

From: "R. Eric Landrum" <elandru@boisestate.edu>
Date: Mon, 9 Dec 2013 10:32:42 -0700
Subject: Fwd: STP Presidential Task Forces for 2014
To: stpexec@googlegroups.com

FYI -- what I just sent to potential 2014 task force participants. Take care! Eric

----- Forwarded message -----

From: R. Eric Landrum <elandru@boisestate.edu>
Date: Mon, Dec 9, 2013 at 10:31 AM
Subject: STP Presidential Task Forces for 2014
To: Eric Landrum <elandru@boisestate.edu>

Dear Colleagues,

It is the time of year for a list and checking it twice. You are receiving this email for a specific reason – we’ve worked together in the past, you’ve indicated your interest in greater involvement in STP, we met at a conference, you are (also) passionate about one or more of my task force topics, and so on.

My STP (Society for the Teaching of Psychology; APA Division Two) presidential year begins in January, and I would be pleased and honored if you would serve on one of my three task forces. The topics are described at the end of this email, and the work would start in January. Once the groups are formed, I’ll provide a formal charge for each task force, and work to provide the necessary resources for your digital/electronic collaboration (such as for conference calls, Google Hangout assistance, and so forth). Although the task force could work for the entire calendar year, I’ll need task force reports (interim or final) on or about July 1 so that I can (a) include your work in STP annual reports and (b) work to implement your task force recommendations as possible.

The link below will take you to a brief Google Form where you can provide some details about you, and indicate your task force topic preference. If applicable, you can indicate your interest to more than one task force—that provides me with some additional degrees of freedom in trying to form roughly equivalent groups. If you are interested (or still interested) in task force participation, please respond via the Google Form by Friday, December 20. After that time, I’ll arrange for task force co-chairs and then I’ll update all task force members with more details – I hope to wrap up all of this organizational start-up by the end of December so that in January everyone is good to go.

Google Form link: <http://goo.gl/8TP52c>

If you earlier indicated an interest in serving, but your availability has changed or the details of the task forces are not as appealing as initially thought, please do not worry about not participating. And for those of you receiving this email as a “cold call,” no worries if you do not want to participate--but I thought of you. If you have any questions for me, email me at elandru@boisestate.edu – otherwise, you’ll hear back from me again after December 20 if you volunteered to serve on a task force.

Best wishes to all!

Eric

2014 Presidential Task Forces

Skills Matter: My goal for this task force is for the members to coordinate division-wide efforts, identify resources, and propose an action plan centered on the assessment of undergraduate student skills. How might we measure the skills attained by students in our courses, and what core set of skills might introductory psychology students gain which will serve them for the rest of their lives? Can we share resources nationwide to measure and document the skills of our psychology majors/graduates? How can we encourage employers of psychology graduates to help document graduates' accomplishments as well as provide persuasive evidence to faculty members, administrators, accreditation bodies, legislators, and the general public about the value of the bachelor's degree in psychology?

The Power of Story: Given the lack of retention from typical introductory psychology course approaches (based on available data), perhaps storytelling is an alternative pedagogy that could lead to improvements in the retention of content knowledge in psychology. What is the current research evidence available about the power of story; if an educator wanted to adopt this pedagogy, what might 'best practices' be based on the available literature? My goal is that we can utilize STP resources to develop a repository of supportive documents and practices regarding the use of story-telling as an instructional practice to encourage long-term retention of information and the development of skills. This initiative should be cross-divisional and should reach out for participation beyond the discipline; additionally, this topic will be featured in my August 2014 Presidential Address in Washington, DC during the APA Convention.

National Advocacy for Psychology Undergraduates: In order to better serve the teaching and learning of psychology, undergraduate students should benefit from advocacy just as teaching of psychology can derive benefits through advocacy. There is no national advocacy group in the U.S. that represents the full spectrum of undergraduate psychology majors. I encourage members of this task force to explore the need and logistics of this vast population; how might we better serve all undergraduate psychology majors and psychology baccalaureates? I hope a particular focus of this task force can include an emphasis on curriculum effectiveness and career advising provided to those with and without post-baccalaureate education plans.

R. Eric Landrum, PhD, Boise State University (Education 616), Mail Stop 1715, 1910 University Drive,
Boise, ID 83725-1715
Professor, Department of Psychology
STEM Education Research Associate
President-Elect, Society for the Teaching of Psychology (APA Division Two)
Email: elandru@boisestate.edu -- Twitter: @ericlandrum

If you want to go fast, go alone. If you want to go far, go together --- African proverb

DRAFT 6/18/15**Addressing the Career Needs of all Psychology Majors - A Call for National Advocacy**

Steve Barney, Deb Brihil, Paul Hettich, Aaron Richmond, Dan Segrist

The 2014 STP President, Eric Landrum, created the National Advocacy for Psychology Undergraduates task force. He charged this group of eight faculty and one student to determine how STP might better serve all undergraduate psychology majors and psychology baccalaureates. The task force's particular focus was to "include an emphasis on curriculum effectiveness and career advising provided to those with and without post-baccalaureate education plans." (Landrum, 2013). The purpose of this study is to report the results of separate surveys of students and faculty regarding activities and services that might promote advocacy in the context of Landrum's charge. Why do undergraduate psychology majors and psychology baccalaureates require advocacy?

Labor Market Forces, Workplace Readiness, and Career Development

Psychology remains a popular and growing academic major. According to the National Center for Education Statistics, 114,450 students received a bachelor's degree in Psychology during the 2012-2013 school year, the largest category of baccalaureate majors with the exception of Business, Health Professions and Related Programs, and Social Sciences and History, each a grouping of related disciplines. (NCES, 2014). About 20% to 24% of the psychology graduates attend graduate school in psychology (American Psychological Association, 2014). Other baccalaureates may enter professional or other graduate programs but, presumably, the majority of the remaining 76% to 80% of psychology graduates enter the labor force. Nationally, 71% of the 2012 college graduates left school with an average debt of \$29,400.

