly with TAs and provide in-depth training and consultation for TAs. The department's 2005 TA policy sets out the duties and responsibilities of a TA.

Research internships. Opportunities for research assistantships remain a small percentage of internship experiences in the department. Importantly, more students desire research experiences with faculty than the faculty can provide. Faculty report overload issues in trying to meet their responsibilities of teaching, doing research, training research assistants, and performing department, university and community service.

Research opportunities. The ability to conduct research is linked to the ability to have time to pursue it and the space within which to conduct it. The department's high advising load (89:1, including minors) impacts the time available for research, and as described above, there is no release time to conduct research. Nevertheless, faculty are productive in their scholarship.

Four faculty members (Matthew Callahan, Melissa Garvin, Heather Smith, Elisa Velasquez) have worked intensively in research with undergraduate research assistants. Three of these faculty members have mentored students in the McNair Scholars program, whose goal is to provide more underrepresented students in doctoral programs. These students design their own study to test an original hypothesis and present it at the McNair research symposium. Faculty members have co-authored with undergraduate students 11 publications and 31 presentations since 2007. (Table 15)

Table 15. Undergraduate Scholarship, Spring 2008-Fall 2013

Faculty	RAs / semester	McNair Scholars	Co-authored Presentations with Students	Co-authored Publications with Students
Brassington				2
Callahan *	4 - 15	4	3	1
Garvin **	4 - 6		3	4
Gomes				
Hess				
Hillier				
McCabe				
Olson				
Smith	4 - 10	2	20	8
Velasquez	4 - 8	4	8	

* From 2009

** From 2011

Dr. Callahan has worked with over 25 students since his 2009 hire, and nearly all of these students went on to competitive graduate programs. In mandatory weekly meetings, he trains students in experiment design, data entry and analysis, ethical conduct, and conference presentations. For his advanced undergraduates seeking admission to social psychology doctoral programs, Dr. Callahan provides more individualized and rigorous training. These students serve as his lead research assistants and organize experimental protocols, schedule participants, and on occasion, train lab members in running experiments. They have an additional weekly meeting where he assigns one to two academic journal articles in their area of interest. They then meet to critically evaluate the articles and discuss how they fit in with their emerging research interests. At the end of the semester, he prepares integrative comprehensive questions where they have one week to prepare a 5-10 page response to each question. They then have a “defense” of these questions where he pushes their thinking and has them clarify their arguments. The goal is to expose them to the kinds of tasks they will have in doctoral programs but in a low-stakes and supportive environment.

Since her hire in 2011, Dr. Garvin has regularly met with 4 to 6 undergraduate each term, first to discuss current developmental research and theory, and more recently, to train undergraduates to code an extensive and rich set of interviews with caregivers who adopted children from institutions or foster homes outside the United States.

At the graduate level, five faculty members (Mary Gomes, Maria Hess, Susan Hillier, Laurel McCabe, Gerryann Olson) have mentored graduate students in their Master’s degree research work as chairs of graduate Master’s theses, creative projects, and publishable-quality articles since 2007. A good number of these Master’s students have gone on to teach at colleges and universities, community colleges, art schools, and graduate programs. Master’s students have gone on to positions such as: tenure-track member of a clinical graduate program; editor of an online peer-reviewed journal; authors of peer-reviewed journal articles; Board members of international professional associations; international conference hosts; professional presenters at international professional conferences; founders of community health organizations; and managers at numerous community and mental health organizations. Many Master’s alumni have completed doctoral work in clinical psychology and are licensed clinical psychologists. (Table 16)

Table 16. Graduate Scholarship, Spring 2007 - Spring 2014

Faculty	Chair, Master’s Thesis	Chair, Publishable- Quality Article	Chair, Creative Project
Brassington			
Callahan			
Garvin			
Gomes	7	1	
Hess	4	1	
Hillier	1		
McCabe	22	4	2
Olson	2	1	
Smith			
Velasquez			

Many challenges remain in the area of faculty research. First, student interest has outpaced their methodological training and department resources to train them. For example, it has taken Dr. Garvin almost a year to train undergraduates to code interview transcripts reliably. Similarly, it frequently takes Dr. Callahan and Dr. Smith more than a year to complete a single experiment (in contrast to colleagues at other universities who can complete two to three experiments every year). In Fall 2014, for the first time, research methods will be required of all psychology majors, and will be offered as a lower division course, to be taken in students' first or second years. This change should enable more students to gain the necessary skills to contribute to research projects earlier in their career, and more important, give students an earlier opportunity to discover whether they are interested in psychological research.

