

Student Perceptions of Their Psychology Department's Learning Objectives for the Major

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ABSTRACT. The literature has shown that employers expect applicants to have a range of skills including interpersonal skills and critical thinking. In the present study, psychology majors rated their beliefs regarding the importance of 30 learning objectives, which have been identified as important by the American Psychological Association, employers, and the literature. Generally, participants' top-rated goals included more knowledge-related goals higher than their lowest-rated goals, $t(74) = 10.00, p < .001, d = 1.15$. In general, participants were more likely to identify knowledge-related goals as ones to which they were more exposed and in which they had the most confidence. Based on these results, departments may want to ensure that there is a focus on both knowledge- and skill-related goals, and to communicate their goals more effectively to students.

The goal of this study was to assess psychology majors' beliefs about how much their psychology department values (a) the American Psychological Association's (APA, 2013) learning goals (version 2.0), and (b) skills and other objectives that are valued by employers. Graduate programs and employers seek applicants who are knowledgeable and proficient in these two areas. Knowing how the psychology major is perceived by students may help psychology departments assess and improve the education they provide.

The APA's (2013) five main goals, outlined in their *Guidelines for the Undergraduate Psychology Major Version 2.0* are knowledge base in psychology, scientific inquiry and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development (pp. 49–58). The APA states that all universities should value and expose psychology majors to these learning objectives.

Many of the skills in the APA Guidelines overlap with skills sought by employers. Appleby (2000) surveyed 39 employers who reported that they would be willing to interview psychology majors on the importance of skills that would affect their hiring decisions. Employers placed a strong emphasis on skills related to effective communication and

interactions such as working with a team. They also rated ethical standards, initiative, and time management skills as important. Appleby (2000) asserted that students should learn and develop these skills while in college and should demonstrate that they have these skills in interviews. Landrum and Harrold (2003) found a similar trend. More specifically, in their study, 87 employers likely to hire psychology graduates rated the importance of 88 skills and abilities. The most highly rated skills were teamwork, relationships, and work ethic. Critical thinking and other communication skills also elicited high ratings from employers (Landrum & Harrold, 2003). Many of these skills overlap with those in the APA guidelines.

Employers have expectations that universities will teach students necessary skills. Hernández-March, Martin, and Leguey (2009) found that employers identified both technical field-specific knowledge and interpersonal skills as important. However, many employers are concerned that schools are not preparing graduates well enough for the job market (Hernández-March et al., 2009). They reported a gap between the level of skill they expected of applicants and the skill level they thought applicants actually had. Moreover, another recent survey of senior executives indicated

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that 59% of respondents “do not believe that U.S. colleges and universities offer curriculums that adequately prepare students for today’s workforce” (Survey, 2013, para. 6).

Psychology curricula may put more emphasis on knowledge and less on skills such as communication and critical thinking. Martini, Judges, and Belicki (2015) asked junior and senior psychology students to rate how much their coursework emphasized skill-based learning outcomes (SBLOs) such as critical thinking, and how much they considered these skills when doing assignments for class. The researchers found that students believed that little emphasis was being placed on SBLOs in their courses and that students did not think about these goals much when doing assignments (Martini et al., 2015). They also found that, regardless of class level, students were able to define critical thinking, communication, and collaboration only in very general terms that did not show a deep comprehension of the skills. Thus, the skill gap that employers are seeing may be partially explained by this lack of deep understanding (Martini et al., 2015).

Homa et al. (2013) analyzed a sample of introductory psychology course syllabi and found that they included objectives such as knowledge base and research methods more often than skills-based objectives such as critical thinking and communication skills. Goals such as career planning and development, and information and technology literacy appeared in fewer than 10% of syllabi. Although these findings were limited to introductory psychology, they are consistent with the idea that the skill gap may be partially due to psychology curricula failing to emphasize the importance of certain skills that psychology majors are expected to have. This does not necessarily mean that instructors are not addressing these skills; rather it may be that instructors are not explicit about developing these skills, and/or students are not appreciating the emphasis instructors place on them.