(The Institute for College Access & Success, 2014). The median level of indebtedness for a borrower who earned a Master of Arts degree jumped from \$38,000 in 2004 to \$59,000 in 2012 (New America Foundation, 2014). Debt might be a tolerable burden to carry into the marketplace, assuming that applicants find jobs that utilize their college degree, but that doesn't occur for approximately half of the graduates. Surveys indicate that between 44% (Abel, Deitz, & Su, 2014) and 48% (Vedder, Denhart, & Robe, 2013) of college graduates work in jobs which, according to the Bureau of Labor Statistics, require less than a baccalaureate degree. Students and their families are questioning the value of a college education, especially with a liberal arts degree, given its cost and prospects for suitable employment.

Loan debt and underemployment are not the only obstacles facing recent college graduates. Many employers find that graduates are not prepared for the workplace. In his concluding remarks in the Michigan State University Collegiate Employment Research Institute (CERI) *Recruiting Trends 2012-2013*, Gardner (2012) noted "the most troubling aspect of this year's report is the consistent and damning rhetoric from employers that students' sense of entitlement, expectations and level of preparedness is totally out of sync with the reality of the workplace" (p. 41). Gardner blames this situation in part on faculty who do not coach their students about obtaining workplace experiences and establishing realistic expectations. Similar sentiments were expressed in a survey of 815 employer representatives (serving primarily in college recruiting or human resource roles).

The real criticism is directed toward institutions and faculty who fail to keep pace with the changing world outside the academy, except if it pertains to their research. Failure to keep abreast of change places students at a disadvantage. The present economic recession generated many problems for successful transition

from the education institution to the workplace. But the recession also unmasked how far behind some institutions or segments of institutions were in knowing the importance of internships and pre-professional practice, the range of skills and competencies required for jobs, and the level of preparedness necessary to transition successfully (Chan & Gardner, 2013, p. 20).

In short, many college graduates enter a highly competitive labor market where only half the jobs may require a degree; they enter with considerable loan debt and high expectations, and they face employers who regard them as unprepared and entitled, in part because their colleges did not prepare them professionally.

A series of studies conducted by Borden and Rajecki illustrate other issues encountered by baccalaureate psychology graduates: The mismatch of job qualifications with a baccalaureate degree (Rajecki; 2008), and the “weak and inconsistent” support for the meritocracy hypothesis, i.e., that higher student skills (GPA) are positively correlated with better jobs (Rajecki & Borden, 2010). Like other liberal arts graduates, psychology majors tend to rank in the lower tiers of first year employment outcomes compared to pre-professional degree majors such as engineering, nursing, business, and education (Rajecki & Borden, 2009). In related studies, the authors investigated the relationship of psychology degrees to wages and employment trajectories (Rajecki & Borden, 2011) and to subspecializations and earnings (Rajecki, 2012). Their research clearly highlights the challenges that baccalaureate psychology graduates encounter as they prepare for careers. One way that faculty could effectively advocate for undergraduate psychology majors is to discuss these and related studies in career courses, internships, capstone courses, advising sessions, and faculty meetings.

“The Worthies vs. the Great Unwashed”

An important but seldom discussed issue affecting all undergraduate psychology majors is a distinction reflected in the attitudes and practices of many academic psychologists between those students who plan to attend graduate school and those who decide to enter the workplace after graduation. Halonen (2013) regards this condition as a “tiering” problem in undergraduate psychology. Many psychology departments structure their undergraduate major with one track designed for students planning to attend graduate school and another for students who will presumably enter the workforce after graduation.

Both tracks offer perfectly legitimate choices because society needs people who understand behavior and mental processes in a multitude of contexts. However, I have observed that many departments treat students differently depending on their perceived potential for graduate work or their declared ‘track’ (p. 11).

Many professors know only their own discipline and refer students who do not plan to attend graduate school to the career center, or they may tell students (erroneously) they cannot obtain a job with a BA or BS in psychology. Inadvertently or advertently, teachers often send the implicit message that only graduate-school bound students are worth their attention. Such attitudes contribute to a tiering effect that Halonen labels “The Worthies vs. The Great Unwashed.”

Halonen concludes:

Faculty need to embrace the broader workforce demands associated with producing a liberally educated workforce and honor that pathway as legitimate.

Any professor claiming not to know about the world of work for which our majors will qualify needs to seek out training from our career center colleagues.

They need to revise their perceptions that ultimately undervalue the achievements of the undergraduate majors after they graduate. (p. 12).

To summarize, undergraduate psychology majors must navigate a gauntlet of economic and workplace obstacles. They can be strongly supported to the extent that teachers are willing to help students connect their rich, skill-infused psychology learning experiences to the needs of the workplace.

Retention

Over half of the states now link some percentage of higher education funding to six year graduation rates, particularly among minority and at risk groups, rather than number of students enrolled during a semester or general course completion (National Conference of State Legislatures, 2014). Consequently, educators are focusing on retention and timely graduation. When students are asked why they attend college, the number one goal cited is to prepare for an occupation and get a better paying job or “make more money” (Pryor et al., 2013, p.4). The majority of freshman begin college intending to major in business, pre-law, pre-med, or engineering, with only 5% stating psychology as their targeted major (Pryor et al., 2013). Yet, the preference for a psychology major may increase as students progress through college given psychology’s popularity in the NCES report on baccalaureate graduates.