It is equally important to create an infrastructure that supports faculty involvement with undergraduates. For example, faculty could use small stipends to cover the cost of recruiting participant samples from the internet, as opposed to trying to recruit student volunteers. Even though slightly more money to support undergraduate research is available, almost all these funds require competitive applications, and the awarded money rarely covers the associated expenses.

In the future, the department will encourage new department hires to implement the department RTP criteria in a way that involves undergraduates in their research, scholarship and creative activity. We would like to see the Psychology department adopt a model that recognizes and supports the supervision of undergraduate research assistants, perhaps giving relevant faculty appropriate release time. We also would like to see undergraduate research projects given priority for collective space. These items will be discussed in the *Action Plan* at the end of the review.

Disability support services. The numbers of students served by Disability Services for Students (DSS) has increased in the years since the 2007 program review. This has meant that our faculty members have been asked to make more adjustments in the classroom to enhance the learning of DSS students. This means increased time in consultation with DSS, time spent making alternative preparation of classroom materials, and time spent developing pedagogical techniques that adapt to the students' DSS needs. While the faculty are committed to providing these services, it has also meant more time in classroom management and less time for classroom preparation and student involvement. The department would like to see more assistance with pedagogical adjustments and with delivery of the services to DSS students.

Information and Technology

Computers and the internet have changed the traditional classroom pedagogies, and the psychology department is using the new technologies. Yet we cannot say that our classroom technologies match those that most students carry in their back pockets. While we want to educate students in 21st century skills that intelligently and creatively use 21st century technology, we are not yet there. We would like to see improvements in this area.

Many if not most of the instructors use PowerPoint slides in almost every class session. We need working, stable, reliable LCD projectors. Our department faculty regularly report problems with using digital projectors—sometimes they will not work, there are problems with sound, web access is slow or doesn't work, projectors aren't delivered at the start of class, etc. Our students report that similar problems with digital projectors occur in all their classes "all the time." We all have stories of spending classroom time consulting with students or with Media Services on how to get the equipment to work. We want to emphasize that the campus media services staff is exceptionally helpful and professional, and that they go out of their way to help when we need them. We know that they do the best they can do given their resources. At the same time, the disruptions in classroom learning due to technology are continuous and frustrating.

While the department currently has two digital projector carts (one Mac, one PC) and one portable digital projector, which Media Services kindly help us with, these three projectors cannot meet our needs. Faculty and students have reported that even with these extra resources they sometimes cannot find an available working projector for presentations in and outside the classroom.

Additionally, internet speed is often extremely slow, and much class time is spent in waiting for YouTube videos to load, for email accounts to be accessed, and for PowerPoints to download from student accounts. The library has many excellent videos available for streaming in the classroom, yet in-class streaming is extremely unreliable. Freezing within a video is frequent. Many faculty avoid using streaming videos in the classroom due to these issues.

The department needs more seminar-sized classrooms (15 – 25 seating) with installed in-room digital projectors to accommodate student-centered pedagogies and what has become normative, expected digital technology. The department has priority on two classrooms, one of which seats 25 but has no digital projector (Stevenson 3042), and the other which has a digital projector but seats 50 (Stevenson 3046), so it cannot be used for small seminars, or even 25 – 35 person classes.

The internet is the medium of choice for many students, and the department is trying to stay current in its web and internet usage. Because of budget limitations, however, the department has very few resources to purchase new equipment or software and faculty members struggle to keep pace with the skills and expectations of students. The student computing laboratories are an excellent resource used by many of our faculty, but again, scheduling demands for these classrooms far outstrips supply.

Finally, while the department has an extensive set of web pages that we recently revised and updated to reflect changes to the department curriculum, because of limited time and resources, the department was unable to implement many possibilities (e.g., interactive videos, blogs, twitter feeds, Facebook links).

Facilities

Classroom space. As with the last program review, even though the number of psychology majors has increased significantly, the instructional space has not. The department needs more seminar-sized classrooms (15 – 25 seating) with installed in-room digital projectors to accommodate student-centered pedagogies and what has become normative, expected digital technology. As discussed above, the department has priority on two classrooms, one of which seats 25 but has no digital projector (Stevenson 3042), and the other which has a digital projector but seats 50 (Stevenson 3046), so it cannot be used for small seminars or even 25 – 35 person classes. We would like to have more variety in classroom space to reflect the variety of our pedagogies (seminar, small class, mid-sized class, large class), and have classrooms set up with working digital projectors, sound systems, and equipment for showing videos.