The APA (2013) provided suggestions to increase the effectiveness of the undergraduate psychology major, many of which revolve around intentionally and actively exposing students to the learning goals. The APA also suggested that teaching methods should help students develop skills. Martini et al. (2015) suggested that skill-based learning should be used in psychology classes, where students are explicitly and repeatedly made aware of what skills are being developed through their learning experiences. It is important that

students be aware of what skills their psychology department values. Otherwise, they may not know what is expected of them and what they should focus on in their education.

Gaither and Butler (2005) surveyed 507 introductory psychology students about their expectations of how well their major will foster 60 skills that matched the learning goals listed in the original *Undergraduate Psychology Major Competencies* (APA, 2002). Students generally thought that application and research-related skills would be the most developed by the major. Moreover, students also believed that application, research skills, and critical thinking would be gained from within the major, while communication and technology-related skills would be gained outside the major. Gaither and Butler (2005) concluded that their findings mostly aligned with the APA learning goals. However, their study used the older version of the learning goals, which made a distinction between psychology-specific skills such as critical thinking, and liberal arts skills such as communication (Gaither & Butler, 2005, p. 547). Their study also included only students taking an introductory course. Therefore, they studied only expectations and not actual experiences with the major. Finally, the study looked at skills related to the APA learning goals and did not account for other skills that are sought by employers (Gaither & Butler, 2005).

In the current study, we built on the Gaither and Butler (2005) study; specifically, we wanted to assess whether students at various points in the psychology major believed that their major values the skills listed in the new APA learning goals and that employers find important. We also wanted to assess whether students believed that they were actually exposed to these skills through their major. Additionally, we also investigated student perspectives about how much their psychology department values goals and objectives that employers and the APA consider important.

For this study, we predicted that the results would show that the psychology department is doing a good job with learning goals relevant to knowledge and research methods but not as well in other areas. Additionally, it is predicted that seniors would rate learning goals as more important than nonseniors because they have been in the department longer and would have had more chances to be exposed to various learning goals. Finally, we hypothesized that GPA and engagement would be related to the ratings of goals’ importance such that the higher a student’s GPA and the more

academically engaged they were, the higher they would rate the importance of learning outcomes.

Method

Participants

We sent a link to the survey to all undergraduate psychology majors at the University of Colorado Denver, a public urban university. Of the 933 majors, 77 (8.25%) took the survey: 5.7% ($n = 4$) first-year students, 12.9% ($n = 9$) sophomores, 40% ($n = 28$) juniors, and 41.4% ($n = 29$) seniors. Most participants were pursuing a BA degree ($n = 52$, 74.3%), with some BS students ($n = 17$, 24.3%), and one nondegree psychology student ($n = 1$, 1.4%). Thirty-three students (47.1%) said that the University of Colorado Denver was their first college, 37 (52.9%) said that the University of Colorado Denver was not their first college. The average GPA of respondents was 3.31 ($SD = 0.46$). In terms of sex, 80% ($n = 56$) identified as women and 20% ($n = 14$) identified as men. The average age of respondents was 24.3 ($SD = 6.2$). Of note, the numbers do not add up to 77 because not everyone answered every question.

Procedure

We obtained approval from the Colorado Multiple Institutional Review Board (Approval #16-0122). Participants completed an online survey, which started with questions regarding their beliefs about how much the psychology department values certain learning goals. Students rated how much they believe the psychology department values each of 30 learning objectives on a 4-point Likert-type scale (1 = *not at all important*; 2 = *somewhat unimportant*, 3 = *somewhat important*, 4 = *extremely important*). These objectives included all 19 learning goals from the APA Guidelines and 11 skills that employers have said in the literature that they expect from students. The wording of the APA document was substantially preserved; certain objectives included a little explanation, and some were shortened to make them more accessible to students.