Student commitment to education and career goals are a strong factor associated with persistence to a degree (Wynkoff, 1999). Many college and universities have a careers in psychology course (Roscoe & McMahan, 2014). Research has shown that students who complete a careers in psychology course show an increase in career related knowledge (Thomas & McDaniel. In general, results have been mixed when evaluating career counseling on student retention. Part of the problem is that studies may combine career counseling with general mental health counseling (e.g. Illovsky, 1997) or give a short career counseling overview (e.g. Polansky, Horan, & Hanish, 1993). Other studies have noted that career counseling means more than just

giving inventories and placement tests, which is also commonly used as a career counseling measure. Habley and McClanahan (2009) found that one of the greatest contributions to retention was academic advising that included career counseling and life planning and that colleges and universities who were more successful at retention were more likely to have these services available. They also found that student characteristics that lead to attrition include a lack of educational aspirations and goals. To summarize, these studies suggest that a combination of career counseling and advising can play an important role in preparing baccalaureate graduates for the workplace.

[I moved the section on Guidelines 2.0 from the Introduction in the original report to the Discussion section because I believe the survey data makes a stronger case for the Guidelines' implementation and connection. I'll let the data experts rewrite the Method and Results sections below. Comments and edits welcomed. PH]

A Student and Faculty Study Conducted by the Task Force²

In addition to reviewing relevant literature, the Task Force developed two surveys to be distributed to both students and faculty members across the country. For students, we were specifically interested in understanding students' perceptions of the resources they have available to them, whether or not they opt to pursue graduate education. After reviewing the extant literature, conducting formal and informal focus groups, and in consultation with seasoned educators from across the country, we developed a 29-item survey to this effect (see Appendix A for a complete list of survey questions).

To ascertain the availability of resources for undergraduate students in psychology, we constructed a 27-item survey designed for directors/heads/chairs of psychology departments in American institutions of higher education (see Appendix B for a complete list of survey questions). We were primarily interested in the availability of advising/mentoring and other resources designed for students not necessarily planning to attend graduate school, departmental and national organizationally sponsored web-based resources for this same student group, and curricular programs for these psychology undergraduates. We also wanted to survey these educational experts for their ideas and recommendations how these students could be better served. Lastly, based largely on the APA Guidelines for the Undergraduate Psychology Major (APA, 2013) we asked a series of questions about how effective each respondent felt their department was in preparing students to develop the knowledge and skills necessary for graduate education and/or entering the job place.

Both students and faculty across the country completed the online survey using the survey tool Qualtrics.

Description of student sample. The student sample consisted of 308 primarily Caucasian (80.39%), female (79.02%) participants attending a 4-year college or university (98.02%). Regarding matriculation level, most participants were beyond their freshman year - 29.61% were seniors, 29.28% were juniors, and 19.41% were sophomores. Almost all participants (80.52%) reported majoring in psychology or a related major and 10.71% were double majoring in psychology and another major.

Description of the faculty sample. Distributed across the country, 167 faculty members completed the survey. Eighteen percent ($n = 28$) of the faculty members taught at community colleges, 38% ($n = 61$) were from private and public baccalaureate college/university, 42% ($n =$

68) were from private or public master's or doctorate granting institutions. On average the faculty had taught for 16.43 years and the vast majority (99%) were serving as Department Chairs or academic Deans.

Results

Although the surveys provided an abundance of data, a summary of the data most relevant to the charge of the task force is provided below.

Student Results

Student interest in psychology. When asked why students were interested in studying psychology, the most commonly reported reason (81%) was that they wanted to work with or help people in the health or mental health settings. This was closely followed (77%) by students endorsing that psychology is “just interesting” and that it is related to many different job opportunities (64%). Approximately 40% of students reported that they wanted to use what they learned in psychology in corporate or business settings, 35% want to do research, 34% were inspired by a psychology teacher, and 33% expressed interest in connecting psychology to other domains of knowledge and work. Only 23% of our student respondents expressed hopes of teaching psychology in high school, college, or another educational setting, and despite what may be a popular myth, only 4.6% of respondents were interested in psychology because it was an easy degree. The majority of our respondents reported having an interest in psychology and a desire to work with people in health or mental health fields, relatively few aspire to teach or do research in formalized settings. Knowing the reasons for student interest in psychology might help academics decide if their approach to education aligns with what most students want or need for their future endeavors.

Career plans. A substantial majority of students (78%) reported being relatively certain of what the type of work they plan to do following graduation, but only 43% felt prepared for a job search. It should be noted that more than half of the sample (59%) were juniors and seniors who, presumably, would be more likely to have clearer career goals than freshmen and sophomores, and being closer to graduation they should be better prepared for impending job searches. Regarding post-graduation plans, 69% of our sample intended to pursue graduate studies, 13% planned on entering the workforce, and approximately 10% were undecided about their post-graduation plans. These figures contrast with data showing that the majority of psychology undergraduates pursue employment upon graduation (Halonen, 2011). However, we have no data indicating whether (a) graduate school plans pertained to immediately after graduation or later, and (b) the extent to which graduate school plans are actually translated into reality. Consequently, these particular results of the student survey should be interpreted somewhat cautiously.

Career resources. Although most students in the survey indicated some degree of certainty in terms of career goals, less than half (43%) feel prepared for a job search, most are not aware undergraduate resources on APA's website (68%), and most (59%) do not know if their department's website has career information. Additionally, while the majority of psychology students do not immediately pursue graduate studies following graduation, there seems to be a disparity in either the awareness or availability of career versus graduate school information on departmental websites – 40% of students reported that their department's website contained information about applying to graduate programs while only 29% indicated that their department's website contained information about searching for a job

Students' perceived needs. Students have identified several support services and resources that would be helpful or beneficial to them, and some that are not being utilized or promoted in their departments. Several of these align well with our recommendations. See Table 1 for a complete list.

Table 1

Which of the Following would be Helpful or Beneficial?

