Measuring Student Career/Occupation Development and Identity Status with Student Self-Assessment Assignments

Michael Vigorito

Department of Psychology

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Framework of Guidelines 2.0

A Summary of the Learning Goals

The Comprehensive Learning Goals

Goal 1: Knowledge Base in Psychology

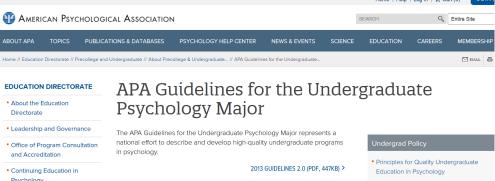
Goal 2: Scientific Inquiry and Critical Thinking

Goal 3: Ethical and Social
Responsibility in a
Diverse World

Goal 4: Communication

Goal 5: Professional Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.



The Guidelines 2.0 were approved by the APA Council of Representatives in

the Undergraduate Psychology Major (PDF, 286KB), approved by the council in August 2006. This first revision, effective as of August 2013, supersedes

Watch "Evolving Guidel

we now?" to understand

August 2013. This document is a revision of the original APA Guidelines for

GOAL 5: PROFESSIONAL DEVELOPMENT

the previous auidelines. It will expire in 10 years.

Guidelines 2.0

Continuing Education Sponsor

Graduate and Postgraduate

Precollege and Lin

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

Foundation Indicators Outcomes Students will: Students will: 5.5a Describe the types of academic experience 5.5 Develop meaningful professional and advanced course choices that will best shap direction for life after career readiness graduation 5.5b Articulate the skill sets desired by employers who hire or select people with psychology backgrounds 5.5c Describe settings in which people with backgrounds in psychology typically work 5.5d Recognize the importance of having a mentor 5.5e Describe how a curriculum vitae or résumé is used to document the skills expected by employers

5.5f Recognize how rapid social change

the workplace

influences behavior and affects one's value in

	Baccalaureate Indicators Students will:
es pe	5.5A Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation, and work habits
	5.5B Develop evidence of attaining skill sets desired by psychology-related employers
	5.5C Evaluate the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction
	5.5D Actively seek and collaborate with a mentor
é	5.5E Create and continuously update a curriculum vitae or résumé
	5.5F Develop strategies to enhance resilience and maintain skills in response to rapid social

change and related changes in the job market

The Core of the Psychology Major

Required cours	es (18 credits):	Credit	S
PSYC 1101	Introduction to Psychology		3
PSYC 1201	Orientation to the Psychology Majo	or	1
PSYC 2311	Elementary Psychological Statistics	S -	4
PSYC 3311	Research Methods in Psychology		4
PSYC 3311	Research Methods in Psychology		4
PSYC 5111	Seminar in Psychology		3

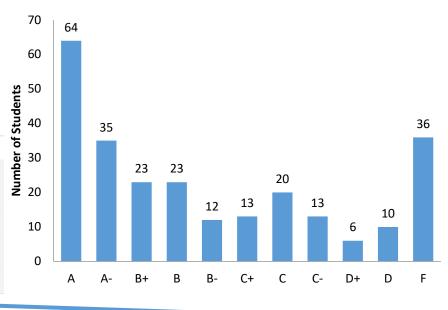
Exposure to information about career goals and opportunities always receives the lowest ratings from graduating psychology majors

An opportunity to assess growth in career/professional development

PSYC 1201 Orientation to the Major Fall 2014 - Spring 2017

11 Classes; 256 students completed the course

	Scores (%)							
		Assessments						
Mean		73.1				80.1		
Median		80.5	81.4		100.0			100.0
SD	18.4	23.9	19.7	37.4	42.6		26.8	