Research labs. The department has made some progress toward this recommendation with a shared research lab on the second floor of Stevenson Hall. (Table 17) Department research lab space now includes Heather Smith's lab, Elisa Velasquez' lab, an observation lab being reassessed with a needs analysis, two small biofeedback labs, and a very small unventilated room containing a computer equipped with video software.

Table 17. Research Lab, Research Assistants / Semester, Student Coauthored Publications & Presentations. Chaired Master's Theses. 2008 – 2013.

Faculty	Research Lab	Research Assistants / Semester	Coauthored Student Publications, Presentations	Chaired Master's Theses, Projects, Articles
Brassington	Office		2	
Callahan	Stevenson 2089 Office	4 - 15	4	
Garvin	Stevenson 2089 Office	4 - 6		
Gomes	Office			8
Hess	Office			5
Hillier	Office			1
McCabe	Office			28
Olson	Office			3
Smith	Stevenson 3052c Office	4 - 10	28	
Velasquez	Stevenson 3050 (rear) Stevenson 2089 Office	4 - 8	8	

Operational Budget

There is no funding, beyond the department's Operational Expenses (OE) budget, to cover teaching, research or scholarship-related expenses, such as computer equipment, memory, transcribers, and art supplies. Since 2007 the department chair, Dr. Gerryann Olson, has worked with private donors to fund needed equipment and supplies that were not funded through the School of Social Sciences or through the university. Donor contributions funded research lab equipment (one computer and printer for the collaborative lab, one computer for Dr. Smith's lab, two computers and surveillance cameras for the observation lab), individual research needs (portable biofeedback equipment for Dr. Brassington), a travel award (travel grant to Dr. Smith), student travel awards, classroom art supplies (Dr. Laury Rappaport, Dr. Geri Olson), and department equipment (two computers, an art-quality printer / scanner, video editing software).

Support Staff

The undergraduate program is supported by two excellent administrative staff members (Janet Henker, Mary Hanson) and a part-time student assistant. They are responsible for the 600 psychology majors, 113 minors, and 28 full-time and part-time faculty.

Summary Reflections of Major

The department's primary achievement since the last review in 2007 has been the reorganization of its major. The new major is divided into five Breadth areas (holistic, clinical / counseling, developmental, social / personality, cognitive / physiological) that comprise five core areas in the discipline of psychology. Four foundational courses (*Introduction to Psychology*, *Statistics*, *Psychology of Self-Discovery*, *Introduction to Research Methods*) offer students a common learning experience; a core knowledge base; and core skills in self-reflection, behavior change, statistical thinking, and research methods that serve as the foundation for the upper-

division major courses. Students must choose upper-division courses from 4 out of the 5 Breadth areas, and can add Electives that include internships and research methods courses.

Educational Effectiveness of Major. The department's direct and indirect assessments indicate that it is meeting its learning goals of self-reflection, knowledge base in psychology, application of theories and research, research methods, diversity understanding, and behavior change skills. Four of the six learning goals were assessed since the 2007 program review, and the results of the assessments were reflected on and generated changes in new versions of the courses involved. The department plans to assess the remaining two learning goals in the next round of assessments.

Indirect assessments indicate that the students are satisfied with the major and that they are learning the skills associated with the department's learning goals. Students continue to desire improved graduate school and career advising, and the department is discussing ways that we can achieve this. Overall, the department's curriculum, pedagogy, internships and co-curricular activities engage many of the AACU's high-impact educational practices—particularly collaborative assignments and projects, writing-intensive assignments, exploration of diversity, service learning, community-based learning, internships, and research experiences.

Dissemination of Findings. This document reflects corrections, comments and requests from tenure-track and tenured faculty. The final draft of the program review will be shared with department faculty, staff and students, and it will be posted on the department web site. Dr. Constance Jones, chair of the Psychology Department at CSU Fresno, is serving as the outside program evaluator.

