

Sample Psyc479 Contract Attachment

1. What is the nature of the project?

The project is a study examining the variables related to transfer student success as measured by academic, psychological, and career functioning. It involves a non-experimental design where first year transfer students will be asked to fill out various instruments measuring the variables related to their success in the university. The purpose of this study will be twofold. First, this study will advance our understanding regarding the experiences of transfer students. The second purpose of this study will be to investigate healthy functioning among transfer students in academic (i.e., grade point average, retention), psychological (i.e., freedom from depression, self esteem), and career domains (i.e., career functioning). In addition, this study will examine the relation of self variables to college success as measured by academic, psychological, and career variables.

2. What will the student learn?

The research assistant (RA) will be given a copy of my thesis proposal and given the opportunity to ask questions and discuss any aspects of the research design, background, or theoretical background of the research. The RA will be expected gain a background in the transfer student literature and the various variables used in the study in order to be adequately prepared to answer participant questions about the study design or background. She will also learn about data collection procedures and adherence to IRB guidelines in order to gain knowledge necessary to run subjects. In addition, the RA will gain experience in working with statistical programs such as SPSS and SAS. The RA will also have the opportunity to learn basic statistical tests in SPSS and SAS. Finally, the RA will learn about the benefits and drawbacks of the research design used in this study.

3. What are the specific duties of the student?

The RA will run subjects through the study by following a protocol that the researcher will explain in detail. She will also answer participant questions about the research, assist in data entry, and learn about running data analysis. The RA will be expected to run the experiment 3 times a week in a timely and prepared fashion. This will include greeting participants, keeping an ordered list of participants (shows and no-shows) throughout the semester and meet with the graduate student researcher once a week. The RA will be expected to commit an average of 5-6 hours a week in her involvement of the research project in exchange for two credits. Her tentative hours will be: HOURS GO HERE.

4. What form of written report will be required of the student? When will it be due?

A 5 to 10 page report on the experience will be due at the end of the semester in APA style. This report will detail what the student learned and include a critique of the study drawing on knowledge she has learned over the course of the semester.

5. What are the Faculty Member's plans for meeting with the student?

The student will have weekly meetings with the graduate student researcher. The RA will also have access to the sponsoring faculty member for consultation during her sign-up office hours through the semester. In addition to these available consultation hours, the sponsoring faculty member will have two scheduled meetings with the RA. She will meet individually with her at the beginning and at the end of the semester.

6. What will be the required readings for the student (detailed list)?

Readings will be discussed between the student and the graduate student researcher and will provide background information about the study. A partial list of readings follows:

Bennion, L. D., & Adams, G. R. (1986). A revision of the Extended Version of the Objective Measure of Ego Identity Status: An identity instrument for use with late adolescents. *Journal of Adolescent Research, 1*, 183-198.

Blustein, D. L., Ellis, M. E., & Devenis, L. D. (1989). The development and validation of a two-dimensional model of the commitment to career choices process [Monograph]. *Journal of Vocational Behavior, 35*, 342-378.

Chartrand, J. M., & Nutter, K. J. (1996). The Career Factors Inventory: Theory and applications. *Journal of Career Assessment, 4*(2), 205-218.

Glass, J. C., & Harrington, A. R. (2002). Academic performance of community college transfer students and 'native' students at a large state university. *Community College Journal of Research and Practice, 26*, 415-430.

Kahn, J. H., & Nauta, M. M. (2001). Social-cognitive predictors of first-year college persistence: The importance of proximal assessment. *Research in Higher Education, 42*(6), 633-652.

Lent, R. W., Brown, S. D., & Gore, P. A. (1997). Discriminant and predictive validity of academic self-concept, academic self-efficacy, and mathematics-specific self-efficacy. *Journal of Counseling Psychology, 44*(3), 307-315.

Lent, R. W., Brown, S. D., & Larkin, K. C. (1984). Relation of self-efficacy expectations to academic achievement and persistence. *Journal of Counseling Psychology, 31*, 356-362.

Lent, R. W., Brown, S. D., & Larkin, K. C. (1986). Self-efficacy in the prediction of academic performance and perceived career options. *Journal of Counseling Psychology, 33*(3), 265-269.

Luzzo, D. A. (1996). A psychometric evaluation of the Career Decision-Making Self-Efficacy Scale. *Journal of Counseling & Development, 74*(3), 276-279.

Nilsson, J. E., Schmidt, C. K., & Meek, W. D. (2002). Reliability generalization: An examination of the Career Decision-Making Self-Efficacy Scale. *Educational and Psychological Measurement, 62*(4), 647-658.

Radloff, L. S. (1977). The CES-D Scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement, 1*, 385-401.

Solberg, V. S., O'Brien, K., Villarreal, P., Kennel, R., & Davis, B. (1993). Self-efficacy and Hispanic college students; Validation of the College Self-Efficacy Instrument. *Hispanic Journal of Behavioral Sciences, 15*(1), 80-95.

Wawrzynski, M. R., & Sedlacek, W. E. (2003). Race and gender differences in the transfer student experience. *Journal of College Student Development, 44*(4), 489-501.