

ASSESSMENT REPORT

College	Science
Department	Psychology
Program	Psychology BA/BS
Reporting for Academic Year	2022-2023
Last 5-Year Review	2021-2022
Next 5-Year Review	2023-2024
Department Chair	Murray Horne
Date Submitted	July 31, 2023

I. SUMMARY OF ASSESSMENT (suggested length of 1-2 pages)

A. PROGRAM LEARNING OUT COMES (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

1. Identify key concepts, principles, and applications of psychology's content domains.
2. Apply scientific reasoning to interpret psychological phenomena and to design and conduct basic psychological research (ILO 1: Critical Thinking).
3. Evaluate the ethics of psychological science and practice.
4. Demonstrate effective communication skills (ILO 2: Written Communication).
5. Describe career options within psychology.

B. PROGRAM LEARNING OUT COME(S) ASSESSED

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

During the 2016-2017 school year, we assessed PLO 4 using the CSUEB ILO Written Communication Rubric. During the 2017-2018 and 2018-2019 school years, we created and revised an online multiple-choice test to evaluate PLOs 1, 2, and 3. During the 2019-2020 school year, we used an empirical article analysis assignment to evaluate PLO 2. During the 2020

C. SUMMARY OF ASSESSMENT PROCESS

Summarize your assessment process briefly using the following sub-headings.

Instrument(s):

We evaluated student knowledge of careers. We also evaluated students' beliefs about skills they gained throughout the program. Members of the assessment committee created a survey in collaboration with undergraduate students. The assessment included an open-ended question about careers of interest, followed by a list of 30+ psychology careers in the three broad areas of (a) counseling/community/education, (b) business/tech, and (c) science/research/health. We also asked about important skills students have learned as a result of their psychology major using an open-ended question followed by a list of (a) general and (b) technical skills for which they could select answers they agreed with. In addition to evaluating knowledge, we were interested in providing knowledge about careers, so we also asked participants whether they learned information about careers from the survey. Finally, the assessment also asked about students' demographics (e.g., gender, ethnicity/race, first generation status) and academic trajectory (e.g., year in college, expected graduation year, degree, experience meeting with advisors) as well as their interest in graduate school. The full survey is attached.

Additionally, the Department, in collaboration with the Society of the Mind undergraduate psychology club, hosted two career-focused talks. These were led by an undergraduate student with a background in career counseling (as part of her independent study course), and we had students in attendance fill out pre- and post-surveys. [Career and Education Planning Workshop.pptx](#)

Sampling Procedure:

Students on the Psychology Department listserv were emailed. We offered entry into a raffle to win one of several \$10 gift cards.

Students attending the Career and Education Planning workshops were provided with QR codes embedded in the slides, at the beginning and end of the talk, and given a few minutes to complete the surveys.

Sample Characteristics:

From the email sent out to the Department listserv, we collected survey responses from 183 students. This sample was 66% female, 15% male, and 1% non-binary (8% neglected to answer). Ethnicity/race identification was as follows: 39% Latinx American/Hispanic, 20% White/European American, 17% Asian American/Pacific Islander, 10% African American/Black, 3% Middle Eastern/Southwest Asian American, 2% Native American/Indigenous, and 5% identifying as "other" (18% did not respond). Fifty percent of the respondents identified as a first generation college student, 21% identified as a continuing generation college student, 4% were unsure, and 9% neglected to respond.

From the career talks, we collected 13 survey responses from the pre-survey and 15 responses from the post-survey. Students may not have arrived in time to get the QR code for the first survey, or been able to stay until the end for the post-survey, and some attendees may have elected not to participate, so the number of responses was low and these data should be considered with that in mind. The sample was evenly split between juniors and seniors (average of 3.5 semesters spent at CSUEB). Most (77%) were Psychology B.A. students but some (23%) were also B.S. students with the Industrial/ Organizational concentration, with no Ergonomics students attending. 36% of students transferred to Psychology from another major. No demographic information on race/ gender/ first gen status was collected.

Data Collection: (include when, who, and how collected)

In October 2023, an email was sent to the Department listserv asking students to respond to a survey about careers. One follow-up email was sent out a few weeks later. We collected responses from 183 students between Oct. 26, 2023 and Nov. 30, 2023. Students (n=183) were surveyed.

Two career talks were also held on April 6th and April 11, during which we collected pre-survey (n= 13) and post-survey (n= 15) assessments. Students (n=28) were surveyed. Of the 28 students, 17 (61%) were Psychology B.A. students, 4 (14%) were B.S. students with the Industrial/ Organizational concentration, and 7 (25%) were B.S. students with the Ergonomics concentration. A few students responded to the surveys.

