

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

Michael Vigorito

Department of Psychology

University Assessment Meeting, March 16, 2018

Framework of *Guidelines 2.0*

A Summary of the Learning Goals

The Comprehensive Learning Goals

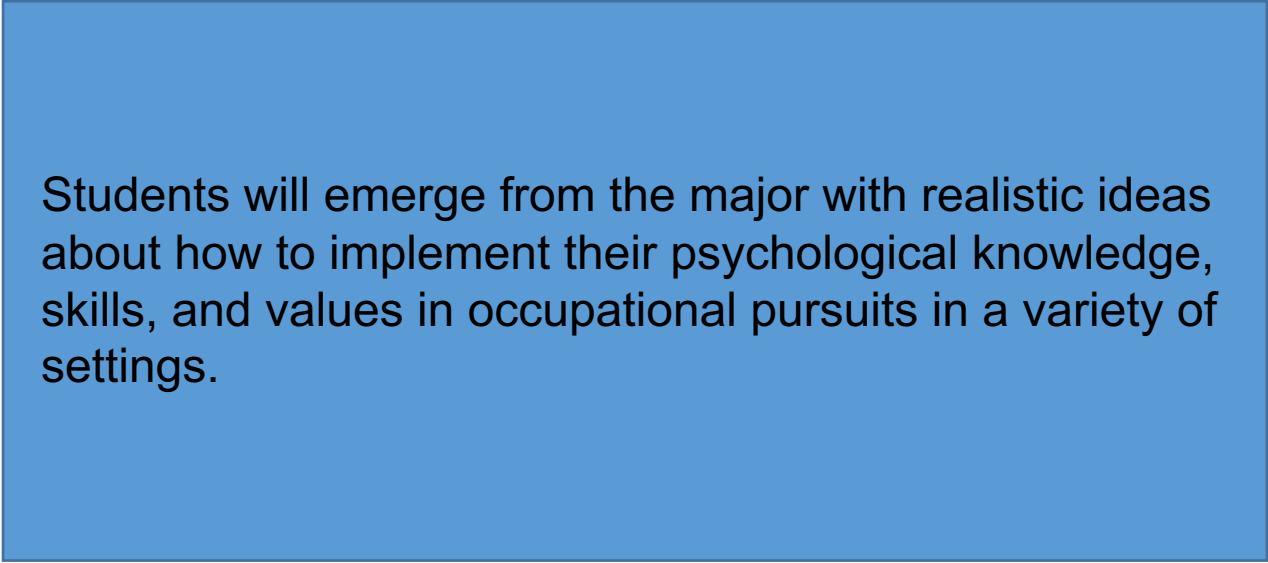
Goal 1: Knowledge Base
in Psychology

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.

EDUCATION DIRECTORATE

- About the Education Directorate
- Leadership and Governance
- Office of Program Consultation and Accreditation
- Continuing Education in Psychology
- Continuing Education Sponsor Approval
- Government Relations
- Graduate and Postgraduate
- Precollege and Undergraduate

APA Guidelines for the Undergraduate Psychology Major

The APA Guidelines for the Undergraduate Psychology Major represents a national effort to describe and develop high-quality undergraduate programs in psychology.

[2013 GUIDELINES 2.0 \(PDF, 447KB\) >](#)

Guidelines 2.0

The Guidelines 2.0 were approved by the APA Council of Representatives in August 2013. This document is a revision of the original APA Guidelines for the Undergraduate Psychology Major (PDF, 286KB), approved by the council in August 2006. This first revision, effective as of August 2013, supersedes the previous guidelines. It will expire in 10 years.

Undergrad Policy

- Principles for Quality Undergraduate Education in Psychology

Free Webcast

Watch "Evolving Guidelines for the Undergraduate Psychology Major: How do we now?" to understand changes.

