Year

1. Identify the PLO your program assessed this academic year

5).Professional Development This PLO will be assessed in 15-16.

2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.
[Papers, presentations, portfolios, test items, specific assignments, capstone

Surveys--The Department of Psychology carried out an assessment of its Career Development Seminar
(PSYC 390).

3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work

Surveys-

4. Explain the results of the assessment activities

Quantitative Assessment of Career Development among University of Scranton Psychology Majors: 2015 – 2016 ResultsJohn C. Norcross, Bryan M. Nolan, & James P. Buchanan Department of Psychology University of ScrantonJanuary 2016 Contents1. Assessment Goals of University of Scranton's Psychology Program 2. Assessment Focus of 2015 – 2016 on Career Development3. Career Resources for University of Scranton Psychology Majors4. Pre-Post Analyses of Psychology Students in Career Development Seminar5. Student Ratings of Career Development Topics, Assignments, and Learning Objectives6. Post–Graduation Activities of University of Scranton Psychology Majors over 25 Years7. General Conclusions8. Recommended Changes and Next Steps9. ReferencesAppendix A. Career Development in Psychology (Psyc 390) SyllabusAppendix B. 2015 University of Scranton Psychology Handbook 1. Assessment Goals of University of Scranton's Psychology ProgramThe University of Scranton's Psychology Department subscribes to the American Psychological Association's Guidelines for the Undergraduate Psychology Major (version 2.0; 2013). Those APA Guidelines articulate five superordinate learning goals for which our Department developed corresponding learning outcomes: GOAL 1: Knowledge Base in PsychologyOutcome 1. ETS Major Field Test in Psychology administered to graduating psychology majors every third year with an overall score no lower than 65th% for both individual and institutional comparisons.GOAL 2: Scientific Inquiry and Critical ThinkingOutcome 1. A score no lower than 65th% for both individual and institutional comparisons on the measurement and methodology subsection of the ETS Major Field Test in Psychology for graduating psychology majors.Outcome 2. The annual number of student presentations at research conferences and student coauthored publications will average at least 15 students.Outcome 3. Annual rate of student participation, as assessed on the Psychology Department Exit Survey, in the FSRP program and Undergraduate Research (PSYC 493 or 494) will average at least 20% of the graduating

class.GOAL 3: Ethical and Social Responsibility in a Diverse WorldOutcome 1. Students successfully pass the CITI test for ethics in research.Outcome 2. At least half of our graduating seniors report on our exit survey that they participated in one of our three student organizations.Outcome 3. At least one-third of our graduating seniors report on our exit survey that they engaged in a Psychology Department volunteer activity.GOAL 4: CommunicationOutcome 1. Students successfully complete the Department's two required writing intensive courses.Outcome 2. Students successfully produce a poster as part of PSYC 330 Research Methods.Outcome 3. At least 10 current psychology majors per year attend a convention to co-present a poster or paper with a faculty member.GOAL 5: Professional DevelopmentOutcome 1. At least 1/3 of graduating psychology majors will indicate an acceptance for graduate training on the annual Psychology Department survey of their immediate post-graduate plans.Outcome 2. At least 90% of the previous year's psychology graduate responding to the Office of Career Development survey on employment and graduate school attendance will be either employed full-time or pursuing additional education. 2. Assessment Focus of 2015 – 2016 on Professional DevelopmentFor academic year 2015 – 2016, the University of Scranton Psychology Department decided to assess one of those five APA learning goals: professional or career development. We did so by measuring student gains in the career development seminar, by analyzing student ratings of class topics, assignments, and learning objectives, and by evaluating the outcome data of University of Scranton baccalaureate graduates.In the following pages, we present an overview of the Career Development in Psychology (Psyc 390) seminar, including its assigned texts and assessment measures. We delve into the results of a course assessment administered to the students at the beginning and again at the end of the seminar to ascertain their significant gains (or losses) in skills and knowledge related to professional development. Next, we summarize the results of students' ratings on course topics, such as securing letters of recommendation and participating in a mock interview; course assignments, including constructing a career plan and conducting an informational interview with a professional in a relevant field; and the student learning objectives (SLOs) intended to be accomplished in the seminar.Afterward, we show our Psychology majors' post-graduation activities, as assessed by both the University of Scranton's Office of Career Development and the Psychology Department's Annual Exit Interview of graduating seniors. The data indicate whether students are employed, attending graduate school, or are unemployed and still seeking following baccalaureate graduation. Finally, based upon the collective results, we draw several general conclusions and propose a few changes to be made in the future. 3. Career Resources for University of Scranton Psychology MajorsThe University of Scranton Psychology faculty is proud of the myriad career resources available to its students. These include: the .5 credit psychology first year seminar (Psyc 110L) taken by all entering first-year psychology majors concurrently with Fundamentals of Psychology (Psyc 110); the extensive Psychology Handbook www.scranton.edu/academics/cas/ psychology/pdfs/ Handbook2015.pdf); published book-length career resources (in our lounge and online); the University's Counseling Center; Web pages (including the Psych Homepage); the Office of Career Development; and the Career Development seminar (Psyc 390). In addition, each psychology major is individually advised, initially by the CAS Academic Advising Center and then by a full-time psychology faculty member and additional psychology faculty, as needed. More directly, the 1-credit Career Development in Psychology seminar (Psyc 390) is required of all psychology majors and constitutes the primary structured vehicle for career development. This "Junior Seminar" is ideally taken in the Fall of the junior year. It entails reading, discussing, and applying information on academic planning, career development, and graduate school. The course follows a seminar format with a maximum of 10 students and one instructor per section for 13 weekly, 50-minute meetings.We require