Having an on-line resource where internship opportunities for undergraduate psychology students are listed would be beneficial (87%)
I would like to receive information that explains career options to students with undergraduate degrees in psychology (82%)
It would be valuable to have a seminar where people with bachelor's degrees in psychology from different vocations could explain how they achieved their employment (77%)
Taking classes that explain how to apply the principles being taught in jobs or careers would be helpful (77%)
It would be helpful if my state had a licensure or certification I could get with bachelor's degree in psychology (69%)
It would be helpful if an advocacy group could reach out to employers and help explain and promote skills that psychology majors develop (67%)
My department emphasizes service-learning and/or using what I am learning in psychology to meet community needs (42%)
My department does a good job letting me know about internships in the field (36%)

Faculty-Department Chair Results

Career advising. We asked several questions assessing how effectively faculty and departments teach and advise undergraduate students. Some of these questions assessed the efficacy of their graduate school advising, other questions assessed the efficacy of their career/job advising, still others assessed how effectively faculty and departments taught specific skills or concepts. See Table 2 for a summary of their responses. As can be seen from the table above, our respondents indicated that their departments effectively address what students need to know to write and communicate orally, how to think critically about social issues, how to work effectively in small groups, how to use their psychological knowledge for personal improvement, and how to maintain ethical practices. Most respondents reported their departments are less effective at helping students market their unique skill sets to potential employers, at helping

students know how to utilize their unique skill sets in the workplace, and training students how to successfully enter the job market once they complete their degree.

Table 2

Faculty Perceptions of How Effective Their Department Teaches and Advises Students

Questions	N	% Ineffective	% Effective	Item Rank
How to write effectively	128	5.5	94.5	1
How to work effectively in small groups	122	7.4	92.6	2
How to communicate orally	120	7.5	92.5	3
How to think critically about social issues and problems	131	8.4	91.6	4
How to use the knowledge they gleaned from their psychology courses for personal improvement	118	8.5	91.5	5
How to maintain ethical practices as a professional	113	9.7	90.3	6
Having the knowledge and ability to perform successfully in graduate school	129	11.6	88.4	7
Knowing what is required in order to be accepted into graduate school	125	13.6	86.4	8
How to use statistical reasoning to help solve a problem	128	15.6	84.4	9
How to be a contributing citizen in the community	115	15.7	84.3	10
How to utilize the skill sets they developed as an undergraduate in psychology in social and interpersonal settings	105	18.1	81.9	11
How to successfully enter the job market after earning their bachelor's degree	94	34.0	66.0	12
How to utilize the skill sets they developed as an undergraduate in psychology in workplace settings	90	35.6	64.4	13
How to be a better partner or spouse	79	40.5	59.5	14
How to market their unique skill set from their study of psychology to potential employers	97	43.3	56.7	15

Note. Very Ineffectively and Ineffectively responses were combined to calculate % Ineffectively. Very Effectively and Effectively responses were combined to calculate % Effectively.

When asked where they direct students for career/job search related advice, the most popular response (85%) was sending students to the institution's career development center. This was followed by referral to a departmental faculty member (50%), a designated department advisor (46%), a community professional (24%), or a national association website (12%). Furthermore, when asked whether their department's website contained information/resources about career/job search information 61% of faculty reported that there was no information

available. Most career-oriented student questions are being outsourced to career centers where there may or may not be an intimate knowledge of the unique skill sets undergraduate students in psychology glean from their educational experiences. There seems to be a paucity of resources available to students from within the department, where most students go for advice. This disconnect between what students want/need and what departments offer is an area of concern.

Contrasting Perceptions: Faculty vs. Students

As demonstrated in Table 3, some departments are aligning their resources with what students say they want and need to help them prepare for jobs and careers, but many are not meeting the need. Students want internships, research and teaching opportunities with faculty, a credit bearing course in careers, career fairs and other events. Our tabulation of faculty responses indicated that many departments offer these same services, but the fourth most frequent response given was that their department offered “None or Insufficient” resources to students regarding career preparation. The paucity of departmentally sponsored resources in this area is alarming.

Table 3
A Comparison Between Students and Faculty on Useful Resources for Preparing for a Job and Career

What Students Want	What Departments Offer Frequency of Qualitative Comments ^a
<ul style="list-style-type: none"> ● Internship opportunities with the local community (95.1%) ● Research and teaching opportunities with department faculty (90%) ● Credit bearing course in the department that focuses on the needs of students going to graduate school and those who plan to enter the workplace (87.2%) ● A series of career events that addresses the needs of both types of students (87.5%) 	<ul style="list-style-type: none"> ● For-Credit course in career options ● Informal meetings with faculty ● Practica and Internships ● None or Insufficient Resources ● Career Center ● Resume Planning and Writing Workshops ● Mock Interviews and Interview Training ● Alumni Career Nights ● Mentor Connections with Alumni ● Weekly Job Announcement Postings

Note. (a) = Faculty responses are ranked in order of most frequent at the top of the table to least frequent at the bottom of the table.

Additionally, students report face-to-face classes within the department is the most effective way to disseminate career information. Many departments have these classes, but the curriculum may be more oriented to the student seeking graduate education. Students also want departmental career fairs and more specialized support services. See Table 4 for a comparison between students and faculty beliefs of dissemination of career information/advising.

