CSUH Psychology Department
Outcomes Assessment

Mission Statement: The mission of the Department of Psychology at California State University, Hayward is to encourage and advance learning in the field of psychology, and encourage among its students and faculty a lifelong enthusiasm for intellectual activity, including basic research, the integration of knowledge, and the application of scholarship to practical problems. This mission is consistent with the University’s mission.

Goals: The primary goals of the Department are to enable our students to:

- Develop scientific thinking and methodological skills
- Master the content and theory of the field of psychology
- Apply psychology and prepare for careers.

In addition, our Department has secondary goals which further enhance the education of all students. These goals are to enable our students to:

- Demonstrate information competence, including using current technology
- Develop written and oral communication skills
- Understand the complexities of cultural diversity
- Enhance personal development.

These primary and secondary goals are consistent with our Mission Statement and with goals outlined in 1999 by 48 CSU psychology faculty representing 19 CSU campuses.

This document presents: first, the Department’s approaches to achieving our goals; second, the performance indicators we currently use to assess those goals and the perceived learning outcomes; and third, our future plans.

Current Approaches to Achieving Our Goals

Goal 1: Developing Scientific Thinking and Methodological Skills

The definitive feature of scientific thinking is the requirement to base conclusions on carefully collected data, rather than common sense, deeply felt beliefs, authoritative sources, cultural wisdom, laws, or other sources of knowledge. Learning this habit of thought is one important path to thinking clearly.

Methodological skills in psychology include a variety of research and practice techniques. All of these techniques make use of scientific thinking and of skills in data collection, measurement, and data analysis, but they vary considerably in detail.
Research psychologists tend to specialize around their methods, rather than around content domains. For example, some methodological specialties include measuring nervous system activity directly, collecting reaction-time measures with computers, observing natural behavior in the field, collecting survey information, setting up artificial situations in laboratory settings and carefully measuring responses, and so forth.

Practicing psychologists also tend to specialize around their methods. Some methodological techniques useful in practice include testing and assessment, clinical diagnosis, program evaluation, techniques for personnel selection, job analysis, and performance appraisal.

We emphasize scientific thinking in all of our courses. The usual form of instruction in content courses is to present empirical findings and explore how they relate to various theoretical interpretations. This approach requires students to develop and hone their scientific thinking skills repeatedly. Research and practice techniques commonly used in each content area are also described in content courses. With repeated exposure, students gradually become familiar with the various methodological approaches.

In addition to content courses, four required courses are devoted specifically to scientific thinking and methodological skills. All psychology majors must complete Methods of Investigation in Psychology and Experimental Psychology, plus two courses in Statistics. Students in the B.A. program and in the Industrial Option of the B.S. program must also take at least one course in testing/evaluation/assessment. Students in the Industrial Option also take additional courses which provide specific training in program evaluation, techniques for personnel selection, job analysis, and performance appraisal. Those in the Human Factors Option of the B.S. program also take eight additional courses in math, physics, and statistics, plus two additional courses from a group of courses in psychology, math, computer science, and statistics.¹

These demanding courses prepare our majors for rigorous laboratory-based classes during their final year at CSUH. Students in the B.A. program and in the Industrial Option of the B.S. program must complete two of these research lab courses; those in the Human Factors Option of the B.S. program must complete one lab course plus an approved internship. Students in all programs choose from among eight different advanced labs, each emphasizing research methodology from different content areas (e.g., learning and cognition, motivation, social and personality, and developmental). Each lab requires that students complete empirical research projects and write integrative papers based on these projects. In addition to developing scientific thinking, these projects encourage the development of written, quantitative, information literacy, and computer literacy skills.

¹ References to major requirements refer to those in effect during the 2000-2002 University Catalog. With the 2002-2004 University Catalog, requirements for the B.S. options will undergo modest revisions. The Human Factors Option will even be renamed as the Ergonomics and Human Factors Option.
Although we offer content courses in Abnormal Psychology and Introduction to Psychotherapy, we do not attempt to teach methods in clinical diagnosis, believing that such training is more appropriate at the graduate level.

**Goal 2: Mastering the Content and Theory in Psychology**

**Core Content**

Since its beginnings in the late 1800s, the field of psychology has shown a pattern of dynamic growth and frequent redefinition. Identifying the core content of psychology and coming to agreement on what constitutes that core is a process under constant discussion. As the field of psychology changes and matures, so does our curriculum.