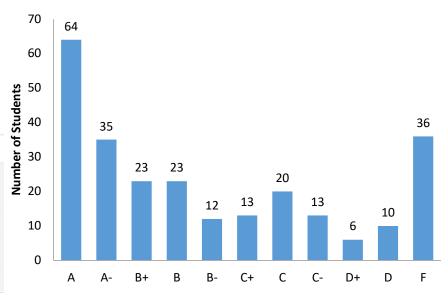


	Assessmer	ts (10 pts.												
			In/Out Class	Outside Class	Time Manage. Skills &	APA Style	Jrnal	Writing in		Interview	Working	Career		
	L&D Survey	Holland Quiz	Behavior	Refelection	Relection	Error	Articles	Psych	Job Ads	Questions	With People	Reflection	Grad School	Eportfolio
Mean =	9.0	8.4	8.3	6.6	7.8	5.8	5.7	7.3	7.2	7.4	7.6	7.3	7.7	7.1
Median =	10	10	10	10	10	7	8	10	10	10	10	10	10	10
Mean of completed														
asssignments	10.0	9.2	9.2	9.0	9.2	7.3	9.2	9.4	9.6	9.5	9.7	9.5	9.5	10.0

PSYC 1201 Orientation to the Major Fall 2014 - Spring 2017

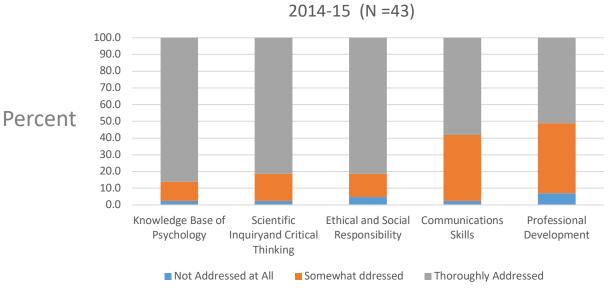
11 Classes; 256 students completed the course

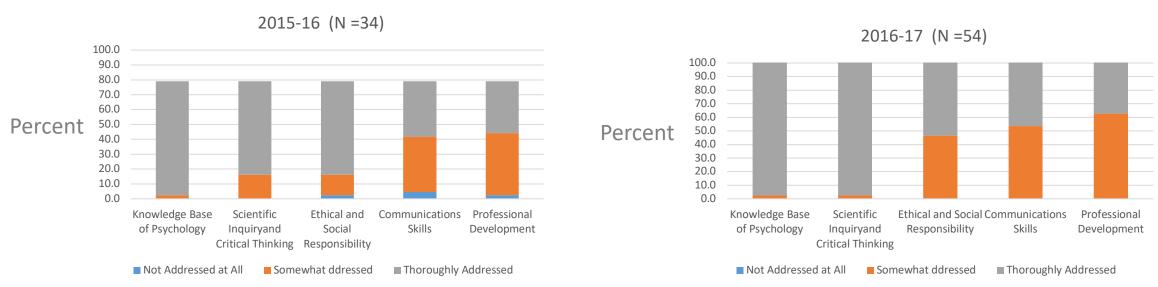
	Scores (%)				1			
				Psych				
				Activities	APA style			
Mean		73.1		63.0	69.0	80.1		
Median			81.4	66.7	100.0			100.0
SD	18.4	23.9	19.7	37.4	42.6		26.8	



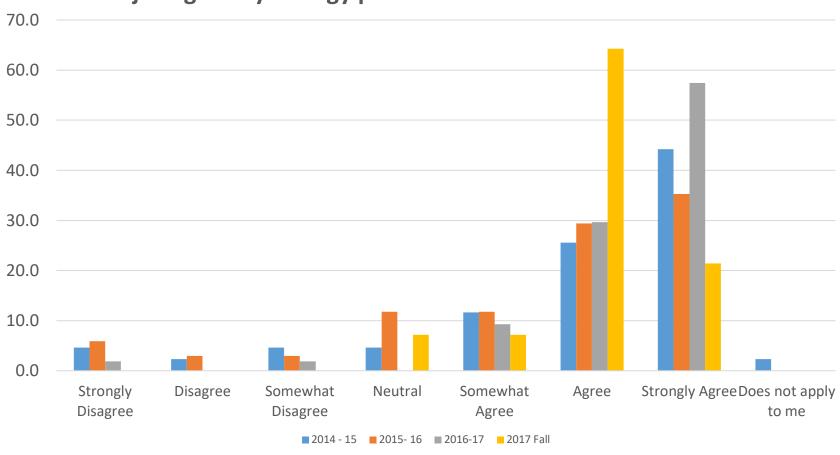
	Psychology	-Related A	ctivities				
	Research Participation	Psych Club	Faculty Interview	Psychology Talks	Professional Interview	Graduate Interview	Job Fair
N=	172	154	51	98	110	94	65
% =	67.2	60.2	19.9	38.3	43.0	36.7	25.4

