SCHOOL OF LIBERAL ARTS

PSYCHOLOGY AND ENGLISH PROGRAM PRESSURE TESTS

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Georgia Gwinnett COLLEGE
What is a pressure test and why do one?

- GGC Program Academic Maps – pathways to graduation in four years
- Impediments to student progress towards graduation: Logical pressure points and data regarding them
- Conclusions and recommendations
Impediments to student progress towards graduation

1) **Credits taken**: If the student is unable to, or chooses not to, take sufficient credits each semester.

2) **Course sequencing**: If a student is not properly advised, or fails to take the advice given, regarding course sequencing.

3) **Course completion**: If the student does not achieve the requisite course grade to advance.

4) **Course offerings**: If the program is unable to offer a sufficient number of required course sections at diverse days/times to meet student demand/need.
GGC Psychology Program Fast Facts

**Majors:** 972 majors (Fall 2019, Spring 2020)

**Gender:** Female: 76.4%; Male: 23.6%

**Age:** Traditional age 86.1%; Ages 18-22: 63.4%

**Race/Ethnicity:**
Black or African American: 43.5%; White: 25.6%; Hispanic: 24.5%; Asian: 5.9%; Multiracial: 5.6%

**Graduates:** 116 over Summer 2019, Fall 2019, and Spring 2020. 10.3% of all GGC graduates in the academic year
# Psychology Program Academic Map

This academic map is a suggested four-year schedule of courses based on degree requirements in the GGC catalog. This sample schedule serves as a general guideline to help build a full schedule each term. **Missing milestones could delay your program.**

## FRESHMAN FALL
- **ENGLISH COMPOSITION 1**
  - ENGL 1101
  - 3 hours

- **MATH**
  - MATH 1401 (strongly preferred) or MATH 1001 or MATH 1111
  - 3 hours

- **ITEC 1**
  - ITEC 1001
  - 4 hours

- **AMERICAN GOVERNMENT**
  - POLS 1101
  - 3 hours

- **INTRODUCTION TO PSYCHOLOGY**
  - PSYC 1102
  - 3 hours

**TOTAL RUNNING TOTAL:** 16

## FRESHMAN SPRING
- **ENGLISH COMPOSITION 2**
  - ENGL 1102
  - 3 hours

- **NATURAL SCIENCE 1**
  - BIOL 1101K, CHEM 1151K or PSCI 1101K
  - 4 hours

- **U.S. HISTORY**
  - HIST 2111 OR 2112
  - 3 hours

- **ABNORMAL PSYCHOLOGY**
  - PSYC 2400
  - 3 hours

- **LIFESPAN DEVELOPMENT**
  - PSYC 2500
  - 3 hours

**TOTAL RUNNING TOTAL:** 16

## FRESHMAN SUMMER
- **FIND A VOLUNTEER SERVICE OPPORTUNITY**

## SOPHOMORE FALL
- **NATURAL SCIENCE 2**
  - BIOL 1102, CHEM 1152K or PSCI 1102
  - 3 hours

- **ITEC 2**
  - ITSE 2110 or 2120
  - 4 hours

- **HUMANITIES / FINE ARTS 2**
  - RELN 1101 / GEOG 1101 / 2000-LEVEL FOREIGN LANGUAGE
  - 3 hours

- **WRITING IN PSYCHOLOGY**
  - PSYC 2010
  - 3 hours

- **INTRODUCTION TO NEUROSCIENCE**
  - PSYC 3210
  - 3 hours

**TOTAL RUNNING TOTAL:** 16

## SOPHOMORE SPRING
- **SOCIAL SCIENCE**
  - SOCI 1101/ANTH 1102
  - 3 hours

- **GENERAL ELECTIVE COURSE (ANY LEVEL)**
  - 3 hours

- **HUMANITIES / FINE ARTS 1**
  - MUSC 1101 / ARTS 1100 / ENGL 2111, 2112, 2121, 2122, 2131, or 2132 / FILM 1005
  - 3 hours

- **SOCIAL PSYCHOLOGY**
  - PSYC 3301
  - 3 hours

- **STATISTICS FOR BEH. SCIENCES**
  - PSYC 3020
  - 4 hours

**TOTAL RUNNING TOTAL:** 16

## SOPHOMORE SUMMER
- **FIND A VOLUNTEER SERVICE OPPORTUNITY**
  - GET AN INTERNSHIP

- **PLAN TO STUDY ABROAD NEXT SUMMER**
This map is not a substitute for academic advisement—contact your advisor if you have any questions about scheduling or about your degree requirements. Also see the current undergraduate catalog for a complete list of requirements, electives, and pre-requisites. Note: Requirements are continually under revision, and there is no guarantee they will not be changed or revoked; contact the department and/or program area for current information. Specific summer courses may not be offered as planned. Created based on the GGC Psychology Program requirements.