Table 4

Comparison Between Students and Faculty Believe to be Helpful Occupational Information

What Students Would Find Helpful in Getting Occupational Information To Them	What Faculty Think are Helpful Based on Number of Qualitative Comments
Face-to-Face classes in the department (93%)	For-Credit Careers Course
Department career/graduate school fairs (84.2%)	Informal meetings with faculty advisors
Website with links (83.3%)	Career Center
Mobile app for portable devices (64%)	PSI CHI or Club Sponsored Events
On-Line classes from the department (60%)	Formal and Informal Workshops
On-line classes from a national organization (44.6%)	Formal meetings with faculty advisors

Discussion

[Section below was moved from introductory portion of original report to here; it could be reduced in length and/or integrated with other studies pertaining to the data obtained and subsequently be linked to the Recommendations. PH]

Career Development and the APA Guidelines for the Undergraduate Major

The American Psychological Association recognizes the importance of addressing career planning and development issues for undergraduate majors within the psychology curriculum. In the concluding section (Looking to the Future) of its revised *APA Guidelines for the Undergraduate Psychology Major – Version 2.0* (American Psychological Association, 2013), the Task Force on Major Competencies observed:

Never before have the stakes been so high in presenting a clear picture of the value of a major in psychology. In times of challenging economics and limited job growth, legislators, taxpayers, and parents justifiably want to be assured that the choice of a major can lead to a viable position in the workforce. Some current legislators have wondered whether pursuing a psychology degree is a waste of time and money (Halonen, 2011). Since the word *psychology* is unlikely to appear in advertisements for jobs that can be obtained following the completion of a baccalaureate degree, *the burden falls to educational practitioners to make a compelling case about the value of the major* [emphasis added]. Consequently, one objective of *Guidelines 2.0* is to provide a document that makes that compelling case. (p. 41).

Guidelines 2.0 articulates a set of expectations or standards that enable administrators, teachers, and students to view undergraduate education in psychology as the achievement of five goals: a knowledge base in psychology, plus four important and career-related, skill-based goals (scientific inquiry and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development). Each goal generates several corresponding outcomes, foundation and baccalaureate indicators of goal achievement, and attributes that can be inferred from the successful demonstration of the goals; assessment instruments are identified for each goal. Among the appendices of this document are recommendations for strengthening the quality of the psychology major, recognition of influential sociocultural dimensions, and a roster of job prospects for psychology graduates that require a baccalaureate degree or additional education. *Guidelines 2.0* could become an extremely important tool in helping undergraduate psychology students prepare for professional and personal success in their chosen occupations.

The fifth goal of Guidelines 2.0 (APA, 2013) focuses on students' professional development. Two of this goal's outcome recommendations in particular bring psychology majors' career preparation and development to the forefront:

- 5.1 Apply psychological content and skills to career goals
- 5.5 Develop meaningful professional direction for life after graduation

For example, some of the baccalaureate indicators for outcome 5.5 call for students include:

- Formulating career plan contingencies based on accurate self-assessment of abilities, achievement, motivation, and work habits
- Developing evidence of attaining skill sets desired by psychology-related employers
- Evaluating the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction
- Creating and continuously updating a resume or curriculum vita
- Developing strategies to enhance resilience and maintain skills in response to rapid social change and related changes in the job market

However, unless the guidelines (those components individual departments adapt to their institutional structure and mission) are implemented *and aggressively articulated to students (especially the attributes and skills inferred from successful demonstration of the outcomes)*, their effect on a student's ability to connect and market their psychology major in the workplace is likely to be quite limited. Students should be taught, for example, that when they are assigned a group research project the skills and behaviors they must practice for its successful completion (e.g., working in a team structure, planning, problem solving, prioritizing, processing and analyzing data, written and oral communication, and proficiency with technology) can develop into valued skill sets that employers seek on resumes and in interviews. The reason that teachers

should discuss skills along with course content is that employers are usually more interested in the skill sets that applicants developed in their liberal arts major than in the course content they mastered. This line of thinking may be hard for some teachers to grasp but it is true. “Employers recognize capacities that cut across majors as critical to a candidate’s potential for career success, and they view these skills as more important than a student’s choice of undergraduate major” (AACU/Hart Research Associates, 2013, p. 1). Recruiting and staffing professionals strongly concur with this view.

[Transition from Guidelines to Recommendations?]

Task Force Recommendations

Based on the results of the study and past research, the Task Force has the following six recommendations*:

1. Based on a review of relevant literature as well as survey data collected by the Task Force, a national advocacy group representing the interests and needs of all psychology majors, particularly those who plan to seek employment with a BA/BS in psychology, appears to be justified. Although the make-up, operations, and governance of this group could take many forms, two suggestions from the Task Force include:
 - an advocacy group connected or anchored to APA's Education Directorate Office of Precollege and Undergraduate affairs

- a stand-alone advocacy group, possibly directed by STP, but ideally one that is co-sponsored by APA's Education Directorate, Psi Chi, STP, and APS
2. Create a website to serve as a repository of career information for students on the PSYC Student Network
 - These resources should be actively promoted by faculty and/or psychology departments
 3. In support of APA Guideline 5 (particularly 5.5a-5.5e) provide a bachelor-level career focus through the undergraduate curriculum (e.g., "Careers with a Psychology Major" course, career-related events/programs, infusing career information into major courses)
 4. APA should recommend that undergraduate programs include a "Careers with a Psychology Major" course
 - STP should provide a model curriculum for a course like this
 5. Given that the majority of psychology faculty likely do not have career development expertise:
 - Teaching of Psychology conferences should dedicate a portion of programming to sessions about undergraduate career issues as well as workshops/training sessions for faculty; ideally whenever possible Division 2 would also designate programming time for career issues at other national and regional conferences (e.g., APA, MPA, EPA)
 - OTRP should serve as a repository for career-related information, activities, and teaching resources

6. Students whose primary goal is to seek employment with a bachelor's degree should be encouraged to pursue internships/field studies and/or to participate in internship courses.

*Members of this task force are open to assisting in facilitating the implementation of these recommendations.

[Transition to conclusions, final statements?]

Authors' Note

¹The authors of this document are listed alphabetically. Each contributed to the writing of this report. The views expressed in this report do not necessarily reflect the views of the Society for the Teaching of Psychology or its leadership.

²The authors would like to thank the *Society for the Teaching of Psychology*, *Psi Chi*, the *APA Education Directorate*, and *Psychology Teachers at Community College* for their assistance in the distribution of these surveys.