GOAL 5: PROFESSIONAL DEVELOPMENT

- 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

Outcomes
Students will:

5.5 Develop meaningful professional direction for life after graduation

Foundation Indicators
Students will:

5.5a Describe the types of academic experiences and advanced course choices that will best shape career readiness

Baccalaureate Indicators
Students will:

5.5A Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation, and work habits

5.5b Articulate the skill sets desired by employers who hire or select people with psychology backgrounds

5.5B Develop evidence of attaining skill sets desired by psychology-related employers

5.5c Describe settings in which people with backgrounds in psychology typically work

5.5C Evaluate the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction

5.5d Recognize the importance of having a mentor

5.5D Actively seek and collaborate with a mentor

5.5e Describe how a curriculum vitae or résumé is used to document the skills expected by employers

5.5E Create and continuously update a curriculum vitae or résumé

5.5f Recognize how rapid social change influences behavior and affects one's value in the workplace

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 courses (18 credits):

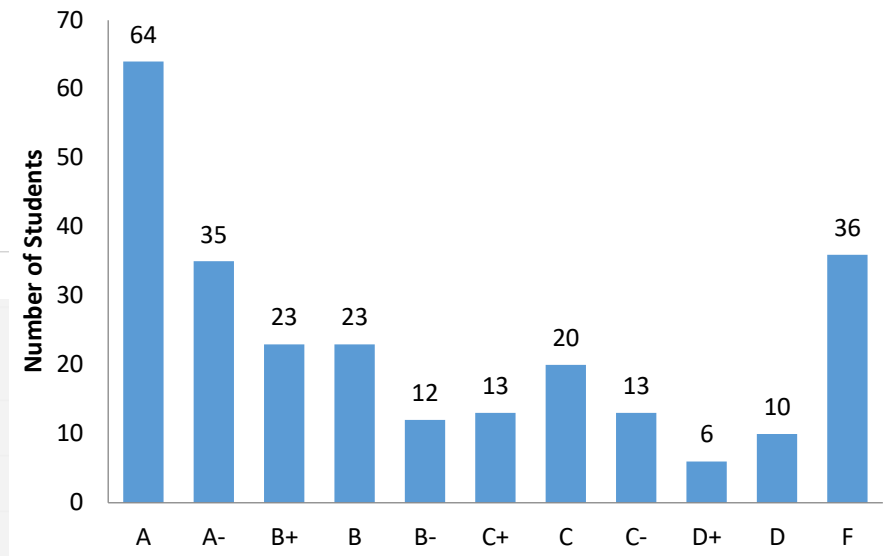
Credits

PSYC 1101	Introduction to Psychology	3
PSYC 1201	Orientation to the Psychology Major	1
PSYC 2311	Elementary Psychological Statistics	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

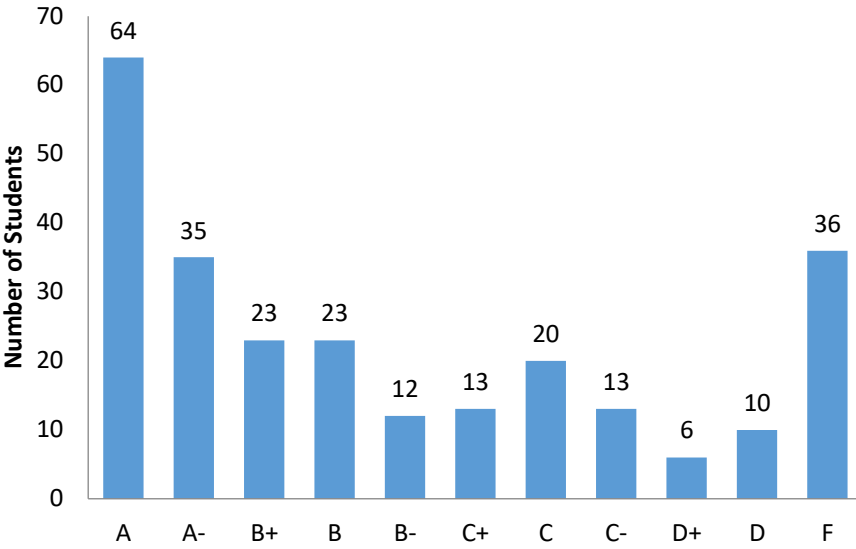


	Scores (%)							
	Attendance	Assessments	Quizzes	Psych Activities	APA style	Final Reflection	Pie Chart	Academic Plan
Mean	87.2	73.1	74.9	63.0	69.0	80.1	84.9	78.3
Median	93.8	80.5	81.4	66.7	100.0	100.0	94.0	100.0
SD	18.4	23.9	19.7	37.4	42.6	37.6	26.8	36.5