three texts for the seminar:Kuther, T. L., & Morgan, R. D. (2013). Careers in psychology (4th ed.). Belmont, CA: Wadsworth/Cengage.Bolles, R. N. (2013). What color is your parachute? A practical manual for job-hunters and career-changers. Berkeley, CA: Ten Speed Press. Norcross, J. C., & Sayette, M. A. (2014). Insider's guide to graduate programs in clinical and counseling psychology (2014/2015 edition). New York: Guilford Press.There are four student learning outcomes (SLOs) for the seminar: demonstrate knowledge of academic planning for psychology majors; develop career development skills, specifically on preparing for graduate school and obtaining employment with a baccalaureate in psychology; establish realistic career goals; and manifest active engagement in University life, including participation in academically related events. Students are assessed in the course via six quizzes, 10 brief assignments, and class participation. As part of one of the brief assignments, students are required to attend two academically relevant department or university events. The other brief assignments include: Strong Interest Inventory, a career plan, informational interview, a CV or resume, a cover letter or personal statement, an individual career review, interview responses, and a mock interview. The syllabus for the career development seminar can be found in the Appendix.

4. Pre-Post Analyses of Psychology Students in Career Development SeminarIn Fall 2015, 32 psychology majors were enrolled in three sections of the 1-credit, Career Development in Psychology seminar. The 32 students were demographically representative of our psychology majors; 26 were female (81.3%), averaged a 3.23 cumulative GPA, and for the most part, were either incoming psychology majors or declared psychology as a major in their freshman year.We administered pre- and post-course measures of self-rated beliefs and skills to those 32 psychology majors, all but 5 of whom were juniors (the others were seniors who declared the psychology major later in their academic careers). All 32 psychology majors completed the measures anonymously in class.Three-fourths of the 26 total items were drawn from two previous studies on the educational effectiveness of similar career seminars; one study (Dillinger & Landrum, 2001) examined the effects of a freshman seminar, and the other study (Kennedy & Lloyd, 1998) examined the effects of a sophomore seminar. Seven additional items were nominated by faculty members in the University of Scranton's psychology department. Tables 1, 2, and 3 present the results of the pre-post t-tests for the 26 items for 2015 (N = 32).Of the items extracted from prior published studies (Tables 1 and 2), two-thirds demonstrated statistically significant increases (indicated by * in the tables) from the beginning to the end of the course. On the five-point, Likert-type scale (1 = strongly disagree to 5 = strongly agree), students consistently reported net increases in skills and knowledge related to preparing for graduate school and post-baccalaureate careers. That is, they reported substantially more preparedness for employment and graduate study, as well as being more skilled in writing a resume, in surfing the web for information, in accessing services from the University's Office of Career Development, and in other areas. Three items in Table 1 — "After this course, I think I'll still be interested in majoring in psychology," "I know how to find information about psychology on the Internet," and "I want a career that is psychology-related" — did not demonstrate significant change over the course of the semester. Students tended to agree strongly with all statements prior to the course, as seen in the pre-course item means of 4.63, 4.13, and 4.31, respectively. These findings probably represent a ceiling effect (i.e., the initial high rating left little room for change).