Action Plan

The program review reveals a number of pressing issues for the department. The workload issues identified by the previous outside evaluator in 2007 remain. As of Spring 2013, there are 600 undergraduate majors and 10 full time faculty members (one of whom is retiring after the Spring 2014 semester). Adding the 113 minors, the department effectively has a student-faculty advising ratio of 89:1. This cannot be sustained.

Allocation of Resources

In order to continue offering courses for over 600 psychology majors, the department needs new tenure-track faculty and more resources. This need will increase as growth continues in the university. Although as we outline in this review, faculty, students and staff have accomplished a lot with very little, we do not see how this trend can continue. The department has discussed the possibility of a senior capstone course, but current pressure on numbers prevents us from offering it.

Increase Tenure-track Hires. The department is severely in need of new tenure-track hires to bring us to a 75:25 tenure / tenure-track to adjunct faculty ratio suggested by our 2007 outside reviewer, and to replace those who have retired. Our current tenure / tenure-track to adjunct faculty ratio is roughly 1:2 rather than the needed 3:1, which means that adjunct faculty members are teaching almost as many classes as are the tenured faculty. New hires will enable the department's tenure-track faculty to teach the core curriculum, with adjunct faculty supplementing the curriculum rather than teaching its core components.

The new curriculum requires students to take courses in five Breadth areas: holistic, clinical / counseling, developmental, social / personality, and cognitive / physiological. In order to meet the needs of 600 majors, we estimate that we need three tenured / tenure-track faculty members in each area, to bring us to 15 full-time faculty members. This means one to two new

hires each year for the next three or four years, as the outside evaluator recommended in 2007. (Table 18)

Table 18. Psychology Faculty Tenure-Track Hiring Needs.

Breadth Area	Current Faculty	Needs
Holistic	3	0
Clinical / Counseling	2	1
Developmental	2	1
Social / Personality	2	1
Cognitive / Physiological	0	3

The department's next priority hire is in the area of Cognitive / Physiological psychology. We are conducting a search in this area in Fall 2014.

Following this, the department's hiring priorities are in this order:

1. A cognitive / physiological hire in the area (cognitive psychology or neuroscience) not covered by the Fall 2014 hire. The areas of cognition and of neuroscience are the cutting edge areas of psychology today and are absolutely essential in a curriculum that is current in the field and that provides current research knowledge to students.
2. A late-life developmental psychologist. This important area is left vacant with Dr. Susan Hillier's retirement. The area of late-life development is expected to grow as the generation of baby boomers age. More funding and research is being directed to areas such as late-life well-being, behavioral and health interventions, social support, and death and dying. This hire might also participate in the Gerontology minor and help with gerontology internship placements and advising.
3. A clinical / counseling hire in the area of child clinical psychology. This hire will complement the current adult and family focus in the clinical / counseling Breadth area. Many of the department's majors are interested in working with children and adolescents so it is a core student interest area. It also is a synergistic hire with the child development expertise of Drs. Garvin and Velasquez in the developmental area.

Research lab space. Psychological research requires relatively little equipment or specially constructed space, in contrast with the biological sciences, for example. In typical psychology departments, faculty lab space is the norm and not the exception as it is at SSU. With relatively little initial expense for lab space and computer equipment, the department can develop the high-impact practice of collaborative research with undergraduates that educational experts identify as encouraging student success.

The department needs more research labs equipped with up-to-date computers, printers, and specific software to conduct research and analyze data. Faculty members who work with undergraduates need access to space (other than their office) in which to meet, collect data, enter and analyze data, and store data for at least five years post-publication.

The lack of adequate lab space for all faculty is a critical problem for the department and for future tenure-track hires. The most productive faculty member (Heather Smith) has an individual lab in which to conduct her work. Not having dedicated lab space limits faculty members' ability to work with students, mentor them in research, collect data and analyze it, transcribe interviews, and supervise students. Space within the department shapes where faculty members will spend their time outside of class—lack of space means that faculty will spend more

time off campus and away from students, than on campus and with students. If they cannot work on campus, motivated faculty members will build relationships and find support off campus. Experience suggests to us that these off-campus research collaborations are much less likely to include SSU students. Finally, if any department faculty hopes to compete successfully for federal research funding, the university must guarantee to the funding agencies that faculty members will be provided with adequate space for conducting any funded research.

Research lab space for the Cognitive / Physiological hire. The department needs a research lab and equipment (computers, printer) to accommodate the new Cognitive / Physiological hire who will start in Fall 2015. While research equipment needs vary, cognitive psychologists, cognitive neuroscientists, and neuroscientists use equipment such as eye-tracking software, EEG equipment, wearable biofeedback equipment, and wearable, portable cameras. Data analysis software is needed as well.

