Program Annual Assessment Report

Program: Psychological Science  Date: June 10, 2019

Please use a separate copy of the table and three prompts below for each outcome assessed this year.

<table>
<thead>
<tr>
<th>Outcome: Students will have a post-graduation plan.</th>
<th>Reviewers: Claxton, De Clute, Hill, LaPaglia, and Pleuss</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of Artifacts Collected:</strong> 37</td>
<td><strong>Number of Artifacts Reviewed:</strong> 15</td>
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<tr>
<td><strong>How were the artifacts reviewed selected:</strong> Randomly Selected</td>
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Describe how the artifacts were used to assess student learning. (If a rubric was used please attach it to the report.):

The artifacts for this outcome are career portfolios that students make when they take PSYC 300: Professional Seminar. These portfolios are an accumulation of assignments that students completed in the class. In addition to helpful documents post-graduation (i.e. resume, personal statement), the portfolios also include information about possible future careers and graduate institutions that students could attain after graduation. This is designed to provide students with information about multiple post-graduation paths. See the assignment sheet below for more information about what students were asked to submit.

We randomly selected 15 of 37 available artifacts. Each faculty member was randomly assigned to assess six portfolios on the rubric using a 3-point scale, (0 = missing, 1 = attempted, but poor, and 2 = proficient, good or exemplary). See rubric below for more information. Each artifact was assessed by two faculty members. When discrepancies in ratings were present, the artifact was assessed by a third faculty member, and the mode of the three evaluations was used as the final score. Overall, there was high interrater reliability (scores were the same for 91% of the individual observations). The most discrepancy was found for the rubric item, “Logical Career Preparation Plan.” For this rubric item 4/15 observations were discrepant, suggesting that more clarity may be needed for this item.

Additionally, this year we wanted to add another method of gathering information about perceptions of career readiness as students are finishing their degree. During the final exam period in their Psychology Capstone class (PSYC 450), students were asked to complete the Career Preparation Self-Efficacy Scale (Rudmann & Tucker, 2018). This 14-item self-report instrument is designed to evaluate whether students meet the APA outcome of “Develop a meaningful professional direction for life after graduation.” It includes questions about the future such as understanding how to apply to graduate school (e.g., “I know how to go about preparing for, selecting, and getting admitted to graduate school) and feelings of preparation (“After graduating with my Bachelor’s degree, I know what my likely career path will be (e.g., enter the workforce, attend graduate school).”). Individuals respond to items on a 5-point scale ranging from 1 No Confidence at All to 5 Complete Confidence. Total scores range from 14 to 70.
Conclusions of the review regarding student learning in the outcome with rationale supported by evidence from the artifacts:

Overall, our assessment showed that students’ portfolios provided competent post-graduation plans. Across the rubric items, the large majority of students scored a 2 (i.e., reached capstone level). See the graph below for the percentage of students scoring a “2” for each item.

Out of the six rubric items, “Logical Career Preparation Plan” had the lowest percent score a 2 (73.3%). As noted above, this was also the item most challenging for the faculty to consistently evaluate. This suggest that there may be issues with the rubric and/or with student presentation of this information.

Nine students completed the Career Preparation Self-Efficacy Scale. The mean score was 65.56 ($SD = 3.64$), indicating a high level of career readiness. Scores on most items were at a 4 or 5, suggesting that students feel prepared to enter their careers after taking Professional Seminar and Capstone. In fact, there were only three items for which any students gave scores lower than a 4. These items were related to identifying careers outside of psychology (“I can identify a number of ‘people helping’ careers outside of psychology and I have some understanding of the preparation required for each of these careers” and “I can identify several areas within the business world in which a psychology major may be valuable, and I know how to pursue a career in business if I should decide to do so.”) and working with resumes (“I make it a habit to periodically update my curriculum vita/resume.”). However, even for these items, over 75% of respondents reported levels of 4 or 5.
Suggestions (if any) to improve student learning relative to this outcome. If no suggestions explain why not:

Based on the portfolio assessment, students are showing strong evidence of career preparation. Additionally, their self-report scores also suggest that they feel prepared for their careers. The only potential area of concern was in the area of having a logical career preparation plan. For this item, a small minority (26.7%) scored a 1 on this item, indicating that their plan consisted only of plans for future classes rather than having a plan for their time at Morningside that included courses, activities, internships, etc. Thus, students may need more guidance in this component of the portfolio. However, even for this item, more than 70% of students are meeting the capstone level, indicating that this is not an issue for most students. Additionally, this item showed more discrepancy in ratings than other items. Thus, an important next step in the assessment process is to revisit the wording of this item to ensure consistency in assessing this component.