Scheduling Tips:
Psychology major credits taken by year

- Over three years, Psychology majors have taken on average 11.86 credits where the semester-to-semester variability was low.

- The minimum semester average was 11.74 (Fall 2018) and the maximum semester average was 12.0 (Fall 2017).

- Over the same time period 14.8% took 8 or fewer credits, 16.3% took 9-11, 51.1% took 12 to 14, and 17.8% took 15 and above.
The psychology major has a number of required core content courses that can be taken with only PSYC 1102 as a prerequisite (2400, 2500, 3100, 3110, 3210, 3301).

However, the core foundation courses are sequenced such that PSYC 2010 is a prereq for PSYC 3000 and many other 3000 level specialization courses; PSYC 3020 is a prereq for PSYC 3030, and; PSYC 3030 is a co-req for PSYC 4600 and a prereq for all other PSYC 4000 level...
Failure rate in core PSYC courses

% of Students Receiving D or F Grades in Each Required Psychology Course

<table>
<thead>
<tr>
<th>PSYC Course</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1102</td>
<td>15</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
</tr>
<tr>
<td>2400</td>
<td>10</td>
</tr>
<tr>
<td>2500</td>
<td>15</td>
</tr>
<tr>
<td>3000</td>
<td>20</td>
</tr>
<tr>
<td>3020</td>
<td>30</td>
</tr>
<tr>
<td>3030</td>
<td>10</td>
</tr>
<tr>
<td>3100</td>
<td>5</td>
</tr>
<tr>
<td>3110</td>
<td>30</td>
</tr>
<tr>
<td>3210</td>
<td>5</td>
</tr>
<tr>
<td>3301</td>
<td>20</td>
</tr>
<tr>
<td>4600</td>
<td>25</td>
</tr>
</tbody>
</table>
Withdraw/incomplete rate in core PSYC courses

% of Students Receiving W, WF, or I Grades in Each Required Psychology Course

PSYC Course

% Students

Georgia Gwinnett COLLEGE
Explanations for DFW rates in program courses

- Individual faculty teaching / grading practices?
- Challenging material?
- Better pre-requisites needed?
- Timing of course selection—better advising?
The DFW rate for area A to E courses for PSYC majors in the Fall 2016 to Fall 2019 timeframe has been consistently 25 to 29% overall.

The area A to E courses that Psychology majors struggle with most are reported in the table showing the five highest D/F/W rates by semester for courses that at least five students enrolled in; reported as course, % D/F/W (total number of PSYC majors who took that course that semester).

<table>
<thead>
<tr>
<th>Semester</th>
<th>1st rank course</th>
<th>2nd rank course</th>
<th>3rd rank course</th>
<th>4th rank course</th>
<th>5th rank course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>CHEM 1151K, 75% (8)</td>
<td>HIST-1112, 61% (18)</td>
<td>MATH-1111, 52% (44)</td>
<td>ENGL-1101, 41% (88)</td>
<td>PSCI-1101K, 39% (18)</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>CHEM 1151K, 71% (7)</td>
<td>MATH-1111, 47% (17)</td>
<td>HIST 1121, 40% (10)</td>
<td>ITEC-2110, 36% (61)</td>
<td>HIST-1122, 31% (13)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>PSCI-1101K, 65% (23)</td>
<td>ECON-2100, 50% (6)</td>
<td>HIST-1122, 43% (14)</td>
<td>CHEM-1115K, 42% (12)</td>
<td>MATH-1111, 33% (45)</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>CHEM-1151K 57% (7)</td>
<td>MATH-1111, 53% (34)</td>
<td>MUSC-1100, 43% (37)</td>
<td>ITEC-1001, 37% (79)</td>
<td>MATH-1001, 36% (22)</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>CHEM-1151K 64% (11)</td>
<td>MATH-1111, 52% (23)</td>
<td>ITEC-2120, 46% (13)</td>
<td>ENGL-1102, 41% (90)</td>
<td>RELN-1100, 38% (68)</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>CHEM-1151K, 54% (13)</td>
<td>MATH-1111, 50% (20)</td>
<td>PSCI-1101K, 47% (19)</td>
<td>ITEC-2120, 46% (13)</td>
<td>MATH 1001, 38% (29)</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>CHEM-1151K, 54% (13)</td>
<td>ITEC-2120, 50% (10)</td>
<td>MATH-1111, 47% (30)</td>
<td>MUSC-1100, 43% (51)</td>
<td>PSCI-1101K, 42% (31)</td>
</tr>
</tbody>
</table>
Strong efforts to offer the correct number of sections for each of the required courses, at diverse days/times to meet student need.