Table 1. Pre and Post-Course Means on Dillinger & Landrum (2001) Items

Items	Pre M	Post M	M Diff	t(31)
I feel prepared for any type of post-BA/BS career.	2.88	3.78	0.90	4.71*
I know the information necessary to apply for graduate programs in psychology	2.47	4.47	2.00	11.50*
I feel prepared to apply for graduate school.	2.41	3.78	1.37	7.27*

I know about the opportunities in psychology that I can experience outside of

Item	Pre M	Post M	M Diff	t(31)
the classroom	3.56	4.50	0.94	3.82*
I know how to find information about psychology on the Internet.	4.13	4.31	0.18	1.14
I am familiar with the type of careers graduates from this program have attained	3.35	4.26	0.91	4.82*
Letters of recommendation are an important part of the post- BA/BS process.	4.44	4.97	0.53	5.30*
I understand some of the disciplines related to psychology.	3.97	4.56	0.59	5.46*
After this course, I think I'll still be interested in majoring in psychology.	4.63	4.69	0.06	0.81
I want a career that is psychology-related.	4.31	4.50	0.19	1.53*

*p < .05   Note. 1 = strongly disagree, 2 = moderately disagree, 3 = uncertain, 4 = moderately agree, 5 = strongly agree

All of the items in Table 2 manifested substantial agreement at the end of the course (all item means = 4 or more on the 5-point scale), and all but two the items demonstrated statistically significant increases (p < .05) over the course of the semester. Two items in Table 2 did not show such increases: "I have determined whether I need/want to attend graduate school" and "I have determined whether I am majoring in the best area for my needs and goals" (pre-course means of 4.28 and 4.03, respectively). In both cases, the absence of significant temporal increase is likely due to high pre-course means, and thus they did not have as much room for improvement as other items.

Table 2. Pre and Post-Course Means on Kennedy & Lloyd (1998) Items

Item	Pre M	Post M	M Diff	t(31)
I have learned to write a resume or CV.	3.19	4.94	1.75	8.13*
I have obtained information about bachelor's-level career options for psychology majors.	3.34	4.59	1.25	8.04*
I have obtained information about master's-level career options for psychology majors.	3.28	4.41	1.13	6.76*
I have obtained information about doctoral-level career options for psychology majors.	3.22	4.53	1.31	6.63*
I have determined whether I need/want to attend graduate school.	4.28	4.50	0.22	1.56
I have learned about services offered by the Office of Career Development.	2.84	4.75	1.91	9.65*
I have determined whether I am majoring in the best area for my needs and goals.	4.03	4.25	0.22	1.32
I have clarified my career goals.	3.44	4.03	0.59	2.83*
I have learned about career/graduate school resources on the World Wide Web.	3.25	4.22	0.97	4.12**

**p < .05   Note. 1 = strongly disagree, 2 = moderately disagree, 3 = uncertain, 4 = moderately agree, 5 = strongly agree

For our local purposes, the psychology faculty nominated seven additional items: commitment, clarity, desire, realism, breadth, cohesion, and engagement. Table 3 presents the mean student ratings for each of these items pre- and post-course. Four of those items exhibited statistically significant increases from start to finish of the seminar: Improved clarity of career goals, realism of career goals, cohesion among psychology majors, and engagement in attending academic-related events in the last semester. Conversely, reported commitment to the psychology major (means of 4.84 and 4.63, respectively) and desire to attend graduate school (4.53 and 4.53) were quite highly endorsed at the beginning and again at the end of the course. The lack of statistical significance probably, again, represents a ceiling effect of sorts.