Psychologists view our content from a variety of theoretical and methodological perspectives. For example, some biopsychologists using one set of methodological approaches focus on studying how the anatomy and physiology of the nervous system give rise to various perceptual or emotional phenomena. However, perception and emotion are also studied by other psychologists using very different approaches. Some developmental psychologists focus on how and why various aspects of perception differ at different points in the lifespan. Some social psychologists investigate how certain aspects of emotion are affected when people interact in groups, or how they are affected by the expectations of others. Other psychologists look at the same topics from other perspectives. Differences in perspective and methodology lead to different theories. The resulting methodological and theoretical cross-cutting makes it difficult for the field of psychology to agree on how to define and separate our core content areas. Our Department is no different from our field in this respect.

The structure of our curriculum suggests that our Department currently views psychology as having three core content areas:

- The study of human and animal *learning and behavior*
- The study of *cognitive processes and perception*, including perception and sensation, memory, attention, problem solving, decision making, and the use of language
- The study of the *social behavior and emotions* of human beings, and how these relate to the construct that we call *personality*.

All of this content is relevant to more applied content areas such as abnormal psychology and stress and coping. Moreover, various perspectives inform all three core content areas. In addition, there are two key cross-cutting perspectives: the *biopsychological* perspective, which focuses on the workings of the brain, nervous system, body chemistry, and genes; and the *developmental* perspective, which views the changing individual across the lifespan.
To insure that our students become familiar with this content, students in all of our degree programs are required to achieve passing grades in a series of courses that require them to master portions of this core knowledge.

Students in all of our degree programs are required to take one course in human and animal learning and behavior. Content from the other two core areas is provided in different ways for the different degree programs.

B.A. students are required to sample one course from each of the following two groupings:

Cognitive Psychology, Sensation and Perception, Psycholinguistics, all of which provide at least some content relevant to the more-or-less conscious functioning of the human mind;

Social Psychology, Developmental Psychology, or Psychology of Personality, all of which provide at least some content in the study of the social and emotional behavior and feelings of human beings.

In addition, B.A. students are required to take at least one course in Biopsychology, which insures additional coverage of the core content from that methodological perspective. B.A. students are also required to take a Biology course (with lab) plus three additional upper-division psychology electives, almost all of which provide even more coverage of the core content.

B.S. students with an Option in Industrial Psychology are required to take courses in Industrial Psychology and Human Factors, both of which provide content relevant to aspects of the functioning of the human mind as this relates to an industrial or business setting, plus three courses that are focused on social and organizational behavior. In addition, they must take three additional upper-division psychology electives to provide more coverage of core content.

B.S. students with an Option in Human Factors are required to take courses in Human Factors, Sensation and Perception, and either Cognitive Psychology or Psycholinguistics, all of which provide content relevant to aspects of the functioning of the human mind; plus a course in social behavior and one in Physiological Psychology.

Theories

All content courses include theoretical content relevant to those approaches. In addition, B.A. students are required to select one course from among three theoretical survey courses. For the B.S. students with an Option in Industrial Psychology, the Industrial Psychology course serves as a capstone course, tying together many theoretical threads. For the B.S. students with an Option in Human Factors, the Human Factors course serves the same purpose.
Goal 3: Applying Psychology and Preparing for Careers

The undergraduate degree in psychology is normally considered direct career preparation only insofar as it prepares students for graduate study in psychology. Our heavy emphasis on methodology, along with our required coverage of the core areas, is designed specifically to prepare students for graduate study.

Students planning to pursue graduate study also need role models and research experience. To be good role models, members of our faculty are encouraged to be active professionals. Our Department strives to support the research and other professional endeavors of our faculty, especially insofar as they provide our students with valuable learning experiences. We provide space and other resources to make research possible. Students in our advanced labs perform original research, sometimes of their own design, sometimes designed by the professor. Students who are especially interested often go further than required, and work directly with professors on extended research projects—sometimes leading to publications.

Students applying for graduate study in clinical or counseling psychology also need experience working with people with problems. Our fieldwork course provides firsthand experience in applying scholarship to practical problems, as does our internship course for students in the Human Factors Option of the B.S. degree.

With respect to preparation for careers after graduation with a B.A. degree, our primary emphasis is on helping students identify knowledge garnered from coursework that can be applied to potential jobs and careers. However, the fieldwork course frequently opens doors to careers.