Created using years of enrollment data and allows for multiple sections of each of the core foundation courses (1102, 2010, 3000, 3020, 3030, and 4600) and the core content courses (2400, 2500, 3100, 3110, 3210, 3301).

Allows for approximately 10 sections of 3000 level specialization courses and 6 sections of 4000 level specialization courses each semester.

### Psychology Two Year Plan
(Adopted Nov 1, 2018; two year rotation begins Fall 2019)

<table>
<thead>
<tr>
<th># of sections</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSYC 1102 Introduction to Psychology [35 sections]</strong></td>
<td>PSYC 1102 Introduction to Psychology [27 sections]</td>
<td>PSYC 1102 Introduction to Psychology (35)</td>
<td>PSYC 1102 Introduction to Psychology (27)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 2500 Lifespan Developmental Psychology [12]</strong></td>
<td>PSYC 2500 Lifespan Developmental Psychology (11)</td>
<td>PSYC 2500 Lifespan Developmental Psychology (12)</td>
<td>PSYC 2500 Lifespan Developmental Psychology (11)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 3000 Applications in Psychology [3]</strong></td>
<td>PSYC 3000 Applications in Psychology (3)</td>
<td>PSYC 3000 Applications in Psychology (3)</td>
<td>PSYC 3000 Applications in Psychology (3)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 3030 Research Methods and Design [4]</strong></td>
<td>PSYC 3030 Research Methods and Design (5)</td>
<td>PSYC 3030 Research Methods and Design (4)</td>
<td>PSYC 3030 Research Methods and Design (3)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 3100 Learning and Behavior [2]</strong></td>
<td>PSYC 3100 Learning and Behavior (2)</td>
<td>PSYC 3100 Learning and Behavior (2)</td>
<td>PSYC 3100 Learning and Behavior (2)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 3110 Cognitive Psychology [2]</strong></td>
<td>PSYC 3110 Cognitive Psychology (2)</td>
<td>PSYC 3110 Cognitive Psychology (2)</td>
<td>PSYC 3110 Cognitive Psychology (2)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 3120 Sensation and Perception [1]</strong></td>
<td>PSYC 3120 Sensation and Perception (0)</td>
<td>PSYC 3120 Sensation and Perception (1)</td>
<td>PSYC 3120 Sensation and Perception (0)</td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 3130 Cognitive Neuroscience [0]</strong></td>
<td>PSYC 3130 Cognitive Neuroscience (1)</td>
<td>PSYC 3130 Cognitive Neuroscience (0)</td>
<td>PSYC 3130 Cognitive Neuroscience (1)</td>
<td></td>
</tr>
</tbody>
</table>
Conclusions and recommendations

1) Work with GGC stakeholders to improve overall ability for students to enroll full-time (e.g. financial aid).

2) Continue to work with students on proper course sequencing (e.g. via mentoring or professional academic advising).

3) Hire additional psychology faculty to enable additional course offerings to meet student need.

4) Make MATH 1401 Basic Statistics the “strongly recommended” Area A option for Psychology majors.
5) Continue to explore methods to improve psychology major performance in PSYC 2010 Writings in Psychology and PSYC 3020 Statistics for the behavioral sciences.

