

Department of Psychology Assessment Plan From the 2011 Five-Year Review

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

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

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 that 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.

These demanding courses prepare our majors for rigorous laboratory-

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 Physiological Psychology, 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 Cognitive Psychology, Industrial Psychology, and Human Factors, all of which provide content relevant to aspects of the functioning of the human mind as this relates to an industrial or business setting. They must also take three courses that are focused on organizational behavior and three that are focused on assessment and performance appraisal. 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

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

Four Assessment Tools

We have developed a four-pronged approach to assessment; a Pre-Post Test, an Alumni Survey, a Senior Survey, and a