Data Analysis:

Use of Career Services

Students were asked if they used career services. The most common response was "yes" (n=111, 60.6%). One student used career services for the first time, 11 (6.0%) used career services multiple times, and 61 (33.4%) did not use career services. Of the 111 students who used career services, 19 (17.1%) used career services for the first time, 11 (9.9%) used career services multiple times, and 81 (73.0%) used career services for the first time. The most common reason for using career services was "to get advice on how to choose a major" (n=41, 36.9%), followed by "to get advice on how to choose a career" (n=31, 27.9%), "to get advice on how to choose a graduate program" (n=11, 9.9%), "to get advice on how to choose a job" (n=11, 9.9%), "to get advice on how to choose a school" (n=10, 9.0%), "to get advice on how to choose a college" (n=10, 9.0%), "to get advice on how to choose a university" (n=10, 9.0%), "to get advice on how to choose a program" (n=10, 9.0%), "to get advice on how to choose a course" (n=10, 9.0%), "to get advice on how to choose a professor" (n=10, 9.0%), "to get advice on how to choose a research advisor" (n=10, 9.0%), "to get advice on how to choose a research topic" (n=10, 9.0%), "to get advice on how to choose a research project" (n=10, 9.0%), "to get advice on how to choose a research paper" (n=10, 9.0%), "to get advice on how to choose a research presentation" (n=10, 9.0%), "to get advice on how to choose a research poster" (n=10, 9.0%), "to get advice on how to choose a research conference" (n=10, 9.0%), "to get advice on how to choose a research journal" (n=10, 9.0%), "to get advice on how to choose a research publisher" (n=10, 9.0%), "to get advice on how to choose a research publisher's website" (n=10, 9.0%), "to get advice on how to choose a research publisher's contact information" (n=10, 9.0%), "to get advice on how to choose a research publisher's address" (n=10, 9.0%), "to get advice on how to choose a research publisher's phone number" (n=10, 9.0%), "to get advice on how to choose a research publisher's email address" (n=10, 9.0%), "to get advice on how to choose a research publisher's social media" (n=10, 9.0%), "to get advice on how to choose a research publisher's website" (n=10, 9.0%), "to get advice on how to choose a research publisher's contact information" (n=10, 9.0%), "to get advice on how to choose a research publisher's address" (n=10, 9.0%), "to get advice on how to choose a research publisher's phone number" (n=10, 9.0%), "to get advice on how to choose a research publisher's email address" (n=10, 9.0%), "to get advice on how to choose a research publisher's social media" (n=10, 9.0%).

indicating interest, followed by career in public relations, with 19% indicating interest. Finally, within the science/research/health area, the most popular career/job was research assistant (26%), followed by board certified behavior analyst (20%). See Table 1 for a full list of careers/jobs and percentages of participants indicating interest.

Table 1.

Student Interest in Careers in Psychology

Area	Career/Job	% of Students Indicating Interest
Career/School/Group Counselor	Career/ School/ Group Counselor	52
	Social Worker	39
	MFT Therapist	34
	Other Counseling/ Community/ Education profession	30
	Rehabilitation Specialist	21
	Detective	21
	Public Administrator	20
	K-12 Teacher	18
	Professor	14
	Policy Analyst	9

	Clergy	2
	Local Political Office	1
Business/Tech	Human Resource Specialist	23
	Public Relations	19
	Marketing/Advertisement	14
	Data Analytics	13
	Management Consultant	13
	Diversity Consultant	12
	Market Research Analyst	12
	UX (user interface course experience designer)	7
	Journalism	5
	Tech Sales	4
	Other Business/ Tech profession:	3
Science/Research/Health	Research Assistant	26
	Board Certified Behavior Analyst	20

	Academic Researcher	19
	Speech/Language Pathologist	17
	Forensic Science Technician	15
	Physician's Assistant	15
	Pharmacy Technician	10
	Lab Manager	9
	Other Science/Research/ Health profession:	9
	Science Writer	6

For the open-ended question about careers, two undergraduate students scored (coded) the clarity/specificity of participants' open-ended responses for careers. The coding instructions asked them to rate how clear each respondent was in their career goals. Ratings ranged from 1 (unclear) (e.g., if they wrote nothing or "I don't know/ not sure", up to 7 (very clear) e.g., if they wrote "I want to go into X field". People who entered a lot of unrelated career options might get a score of 3 or 4, and people who entered several related options would get a score of 5 or 6. The two coders' responses were highly correlated with each other ($r = .91$), and we averaged those two scores. To test whether more time spent as a student at CSUEB was associated with greater career clarity, we ran a correlation between the averaged career clarity measure and the number of semesters that students had spent at CSUEB, and found no significant relationship ($p = .06$; $n = 182$, $p > .05$). Careers that were commonly listed in this open-ended question included Marriage and Family Therapist, Teacher, Human Resources Management, Board Certified Behavioral Analyst, Counselor, and Clinical Psychologist.

In addition to assessing students' knowledge of careers, a goal of the survey was to provide knowledge about possible careers. At the end of the survey, we asked "Did taking this survey help you to learn about new careers available to you with a psychology degree?" Sixty percent of participants answered yes, 27% answered maybe, and 14% answered no.