Table 3. Pre and Post-Course Means on Departmental Items

Item	Pre M	Post M	M Diff	t(31)
Commitment: I am committed to psychology as a major.	4.84	4.63	-0.21	-1.88
Clarity: My career goals are clear at this time.	3.53	4.03	0.50	2.49*
Desire: I desire to attend graduate school.	4.53	4.53	0.00	0.00
Realism: My career goals are realistic at this time.	3.94	4.34	0.40	3.46*
Breadth: I have seriously considered careers outside of psychology.	3.53	3.69	0.16	0.82
Cohesion: I feel a sense of cohesion and camaraderie among my fellow junior psychology majors	3.32	3.81	0.49	2.54*
Engagement: In the last semester, I attended several academically related university events.	2.94	3.81	0.87	3.70**

**p < .05   Note. 1 = strongly disagree, 2 = moderately disagree, 3 = uncertain, 4 = moderately agree, 5 = strongly agree

All in all, our psychology majors reported substantial improvements in knowledge and skills across the 1-credit career development seminar. On 18 of the 26 items, students experienced significant gains by the end of the course. That concretely translates into increased clarity of career

goals, increased knowledge of career options, and increased familiarity with employment and graduate school practices. More specifically, the group mean increase of 1.75 points on the 5-point scale means that the typical student went from "uncertain" to "strongly agree" that he/she learned to write a resume or CV. Meanwhile, those items that did not manifest improvement were already high at start of the course. Consistent with previous research conducted in other universities (e.g., Kennedy & Lloyd, 1998) and in our own department (Norcross & Hedges, 2004; Rengert, D'Agostino, & Norcross, 2008), the seminar did not exert any appreciable effect on the already high student commitment to psychology as a major or as a career.   5. Student Ratings of Career Development Topics, Assignments,   and Learning ObjectivesIn addition to the pre-post measures on career development skills and knowledge, students (N = 31 of 32; 97%) in the Career Development seminar completed in-class, anonymous evaluations of the seminar topics, assignments, and SLOs at completion of the course. Ratings were made on a 5-point, Likert-type scale in which 1 = low educational value, 3 = medium educational value, and 5 = high educational value. The results were independently compiled by a research assistant and are aggregated in the tables below.Table 4 presents the students' average ratings of the course topics. As shown there, students conferred all course topics, with the exception of Active Engagement in University Life, a mean educational value rating of at least 3.77. The average rating across these 16 topics was 4.33, indicating high educational value of nearly all course topics. In particular, the mock interview, applications, CVs/resumes, and interviewing strategies and practice were most highly rated.Table 4 also presents mean student ratings for the same course topics from Fall 2006, to which we compared the 2015 mean student ratings. We computed a Pearson correlation between the 2006 student mean ratings and the 2015 student mean ratings on the course topics. The high r of .73 (p < .01) demonstrates the similarity of student ratings on these topics across the years.Table 4. Mean Student Ratings of Course Topics in 2006 and 2015 (N = 31 for 2015)

Topic	2006 Mean	2015 Mean
Active Engagement in University Life (.3 of a class)	3.76	2.90
Psychology Curriculum & Advising Tips (.7 of a class)	4.19	4.48
Field Trip to Office of Career Development	4.27	4.10
Employment & Grad School Selection Criteria (.5)	4.54	4.39
Assessing Your Career Interests with the SII (.5)	4.08	3.77
Preparing: Courses, Research, Experiences	4.03	4.26
Baccalaureate-Level Career Options (.5)	3.92	3.94
Graduate-Degree Career Paths (.5)	4.43	4.29
Applications and CVs/Resumes	4.27	4.71
Entrance Examinations	4.35	4.13
Researching Positions & Selecting Schools	4.41	4.13
Cover Letters & Personal Statements (.5)	4.41*	4.60
Letters of Recommendation (.5)	4.41*	4.35
Interviewing Strategies & Practice	4.68	4.68
Mock Interview/Interview Day	4.76	4.71
More on Interviews	----	4.43
Making Final Decisions (.5)	4.03	4.33