Dedicated department computer lab space. As we have described, the department must compete with every class within the university for computer lab space. The department's need for using computer lab space far exceeds the time that has been allotted to faculty and to psychology classes in the past. The *Introduction to Research Methods* class, for example, is a skills-based class that requires students to use computers to explore databases, access research articles, critically evaluate them, and conduct data analyses. This cannot be done now because the limits to computer lab access guarantee three to four class sessions per course per semester.

The department's goal is to broaden access to research methods courses and student research, and to have more classes across all the Breadth areas engage students in the research process. Access to computer lab resources is a fundamental step in reaching this department goal.

The department needs a dedicated computer lab accommodating 25 students with 24-hour access to students and faculty. A dedicated computer lab is fundamental in most psychology departments in the CSU system; even CSU Channel Islands, with a small psychology department, has one. Our need is to provide access so that faculty and students can work on research whenever needed, and not limit access because of competition with the rest of the university. Our goal is to have core required classes such as *Introduction to Research Methods* meet in the computer lab.

More importantly, we know that once this resource is available, we can create a culture of students interested in exploring the projects that their peers and faculty across the country are engaged in. Access to this resource will help students think critically about human science, the standards of scientific research, and how to construct studies in the field of psychology. Having the use of a 24-hour computer lab will improve the research productivity of faculty, catalyze more collaboration with students, and in the end, increase department productivity. Finally, these outcomes will make our students more competitive in the job market, in graduate school applications, and in graduate school.

Increase funding for release time for faculty research. The department offers no release time to faculty members conducting research, scholarship and creative activity, despite these areas constituting a core component of the faculty evaluation and tenure process. Every faculty member in the department must teach 12 units per semester. All faculty members conduct their research, scholarship and creative activity on unpaid overload. The department has consistently found that we cannot accommodate all student requests to engage in research—the demand is greater than the resources permit. Faculty members need time during the academic year, and the summer, to work with students.

The department is discussing options to provide release time for faculty research, scholarship and creative activity. Some departments offer assigned time to faculty members working with students on research projects, while other departments offer 3 units of rotating

release time. The department would like the School of Social Sciences and the university to recognize the needs in this area and to provide help with its funding.

Increase funding for release time for graduate program coordination. The department has not assigned release time to the graduate program coordinator since the last coordinator retired in 2008. The department would like to see this position funded. The graduate coordinator oversees the program and attends the University Graduate Studies Subcommittee of the Educational Policies Committee.

Increase funding for assessment. The department has four faculty members who are trained in educational assessment and program evaluation (Laurel McCabe, Heather Smith, Elisa Velasquez, Matthew Callahan). While they provide their expertise to the department in collaborating and consulting with colleagues in classroom learning goal assessments, they do so on overload. There is no release time or funding for their work. The department would like to see funding for assessment to insure that the department makes continuous progress on assessing how it meets its department goals, how individual classes conduct their outcomes assessments, and how the data is understood, discussed, and disseminated to faculty and students.

Classroom space. As with the last program review, even though the number of psychology majors has increased significantly, the instructional space has not. The department needs more seminar-sized classrooms (15 – 25 seating) with installed in-room digital projectors to accommodate student-centered pedagogies and what has become normative, expected digital technology. We would like to have more variety in classroom space to reflect the variety of our pedagogies (seminar, small class, mid-sized class, large class), and have classrooms set up with working digital projectors, sound systems, and equipment for showing videos.

Information technology. The department regularly uses digital technology in classes and offices. We would like to see the university invest more in the technology infrastructure so that all classrooms are equipped with dual-boot computers, digital projectors, and reliable high-speed internet access. Additionally, we would like to see instructional technology equipment regularly updated and student staffing in Media Services increased to make sure that digital projectors and equipment arrive in classrooms before the start of class. These improvements will enable our faculty to implement the core learning goals that drive our teaching.

Operational budget. The department's operational budget pays for little beyond office supplies and Xeroxing. We would like to see the department OE budget increased to reflect the real needs of the department.