References

Abel, J. R., Deitz, R., & Su, Y. (2014). Are recent college graduates finding good jobs? *Current Issues in Economics & Finance*, 20(1), 1-8.

Association of American Colleges and Universities/Hart Research Associates (2013).

It takes more than a major: Employer priorities for college learning and student success.

Retrieved from: http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf

American Psychological Association Center for Workforce Studies (2014). *Frequently asked questions*. Washington, DC: American Psychological Association. Retrieved from

<http://www.apa.org/workforce/about/faq.aspx#II.3>

American Psychological Association, Task Force on Psychology Major Competencies (2013).

APA guidelines for the undergraduate Psychology major. Version 2.0. Washington, DC:

American Psychological Association. Retrieved from

<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

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.

Chan, A., & Gardner, P. (2013). *An arts & science degree: Defining its value in the workplace.*

CERI Research Brief 5-2013. East Lansing, MI: Collegiate Employment Research Institute.

Retrieved from www.ceri.msu.edu

Delisle, J. (2014, March). *The graduate student debt review*. New York, NY: The New

American Foundation. Retrieved from

http://newamerica.net/publications/policy/the_graduate_student_debt_review

Gardner, P. (2012). *Recruiting Trends 2012-2013*. East Lansing, MI: The Collegiate

- Employment Research Institute and the MSU Career Services Network. Retrieved from www.ceri.msu.edu
- Habley, W. R., & McClanahan, R. (2004). What works in student retention – Four-year public institutions. ACT, Inc.
- Halonen, J. (2013, Winter). The Worthies vs. the Great Unwashed: Overcoming Psychology's tier problem. *Eye on Psi Chi*, 17(2), 10-12.
- Hettich, P. I., & Landrum, R. E. (2014). *Your undergraduate degree in psychology: From college to career*. Los Angeles, CA: SAGE Publications, Inc.
- Illovsky, M. E. (1997). Effects of counseling on grades and retention. *Journal of College Student Psychotherapy*, 12, 29-44.
- The Institute for College Access & Success. (2014). *Quick facts about student debt*. Retrieved from <http://bit.ly/1lxjskr>.
- National Center for Educational Statistics. (2013). *Digest of educational statistics*. (2013). Washington, DC: Department of Education. Retrieved from [www.http://nces.ed.gov/programs/digest/d13tables/dt13_322.10.asp](http://nces.ed.gov/programs/digest/d13tables/dt13_322.10.asp)
- National Conference of State Legislatures (March, 2014). Performance based funding for higher education. <http://communitycollegespotlight.org/tags/performance-based-funding/>
- Polansky, J., Horan, J. J., & Hanish, C. (1993). Experimental construct validity of outcomes of study skills training and career counseling as treatments for the retention of at-risk students. *Journal of Counseling and Development*, 71, 488-492.
- Pryor, J. H., Eagan, K., Palucki Blake, L., Hurtado, S., Berdan, J., & Case, M. H. (2012). *The American freshman: National norms fall 2012*. Los Angeles: Higher Education Research Institute, UCLA.

- Rajecki, D. W. (2012). Psychology baccalaureates at work: Major area specializations, earnings, and occupations. *Teaching of Psychology, 39*, 185-189.
- Rajecki, D. W. (2008). Job lists for entry-level psychology baccalaureates: Occupational recommendations that mismatch qualifications. *Teaching of Psychology, 35*, 33-37.
- Rajecki, D. W., & Borden, V. M. H. (2011). Psychology degrees: Employment, wage, and career trajectory consequences. *Perspectives on Psychological Science, 6*, 321-335.
- Rajecki, D. W., & Borden, V. M. H. (2010). Liberal arts, skills, psychology baccalaureates, and first year employment: Notes on a meritocracy hypothesis. *Teaching of Psychology, 37*, 157-154.
- Rajecki, D. W., & Borden, V. M. H. (2009). First-year employment outcomes of US psychology graduates revisited: Need for a degree, salary, and relatedness to the major. *Psychology Learning and Teaching, 8*, 23-29.
- Roscoe, L. J., & McMahan, E. A. (2014). Outcomes of introduction to the psychology major: Careers and opportunities course. *Teaching of Psychology, 41*, 110-114.
- Thomas, J. H. & McDaniel, C. R. (2004). Effectiveness of a required course in career planning for psychology majors. *Teaching of Psychology, 31*, 22-27.
- Vedder, R., Denhart, C., & Robe, J. (2013). *Why are recent college graduates underemployed?* Washington, DC: Center for College Affordability and Productivity. Retrieved from <http://centerforcollegeaffordability.org/research/studies/underemployment-of-college-graduates>
- Wyckoff, S. C. (1999). The academic advising process in higher education: History, research, and improvement. *Recruitment & Retention in Higher Education, 13*, 1-3.

Appendix A: Survey of Students

Please identify your current formal or informal interest in psychology.

- Declared Psychology or related major
- Not declared, but thinking about declaring psychology as a single major or part of a double major
- Declared Behavioral Science major
- Declared Psychology minor
- Not declared, but thinking about becoming a Psychology Minor
- I'm just interested in completing a few psychology courses
- Dual major in psychology and another area
- Other _____

Please read each item and drag it into the box at right that indicates how important each was in your wanting to study psychology.

	Important	Neither Important nor Unimportant	Unimportant
I want to work with [or “help”] people in health or mental health settings [or environments]			
I want to teach in a college/university, high school, or other educational organization			
I want to conduct research in college/university, health, government, or corporate setting			
I want to use what I learn in psychology in corporate, business, or non-profit organizations.			
I want to connect psychology to technology or other domains of knowledge and work.			
I study psychology just because it interested me			
Psychology seems to be an easy degree			
Psychology seems to be related to many different job opportunities			
I am interested in psychology because I had an inspiring psychology teacher			
I have other reasons (explain below)			

Are you a member of the International Honor Society for Psychology (Psi Chi)?