Our B.S. programs are more closely targeted toward bachelor-level careers, although we have made sure that they provide adequate preparation for graduate school as well. Again, our primary emphasis is on helping students recognize the relation between coursework and career. A series of small courses designed to assist Industrial/Organizational Option students with their career plans is in place. In addition, the B.S. programs include courses that are more directly career applicable.

In addition to academic instruction, tenure-track faculty provide career advising to students. The department also provides a Student Handbook which includes some career information, publishes a small quarterly newsletter which frequently focuses on career planning, and supports two student organizations which offer events designed to assist with career planning.

Another effort by our Department to help students forge links between coursework and the real world (and, hence, possible careers) is the incorporation of a “service learning” component in several of our senior laboratories. Service learning is currently being adopted by many schools and is viewed as a form of experiential learning. Students and instructors collaborate with communities (e.g., human service agencies, businesses) to address problems and issues, gaining both in knowledge and skills, and personal growth.
There is an emphasis both on helping communities and providing valid learning experiences to students.

Secondary Goals

The content portion of our curriculum is not structured specifically toward achieving our secondary goals, but most content courses include elements designed to achieve one or more of them. For example, many instructors require written assignments, oral presentations, and assignments that require students to develop their information competence. In addition, successful performance in our mandatory lab courses requires information competence, including using current technology, plus good written and oral communication skills.

By emphasizing how the environment shapes individuals, virtually all courses in Psychology at least indirectly address the goal of enabling our students to understand the complexities of cultural diversity. However, some courses do so very directly. For example, Developmental Psychology emphasizes how cultural differences impact individuals throughout their lives, and provides experiences that require students to investigate the development of people in cultures other than their own. Similarly, by their nature, virtually all courses in Psychology address the goal of enhancing personal development, but some courses, such as Personal Growth, directly address that goal.

Present Performance Indicators and Learning Outcomes

Goal 1: Developing Scientific Thinking and Methodological Skills

Scientific thinking and methodological skills are assessed in our content courses through exams, papers, other projects, and by oral presentations. For example, students who successfully complete a course in Developmental Psychology can apply some theories and the results of empirical results in that area to suggest possible explanations for characteristics of individuals. This skill is demonstrated on exams and papers.

In additions to exams and papers, courses that are aimed specifically at developing scientific thinking and methodological skills require students to produce products or perform tasks that display their current level of skill. Students in many classes, and especially the advanced labs, are required to display the following skills:

- Recognize, identify, and formulate a research hypothesis
- Identify and formulate properties of a sound research design
  - Independent and dependent variables
  - Characteristics of and distinctions among empirical approaches to studying behavior
  - Research design (e.g., single vs. multi-subject)

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2 Student learning outcomes based upon recommendations of the American Psychological Association in their "National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major (Draft #10)."
• Conduct a suitable literature search
• Identify and apply appropriate data collection methods
  o Select appropriate research materials
  o Formulate appropriate instructions
  o Follow A.P.A. ethical guidelines
  o Pretest and review design
  o Identify and derive reliable and valid measures of behavior
• Identify and apply appropriate procedures for analyzing collected data
  o Summary graphs and tables
  o Appropriate statistical tools for the analysis of data
• Draw appropriate conclusions from collected data
• Communicate orally and in writing about the research.

Other classes provide specific instruction in particular methods. For example, depending on which course they select, students who successfully complete a testing/assessment course can design their own survey or test or can knowledgeably evaluate and select standardized tests to use for personnel selection, testing children’s reading comprehension skills, quickly assessing emotional problems, etc. Students in these courses actually perform these tasks, and their performance is assessed on the basis of the product they produce.

In all of the methods and skills classes, the products and performances produced by the students are evaluated, and the students are given feedback on an on-going process. Few students do well at these tasks at first, but improve after they receive feedback. Few graduate with professional-level skills, but virtually all show considerable growth during the two years they normally spend with us.

In addition to in-class assessments, we occasionally hear back from our students who have been accepted into graduate study. Although this information has been anecdotal until recently, this feedback has been very positive, with many students commenting how well-prepared they feel for graduate study in terms of methodological skills, and how much better prepared they are than many of their fellow graduate students.

Goal 2: Mastering the Content and Theory in Psychology

These are currently assessed through exams, papers, other projects, and by oral presentations in our content courses. Because of the overlap of coverage of many courses, we do not presently have any way of separately assessing the degree to which our students master the array of psychological theories and three areas of core content.