Senior Survey Learning Goals Question





Majoring in Psychology provided me with Job-related skills



9 Identity Status in Late Adolescents: Scoring Criteria

JAMES E. MARCIA AND SALLY L. ARCHER

Introduction

The scoring criteria presented in this chapter are intended for use with late adolescents, aged 18 to 22. The dual processes of exploration and commitment are the primary scoring considerations. The criteria are somewhat more stringently applied for this age than for early and middle adolescence. The reasons for this difference are directly related to the developmental theory of identity formation. Early adolescence may be seen as a period of *destructuring*, wherein previous cognitive, psychosexual, and physiological accomplishments undergo transition to a more pre-adult form. Middle adolescence can be construed as a *restructuring* phase in which new organizations of old and new skills are formed. Late adolescence, in contrast to the two earlier periods, is seen as a period of *consolidation*, of discernible identity composition, and of testing in the world the newly constructed identity. Hence, late adolescence is the period in the life cycle when for most persons identity "gets done" for the first time.

Commitment - "the degree of personal investment the individual expressed in a core of action or belief." (Kroger & Marcia, 2011, p.33-34)

- "know what he or she is getting into ... based on the results of behavior consistent with one's stated goals."
- demonstrates "knowledgeability... [which is] ... related to articulateness"
- demonstrates "behavior in commitment-related behaviors"

Exploration - " some period of re-thinking, sorting through, and trying out various roles and life plans." (Kroger & Marcia, p. 33)

- " a genuine exploration to have had disruptive effects such as decrease or cessation... such as disputes with family" p.206
- shows knowledgeability "a realistic picture of available societal opportunities" e.g., " a psychology major ought not to expect to hang out a psychotherapy shingle upon completing the BA"
- demonstrates "knowledge of alternatives... and .. for some information about comparisons and contrasts that indicate a respondent's thoughtfulness about the ideas underlying the labels" p. 206
- demonstrates activities directed toward gathering information/experiences, i.e., self-initiated, in-depth searching (eg., working in a research lab)
- demonstrates consideration of "alternative potential identity elements" e.g., "leave a childhood vocational or ideological niche... and to actively explore different paths commensurate with one's interests and abilities.

How to score Identity Status in the life area of career/occupation.

Identity Status Categories									
		Co	mmitment						
		Present	Absent						
Pre Exploration	sent	4. Identity Achievement	3. Moratorium						
Abs	sent	2. Identity Foreclosure	1. Identity Diffusion						

Has a commitment been made?

Yes. Makes a commitment through:

Achievement - after a *period of exploration* develops a foundation of well-defined self-concepts and personal values.

Foreclosure - accepts the identity with little evidence of the exploration of identities (e.g., Conform to expectations of others).

No. Is there any evidence of *vague and ill-formed commitments* and some level of exploration?

Moratorium - shows vague and ill-formed commitments and engaged in *active exploration* of identity alternatives.

Diffusion - no clear idea of an identity and no attempt to explore identity alternatives.