Interestingly, clarity of career interest was not related to the extent to which students had met with a psychology department advisor ($r = .06$). One possible explanation is that most meetings with advisors focus on what courses students need to graduate, and only lightly touch on career

preparation. This suggests that advisors could incorporate more guiding questions to help students think ahead to their careers. Clarity of career interest was also not correlated to whether students had used CSUEB career services such as AACE (not at all, once, or multiple times) (0.06). Though 2/3rd of students had not used career services, it may be that those who did use it were either confused and seeking clarity or already had clarity and were seeking practical actions. Either way, working more closely with career services to see what support would be useful to students might be a helpful step for the department to pursue.

Additionally, students reported the reason they decided to major in psychology in an open-format, which was coded by one of the faculty members. About half of the students (50%) indicated general enjoyment or interest in psychology as the primary reason for choosing psychology as their major. About 3 in 10 students (31%) chose psychology as a means to advance in a desired career or as a prerequisite for graduate school applications. One in 10 (10%) were motivated by a broad interest in helping others, without mentioning a specific career. A minority of students chose psychology as a major for logistical reasons (7%) or because their skills matched with those required for success (2%). These results indicate that students are not necessarily thinking about their career options when they start out as a psychology major. Thus, faculty advisors and mentors should start discussing career goals and psychology jobs early and often.

Graduate School Interest

Students were asked if they were considering enrolling in a graduate program after graduation. The majority of our respondents (53%) replied in the affirmative, with another 35% saying they were undecided. Only 12% said they were not considering graduate school. (Although a follow-up question asked which specific types of graduate programs they were interested in, several options including clinical psychology were discovered to have been left off the list after the data were collected, so the responses to that question are not explored here.)

Skills

We also evaluated students' beliefs about skills acquired throughout the program. Table 2 shows the percentage of participants indicating learning of a given skill. The data is divided into general skills and technical skills.

Table 2.

Skills Endorsed by Students

GENERAL SKILLS	% of Participants Indicating Learning of Skill
Demonstrate social responsibility and ethical decision-making in a diverse world	70
Approach problems from multiple perspectives, notice recurrent patterns, and extract general principles	68
Understand and manage own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict	64
Contribute to a team effort by effectively listening, communicating, and collaborating with others (teamwork)	63
Think critically about claims, comparing evidence for and against the claims	61
Use interpersonal communication skills to collaborate with a diverse group of people	58
Manage your own time effectively	56
Adhere to a code of professional ethics, including in research settings	54
Navigate research using library collections, journals, and databases	53
Critically evaluate news media regarding psychological research	50
Write clearly and concisely	48
Read difficult material with a high level of comprehension	41

Utilize effective conflict management strategies in the workplace	37
Present complex ideas to an audience in a clear and engaging manner	31
TECHNICAL SKILLS	
Notice and evaluate signs of mental illness, substance abuse, etc.	63
Design and validate surveys, tests, and questionnaires	57
Write the results of a research project in an APA style manuscript	57
Systematically observe and record data about behavior	54
Notice and evaluate social behaviors such as nonverbal signaling and social appropriateness	53
Select, learn, and use appropriate statistical analysis computer applications for different tasks (such as Excel, SPSS and Minitab)	51

Notice and evaluate workplace factors such as job demands, work setting, and opportunities for habit formation	34
Reduce the uncertainty of decisions by utilizing rational decision making model such as decision tree	28

The number of skills that participants endorsed correlated with their year in the program. That is, the closer students were to graduation, the more skills they reported, $r = .27$, $n = 182$, $p < .001$. Although how close students were to graduation was ~~not~~ correlated with the clarity of their open ended career response (as reported in the earlier section), the number of skills they reported was correlated with the clarity of their open ended career response, $r = .26$, $n = 183$, $p < .001$. One possible explanation for these findings is that although some students start the program with clear career plans (i.e., clarity of career plans does not correlate with year in the program), the more skills one reports developing in the program, the more clearly they ~~calculate~~ their career goals.

Career Workshop Surveys

The surveys that took place before and after the career talks highlighted the value of making career information more accessible. The pre-survey asked students “Do you feel prepared for your next steps after graduation? (1 = not prepared at all, 10 = extremely prepared)”, to which the mean response was 2.83, ~~SD~~2.54. After the workshop, the mean increased to 6.29, ~~SD~~8. After the presentation, students reported appreciating the information about different career paths and the resources about applying to graduate school, and they rated CSUEB student resources as being available ($M = 7.93$, $SD = 2.02$) and relevant ($M = 8.33$, $SD = 1.66$).

D. SUMMARY OF ASSESSMENT RESULTS

Summarize your assessment results briefly using the following sub-headings

Main Findings:

We found that students had some knowledge about careers, but that they could benefit from more knowledge and more opportunities to consider their careers earlier in college, and to become familiar with the resources on campus. About half of our students were considering graduate

developed a new one-unit course (PSYC 201) to provide more information about careers to