The following student learning outcomes are relevant to mastering the content and theory in psychology:

• Describe the nature of psychology as a discipline
• Use the concepts, language, and major theories of the discipline to account for psychological phenomena
• Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural)
• Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.

Goal 3: Applying Psychology and Preparing for Careers

To assess how well we are preparing students for careers, we primarily depend on in-class assessments of knowledge of content and methodological skills, as already described. In addition, some career-specific skills are also assessed.

Students who successfully complete the Industrial Psychology course should be able to knowledgeably engage in personnel selection and performance evaluation, applying quantitative methods to real-life workplace problems. These skills are assessed from the reports they prepare.

Students in the B.S. Option in Human Factors who successfully complete their internship course must receive a satisfactory evaluation from their field site supervisor. For these students, the standard for satisfactory performance is successful completion of the duties and responsibilities articulated in the contract negotiated between the student and the field supervisor.

The fieldwork course requires students to display their ability to apply scholarship to practical problems. Students are given weekly guidance by the course instructor.

More specifically, psychology students should be able to:

• Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health)
• Identify appropriate applications of psychology in solving problems (e.g., pursuing healthy lifestyles, psychological tests and measurements, psychology-based interventions and their empirical evaluation)
• Articulate how psychological principles can be used to explain social issues and inform public policy
• Apply psychological concepts, theories, and research findings as these relate to everyday life
• Recognize that ethically complex situations can develop in the application of psychological principles.

We have only recently begun to assess outcomes over the longer term. For the past six years, we have attempted to collect student contact information through our "Keep in Touch" questionnaire issued to all students who submit a major graduation check. This contact information, now stored in a database, has been used once to sample our alumni about career choices and progress. The results are attached (pp. 12-15). In addition, the Department recently began to collect annual data on the number of students accepted into graduate level study at various levels. It is still too early to report on these results.
Secondary Goals

To assess our success in achieving our secondary goals, we depend on in-class assessments. Information competence, written communication skills, and oral presentation skills are displayed and assessed in papers, projects, oral presentations, and group discussions. We have not yet attempted to assess our success in achieving our goals of enabling our students to understand the complexities of cultural diversity and of enhancing their personal development.

Future Plans

Goal 1: Developing Scientific Thinking and Methodological Skills

We assess our students' ability to think scientifically and their methodological skills repeatedly through in-class measures of products and performances. For example, assessment in our experimental psychology course and capstone senior labs is an ongoing process that involves:

- Periodic quizzes and exams
- In-class oral presentations about projects
- Participation in planning, execution, analysis and report of projects
- Submission of preliminary project reports
- Individual consultation on projects
- Final written report of projects

We know that not all our graduates are as proficient as we want them to be, but we can see clear improvements in their skills as they move through their typical two years with us.

We need better evidence concerning our long-term success in teaching scientific thinking and methodological skills. Do our efforts pay off after our students graduate? Are the skills that they are acquiring truly valuable to them? We don’t know for sure. Accordingly, we will increase our efforts to maintain contact with alumni, both those who enter graduate school and those who do not. We will gather information from them (on our alumni questionnaire) and modify our practices accordingly. We also are considering an employer questionnaire, though this option has not yet been discussed fully by our faculty.

We have developed a check-sheet approach for assessing scientific thinking and methodological skills in our laboratory courses. This approach will ask students to summarize a research report being careful to answer specific questions. The research report will be from a group of classic articles that contain low to medium difficulty concepts, methods, procedures and results. Attached documents (pp. 16-19) include the assignment sheet, an annotated copy of the assignment sheet with the learning outcomes.
given after each part of the assignment, and a scoring sheet to be used when evaluating student summaries.

We intend to assess the learning outcomes in both our Methods course (Psychology 3090) and later in a senior laboratory capstone course (Psychology 48xx). Our intention is to only sample a few students each year (perhaps twelve to twenty-four) and to administer the assignment to the same individuals in both courses. This will require careful bookkeeping efforts to try and get two measures on the same individuals over a two-year period. This assessment is scheduled to begin during the 2002 Fall Quarter.

Goal 2: Mastering the Content and Theory in Psychology

We are not sure how well we are providing students with a sample of content and theory reflective of broader thought in our field. To learn more, we are considering two options, each involving standardized exams. First, to explore the degree to which our instruction is responsible for their learning, we are considering administering tests to a sample of our Introductory Psychology students when they enter that course, again when they complete it, and perhaps again when they graduate toward the end of their senior year. Depending on our findings, we could modify our curriculum and perhaps our methods of instruction.