	Assessments (10 pts. Maximum)														
	L&D Survey	Holland Quiz	In/Out Class Behavior	Outside Class Relection	Time Manage. Skills & Relection	APA Style Error	Jrnal Articles	Writing in Psych	Job Ads	Interview Questions	Working With People	Career 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 assignments	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	

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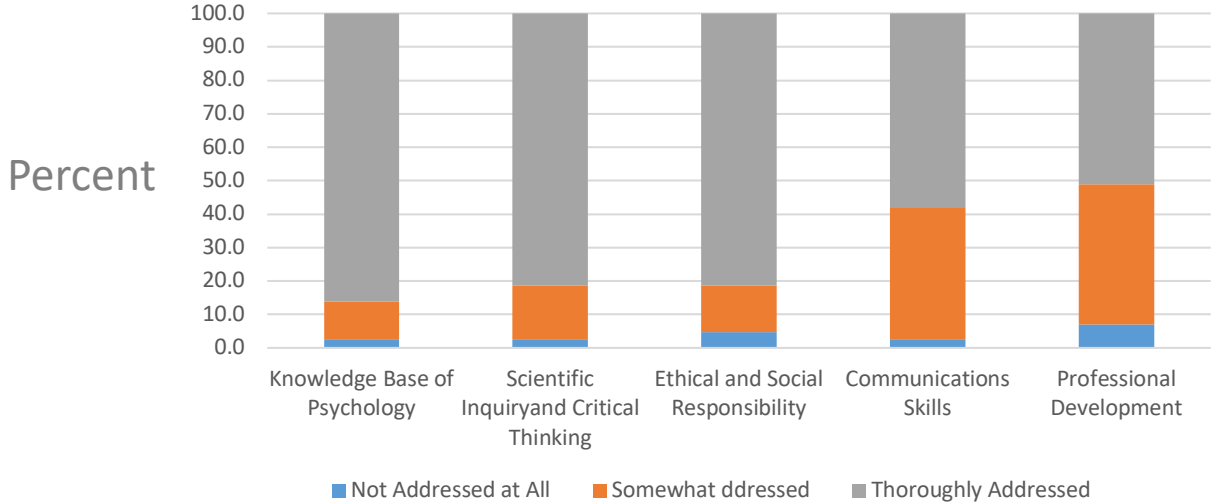
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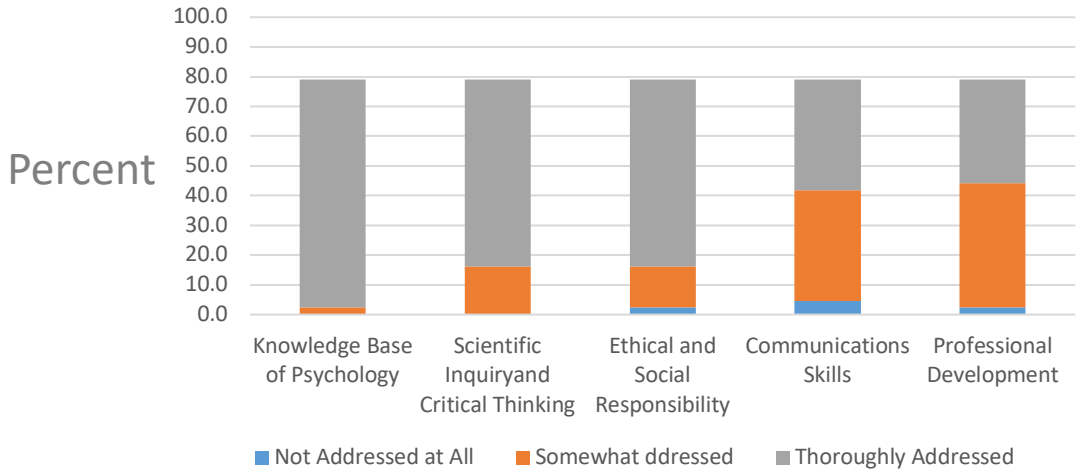
Psychology-Related Activities							
	Research Participation	Psych Club	Faculty Interview	Psychology Talks	Professional Interview	Graduate Interview	Job Fair
N=	172	154	51	98	110	94	65
%=	67.2	60.2	19.9	38.3	43.0	36.7	25.4