The first 19 items came directly from the APA Guidelines Version 2.0 (APA, 2013, pp. 49–58; reprinted with permission from APA), with our additions included in the parentheses and other changes noted in brackets (see Appendix).

The remaining items (20–30) represented skills and goals that are important for employers in general and employers of psychology majors. Although skills regarding technology and statistical

analysis were generally rated as less important than other skills, they are included in this study for comparison (Appleby, 2000; Landrum & Harrold, 2003; see Appendix).

The second part of the questionnaire asked students to select goals from the same list of 30 goals to answer the following four questions: (a) “Out of these goals, select the three that you believe are the most important to the psychology department”; (b) “Out of these goals, select the three that are the most important to you”; (c) “Out of these goals, select the three that you believe you have been exposed to the most in your psychology courses”; (d) “Out of these goals, select the three that you are most confident in your ability.”

Students then answered questions regarding demographics, including information about sex, age, degree, class standing, psychology courses taken, and GPA. Finally, they answered this question about their academic engagement: “How engaged are you in college?” (1 = *not at all engaged*, 3 = *moderately engaged*, 5 = *extremely engaged*)

Results

Table 1 shows the means and standard deviations for the 30 goals in order of how students rated their importance to the psychology department. The ratings of the top eight goals were all above 3.5 (out of 4) and did not differ significantly from each other. The ratings for the lowest five goals were all below 3.0, and did not differ significantly from each other. To provide a general indication of differences in ratings among the items, we averaged the ratings from the eight highest- and five lowest-rated goals. The average of the eight highest-rated goals ($M = 3.56$; $SD = 0.35$) was significantly higher than the average of the five lowest-rated goals ($M = 2.87$; $SD = 0.68$), $t(74) = 10.00$, $p < .001$, $d = 1.15$.

Seniors and nonseniors differed significantly in their ratings of the following learning goals: *critical thinking*, *leadership*, *self-efficacy and regulation*, and *psychological research* (see Table 2); seniors rated those goals lower than did nonseniors. There were no significant differences for any of the other learning goals.

We hypothesized that GPA and engagement would be positively correlated with ratings of importance. However, most goals were not significantly related to GPA. Only *decision making*, *apply psych to career goals*, and *content domains* showed significant, and negative, correlations with GPA (see Table 3). *Decision making* and *conflict management* were negatively correlated with ratings of engagement. There

was a significant positive correlation between GPA and academic engagement, $r(65) = .367, p = .002$.

Students for whom the University of Colorado Denver was their first college rated the *writing* learning goal as significantly more important ($M = 3.70, SD = 0.53$) to the department than students who had attended other universities before coming to the university ($M = 3.27, SD = 0.84$), $t(68) = 2.57, p = .012, d = 0.61$.

There was no significant relationship between number of classes taken and ratings of goals, with the exception of *sociocultural factors*, $r(21) = .464, p = .029$. We derived the measure of number of psychology classes by adding the number of classes completed with the number of classes currently

enrolled in.

Tables 4, 5, 6, and 7 show the most frequently selected goals in response to four questions: We asked participants to select the three goals that (a) “are most important to the psychology department,” (b) “are most important to you,” (c) “you believe you have been exposed to the most in your psychology courses,” and (d) “you are most confident in your ability.” The learning goals most frequently selected as most important to the department were *content domains* (39%), *key concepts* (31.2%), *career prep* (24.7%), *sociocultural factors* (19.5%), and *scientific reasoning* (19.5%). The learning goals that were selected most often as the most important to students were *career prep* (42.9%),