Second, because many of our majors take Introductory Psychology elsewhere, a more useful approach may be to employ the Major Field Test in Psychology developed by the Educational Testing Service. This standardized test is designed to measure the basic knowledge and understanding achieved by senior undergraduates in psychology. It is a two-hour multiple-choice test (about 140 questions) that covers commonly offered areas of psychology such as learning, cognition, perception, sensation, physiology, abnormal, developmental, personality, social, measurement, and methodology. The department has been discussing the merits to this test and how we might effectively utilize it to assess the learning outcomes of our major programs.

If we decide to implement the standardized testing options, they most likely will involve only a sampling of our students. For example, only one or two Psychology 1000 classes will be sampled and within each class, only a few students will be assessed. Likewise, should we use the Major Field Test in Psychology, only a few seniors from our capstone laboratory courses will be assessed.

Goal 3: Applying Psychology and Preparing for Careers

By increasing our efforts to gather information from our alumni, we will be able to learn more about this goal and modify our practices accordingly. Essential to this as well will be a new Graduate Survey (attached, pp. 20-21) which we will administer to graduating psychology majors in one of the senior laboratory capstone courses. The intent of this questionnaire is to assess what students thought about the psychology program and courses they completed at CSUH—and, how well these prepared the student for his/her next venture, whether that be entering graduate school or the workforce. This questionnaire will be given for the first time during the 2002 Summer Quarter.
Secondary Goals

With respect to the goals of enabling our students to demonstrate information competence, including using current technology, and developing written and oral communication skills, at the present time we can see little benefit in increasing assessment of our success in reaching these goals. We already assess those skills repeatedly through in-class measures of products and performances. We are not at all content with the overall level of performance of our graduates in these skills, and perhaps our practices can be improved, but there is no reason to believe that increased assessment of these skills will provide any useful information. Rather than putting increased effort into assessment, we will study our current offerings more closely to try to achieve better success with these goals.

With respect to the goals of enabling our students to understand the complexities of cultural diversity and enhance personal development we could certainly learn more by assessing our success. We will investigate the possibility of including this assessment along with our standardized testing of content and methods.
CSUH Psychology Alumni Results

1. Who responded? There were 57 respondents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Degree earned</th>
<th>Approx. overall GPA at graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male - 25%</td>
<td>B.A. - 65%</td>
<td>3.5 – 4.00 – 38%</td>
</tr>
<tr>
<td>Female - 75%</td>
<td>B.S. Industrial – 32%</td>
<td>3.0 – 3.49 – 40%</td>
</tr>
<tr>
<td></td>
<td>B.S. Human Factors – 2%</td>
<td>2.5 – 2.99 – 15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.0 – 2.49 – 5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age at graduation</th>
<th>Race/ethnicity</th>
<th>Year of graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 56</td>
<td>(n = 55)</td>
<td>(n = 55)</td>
</tr>
<tr>
<td>20 – 24 years old – 44%</td>
<td>Black/African-American – 9%</td>
<td>1995 – 2%</td>
</tr>
<tr>
<td>25 – 29 years old – 23%</td>
<td>Asian/Asian-American – 14%</td>
<td>1996 – 12%</td>
</tr>
<tr>
<td>30 – 34 years old – 9%</td>
<td>White/European-American – 54%</td>
<td>1997 – 12%</td>
</tr>
<tr>
<td>35 – 39 years old – 4%</td>
<td>Hispanic/Hispanic American – 5%</td>
<td>1998 – 21%</td>
</tr>
<tr>
<td>40 – 44 years old – 7%</td>
<td>Middle Eastern/Middle Eastern-American – 2%</td>
<td>1999 – 25%</td>
</tr>
<tr>
<td>45 – 49 years old – 9%</td>
<td>Native American – 0%</td>
<td>2000 – 25%</td>
</tr>
<tr>
<td>50+ years old – 5%</td>
<td>Mixed – 12%</td>
<td></td>
</tr>
</tbody>
</table>

2. How many attended grad school? Nineteen (33%) attended grad school, all but one in California. Of those, 15 reported that they were still in grad school; seven completed advanced degrees (4 M.S. degrees, 1 M.A., 1 MFCC or MFT, and 1 PsyD); two dropped out of grad school. Apparently some of the Masters’ degree earners are continuing their studies, which is why the sum adds up to more than 19. The 15 still enrolled were enrolled in the following programs: 4 M.S. programs, 3 MFCC or MFT programs, 2 Ph.D. programs, 2 Psy.D. programs, 2 Master’s programs not in psychology, and 1 doctoral program not in psychology.