For each s	student identify the catego	ry that best describe	es the self-reflection essa	ay by entering a confidence	e score between 1 (low)	and 3 (nigh)		
			Identity Status Ru	ubric for Self-Reflection	on Essay		Additional Information	
		0	1	2	3	4		
			(Diffussion)	(Foreclosure)	(Moratorium)	(Achievement)		
Course	Student	Cannot be asssessed; did not complete the assignment properly	No clear idea of an identity and no attempt to explore identity alternatives	Accepts identity with little exploration of alternative identities	Shows vague/ill- formed commitments AND engaged in active exploration of identity alternatives	AND reached full	Post-BA/BS plans	If an Oriental did the stuc switching Dropping the I with
Seminar	#1S			2			hopes for a Master's in clinical psych area	n.a.
Seminar	<u>#2S</u>					3	enlisted in the Navy, plans to pursue PHD in BNS	n.a.
Seminar	<u>#3S</u>				3		attend grad school in forensic Psych	n.a.
Seminar	#4S				2		unsure	n.a.
Seminar	<u>#5S</u>			1			no plans other than maybe attend grad school in unspecifi	n.a.
OtM	<u>#10</u>		1					continuing
OtM	#20				1			continuing
OtM	#30			1			Marriage and Family Therapy	continuing
OtM	<u>#40</u>		1					continuing
OtM	<u>#50</u>			2			music/art therapy	dropping
		,						

Students fully achieving identity must show evidence of examined values/goals AND show evidence of a firm commitment

A student satisfying Exploration and Commitment (Identity achievement) earns a maximum score of 4

A student satisfying neither requirements (Diffusion) earns the minimum score of 1

	/ \		_	L	I I	9	
1	Confide	nce Workshe	et				
2							
3		Exploration		Commitment			
			Breadth of		Activity directed toward		
4	Student	Appearance	alternatives	Knowledgeable	the commitment		Average Score
5	<u>#1S</u>	0	0	2	1		2
6	#2S	3	3	3	3		3
7	<u>#3S</u>	3	2	3	2		3
8	#4S	3	2	2	1		2
9	<u>#5S</u>	2	1	1	0		1

Exploration

Appearance

- 0 absent
- previous in time (only in grade school or highschool or early in college)
- 2 some instances appear to be currently (i.e., in college) present
- 3 some instances are currently present

Breadth of alternatives

- 0 absent
- 1 maybe one or more instances
- 2 some clear instances
- 3 many instances

Commitment

Knowledgeable

- 0 absent
- 1 difficulty articulating knowledge
- 2 some ability to articulate knowledge
- 3 articulate

Activity directed toward the commitment

- 0 absent
- 1 little, most of the work is internal (thoughts; no evidence of overt behavior)
- 2 some external indications of commitment
- 3 clear external indicators of commitment

Example Reflections from Orientation of the Major

Orientation to Psych 13 December 2016

Final Reflection

Over the course of this semester, we have done many self-assessments, quizzes, and other activities to introduce us to the Psychology major, related fields, job opportunities, and skills needed to succeed. There were many valuable skills to be learned from this course that found especially useful. Some of the assessments were well needed in order to gauge different aspects about ourselves such as if we are ready for graduate school, if the helping professions age, right for me, and many others. This course was unlike any others in that none of my other courses relate to me and my future the way this course does. This course helped me figure out

what I wanted to do and helped solidify my career aspiration

One assessment I found rather useful was at the beginning of Landrum and Davis survey. This survey not only lets you know if psycl for you, it also lets you know if any psych-related professions are righ knowledge of your major, study skills and habits, and job preparedne a non-graded assessment that tells you to be honest with yourself. But can determine whether you are ready to pursue psychology as a major only way to get anything out of the survey is to be honest with yourself.

13 December 2016

After my long journey through my first semester of college, I believe I need to ma many changes to myself. I still want to stick with my major in Psychology. I just want to I to increase my work ethic and be able to put more time and energy into what I want to do life. I do not know exactly what I want to do, but I am leaning towards the idea of becomi counselor and work with children in schools and/ or hospitals. Many of the counselors tha encountered in my life have helped me deal with stress and coping with many problems thave faced. I want to be able to give children that same spark of energy that was endowed me. That same spark that gives children the hope to dream and be happy again. This is will do anything I can do in order to attempt to pursue this dream of helping the next gene pursue their dreams.