TABLE 1

Means of Ratings of Importance for Learning Goals From Highest to Lowest

Learning Goal	M	SD	Learning Goal	M	SD
01. Describe key concepts, principles, and overarching themes in psychology (<i>Key concepts</i>)	3.66	0.50	16. Interact effectively with others (<i>Interact with others</i>)	3.28	0.80
02. Critical thinking	3.60	0.59	17. Apply psychological content and skills to career goals (<i>Apply psych to career goals</i>)	3.25	0.93
03. Apply ethical standards to evaluate psychological science and practice (<i>Apply ethical standards</i>)	3.60	0.52	18. Work ethic (desire and ability to learn; <i>Work ethic</i>)	3.22	0.79
04. Develop a working knowledge of psychology's content domains (e.g., cognition, developmental, biological, sociocultural; <i>Content domains</i>)	3.55	0.74	19. Career preparation (this includes, formulate career plan based on self-assessment of abilities, develop skills desired by employers, working with a mentor, create and update a curriculum vitae or resume, etc.; <i>Career prep</i>)	3.17	0.99
05. Ethical decision making	3.55	0.62	20. Conflict management (e.g., handling disagreements; <i>Conflict management</i>)	3.13	0.92
06. Use scientific reasoning to interpret psychological phenomenon (<i>Scientific reasoning</i>)	3.51	0.58	21. Statistics and statistical analysis (<i>Statistics</i>)	3.12	0.80
07. Describe applications of psychology (<i>Applications of psychology</i>)	3.51	0.64	22. Exhibit effective presentation skills for different purposes (i.e. oral communication skills; <i>Oral communication</i>)	3.09	0.87
08. Demonstrate effective writing for different purposes (this includes use of appropriate grammar, different audiences, APA style, constructing arguments, etc.; <i>Writing</i>)	3.51	0.72	23. Build and enhance interpersonal relationships (<i>Interpersonal relationships</i>)	3.07	0.88
09. Listening skill (<i>Listening</i>)	3.41	0.72	24. Time management	3.06	0.94
10. Demonstrate psychology information literacy (e.g., understanding scientific articles; <i>Psych info literacy</i>)	3.39	0.73	25. Enhance teamwork capacity (teamwork skills; <i>Teamwork</i>)	3.00	0.83
11. Self-efficacy and self-regulation (e.g., performance evaluation, incorporation of and appropriate response to feedback, self-assessment and reflection; <i>Self-efficacy and regulation</i>)	3.39	0.70	26. Adopt values that build community at local, national, and global levels (<i>Community values</i>)	2.99	0.85
12. Interpret, design, and conduct basic psychological research (<i>Psychological research</i>)	3.38	0.65	27. Refine project management skills (<i>Project management</i>)	2.89	0.83
13. Incorporate sociocultural factors in scientific inquiry (e.g., how culture influences what we study; <i>Sociocultural factors</i>)	3.36	0.70	28. Computer/technology skills (<i>Computer/technology</i>)	2.89	0.86
14. Engage in innovative and integrative thinking and problem solving (<i>Problem solving</i>)	3.35	0.74	29. Leadership skills (<i>Leadership</i>)	2.85	0.91
15. Decision making			30. Creativity	2.71	0.90

Note. The italicized text in parentheses shows how we refer to individual learning goals in the article.

content domains (28.6%), *apply psych to career goals* (19.5%), and *problem solving* (16.9%). The top five goals students were exposed to the most were *key concepts* (51.9%), *content domains* (37.7%), *writing* (29.9%), *psychological research* (22.1%), and *psych info literacy* (20.8%). Finally, students were most confident in *listening* (32.5%), *key concepts* (23.4%), *content domains* (22.1%), *work ethic* (20.8%), and *leadership* (18.2%).