- Yes or No

Are you a member of any other psychology related student clubs? If so, please describe.

- Yes or No

In an average academic year, what percentage of the courses you take are psychology courses? _____

Does your psychology department's web page contain information/resources about job searching?

- Yes
- No
- Don't know
- My department does not have a web page

Does your psychology department's web page contain information/resources about applying to graduate school?

- Yes
- No
- Don't know
- My department does not have a web page

After graduation, what do you plan on doing?

- Enter the workforce.
- Transfer to a 4-year college or university.
- Undecided.
- Go to graduate school.
- Other. Please explain. _____

To whom do you go for career/job search-related advice/mentoring (select all that apply):

- Departmental Faculty
- Departmental Advisor
- Career Development Center
- A professional in the field
- Peer advisors (trained student advisors)
- Other _____

How confident are you that you will be able to find the type of employment you're interested in following graduation? _____

How confident are you in your ability to apply the knowledge and skills gained in psychology to the workplace? _____

How likely are you to use your campus career development center for information about job opportunities in your field?

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely

- Likely
- Very Likely

How likely are you to speak with your psychology faculty about your career interests/job search?

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

How well prepared do you feel for a job search?

- Very prepared
- Somewhat prepared
- Undecided
- Somewhat unprepared
- Very unprepared

How certain are you about what type of work you would like to pursue after graduation?

- Very certain
- Somewhat certain
- Undecided
- Somewhat uncertain
- Very uncertain

What is your overall college/university cumulative GPA?

What is your overall psychology cumulative GPA?

Which of the following best describes your status as a student

- Freshman (First year of college)
- Sophomore (Second year of college)
- Junior (Third year of college)
- Senior (Fourth year of college)
- Continuing Senior (Fifth year of college without a degree)
- Non-degree seeking
- Other (Please Describe) _____

Please select which best describes your current college or university

- 2-Year Community College or 4-Year College or University

Have you ever transferred from one college or university to another?

- Yes or No

Please describe yourself

- Traditional Student (18-22 Years of age), First time College Student
- Non-traditional Student (22-30 Years of age), First Time College Student
- Non-Traditional Student (22-30 Years of age), Returning College Student

- Mature Student (30+ Years of age), First Time College Student
- Mature Student (30+ Years of age), Returning College Student

Are you familiar with the resources available on the APA website for undergraduates?

- Yes or No

How often have you used the resources available on the APA website for undergraduates?

How often have you used the APA website?

What is your gender?

- Male
- Female
- Prefer to not identify

What is your age? (You may skip this item if you wish)

What is your race?

- White/Caucasian
- African American
- Hispanic
- Asian
- Native American
- Pacific Islander
- Other
- Prefer to not identify

In your opinion, how useful would each of the following resources be to you in preparing for a job and a career after getting your undergraduate degree?

	Click to write Column 1				
	Very Useful	Somewhat Useful	Neither	Not Really Useful	Not at all Useful
An on-line list of articles, books, and similar materials about career planning issues	•	•	•	•	•
A credit-based career planning course offered by the psychology department that address both the needs of students who plan to enter the workforce after graduation and students who plan to attend graduate or professional school.	•	•	•	•	•
A series of career events held each academic term that address the needs of both groups of students; they could include resources such as career counselors, department alumni, and professionals from business, health, and other career fields.	•	•	•	•	•
Internship opportunities within the local community.	•	•	•	•	•

Research and teaching assistant opportunities with department faculty.	•	•	•	•	•
Other (please specify)	•	•	•	•	•

If an organization wants (or wanted) to get information (employment opportunities, internships, resume tips, ideas about marketing your own personal skill set, etc.) to undergraduate psychology students, please rank how helpful each of the following methods would be.

	Click to write Column 1				
	Most Helpful	Somewhat Helpful	Neither	Somewhat Unhelpful	Not at all Helpful
face to face classes in my department	•	•	•	•	•
on-line classes offered through my university	•	•	•	•	•
on-line classes offered through a national agency	•	•	•	•	•
a web-site with links to the information	•	•	•	•	•
internet webinar (e.g., one-time hour long internet presentation)	•	•	•	•	•
a mobile app for portable devices	•	•	•	•	•
departmental career/graduate school fairs	•	•	•	•	•
a Facebook page	•	•	•	•	•
automatically generated e-mails delivered through a list-serve	•	•	•	•	•
an edited e-book	•	•	•	•	•
a hard-copy professional manual	•	•	•	•	•
Instagram	•	•	•	•	•
Twitter	•	•	•	•	•
Ted Talks	•	•	•	•	•
Other (please specify)	•	•	•	•	•

Using the scale to the right, please indicate how strongly you agree or disagree with the following statements:

	Click to write Column 1				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would like to receive information that explains career options to students with undergraduate degrees in psychology	•	•	•	•	•
I would use an on-line resource that had links to graduate programs in psychology	•	•	•	•	•

Having an on-line resource where internship opportunities for undergraduate psychology students are listed would be beneficial	•	•	•	•	•
It would be valuable to have a seminar where people with bachelor's degrees in psychology from different vocations could explain how they achieved their employment	•	•	•	•	•
Having certain courses in psychology available in one centralized, on-line location would be helpful	•	•	•	•	•
Having a credit-bearing course in how to prepare for graduate school would be helpful	•	•	•	•	•
Taking classes that explain how to apply the principles being taught in jobs or careers would be helpful	•	•	•	•	•
It would be helpful if an advocacy group could reach out to employers and help explain and promote skills that psychology majors develop	•	•	•	•	•
It would be helpful if my state had a licensure or certification I could get with bachelor's degree in psychology	•	•	•	•	•
Having a national club or organization open to all undergraduates in psychology would be of interest to me	•	•	•	•	•
My department does a good job letting me know about internships in the field	•	•	•	•	•
My department emphasizes service-learning and/or using what I am learning in psychology to meet community needs	•	•	•	•	•

Appendix B: Faculty Survey

How would you characterize your institution?