Senior Survey Learning Goals Question

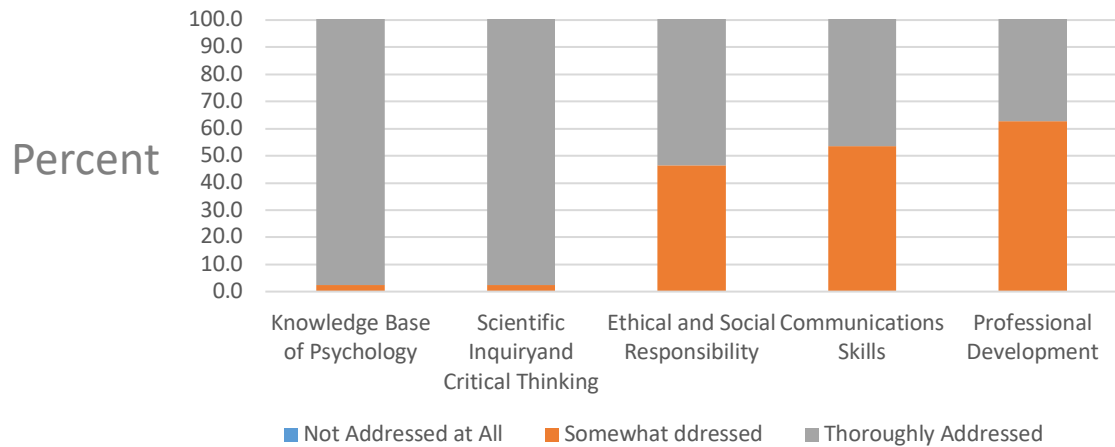
2014-15 (N =43)