Discussion

As predicted, students rated some goals as more important to the psychology department than others. It appears as though the department is successfully communicating some of their goals, but failing to achieve—or at least communicate the importance of—others. For the most part, students report knowledge-related goals such as *key concepts* and *content domains* as more important to the department than goals that are more purely skill-based such as *leadership* and *creativity*. These results are partially consistent with the literature. For example, Homa et al. (2013) found that knowledge base, research methods, and application were included in over 55 percent of introductory

psychology course syllabi. This fits with our findings that knowledge goals generally elicited higher ratings. Perhaps students are exposed to knowledge and application often in course syllabi, lectures, and/or exams, and for this reason believe it to be important to the department. Also, critical thinking appeared in 52 percent of syllabi in the Homa et al. (2013) study, and was also one of the most highly rated learning goals in the present study. All the other learning goals such as career planning and development, information technology literacy, and sociocultural and international awareness, were included in fewer than 20 percent of syllabi (Homa et al., 2013, p. 171). These results were somewhat consistent with the present ratings of learning goals: Goals that were not well-represented on syllabi were rated lower by our participants, with the exception of *apply ethical standards*. Students' beliefs about what is important to their department appear to come partially from information included in the syllabus. However, other aspects of their education may influence students' beliefs such as course assignments, classroom activities, and participation in other major-related activities.

One discrepancy between our results and previous studies concerns ethics. *Apply ethical standards* and *ethical decision making* appeared in the top five highest rated goals, suggesting that students believe that ethics is important to the department. However, this may not mean that the curriculum is teaching professional ethics. Rather, the results may reflect the fact that all course syllabi at University of Colorado Denver are required to have a section on academic honesty including such issues as plagiarism and copying from other students. Students may be interpreting the ethics-related learning goals as having to do with academic honesty policies more than ethics in psychology. If this is the case, then it is further evidence that students may base at least some of their beliefs about what is important to the department on what is in the syllabus. However, it may also mean that students have misinterpreted some of the learning goals.

Hernández-March et al. (2009) found that the skills that employers identify as having the greatest skill gap include those related to interpersonal skills (leadership, teamwork), time management, decision making, and problem solving. Consistent with their findings, we found that students rated interpersonal skills goals lower than knowledge-related goals.

We predicted that seniors would generally rate learning goals as more important than nonseniors.

TABLE 2

Learning Goal Ratings Nonseniors Vs Seniors in Order of Mean Highest to Lowest

Learning goal	Nonseniors		Seniors		t test	95% CI of the difference	Effect size
	M	SD	M	SD			
Critical thinking	3.76	0.44	3.34	0.72	$t(68) = 2.740$ $p = .009$	[.108, .714]	$d = .71$
Psychological research	3.51	0.60	3.17	0.66	$t(68) = 2.248$ $p = .028$	[.038, .641]	$d = .54$
Self-efficacy and regulation	3.51	0.60	3.17	0.80	$t(68) = 2.029$ $p = .046$	[.006, .674]	$d = .48$
Leadership	3.05	0.89	2.52	0.87	$t(68) = 2.478$ $p = .016$	[.104, .960]	$d = .60$

TABLE 3

Learning Goals Significantly Correlated With GPA and Engagement

Learning goal	GPA		Engagement	
	r	p	r	p
Decision making	-.252	.042	-.280	.019
Apply psych to career goals	-.249	.045		
Content domains	-.254	.040		
Conflict management			-.308	.009

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However, this prediction was not supported. For the most part, there were no significant differences between seniors' and nonseniors' ratings of learning goals. In the instances that there were differences, seniors actually rated learning goals significantly lower than did nonseniors. In no case did seniors rate goals significantly higher. These findings may indicate a certain amount of disillusionment for seniors. Around junior year, students may still expect that learning objectives will be addressed in later courses, but by senior year students may realize or decide that they will not. Another interpretation may be that seniors rated certain goals lower because they were basing their rating on how much they believed they still needed to develop those skills. Therefore, they might have seen goals that they believed they had already achieved as less important.

One of the learning goals that seniors rated lower was *critical thinking*, which was actually one of the most highly rated goals overall. This could mean that there is also a certain amount of unfulfilled promise. Students may get the message in class that critical thinking is important and may expect it to be addressed and taught, but it may not be taught to the extent they expect.

Another explanation for how seniors versus nonseniors rated goals may be that seniors are more accurate in their ratings than nonseniors because they have had more experience within the major and more accurate information regarding courses than nonseniors. Thus, seniors' ratings of goals may indicate accurate perceptions, disillusionment, or some combination of the two.