The department receives some money from release time assignments for committee work and for graduate program teaching. This money goes to supplement OE allocations from the School of Social Sciences, and is used to hire adjunct faculty members. Since 2007 the chair of the department has worked with private donors to provide needed office equipment, classroom supplies, and travel funds for students and faculty. While we appreciate the extra money received from release time assignments and from the chair's work and the donors' generosity, we know that our department allocations must be increased to meet our everyday operating needs, to update technology equipment, and to support faculty and student research and travel.

Regulate Major and Minor Numbers

Given the very high department student-faculty ratio, the department must take steps to regulate the number of majors and minors. We have discussed additional supplementary criteria to enter the major, such as prerequisite courses, GRE scores, and raising the entering G.P.A. (now at 3.0). The department will continue to discuss these options. The department has also considered pausing the minor (there are 113 minors in spring 2013) until we increase our tenure / tenure-track faculty numbers.

Improve Graduate School and Career Advising

Independent of the extremely high advising load in the department (at 89:1 it is unsustainable), the department would like to improve its graduate school and career advising. We already offer a *Careers in Psychology* class and a lecture series, *Dialogue Series*, that invites psychology professionals to come and speak about their work. Psi Chi, the national honor society in psychology, offers noontime talks in which guest speakers from the faculty and from the community speak about careers and graduate training in psychology.

The department is discussing other options to improve in this area, such as the use of an online resource, the Kuder Career Advising program, as a possible resource for students.

Increase Mental Health Internships

The department observes that student enrollment for supervised units in community mental health internships decreased in the 2012-13 academic year. We surmise that this is due to the 16-unit registration cap. The internship coordinator has observed that students are still doing internships, but are not receiving academic credit for them. We would like to explore ways of working with the 16-unit cap so that students who wish to receive academic credit can still do so. Perhaps this can be done with a review of potential numbers of internship students, and the potential effect on meeting target for the School of Social Sciences and the university.

Increase Faculty Diversity

The department is committed to increasing our faculty diversity. As we receive more tenure-track hires, we will be mindful of this commitment in the hiring process. We take care to advertise tenure-track positions nationally in arenas that increase the likelihood of receiving applications from members of diverse communities.

Department Master's Program

Sustainability. As discussed in the review, the department's assessment is that the current hybrid model of our master's program—one that is academically coordinated and supervised by the department, but administered by the School of Extended Education—is not sustainable. The graduate program brings many benefits to the department and the university. However, blending it with Extended Education as the hybrid model requires, has led in the past to systemic misunderstandings about probationary faculty teaching load expectations, particularly for new tenure-track hires. It has also led in the past to the department's loss of authority in setting the standards for, and evaluating, new probationary faculty's teaching and service in the university RTP process. For this reason the department would like to engage in discussions about other non-hybrid models for the master's program. The department has no immediate or pressing concern with the program model. This is a long-term sustainability issue, and we expect that this discussion will continue over the next few years.

Undergraduate-graduate teaching ratio. The department maintains its commitment to an undergraduate-graduate teaching ratio of at least 50% undergraduate teaching. This is particularly important for probationary faculty teaching in the master's program. Additionally, the department notes that the department RTP guidelines specify that evaluated classes of probationary faculty are at the undergraduate level.

8 November 2014

Appendix A. Listing of Internship Sites. 2007 – 2013.

3 Angels Children and Family Services: Case Manager Assistant
Aegis of San Rafael: Care Manager
All Children Academics: Intern
All Children Academics: Kindergarten/ Pre-school Aide
Anka BHI, Casa Rohnert Park: Mental Health Rehab Worker
Area Board 4 Developmental Disabilities: Volunteer Advocate
Becoming Independent: Intern
Boys and Girls Clubs of Greater Santa Rosa: Recreation Aide
Bureau of Jewish Education: Camp Counselor
California Autism Foundation - A Better Chance School: Educational Specialist
California Parenting Institute: Supervised Visit/Child Care Intern
Canyon Manor MHRC: Social Services Intern
CASA: Court Appointed Special Advocates
Catholic Charities Family Support Center: Intern
Center for Domestic Peace: Intern
Child Start Inc.: Behavioral Health Trainee
Children's School: Teacher's Aide
Circle of Sisters: Volunteer/Intern
Circle of Sisters : Co-facilitator
Clausen House Social Service Agency: Developmental Disabilities Activity Teacher Aide
Community Action Partnership of Sonoma County: Development/Communication Associate
Community Action Partnership of Sonoma County: Parenting Instructor
Community Action Partnership of Sonoma County: Youth Service Intern
Environmental Traveling Companions: Sea Kayaking Intern
Environmental Traveling Companions: White Water Rafting Intern
Environmental Traveling Companions: Cross-Country Skiing Intern
Family Life Center: Counselor
Friends Outside: Jail Drop-in Center Staff
Greenacre Homes Inc.: Counselor
Heartland Hospice: Bereavement Volunteer/Friendly Visitor
Home For New Beginnings: Intern
Humane Society Forget Me Not Farm: Animal Assisted & Horticultural Therapy Assistant
The Institute of Noetic Science: Research Internship
Kid Street Learning Center: Assistant to Social Worker
Lake County Mental Health: Mental Health Specialist
Lifehouse Agency: Supported Living Counselor
Myersbrook Supported Living Agency: Personal Assistant/Skills Mentor
North Bay Veterans Resource Center: Intern
Pacific Institute: MFT Intern/Trainee
Positive Images: Youth Assistant Intern
Private Home: Aide for mildly autistic 9 yr. old boy: Healdsburg
Private Home: Child Care Assistant
Private Home: Child Facilitator
Private Home: Respite and/or Instructional Aide