Overall, the evidence suggests that the current professional seminar course is providing students with the resources and information needed for students to create a post-graduation plan. However, we currently only have responses from a small number of students on the Career Preparation Self-Efficacy Scale. Thus, another next step for the assessment process is to collect more data on this particular scale. The department plans to continue including this scale in the capstone course, and before the next assessment of this outcome in three years we should have data from several groups of students that can be used to evaluate whether the trends found in this initial assessment continue.

Overall, before the next evaluation of this outcome, the department will:

a.) Revisit the logical preparation plan aspect of the rubric to ensure that the rubric wording is appropriate.

b.) Continue to administer the Career Preparation Self-Efficacy Scale in capstone in order to gather additional data on this measure.
Instructions for Career Portfolio

One major product that you create in this course is a career portfolio created through TaskStream. Electronic portfolios are becoming important parts of the employment process and may also be used in some graduate school applications. Electronic portfolios provide a powerful way for you to tailor your materials for a potential employer and allow for you to showcase your particular strengths.

For this class you will be required to create a professional e-portfolio that will serve as a storehouse of information for you. The idea is that you will maintain records, reflections and documents in this portfolio and you can tailor and tweak the information in it if you plan to actually send the portfolio to an employer or graduate school. In advising, you will be asked to continue to update the material in this portfolio, so that after graduation you are ready to go. Students can personalize their portfolio in a way that works best for them. However, the portfolio will include at minimum the following elements:

1. Home page should be two letters to the readers of the portfolio.
   a. One reader will be your academic advisor, so you should tailor the letter as the beginning of the dialogue that you will have when you review the portfolio with them
   b. The second letter can be tailored to an audience of your choosing. It may be the start of a cover letter for application for employment or graduate school, or something else that matches the students’ career path.
   c. Letters should incorporate some biographical information that may cover the following:
      i. Why you chose psychology as a major
      ii. What particular areas of psychology are of interest to you and why
      iii. What your professional and career goals are for the future
      iv. Any other personal information that would be appropriate to share in a professional setting
2. Your updated and revised resume
3. Your revised personal statement written for a graduate program
4. A detailed description of your career plan (courses, activities, internships, research, travel, etc.) that includes a how each step and activity will contribute to your future career.
5. Lists of important skills that you have developed and the reflection of how you will improve on areas that you are weaker in.
6. Inclusion of appropriate supporting materials for
   a. Employment (internship products, projects, news clippings of activities involved in, etc.)
   b. Graduate School (writing samples, research presentations, school organizations, etc.)
7. List of potential employment options available after graduation
a. Reflection on how those options fit or don’t fit for you and display of knowledge of those career options.

8. Reflective statements as appropriate for supporting material describing how this product demonstrates your strengths, knowledge, abilities, and dispositions.

9. Professional picture(s) that can be used to enhance your portfolio.

10. Reflective letter to next year’s students in professional seminar outlining what elements in the class were helpful, and what you would do differently now that you have the benefit of the class being over.

Though I require each of these elements, I want you to personalize your electronic portfolio. This will require you to spend time creating the organization and content that you deem important for your own career goals. I have very high expectations for these portfolios and will be evaluating these as if I were a potential employer/graduate school admissions committee member and you were sending. You will want to ‘wow’ me, set yourself apart from others, and demonstrate your professionalism. As such simply throwing all of these documents online and creating your portfolio overnight will not be sufficient to get a good grade.