6) Advise psychology majors to consider BIOL for their Area D requirement unless they have a strong desire or need for the CHEM or PSCI options.

7) Advise psychology majors to consider the ITEC 2110 Digital Media course for their Area D requirement unless they have a strong desire or need for ITEC 2120 Introduction to Programming.

8) Continue pressure testing to track progress on the impediments described above.
English program structure

- **Four Concentrations**
  - Language and Literature
  - Interdisciplinary Studies
  - Writing and Rhetoric
  - Educator Prep Program (with School of Ed)

- **Four required courses of All Majors**
  - ENGL 2111/2112 World Literature I or II
  - ENGL 3040 Language and Linguistics
  - ENGL 4000 Internship
  - ENGL 4850 Senior Seminar

- **Two required Content Areas and Foreign Language**
  - Language and Literature (3 courses)
  - Writing and Rhetoric (2 courses)
  - Intermediate Foreign Language Competency

- **Concentration specific required courses, e.g. in Writing & Rhetoric**
  - ENGL 2801 Intro to Rhetorical Studies
  - ENGL 3600 Advanced Composition

- **Concentration Area Electives**
**English Writing & Rhetoric Concentration Map**

This academic map is a suggested four-year schedule of courses based on degree requirements in the GGC catalog. This sample schedule serves as a general guideline to help build a full schedule each term. **Missing milestones could delay your program.**

<table>
<thead>
<tr>
<th>FRESHMAN FALL</th>
<th>FRESHMAN SPRING</th>
<th>FRESHMAN SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Hours</td>
<td>Course</td>
</tr>
<tr>
<td>ENGL 1101</td>
<td>3</td>
<td>ENGL 1102</td>
</tr>
<tr>
<td>MATH 1001</td>
<td>3</td>
<td>MATH 2111 OR 2112</td>
</tr>
<tr>
<td>ITC 1001</td>
<td>4</td>
<td>DIGITAL MEDIA</td>
</tr>
<tr>
<td>NSCI 110X, BOL 110X, or CHEM 115X</td>
<td>4</td>
<td>NSCI 110X, BOL 110X, or CHEM 115X</td>
</tr>
<tr>
<td>PHED 1111</td>
<td>1</td>
<td>FOREIGN LANGUAGE OR 2XXX GENERAL ELECTIVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPAN 100X, FREN 100X, CHIN 100X</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>TOTAL</td>
</tr>
<tr>
<td>RUNNING TOTAL</td>
<td>15</td>
<td>RUNNING TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE FALL</th>
<th>SOPHOMORE SPRING</th>
<th>SOPHOMORE SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Hours</td>
<td>Course</td>
</tr>
<tr>
<td>ENGL 2120, 2111, 2112</td>
<td>3</td>
<td>ENGL 200X</td>
</tr>
<tr>
<td>ENGL 200X</td>
<td>3</td>
<td>AMERICAN/BRITISH LITERATURE</td>
</tr>
<tr>
<td>ENGL 2122, 2125, 2112 (not already completed)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POLS 1101</td>
<td>3</td>
<td>SOCIAL SCIENCE</td>
</tr>
<tr>
<td>FREN 1101, GEOG 1101</td>
<td>3</td>
<td>PSYC 1002/PSYX 1101</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>HISTORY</td>
</tr>
<tr>
<td>ENGL 1111, 1112, 1121, 1122, 2111, or 2112</td>
<td>3</td>
<td>FOREIGN LANGUAGE OR 2XXX GENERAL ELECTIVE</td>
</tr>
<tr>
<td>SPAN 100X</td>
<td>3</td>
<td>SPAN 200X, FREN 200X, CHIN 200X</td>
</tr>
<tr>
<td>PHED 1101</td>
<td>1</td>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>Any PHED except 1101</td>
<td>1</td>
<td>Any PHED except 1101</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>TOTAL</td>
</tr>
<tr>
<td>RUNNING TOTAL</td>
<td>47</td>
<td>RUNNING TOTAL</td>
</tr>
<tr>
<td>JUNIOR FALL</td>
<td>JUNIOR SPRING</td>
<td>JUNIOR SUMMER</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>LANGUAGE/LITERATURE REQUIREMENT (ENGL 300L, ENGL 300X) (THAT SATISFIES L/L REQUIREMENT)</td>
<td>ENGLISH LANGUAGE &amp; LINGUISTICS (ENGL 3040)</td>
<td>FIND A VOLUNTEER SERVICE OPPORTUNITY</td>
</tr>
<tr>
<td>ADVANCED COMPOSITION (ENGL 3600)</td>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td>GET AN INTERNSHIP</td>
</tr>
<tr>
<td>WRITING/RHETORIC REQUIREMENT (ENGL 3000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td>STUDY ABROAD</td>
</tr>
<tr>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td></td>
</tr>
<tr>
<td>GENERAL ELECTIVE (ENGL 3000/4000)</td>
<td>GENERAL ELECTIVE (ENGL 3000/4000)</td>
<td></td>
</tr>
<tr>
<td>SENIOR FALL</td>
<td>SENIOR SPRING</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE/LITERATURE REQUIREMENT (ENGL 3000/4000) (THAT SATISFIES L/L REQUIREMENT)</td>
<td>LANGUAGE/LITERATURE REQUIREMENT (ENGL 3000/4000) (THAT SATISFIES L/L REQUIREMENT)</td>
<td></td>
</tr>
<tr>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
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<tr>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td>WRITING/RHETORIC ELECTIVE (ENGL 3000/4000) (THAT SATISFIES W/R REQUIREMENT)</td>
<td></td>
</tr>
<tr>
<td>ENGLISH INTERNERNHIPS (ENGL 4000)</td>
<td>SENIOR SEMINAR (ENGL 4050)</td>
<td></td>
</tr>
<tr>
<td>GENERAL ELECTIVE (ENGL 3000/4000)</td>
<td>GENERAL ELECTIVE (ENGL 3000/4000)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL 15</strong></td>
<td><strong>TOTAL 15</strong></td>
<td><strong>TOTAL 15</strong></td>
</tr>
<tr>
<td><strong>RUNNING TOTAL 78</strong></td>
<td><strong>RUNNING TOTAL 93</strong></td>
<td><strong>FIND A VOLUNTEER SERVICE OPPORTUNITY</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>GET AN INTERNSHIP</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>STUDY ABROAD</strong></td>
</tr>
</tbody>
</table>