- Associates/Community College
- Baccalaureate Private College
- Baccalaureate Public College
- Public Master's College or University
- Public Doctorate Granting University
- Private Master's College or University
- Private Doctorate Granting University
- Tribal College
- Technical College or School
- Other, Please specify _____

If you have administrative duties, please select the option below that best describes your current responsibilities. (Click all that apply)

- College/University President
- Provost/CAO
- Dean
- Department Chair
- Curriculum Committee Chair
- Other _____

What is your current academic rank?

- Adjunct or affiliate
- Assistant Professor
- Associate Professor
- Full Professor
- Visiting Professor
- Other _____

How many years have you been teaching in higher education? _____ Number of years

On average, how many courses do faculty in your department teach per academic year? _____ Courses per year

In your estimation, what is percent of teaching, research, service, undergraduate student advising expected from faculty members in your department?

- _____ Teaching
- _____ Research
- _____ Service
- _____ Advising Undergraduate Students

Please estimate the percent of male vs. female psychology majors in your program?

- _____ Male _____ Female

Please estimate the ethnicity percentages of psychology majors in your program?

- _____ White/Caucasian
- _____ African American
- _____ Hispanic
- _____ Asian

- _____ Native American
- _____ Pacific Islander
- _____ Other

Please indicate the percentage of psychology majors in your department who match the following descriptions.

- _____ Traditional Age Non-working students
- _____ Traditional Age Working Students
- _____ Non-Traditional/Returning Adult Students
- _____ Non-Traditional Non-Degree Seeking Students

What types of student clubs does your department sponsor? (click all that apply)

- Psi Chi
- Psi Beta
- Psychology Club
- Research Club
- Other _____

Approximately how many undergraduate psychology majors (or related majors) are there in your department? _____ Number of majors.

Approximately how many psychology minors (or related minors) are there in your department? _____ Number of minors

What percentage of your psychology majors are residents of the local community in which your institution resides vs. what percentage of students have relocated to your community primarily to attend school?

- _____ Residents of the local community
- _____ Relocated to the community to attend school

Please describe the type of ACADEMIC advising undergraduate students typically receive in your department (e.g., formal meetings with an assigned advisor to plan course selections, informal meetings with faculty about degree requirements, etc.)?

Please describe the type of CAREER advising undergraduate students typically receive in your department (e.g., formal meetings with a career center, informal meetings with faculty about career options, etc.)?

We recognize that psychology departments may devote different levels of energy and resources to prepare students for various life paths following their undergraduate education. Please rate, in your opinion, how effectively your department prepares students for each of the following.

	How Effectively Does Your Department do the Following				
	Very Ineffectively	Ineffectively	Neither	Effectively	Very Effectively
Knowing what is required in order to be accepted into graduate school	○	○	○	○	○
Having the knowledge and ability to perform successfully in graduate school	○	○	○	○	○

How to think critically about social issues and problems	<input type="radio"/>				
How to maintain ethical practices as a professional	<input type="radio"/>				
How to successfully enter the job market after earning their bachelor's degree	<input type="radio"/>				
How to market their unique skill set from their study of psychology to potential employers	<input type="radio"/>				
How to utilize the skill sets they developed as an undergraduate in psychology in workplace settings	<input type="radio"/>				
How to utilize the skill sets they developed as an undergraduate in psychology in social and interpersonal settings	<input type="radio"/>				
How to use the knowledge they gleaned from their psychology courses for personal improvement	<input type="radio"/>				
How to be a contributing citizen in the community	<input type="radio"/>				
How to be a better spouse or partner	<input type="radio"/>				
How to write effectively	<input type="radio"/>				
How to communicate orally	<input type="radio"/>				
How to work effectively in small groups	<input type="radio"/>				
How to use statistical reasoning to help solve a problem	<input type="radio"/>				

In your opinion, what are some of the ways that your program prepares students for the job market at the bachelor's level?

What resources does your program/department offer specifically to those students who will seek employment (vs. apply to graduate school) upon graduation (i.e., job shadowing, resume building, interview training, lists of potential employers, contact employment information of former graduates, etc.)?

If a student in your undergraduate program were not planning to apply for graduate school, to whom would she/he be directed for career/job search-related advice/mentoring (select all that apply):

- Departmental Faculty
- Departmental Advisor
- Career Development Center
- Community Professional
- National Association Website
- Other _____

Does your department's web page contain information/resources about applying to graduate school?

- Yes
- No
- We do not have a department web page

Does your department's web page contain information/resources about job searching for students who do not plan to go to graduate school?

- Yes
- No
- We do not have a department web page

If you could better meet the needs of undergraduate psychology majors, how would you change the current psychology major curriculum in your department?

APA and APS offer many support services (web-information, workshops, books, etc.) to psychology undergraduate students who are planning to attend graduate school. What types of support services could these associations provide to undergraduate psychology students who are not necessarily planning to attend graduate school? Please provide as many ideas as you wish below (one idea per line).

There seem to be ample resources for undergraduate students in psychology who have plans to attend graduate school (i.e., books, clubs, honor societies, web-search programs, workshops at national and regional meetings, etc.). In your opinion, what types of support services should be made available to undergraduate psychology majors who do not necessarily desire to pursue graduate education? Please share as many ideas as you wish below (one idea per line).

Finally, what can APA or STP do to help you better serve your students in career advising?

Does your state licensing agency offer a license or certification for which a student with a bachelor's degree in psychology can qualify?

- No
- Yes
- Yes, but they have to take additional courses in other disciplines
- Not sure