There are several assignments within class designed to create some of the elements in your portfolio, however you are responsible for maintaining these assignments through the class and then organizing them appropriately into the portfolio. I will provide an example of a portfolio for you to see from previous years; however be advised that I have changed the assignment this year, so simply copying the examples will not be sufficient.

When you have completed your e-portfolio,

1. You will turn this in to me through a DRF that I will create on taskstream. Be advised that this is a major area of assessment for the department, so any faculty member in the department will have access to it.

2. You will also submit this to your academic advisor(s). Please inform your advisor(s) that you will be sending him or her a link to your e-portfolio created in Professional Seminar and also ask if he or she would like a paper copy. If a paper copy is desired, you can create a PDF version to copy. To validate that you have sent a copy to your advisor, you will be required to get your advisor’s signature to turn into me using the attached form on moodle.

3. You will also want to create an electronic copy of your portfolio that will remain in your taskstream and you can update throughout the remaining time at Morningside. If you do not create this copy, then you can’t update your portfolio b/c submitting it to a DRF “locks” it.

Finally, as a reminder, the career portfolio is worth 25% of your grade. Please give this assignment the time and the attention needed to do well. It will help you when you have to do something like this for real.
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<tr>
<th>Rubric</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Resume/Vitae</td>
<td>No resume or vitae is uploaded into the portfolio</td>
<td>A resume or vitae has been uploaded, but it would not be acceptable to be released to a potential job or graduate school. Either the formatting is terrible, or the resume is incomplete (i.e. only student information and education is there, but no experiences are listed).</td>
<td>Student has a resume that could be given to a potential employer or graduate school. These resumes may range from just basic information included (name, contact info, education, experience of some kind) in easy to read format to exemplary resumes.</td>
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<tr>
<td>Understanding of strengths</td>
<td>No discussion of strengths</td>
<td>Student has included something about their strengths or skills they possess, but the information is very general and would not help them with an interview. Or students have only included one strength or skill. For example, they may say they are good communicators, but not explain what that means or give examples of how they have demonstrated that.</td>
<td>Students have included multiple skills they are strong in and have given some explanation of what the skill is or how they have demonstrated it. Again, this may range from barely proficient (ex: I am a good communicator b/c I have learned active listening skills in Psych of Counseling, I have completed a 30 minutes mock counseling session...) to exemplary examples.</td>
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<tr>
<td>Understanding of areas of growth</td>
<td>No discussion of weaknesses or areas of growth</td>
<td>Student has included something about their weaknesses or skills they need to improve, but the information is very general and there is no plan to improve this area. Or students have only included one weakness or skill deficit. For example, they may say they don’t do research well, but not explain what that means or give examples of what they can do in their remaining time at Morningside to improve.</td>
<td>Students have included multiple skills they are weak in and have given some explanation of how they can improve on those deficits. Again, this may range from barely proficient (ex: I am bad at research and need to take more laboratory classes, such as research methods) to exemplary examples.</td>
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<tr>
<td>Logical career preparation plan</td>
<td>Missing component</td>
<td>Student has included a plan that consists of only classes they will take in the remaining semesters.</td>
<td>Students have a semester-by-semester plan of their remaining time at Morningside and have included courses, activities, internships, research, travel, volunteer, jobs, and graduate school planning (i.e. GRE taking) as appropriate.</td>
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<tr>
<td>Employment options after undergraduate graduation</td>
<td>No employment options are provided</td>
<td>Student has at least one employment option listed, but not the minimum of 3. OR student has not included a job that they are eligible for right after graduation.</td>
<td>Student has a minimum of three different employment options included in the portfolio. One job is appropriate with a bachelor’s degree, one job represents their dream job, and one additional employment option is included. These can be specific job ads, or just descriptions of jobs.</td>
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<tr>
<td>Graduate school options</td>
<td>No graduate school options listed</td>
<td>Student has listed an option, but does not include the admissions requirements or the specifics of the degree.</td>
<td>One graduate school is listed that includes the specifics of the placements (name of degree, specialty, and location; i.e. MA in clinical mental health at USD) AND the requirements for admission to the program.</td>
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