Note: Ratings on a 5-point scale of educational value in which 1 = low, 3 = medium, and 5 = high. *These topics were combined in the same week in 2006.In Table 5, we present the students' mean ratings of the 10 course assignments in the order in which they were completed in the Fall semester. Excluding attendance at two university events, all assignments received average ratings of medium value and above, but there were definite preferences. The favorite assignments were practical, hands-on skills: constructing a CV or resume, participating in a mock interview, and composing a cover letter or personal statement (also see Borden & Rajecki, 2000). By contrast, the more traditional or academic assignments of book reading and attending two university events were less favored.Similar to the previous table, Table 5 provides the mean student ratings for assignment value in 2006. The computed Pearson correlation between the 2006 means and the 2015 means was .81 (p = .01). Again, this high correlation indicates the consistency with which students value the respective course assignments.Table 5. Mean Student Ratings of Assignment Value in 2006 and 2015 (N = 31 for 2015)

Assignment	2006 Mean	2015 Mean
Summer Reading (Kuther & Morgan)		

3.16   3.58Strong Interest Inventory   3.68   3.48Career Plan   3.92   4.32Informational Interview   4.41   4.45CV or Resume   4.46   4.77Cover Letter or Personal Statement   ----   4.65Interview Responses   4.16   4.52Attendance at Two Events   3.43   2.40Mock Interview DayIndividual Career Review   4.73   ----   4.67   4.46Note: Ratings on a 5-point scale of educational value in which 1 = low, 3 = medium, and 5 = high.One course assignment merits additional consideration. In response to student feedback about the paucity of individual consultation with the professor, we added the Individual Career Review as a graded assignment for the first time in Fall 2015. For that assignment, students met individually with the professor for 20 minutes outside of class time. Together, they reviewed the student's revised CV or resume, current CAPP sheet, and updated Career Plan, all of which were previously completed. Students also arrived for the review with at least three written questions regarding their academic and career development. The assignment was completed between Fall break and the penultimate class meeting. Although taxing on the professor's time (32 students x 20 minutes), students experienced the individual review favorably (M = 4.46); indeed, many commented that the assignment constituted a natural culmination of the seminar in a private setting. Finally, Table 6 shows students' average ratings on how well the seminar accomplished the four SLOs established at the start: demonstrating knowledge of academic planning, developing career development skills, establishing realistic career goals, and manifesting active engagement in University life. With the exception again of active engagement in the university, the SLOs were accomplished quite well in the students' view.Table 6. Mean Student Ratings of SLOs in 2015 (N = 31)Student Learning Outcome   MeanDemonstrating knowledge of academic planning   4.43Developing career development skills   4.73Establishing realistic career goalsManifesting active engagement in University life   4.60   3.53Note: Ratings on a 5-point scale in which 1 = low, 3 = medium, and 5 = high.Taken together, data from tables 4, 5, and 6 clearly reflect that students did not highly value active engagement in University life as a course topic, as an assignment, or even as an SLO. Across all three categories, it was afforded the lowest ratings. That's a remarkably consistent—and disconcerting—pattern in our assessment results. 6. Post–Graduation Activities of University of Scranton Psychology   Majors over 25 YearsEach year, the University of Scranton's Office of Career Development polls all baccalaureate graduates to obtain post-graduation outcomes. After first polling students during their registration for graduation, Career Development staff then send two email surveys post-graduation during the summer, and three US Postal surveys in the fall months. Finally, staff secure final data from respondents using LinkedIn. Table 7 aggregates those results, from 1990 to 2014, specific to the psychology major.University graduates indicate whether they are employed, seeking additional education (overwhelmingly graduate school), or unemployed and still seeking. University staff members typically receive responses from three-quarters of baccalaureate graduates. Over the past 25 years, psychology majors have responded to the post-graduate surveys at a 78% clip.Table 7 summarizes 25 consecutive years of data on the post-graduation outcomes of psychology majors. As seen in both the totals (located at the bottom of the table) and the most recent classes, roughly half of University of Scranton psychology majors obtain employment and roughly half immediately attend graduate school. The 49% of our majors attending graduate school stands in marked contrast to the 22 – 26% national average (Grocer & Kohut, 1997; Norcross & Sayette, 2016). Relatively few psychology majors responding, 3%, report being unemployed six months following graduation.Table 7. Post–Graduation Activities of U of S Psychology Majors   Class# of Grads   % Response   # Employed   # Grad School   #Unemployed1990   26   85%11   101   1991   37   89%17   1411992   38   84%17   1121993   38   82% 8   1831994   39   85%14   1621995   35   86%18   1101996   29