One of the biggest things that I want to change about myself is my work ethic. I understand that I am in college now and that I need to attack it a different way that I did in high school. I came into Seton Hall University without much information about the ways to get a degree in Psychology. I had no idea that a B.S. or a B.A. degree was even a thing and I didn't understand how to handle them. Over the course of the semester, have a much better idea of what I should expect in the future of pursuing a degree in this field. I understand the amount of work and determination that I need to do in order to make this major into a career. That is why my work ethic needs to be changed. I know that in this semester I haven't done my assignments

7 December 2016

The time journal and pie chart assignment was an interesting experience for me because it brought my attention to everything I was doing, every day. Reflecting upon that assignment, see that I have improved. I found the pie chart eye-opening to how I actually spend my time. The first thing I noticed is that it shows that I spend most of my time sleeping. Getting a good amount of sleep every night is something I value so, I am very glad that throughout the semester I have been able to balance my time to achieve getting enough sleep. What was surprising to me is the amount of time that I spend doing nothing. While I was planning to spend this extra time studying or exercising, I now spend it volunteering. I'm satisfied with not exercise as much as I should, I do go long hikes more often. I spend more time on work and studying, which is something I was hoping to accomplish. Overall, that assignment turned out to be very beneficial in helping me improve myself.

I have become more in tuned to my strengths and weaknesses: I am very responsible,
empathetic, and independent I really like to listen to what people have to say because I truly care
about them. This strength could help me out in the psychology field I also learned to manage my
ime and stress really well. I have had a lot on my plate this semester, but have always
accomplished what I need to do without freaking out. A weakness is my nervous tendencies.
Sometimes, I get overly anxious about an event, but I think there's also a good side to that.

Orientation to Psychology 15 December 2016

Final Reflection

After taking this class once a week for the whole semester, I have learned something very important about myself. I do not want to be a psychology major. I realized that I have absolutely no desire to do anything psychology related. I do not want to go to graduate school for psychology, I do not want to take Psych Stats, I do not want to do research labs... I want none of it. I am grateful that this class taught me that I guess. I wish that once I realized that I would not

SB

Although I have taken this class more than once, due to "Life" as I like to call it; I have finally appreciated the meaning of what this class truly provides students with. I'd like to say that it brings each and every individual the same experience, but it doesn't, as everyone experiences things differently. It provides a true meaning of how to connect with the inner networks of the university; in addition to how mobilizing within that network will provide students with the skills necessary to graduate, obtain a job in the field, and possibly further studies in psychology or any related field. Dr. Levy is definitely an awesome professor, not only because he has so many years of experience at the university; but has lifetime of experience as a teacher. The assignments provided me with insights of myself, as well as of the field of psychology itself-most importantly whether psychology is the field for each participating student; in addition to how the individual falls within the paradigm of careers that involve helping others, and knowing how to help others, or whether or not to lean towards the more research spectrum of psychology.

Although the class is really meant for lower classmen, it somewhat helped me figure out where to go and who to talk to when it comes time to graduation. The assignment that appealed to me the most was the pie chart- as it allowed me to see how I spent most of my time, and how I could go about organizing my life throughout each semester. I attended the psychology club, as a form of extra credit towards the class; realized it was really interesting and the people were really friendly- I tend to be really reserved, and shy when it comes to approaching people at first, so it helped me step out of my shell. The psych club is a great way to integrate within the psychology student community in the university. The class work is probably a lot more excessive than what most students receive in a class that may be of more difficult nature. However, the reason is fair

gy major in the beginning of October. I
th a psychology degree and I thought
', I wanted to do a double major with
ictim's advocacy but I don't really want
me. I am more interested in just
y they are. Like I think instead of
be there for them.

Critical Thinking

• Student demonstrating the consideration of *alternative ideas/identities through exploration* (Achievement or Foreclosure) are likely demonstrating the application of a key characteristic of critical thinking as the Psych Dept. defines it - i.e., consideration of alternatives

• Students demonstrating Identity Achievement are also demonstrating *integration* - a key component of critical thinking.