Ten of the 19 (53%) enrolled at CSUH. Two each enrolled at San Francisco State and CSPP. One each enrolled at Stanford, CSU Sonoma, JFK, The Wright Institute, California Institute of Integral Studies, and Ross University School of Medicine.

Eleven of the 19 (58%) studied educational psychology/counseling. Four (21%) studied clinical psychology. Another four studied business. Two studied “other psychology.” One studied medicine.

Forty of the 57 (70%) said that they planned to pursue an advanced degree in the future. Only 11 (19%) said that they had no such plans; some of them might include the six who had already completed degrees.

*Note: Nationally, about 10% of psychology grads enter grad school. We may be doing better than average. However, our sample of respondents may be biased.* - NH.

3. How did their careers go? When these respondents became psychology majors, 60% planned to work toward a helping career in psychology, 25% were working toward another kind of psychology-related career (e.g., research, human resources), 7% had other plans, and 9% had no clear plans. By the time they graduated, the per cent planning helping careers in psychology dropped to 46%, those working toward other psychology-related careers increased to 30%, 19% had made other plans, and 5% still had no clear plans.

When they responded to the survey, 30% were working in helping careers, and 26% were working in other psychology-related careers. 53% found continuing satisfactory employment without difficulty. Seven (12%) reported continuing difficulty finding satisfactory employment. Twelve (21%) stayed in much the same job they had before graduation.
4. What kinds of jobs did they get?

**Job Titles**

<table>
<thead>
<tr>
<th>First job after graduation: (n = 52)</th>
<th>Current job: (n = 51)</th>
<th>Highest paying job: (n = 49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Counselor/MFT/crisis worker/social worker</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Sales/business</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>Administrative/management/supervisor</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Intern/volunteer</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Teaching/child care</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Technical/specific</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Homemaker</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Research</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Scope of Activities**

<table>
<thead>
<tr>
<th>First job after graduation: (n = 49)</th>
<th>Current job: (n = 51)</th>
<th>Highest paying job: (n = 49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping employees/human resources</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Counseling</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Selling/business</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Administrating/Managing/Supervising</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Volunteering</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Technical work/support/specific duties</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Teaching/child care</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Interning</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Approximate Salary**

<table>
<thead>
<tr>
<th>First job after graduation: (n = 51)</th>
<th>Current job: (n = 50)</th>
<th>Highest paying job: (n = 49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing –</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Commission</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>$1 - 10,000</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>$10,100 - 20,000</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>$20,100 - 30,000</td>
<td>31%</td>
<td>16%</td>
</tr>
<tr>
<td>$30,100 - 40,000</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>$40,100 - 50,000</td>
<td>8%</td>
<td>18%</td>
</tr>
<tr>
<td>$50,100 - 60,000</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>$60,100 - 70,000</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>$70,100 - 80,000</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>$80,100 - 90,000</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>$90,100 - 100,000</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Reason for leaving first job: (n = 52)**

- Haven't left – 38%
- Better opportunities/promotion – 29%
- Personal – 10%
- Different goals – 19%
- Graduate school – 4%
Has the skill or knowledge listed below been of use to you in your career?

- Ability to locate and evaluate information (n = 56) 97%
- Clear writing (n = 56) 95%
- Clear speaking (n = 56) 95%
- Knowledge of people that can be applied in work relationships (n = 55) 95%
- Knowledge of people that can be applied in personal relationships (n = 56) 91%
- Ability to interpret data (n = 56) 83%
- Ability to collect data (n = 56) 83%
- Ability to use the web (n = 56) 83%
- Ability to work with data (n = 56) 81%
- Ability to think as a scientist (n = 56) 65%
- Knowledge of specific scientific findings (n = 55) 46%
- Ability to use computer based statistical packages (n = 55) 32%

What do you wish you had learned in college but did not? (n = 34)

- Business-related material 11%
- Another program/school (MBA, etc.) 11%
- Computer related material 11%
- Clinical/therapy related material 7%
- Real life material 7%
- More mathematics/statistical material 5%
- Language/writing material 5%
- Cognitive related material 2%
- Higher educational psychology/more advanced 2%