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English majors have taken 11.68 credits on average.

The minimum semester average was 11.46 (Spring 2017) and the maximum semester average was 11.93 (Fall 2018).

Over the same time period 14.9% have taken 8 or fewer credits, 17.3% have taken 9-11, 48.7% have taken 12 to 14, and 19.1% have taken 15 and above.
### ENGL courses with highest DFW rates

<table>
<thead>
<tr>
<th>COURSE</th>
<th>%DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-2111 World Literature I</td>
<td>37%</td>
</tr>
<tr>
<td>ENGL-3870 Basic News and Reporting</td>
<td>29%</td>
</tr>
<tr>
<td>ENGL-3880 Writing and Digital Media</td>
<td>29%</td>
</tr>
<tr>
<td>ENGL-4410 Studies in Neo/Restoration Lit</td>
<td>21%</td>
</tr>
<tr>
<td>ENGL-3600 Advanced Composition</td>
<td>21%</td>
</tr>
</tbody>
</table>

BLUE = Included in Ed Prep Program
Explanations for DFW rates in program courses

- Individual Faculty grading practices?
- Challenging material?
- Better pre-requisites needed?
- Timing of course selection—better advising?
- Sample size too small (3000/4000 level sample size approx. 45)?
The DFW rate for Area A to E courses averaged 24.9%, with 5 of the 7 semesters falling in the 23% - 26% range.

The Table shows the five highest D/F/W rates by semester for courses that had more than five students enrolled; reported as course, % D/F/W (total number of ENGL majors who took that course that semester).
Obstacles in the gen ed core

- Presence of ENGL courses in the Core DFW list
  - A grade of “W” accounts for one third of the DFW rate for English majors in ENGL 1101/1102. Students withdrawing not (necessarily) failing.
  - DFW rates in ENGL 1101/1102 potentially skewed by students who have AP or dual-enrollment credit in ENGL 1101/1102. Only 80% of English majors take ENGL 1101. Presumably these would be high performers.