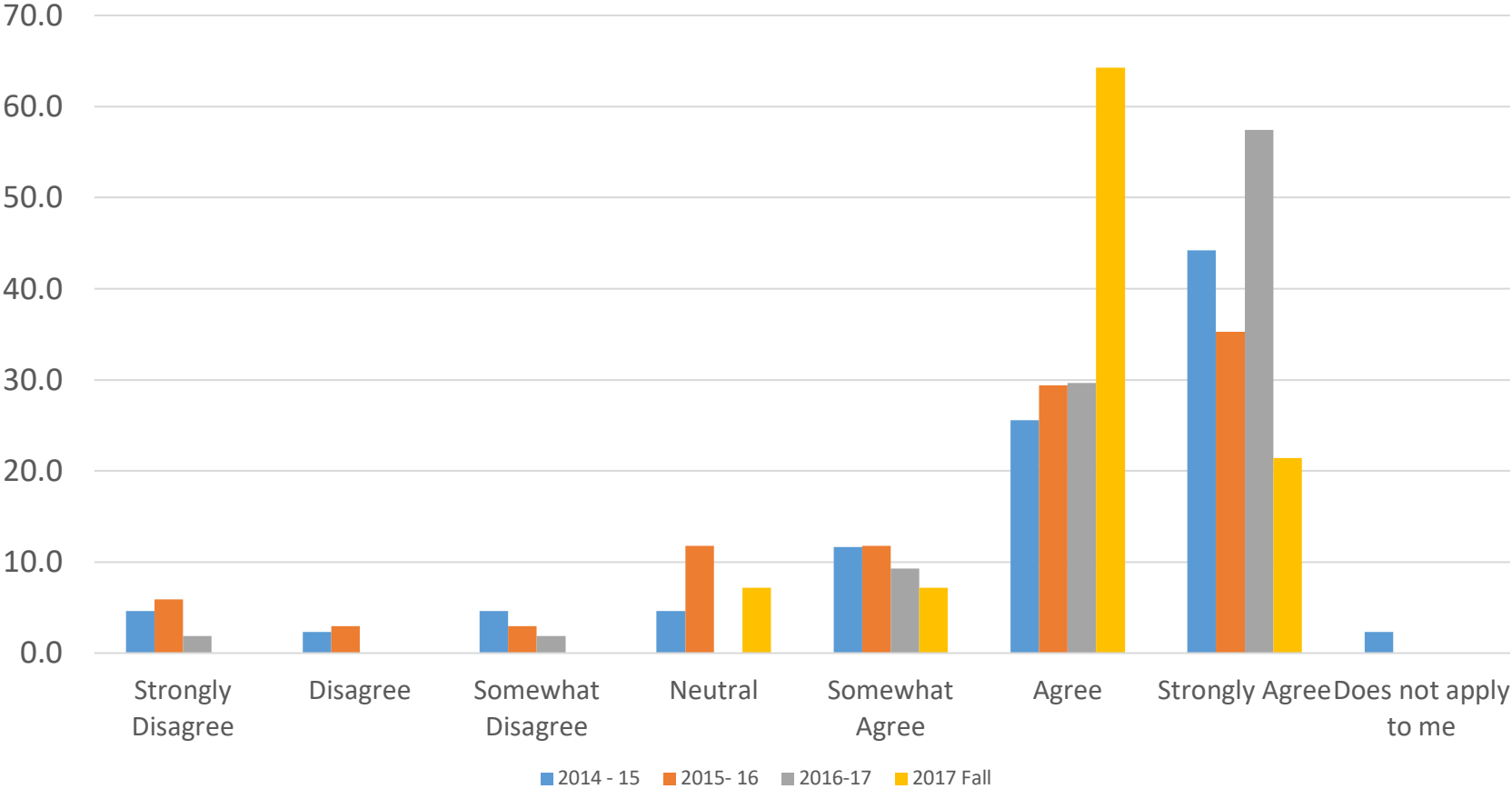
2015-16 (N =34)



2016-17 (N =54)



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 22.¹ 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.

		Commitment	
		Present	Absent
Exploration	Present	4. Identity Achievement	3. Moratorium
	Absent	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 student identify the category that best describes the self-reflection essay by entering a confidence score between 1 (low) and 3 (high)

		Identity Status Rubric for Self-Reflection Essay					Additional Information	
		0	1	2	3	4		
			(Diffusion)	(Foreclosure)	(Moratorium)	(Achievement)		
Course	Student	Cannot be assessed; 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	Examined values/goals AND reached full commitment		
							Post-BA/BS plans	
							If an Oriental did the student switching Dropping the I with	
Seminar	#1S			2			hopes for a Master's in clinical psych area	n.a.
Seminar	#2S					3	enlisted in the Navy, plans to pursue PHD in BNS	n.a.
Seminar	#3S				3		attend grad school in forensic Psych	n.a.
Seminar	#4S				2		unsure	n.a.
Seminar	#5S			1			no plans other than maybe attend grad school in unspecified	n.a.
OtM	#1O		1					continuing
OtM	#2O				1			continuing
OtM	#3O			1			Marriage and Family Therapy	continuing
OtM	#4O		1					continuing
OtM	#5O			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

1	Confidence Worksheet					
2						
3		<u>Exploration</u>		<u>Commitment</u>		
		<i>Breadth of</i>		<i>Activity directed toward</i>		
4	Student	<i>Appearance</i>	<i>alternatives</i>	<i>Knowledgeable</i>	<i>the commitment</i>	Average Score
5	<u>#1S</u>	0	0	2	1	2
6	<u>#2S</u>	3	3	3	3	3
7	<u>#3S</u>	3	2	3	2	3
8	<u>#4S</u>	3	2	2	1	2
9	<u>#5S</u>	2	1	1	0	1

Exploration

Appearance

- 0 absent
- 1 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

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.