

Instructions for Coding Academic Plausibility for College Students

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Plausibility is meant as a general assessment of the usefulness of the achievement related visions and strategies that the student describes. These school-focused possible identities and strategies are essentially a ‘road map to achieving in school’ or a plan of action. We coined the term ‘plausibility’ to convey the idea that possible identities differ in the extent that a youth could plausibly use these visions and strategies as a way to guide behavior toward the achievement goal (e.g. doing well in school).

Each point on the plausibility scale is operationalized by a count of the possible identities and strategies (and their level of detail or concreteness, with behavioral implications). Scores of 0 are reserved for students with no strategies and only a single, vague academic possible identity (or no academic possible identities at all). Scores of 5 are reserved for students with multiple academic possible identities and strategies. These strategies focus on both the academic aspects (e.g., doing homework) and also the social interpersonal aspects (e.g., asking the teacher for help, dealing with friends who don’t focus on school) of attaining the academic goal or avoiding failure in the academic goal. Counts include both expected and feared possible identities in the academic/school related domain and their connected strategies.

Possible identities that are related to job achievement and extracurricular activities are not counted for plausibility. If you have a doubt about whether a possible identity actually adds an additional piece of information or is completely redundant with a previous possible identity, ask.

Examples of Academic Possible Identities

Academic Expected Possible Identities: graduating on time, better GPA, more organized, more focused, working on research, applying to grad school, a better student, better time management

Academic Feared Possible Identities: being late to class, failing a class, procrastination, being stressed out, dropping out of school, missing class, falling behind, letting go of priorities

Examples of Strategies for Academic Possible Identities

Achievement Focused Strategies: studying, working hard in my classes, using a planner or calendar, leaving for class early, staying focused, being more organized

Interpersonal Strategies (as connected to academic possible selves): staying off social media, not going out as much, cutting out distractions, trying to remember what is most important

Coding Rubric

Overall Plausibility Score	Count of API	Count of Strategies Attached to API	Breakdown of Scoring: Give this Score If...
0	0	0	0 API + 0 strategy or 1 API + 0 strategy
	1	0	
1	1	1	1 API + 1 strategy or 2 API + 0 strategy
	2	0	
2	1	2 or more	1 API + 2 or more strategies or 2 API + 1 to 2 strategies or 3 API + 0 to 1 strategies or 4 or more API + 0 strategies
	2	1 to 2	
	3	0 to 1	
	4 or more	0	
3	2	3 or more	2 API and 3 or more strategies or 3 API and 2-3 strategies or 4 or more API and 1 to 2 strategies
	3	2-3	
	4 or more	1 to 2	
4	3	4 or more	3 API + 4 or more strategies or 4 or more API and 2 to 4 strategies
	4 or more	2 to 4	
5	4 or more	4 or more strategies (with at least one interpersonal)	4 or more API + 4 or more strategies (with at least one of them being focused on interpersonal aspects of school) (Example interpersonal strategies: staying off social media, not going out as much)

Reminder: For plausibility scoring, you only count the strategies that are related to an academic possible identity (both expected and feared).

Trouble Shooting

Multiple Strategies for an Academic Possible Identity: Sometimes strategies include more than one thing the student is doing to work on the academic identity (e.g., don't converse in school and focus on school work; do my homework and turn in my homework; do my classwork and my homework). When this happens count each strategy as a separate strategy. Do not count strategies that are just rewordings of the identity (see Example B). If strategies appear more than once, they are still counted as long as the possible identity they are attached to is not redundant (see Example C).

Multiple Academic Possible Identities that may be Redundant: Most of the time, each possible identity is counted. Example A is example of an exception to this. Example B gives an example of when a strategy is redundant with the possible identity. If strategies appear more than once, they are still counted as long as the possible identity they are attached to is not redundant (see Example C).

<u>Example A</u>	<u>Possible Identities</u>	<u>Strategies</u>
Next year I expect to be	1 = getting my Ph.D. 2 = in grad school 3 = at UC Riverside	
Next year I want to avoid	4 = staying another semester 5 = being at an expensive grad school	

Getting a Ph.D. is the same as going to graduate school, so 'getting my Ph.D.' and 'in grad school' count only as one possible identity. However, being in graduate school could be some place other than UC Riverside, so expecting to be 'at UC Riverside' is not redundant and it counts as a second possible identity. Wanting to avoid 'staying another semester' counts because it is an additional focus-avoiding feared identity. Being at 'an expensive grad school' also counts because it is a specific type of school to be avoided. In this case, with no strategies, the student would be given a plausibility score of 2 (with 4 possible identities and 0 strategies).

<u>Example B</u>	<u>Possible Identities</u>	<u>Strategies</u>
Next year I expect to be	1 = at UC Riverside	turn in application
Next year I want to avoid	2 = getting into any school other than UC Riverside 3 = getting lower than a 3.0 4 = getting Cs	getting good grades keeping good study habits keeping As and Bs

This student has 4 possible identities and 3 strategies. The strategy of 'keeping As and Bs' is just a restatement of avoiding 'getting Cs' rather than a strategy. Getting lower than a 3.0 and getting C's both count because there is a way to stay at 3.0 and above that includes C's (just balanced by A's) so these are slightly different avoided selves. Using the rubric above, the student would be given a plausibility score of 4.

Example C

Next year I expect to be
Next year I want to avoid

Possible Identities

- a) in grad school
- b) at UC Riverside
- c) not in grad school
- d) dropping out
- e) taking a GE

Strategies

- work hard
- working on my application
- work hard
- working hard
- taking one now

The only time strategies are not counted (even if they appear more than once) is when the possible identities they are attached to are redundant or exact opposites (e.g., in grad school, not in grad school). For example, ‘work hard’ to attain being ‘in grad school’ and ‘working hard’ to avoid ‘dropping out’ are the same strategy, but they are both counted because the possible identities are distinct. On the other hand, ‘work hard’ to attain being ‘in grad school’ and ‘work hard’ to avoid not being ‘in grad school’ are not both counted because the possible identities are redundant. This student would be given a plausibility score of 4 (with 4 possible identities and 4 strategies).