Is there anything you now regret spending time learning? (n = 45)

- No 54%
- Mathematics/statistics 9%
- Business 5%
- Labs 5%
- Other social sciences 2%
- General education 2%
- Personality 2%

What advice would you offer to students who had the same career plans as you had at graduation? (n = 49)

- Stay focused/stick to it/know yourself – 32%
- Take an internship/volunteer – 21%
- Go to graduate school/further study – 19%
- Go into/study business – 5%
- Talk to professors/make contacts – 4%
- Don’t go for a BS degree – 2%
- Take a lot of mathematics/statistics – 2%
- Take a variety of classes/– broaden your studies

What advice would you offer to students who plan to enter the career you are currently in or working toward? (n = 42)

- 28%
- 12%
- 7%
- 9%
- 4%
- 0%
- 4%
- 11%

Overall, how satisfied are you with the undergraduate psychology program at California State University, Hayward? (n = 57)

- Very satisfied – 30%
- Somewhat satisfied – 39%
- Satisfied – 25%
- Somewhat unsatisfied – 5%
- Not satisfied – 2%
53. **Additional comments:** (n = 24)
Go to graduate school – 11%
Could have used more assistance/guidance – 7%
Enjoyed the program/professors/got a lot out of it – 16%
Disliked the program/professors/bored – 5%
No business-oriented classes should be taught – 2%
There’s no future in getting a degree in psychology – 2%
Assessing Learning Outcomes
Scientific Thinking and Methodological Skills

Complete this assignment by first writing a summary and critique of the attached research report. Feel free to read and reread the research report as many times as you want. When writing your review please try to provide answers to all of the following questions.

1. What is the full reference for the article? Before beginning the text of your review write the reference in American Psychological Association reference format.

2. What is the researcher’s hypothesis?

3. What is the rationale for the researcher’s hypothesis? Put another way, this question asks you to explain why the researchers chose to study this particular hypothesis.

4. How were the subjects obtained for this study?

5. What are the important variables in this experiment? Identify each one as measured, manipulated, and/or controlled.

6. What can you say about the reliability and validity of each of the measurement tools used in this study?

7. How are the data presented, summarized, and analyzed? Put another way, this question asks you to report on what graphs were used, what summary statistics were used, what inferential statistics were used, etc.

8. What do the results of the research say about the hypothesis? Put another way, do the results support the hypothesis, refute the hypothesis, suggest the hypothesis needs to be revised, etc.?

9. What is your critical evaluation of the research report? For example: Is the research method appropriate or inappropriate to test the hypothesis? Are the conclusions justified on the basis of the results? Are the conclusions appropriate given the sampling procedures? What are the strengths and weaknesses of the study?

Next, use the library to find three other primary sources reporting research on the topic of the paper you just reviewed (or similar topics). Provide the references for those three articles.
Student Assignment for Assessment Purposes

(Materials in italics are learning outcomes taken from pages 6 and 7 of this Department Outcomes Assessment document under the heading of Goal 1: Developing Scientific Thinking and Methodological Skills.)

Complete this assignment by first writing a summary and critique of the attached research report. Feel free to read and reread the research report as many times as you want. When writing your review please try to provide answers to all of the following questions.

1. What is the full reference for the article? Before beginning the text of your review write the reference in American Psychological Association reference format.

2. What is the researcher’s hypothesis? (Recognize a research hypothesis)

3. What is the rationale for the researcher’s hypothesis? Put another way, this question asks you to explain why the researchers chose to study this particular hypothesis.

4. How were the subjects obtained for this study? (Identify data collection methods)

5. What are the important variables in this experiment? Identify each one as measured, manipulated, and/or controlled. (Identify variables)

6. What can you say about the reliability and validity of each of the measurement tools used in this study? (Identify reliable and valid measures)

7. How are the data presented, summarized, and analyzed? Put another way, this question asks you to report on what graphs were used, what summary statistics were used, what inferential statistics were used, etc. (Identify procedures for analyzing collected data)