90%12 1401997 36   92%21 1201998 48   90%20 2101999 42
69% 7 211   2000 36   81% 14 150   2001 49   78% 11 2612002
20   80% 7   812003 37   62%11 12   02004 35   94%19 12
02005 50   70%18 15   22006 34   88%14 15   12007 31
77%14 10   02008 46   78%23 13   0200941 76% 9 21
1201044   57%13 11   1201153   77%17 23   2201240   68%12
15   020135171% 1915   220145169%18170Totals 935   78%   363
376   22 (mean)   (48%)   (49%)   (3%)Note. Data compiled by Office of Career Development.

These data clearly signify that the Psychology Department is meeting its second outcome for Goal 5: Professional Development (section 1). That is, "At least 90% of the previous year's psychology graduate responding to the Office of Career Development survey on employment and graduate school attendance will be either employed full-time or pursuing additional education." The number across decades is 97%. For Goal 5's first outcome (i.e., "At least 1/3 of graduating psychology majors will indicate an acceptance for graduate training on the annual Psychology Department survey of their immediate post-graduate plans"), the Psychology Department has conducted an annual exit interview of its graduating students since 1988 (Norcross, Gerrity, & Hogan, 1993). The results of this interview from the last three years are shown in Table 8.Table 8. Post-Graduation Outcomes of Psychology Department's Annual Exit Interview

2013   2014   2015# Psych Graduates   48   55   40# Respondents   45
55   36Response rate   94%   100%   90%Grad full-time   38%   33%   28%Work
full/Grad part   2%   11%   6%Work full-time   29%   27%   28%Work part/Grad part
0%   2%   6%Note. Data compiled by Psychology Department. As shown here, the number of psychology graduates indicating acceptance into graduate studies in recent years averages 40%. These numbers exceed the stated outcome of 1/3, clearly demonstrating that the Psychology Department is achieving this Career Development outcome as well. 7. General ConclusionsThe quantitative results from these multiple evidentiary sources on career development among our psychology majors converge in most respects: Students clearly believe that they are being taught successfully to apply psychology-specific content and skills for their professional development. University of Scranton psychology majors consistently report net increases in skills and knowledge related to preparing for post-baccalaureate careers and graduate school. As found by other researchers (e.g., Green, McCord, Westbrooks, 2005; LaJeunesse, 2003, Macera & Cohen, 2006; Thomas & McDaniel, 2004), career seminars tend to leave students feeling more knowledgeable about their options, more skilled in their career plans, and more efficacious about their career search. As well, students enrolled in the Career Development seminar generally rate its course topics and assignments as having medium-high or high educational value and indicate that the seminar's SLOs (except one) have been accomplished well. The notable exception is active engagement in University life, which emerges as the lowest valued course topic, class assignment, and SLO.The data on psychology majors' post-graduation activities demonstrate a roughly fifty-fifty split between those pursuing further education and those who are employed. We suspect that our graduates successfully apply the skills and knowledge gained from the career seminar and other professional development resources (section 3). Such relevant skills and knowledge include writing a CV or resume, completing an employment/graduate school interview, composing a personal statement, and obtaining information about baccalaureate, master's, and doctoral career options—all of which