Private Home: Tutor for 13-yr-old autistic girl
Renaissance Healing and Learning center: Student Intern/Aide
Rohnert Park Animal Shelter: Volunteer Coordinator
Santa Rosa Memorial Hospital: Intern
Sonoma County Job Link: Client Service Assistant
Sonoma County Legal Services Foundation: Visitation Program Intern
Son Rise Program: Playroom Child Facilitator
SSU Residential Life: Community Service Advisor
Suicide Prevention and Community Counseling: Telephone Hotline Counselor
The Swain Center: Social Skills Aide
Verity: Counselor
Verity: Crisis Line Counselor
Valley of the Moon Children's Home: Intern
Victor Treatment Centers: Residential Counselor
West County Community Services: Youth Mentor
YWCA of Sonoma County: Outreach Intern
YWCA of Sonoma County Special Place Preschool: Assistant
YWCA of Sonoma County Domestic Violence Services: Family Advocate Intern

Appendix B. Faculty Curriculum Vitae.

Appendix C. Listing of Professional Organizations to Which Department Faculty Belong.

American Association of Art Therapy
American Association of Gestalt Therapy
American Psychological Association
 Divisions 2, 8, 9, 12, 26, 32, 38, 48
American Psychological Society
American Psychotherapy Association
American School Counselor Association
Association for the Advancement of Applied Sport Psychology
Association for the Advancement of Gestalt Therapy
Biofeedback Society of California
California Association of Marriage and Family Therapy
European Association of Social Psychology
Focusing Institute
International Association for the Study of Dreams
International Association of Jungian Studies
International Expressive Arts Therapy Association
International Society of Justice Researchers
National Association of Professional Gerontologists
National Authors Guild
Redwood Empire California Association of Marriage and Family Therapy
Society for Experimental Social Psychology
Society for Research in Child Development
Society for the Psychological Study of Social Issues
Society for the Teaching of Psychology
Society of Behavioral Medicine
Society of Personality and Social Psychology
Western Psychological Association

Appendix D. Listing of Journals Refereed or Reviewed by Faculty.

American Journal of Preventive Medicine
Annals of Behavioral Medicine
Applied Psychology: An International Review
Association for the Advancement of Gestalt Therapy
Basic and Applied Social Psychology
British Journal of Social Psychology
Depth Insights: the e-zine
Dreaming
Emotion and Motivation
European Journal of Social Psychology
European Psychologist
Exercise and Sports Science Reviews
Gestalt Journal of Australia and New Zealand
Group Processes and Intergroup Relations
Health Psychology
International Journal of Behavioral Medicine
International Journal of Psychology
Journal of Abnormal Psychology
Journal of Adolescent Health
Journal of Applied Social Psychology
Journal of Experimental Social Psychology
Journal of Personality and Social Psychology
Person Centered Journal
Personality and Social Psychology Bulletin
Personality and Social Psychology Quarterly
Personality and Social Psychology Review
Perspectives on Psychological Research
Political Psychology
Psychological Science
Psychology of Women Quarterly
Self and Identity
Social and Personality Compass
Social and Psychological Science
Social Justice Research
Social Psychology Quarterly
The Gestalt Review
The Sociological Quarterly
Sex Roles