8. What do the results of the research say about the hypothesis? Put another way, do the results support the hypothesis, refute the hypothesis, suggest the hypothesis needs to be revised, etc.? (Draw appropriate conclusions from collected data)
9. What is your critical evaluation of the research report? For example: is the research method appropriate or inappropriate to test the hypothesis? Are the conclusions justified on the basis of the results? Are the conclusions appropriate given the sampling procedures? What are the strengths and weaknesses of the study? (Identify properties of a sound research design, characteristics of various approaches to studying behavior, recognizing various research designs, drawing appropriate conclusions from data, communicating in writing about research)

Next, use the library to find three other primary sources reporting research on the topic of the paper you just reviewed (or similar topics). Provide the references for those three articles. (Conduct a suitable literature search)
Scoring Student Assessment Assignment

Is reference complete and in APA format?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT AT ALL</td>
<td>PARTIALLY CORRECT</td>
<td>CORRECT</td>
<td></td>
<td></td>
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</tbody>
</table>

Correctly identify the research hypothesis.

| 0 | 1 | 2 | 3 | 4 |

Correctly describe the rationale for the hypothesis.

| 0 | 1 | 2 | 3 | 4 |

Correctly describe the sampling procedure.

| 0 | 1 | 2 | 3 | 4 |

Correctly identify the important variables.

| 0 | 1 | 2 | 3 | 4 |

Identify reliable and valid measures.

| 0 | 1 | 2 | 3 | 4 |

Identify procedures for analyzing collected data.

| 0 | 1 | 2 | 3 | 4 |

Are appropriate conclusions drawn from the data?

| 0 | 1 | 2 | 3 | 4 |

Critical evaluation of the research report.

| 0 | 1 | 2 | 3 | 4 |

Identify three other primary research reports on same or similar topic.

| 0 | 1 | 2 | 3 | 4 |
Graduate Survey

Congratulations on your upcoming graduation. The Psychology Department faculty wishes you the best of luck with your future plans. We hope that you will help us improve our program by telling us about your experiences here. Please be as honest and frank as you can.

<table>
<thead>
<tr>
<th>1.</th>
<th>Looking back over the courses that you took in the Psychology Department, how satisfied are you with what you learned?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td></td>
<td>Very Dissatisfied Neutral Satisfied Very Satisfied</td>
</tr>
<tr>
<td>2.</td>
<td>Many of the students in our program work while they attend school. Approximately how many hours did you work each week at a paid job? If you had children or adults to care for at home, how many were there?</td>
</tr>
<tr>
<td></td>
<td>Hours at a Paid Job: ____  Number of People Cared For: ____</td>
</tr>
<tr>
<td>3.</td>
<td>For an average 4-unit Psychology class, about how many hours each week did you study outside of class?</td>
</tr>
<tr>
<td></td>
<td>____ Less than 1 hour  ____ 5 - 6 hours  ____ 1 - 2 hours  ____ 7 - 8+ hours  ____ 3 - 4 hours</td>
</tr>
<tr>
<td>4.</td>
<td>Have you applied, or are you actively preparing to apply in the near future, to graduate level programs?</td>
</tr>
<tr>
<td></td>
<td>No  Yes</td>
</tr>
<tr>
<td>5.</td>
<td>If you are applying to graduate programs, do you feel well prepared? (Skip this question if you are not currently applying to graduate school.)</td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td></td>
<td>Not Somewhat Uncertain Yes Very Much</td>
</tr>
<tr>
<td>6.</td>
<td>Are you planning to seek a new job?</td>
</tr>
<tr>
<td></td>
<td>No  Yes Uncertain</td>
</tr>
<tr>
<td>7.</td>
<td>If you will be seeking a new job, do you feel well prepared? (Skip this question if you are not seeking a new job.)</td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td></td>
<td>Not Somewhat Uncertain Yes Very Much</td>
</tr>
<tr>
<td>8.</td>
<td>Generally speaking, were required psychology courses scheduled frequently enough and at convenient times to meet your needs?</td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td></td>
<td>Not Somewhat Uncertain Yes Very Much</td>
</tr>
</tbody>
</table>
9. Please name one way we can improve the Psychology Program.

10. What did you like best about the Psychology Program?

11. Would you recommend our Psychology Program to potential Psychology majors?

   1 2 3 4 5 6 7 8 9 10

   Not Likely

   Certainly

12. Gender: Male Female (please circle one)

13. Major Program: B.A. B.S. Industrial B.S. Human Factors (please circle one)

14. How would you describe your ethnic/racial identity?

15. At which campus did you take most of your Psychology courses?

   Hayward Contra Costa (please circle one)

16. Other comments?