evinced significant increases from the start to the end of the seminar.Student evaluations and pre-post measures converge on the conclusion that the 1-credit Career Development seminar is an effective, efficient, and realistic vehicle by which to provide psychology majors a wealth of post-graduation information and skills. Consistent with previous research (e.g., Norcross & Hedges, 2004; Payne, 2000), our 1-credit seminar appears to be as successful in preparing students for life after graduation as 3-credit seminars (e.g., Buskist, 1999; Dodson, Chastain, & Landrum, 1996). 8. Recommended Changes and Next StepsOn the basis of these assessment results, we recommend three changes that are likely to improve the professional development of our university psychology majors. ♦ Remove the SLO and assignment on engaging students in the university's academic life. Students did not like the topic; they rated its educational value low; and the requirement seemed to promote frustration. Perhaps the department's noble goal of promoting student engagement in the life of the university can be implemented elsewhere in the curriculum. In any event, that SLO is not being effectively met within the context of an already crowded 1-credit seminar. ♦ Retain and implement the Individual Career Review assignment in subsequent offerings of the course. Students highly valued the experience and commented favorably on its private format. ♦ Conduct a follow-up survey of psychology graduates concerning their subsequent use and value of the University's career development resources, including the Psyc 390 seminar. We possess only informal and unsystematic feedback from select psychology graduates about what they take away long-term from the Career Development seminar and other career resources at their disposal. A follow-up survey of University of Scranton psychology graduates, say, three to five years post-graduation, perhaps utilizing some of the same items administered immediately after the seminar, would provide meaningful, real-life perspective. 9. ReferencesAmerican Psychological Association. (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from http://www.apa.org/ed/precollege/undergrad/index.aspx.Borden, V. M. H., & Rajecki, D. W. (2000). First-year employment outcomes of psychology baccalaureates: Relatedness, preparedness, and prospects. Teaching of Psychology, 27, 164-168.Buskist, W. (1999). Teaching an undergraduate course in preparing for graduate study in psychology. Teaching of Psychology, 26, 286-288.Dillinger, R. J., & Landrum, R. E. (2002). An information course for the beginning psychology major. Teaching of Psychology, 29, 230-232.Dodson, J. P., Chastain, G., & Landrum, R. E. (1996). Psychology seminar: Careers and graduate study in psychology. Teaching of Psychology, 23, 238-240.Green, R. J., McCord, M., & Westbrooks, T. (2005). Student awareness of educational requirements for desired careers and the utility of careers in psychology course. College Student Journal, 39, 218-222. Grocer, S., & Kohout, J. (1997). 1995 psychology baccalaureate employment survey: 1992 graduates. Washington, DC: American Psychological Association Research Office. Kennedy, J. H., & Lloyd, M. A. (1998, August). Effectiveness of a careers in psychology course for majors. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.LaJeunesse, C. A. (2003, April). The impact of a career seminar on students' career search efficacy. Poster presented at the 19th annual University of Scranton Psychology Conference, Scranton, PA.   Macera, M. H., & Cohen, S. H. (2006). Psychology as a profession: An effective career exploration and orientation course for undergraduate psychology majors. The Career Development Quarterly, 54, 367-371. Norcross, J. C., Gerrity, D. M., & Hogan, E. M. (1993). Some outcomes and lessons from a cross-sectional evaluation of psychology undergraduates. Teaching of Psychology, 20, 93-96.Norcross, J. C., & Hedges

5.Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

8. Recommended Changes and Next StepsOn the basis of these assessment results, we recommend three changes that are likely to improve the professional development of our university psychology majors. ♦ Remove the SLO and assignment on engaging students

6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.