We predicted that GPA and academic engagement would be positively correlated with ratings of importance of goals. However, the only goals significantly correlated with either GPA or engagement were *negatively* correlated. *Decision making* and *conflict management* were negatively correlated with engagement. *Decision making* was also negatively correlated with GPA along with *apply psych to career goals* and *content domains*. This may be more evidence of disillusionment that some students may feel about the department's learning goals. The only exception to this trend was that *sociocultural factors* was positively correlated with the number of psychology courses that students have taken or are currently taking. This result may indicate that the psychology department may be doing well with the goal of incorporating *sociocultural factors* into the curriculum, and that it may be addressed in several courses.

The learning goals that students most frequently selected in response to questions about importance to the department, importance to themselves, most emphasized, and most confidence, mostly fall under the first APA learning goal 1: knowledge base in psychology. *Content domains* was one of the top selected for all four questions. *Key concepts*, which also falls under APA Learning Goal 1, showed up in questions about

TABLE 4

Most Selected Goals for "Most Important to the Psychology Department"

Learning goal	% of students selecting goal
Content domains	39.0
Key concepts	31.2
Career prep	24.7
Sociocultural factors	19.5
Scientific Reasoning	19.5

TABLE 5

Most Selected Goals for "Most Important to You"

Learning goal	% of students selecting goal
Career prep	42.9
Content domains	28.6
Apply psych to career goals	19.5
Problem solving	16.9

TABLE 6

Most Selected Goals for "Most Exposed to"

Learning goal	% of students selecting goal
Key concepts	51.9
Content domains	37.7
Writing	29.9
Psychological research	22.1
Psych info literacy	20.8

TABLE 7

Most Selected Goals for "Most Confident in"

Learning goal	% of students selecting goal
Listening	32.5
Key concepts	23.4
Content domains	22.1
Work ethic	20.8
Leadership	18.2

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most important to the department, most exposed to, and most confident in, but not for most important to the student (APA, 2013, pp. 49–50). This suggests a possible connection between the goals students are exposed to and the goals they believe are important to the department. What students may be experiencing is that they are being exposed to knowledge-based goals, and that exposure tells them that they are important to the department. Because they are being exposed to knowledge a lot, they gain confidence in their knowledge base in psychology. Students appear to be partially on the same page with the department in regard to what they believe is important. This may be especially true in our sample, because the average GPA was relatively high.

The most selected goal for importance to students was *career prep*, which did not show up as the highest mean values of exposure or confidence, but was the third most selected goal as most important to the department. However, more students rated this goal as important to themselves than as important to the department. This may suggest that, although students may be seeing some focus on this goal, they would like to see more of an emphasis. This may especially be true for students who are not planning on pursuing a career in psychology (Light, 2010). Career preparation might be a fruitful area to explore for psychology departments, especially those that do not have dedicated career-related courses.

The learning goal that students said they were most confident in was *listening*. However, there may be a difference between how employers interpret listening skills and how students see it. Students likely see listening as sitting in, and listening to, a class lecture. The focus may be different for employers. *Listening* was closely followed by *key concepts* and *content domains* in regard to confidence. These findings suggest that what students are learning is how to listen and they are learning about psychology. However, considering the skill gap that employers are seeing and all the other learning goals that are desirable for students, these may not be the only objectives the department should focus on.

Students may not be getting the message about learning goals that are more focused on skills such as *creativity* and *leadership*. Although some skills that are important for employers such as *listening* and *work ethic* came up as something students are confident in, others did not. Collaboration-related skills (teamwork, interpersonal relationships,

leadership) and time management are generally rated as important to employers (Appleby, 2000; Landrum & Harrold, 2003). However, goals related to those skills (*time management, leadership, interpersonal relationships, teamwork, project management*) were rated in the bottom 10 and some in the bottom five (*time management, leadership, project management*) of the 30 learning goals. Also, with exception of *leadership*, none of those goals showed up in the top ranked for importance to department, importance to students, exposure, or confidence. This could mean that the Psychology Department is not doing well in achieving, or at least in conveying the importance of, these goals.