- MATH courses
  - English majors prove more successful in MATH 1001 (DFW 29.8% across 83 students) as opposed to MATH 1111 (DFW 39.4% across 56 students).

- HIST courses
  - HIST courses were in the top five DFW rates in 5 of the 7 semesters in question with a DFW rate of 26%. However this is in line with the average DFW rate of English majors (24.9%) in Core classes.
The English Program makes every effort to offer the correct required courses in the proper semester sequencing and at appropriate days/times to meet student need.

The primary obstacle in this area is the cancellation of courses due to lower enrollment numbers (<12 students).

Because the demand on English faculty to teach ENGL 1101 and 1102 is very high, staffing resources are at times pulled from upper-level ENGL courses to meet that demand.
Conclusions and recommendations

1) Work with GGC stakeholders to improve overall ability for students to enroll full-time (e.g. admissions, financial aid, professional advising).

2) Continue to work with students on proper course sequencing (e.g. via mentoring or professional academic advising).

3) Advise the selection of MATH 1001 as the most appropriate Area A option for English majors.

4) Advise English majors to delay taking HIST required courses until after ENGL 1102 (or at least 1101) has been completed.
Conclusions and recommendations cont.

5) Advise English majors to consider PSCI for their Area D requirement unless they have a strong desire or need for the CHEM or BIOL options.

6) Identify English majors in ENGL 1101 and 1102 and offer mindset/community building support structure to mitigate Withdraw rates (if such withdrawals are indeed a result of issues pertaining to academic mindset—if not, interview these students to collect data on the reasons behind course abandonment).

7) Advocate for a focus on Retention and Graduation within the Program that is valued on par with (or above) initial enrollment of first-year students in ENGL 1101/1102.

8) Continue pressure testing to track progress on the impediments described above.
Any questions?
Questions to consider for your institution

- Has your program (or the programs in your school/college) done pressure testing in the last few years? If so, did they share their results and, if not, why do you think they did not do pressure testing?

- What other offices might have insight and/or data to contribute to program pressure testing at your institution?

- Should institutions formalize pressure testing for all (some?) programs? How often?

- Should institutions formalize a process to act on results from program pressure testing?
1) **Area D Requirement**: CHEM-1151K is consistently the hardest course for PSYC majors to pass with 59.6% receiving a D, F, or W grade across the semesters. Biology is the recommended Area D sequence for Psychology majors in the Academic Map as these courses best prepare them for content covered in required and optional neuroscience-related PSYC coursework.

2) Area A quantitative skills and reasoning requirement. MATH 1001 rose to the top five DFW rates in two of the seven semesters above and the overall average was 32%, 5.4 points above the overall course DFW rate of 26.6%. **MATH 1111 was more problematic for PSYC majors showing consistently high DFW rates, featuring in the top five in all semesters above and averaging at 47.7% overall.** As of 2019-2020, MATH 1401 Basic Statistics is the “strongly recommended” Area A option for Psychology majors.

3) Area D ITEC requirement. ITEC 2110 Digital Media rose to the 4th ranked DFW rate in Spring 2017 it is more often below the overall DFW rate, averaging 21.3%. **ITEC 2120 Introduction to Programming was one of the top five DFW rates in Fall 2018, Spring 2019, and Fall 2019 with averages above 45% in all three cases.** Psychology majors should choose the ITEC course that is most suitable for their career plans and interests.
4) Area A English requirements. ENGL 1101 and ENGL 1102 were each in the top five DFW rates in one semester above and average at 29.9% and 30.3% respectively, 3 to 4 points above the overall course DFW rate of 26.6%.

5) Area E History requirements. HIST 1112 and HIST 1121 were each in the top five DFW rates in one semester above while HIST 1122 was in the top five DFW rates in two semesters above. However, most semesters each of these three courses fall near or below the overall course DFW rate suggesting they do not pose an unusual concern regarding overall pass rates for psychology majors.

6) Area C. MUSC 1101 rose to the top five DFW rates in two semesters above but it was equal to or below the overall DFW rate for four semesters showing high variability and averaging 29.0%.

7) Area A ITEC 1001 Introduction to Computing. While this course rose to the 4th ranked DFW rate in Spring 2018 it more often is below the overall DFW rate, averaging 25.7%.