The present study did not assess how well students were actually achieving the goals. However, students may not know which skills they are supposed to be learning, and instructors may not be helping students acquire them. If departments actually do value these skills-based goals, faculty members may want to take a closer look at both how they communicate their goals and how they develop syllabi, assignments, class activities, and other course aspects to achieve them. At the very least, instructors may want to tell students explicitly and consistently the purposes of course components.

Another factor that might have influenced some of the results is that students might not have had a complete or sophisticated understanding of some of the learning goals. Martini et al. (2015) found that students may have a superficial understanding of learning goals. However, if students do not understand what the goals are, this may be further evidence that they are not being explicitly exposed to them and taught what they are. Listing these goals in the syllabus may not be enough for students to get the message about their importance, or about their connection to assignments, assessments, etc.

The sample size in this study was small. Thus, we only have a partial picture of student perspectives. However, the mean GPA and ratings of academic engagement appear to be relatively high. Thus, our findings might reflect the perspectives of high-performing and engaged students. The perspectives of high-performing students may be especially illuminating because these students are arguably the most invested in doing well and may be more perceptive about what is going on in the department. At the same time, the ratings of the goals therefore may be an overestimate of what other students would see.

It would be beneficial to replicate this study at other types of universities. It would also be interesting to survey psychology faculty to see if their beliefs align with those of students, and also to assess levels of agreement within departments about their goals.

As an incremental step, however, the present study added to the understanding of student experiences with the psychology major. This study provided some indication of areas in which psychology departments may improve their efforts to maximize students' acquisition of skills and knowledge, to make sure they are prepared for both graduate school and the job market. For example, departments may consider being clearer about goals in their descriptions of major requirements, course syllabi, and course materials. They may also want to enhance their efforts regarding skill-based objectives. Faculty members may enhance their efforts to align their teaching methods with departmental goals, and to help students understand the connections among goals, course assignments and activities, and their (students') career goals.

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APPENDIX

01. Describe key concepts, principles, and overarching themes in psychology
02. Develop a working knowledge of psychology's content domains (e.g., cognition, developmental, biological, sociocultural)
03. Describe applications of psychology
04. Use scientific reasoning to interpret psychological phenomena
05. Demonstrate psychology information literacy
06. Engage in innovative and integrative thinking and problem solving
07. Interpret, design, and conduct basic psychological research
08. Incorporate sociocultural factors in scientific inquiry
09. Apply ethical standards to evaluate psychological science and practice
10. Build and enhance interpersonal relationships
11. Adopt values that build community at local, national, and global levels
12. Demonstrate effective writing for different purposes (This includes use of appropriate grammar, different audiences, APA style, constructing arguments, etc.)
13. Exhibit effective presentation skills for different purposes (oral communication skills)
14. Interact effectively with others
15. Apply psychological content and skills to career goals
16. Self-efficacy and self-regulation (performance evaluation, incorporation of and appropriate response to feedback, self-assessment and reflection) [We deleted the word exhibit at the beginning.]
17. Refine project management skills
18. Enhance teamwork capacity (teamwork skills)
19. Career preparation (This includes formulate career plan based on self-assessment of abilities, develop skills desired by employers, working with a mentor, create and update a curriculum vitae or resume, etc.) [Original: "Develop meaningful professional direction for life after graduation."]
20. Time management
21. Creativity
22. Work ethic (desire and ability to learn)
23. Leadership skills
24. Ethical decision making
25. Decision making
26. Computer/technology skills
27. Critical thinking
28. Statistics and statistical analysis
29. Conflict management
30. Listening skills

Note. Adapted with permission from American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major: Version 2.0*. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf> Copyright © 2013 American Psychological Association

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