

WE PRESENT AN EASY-TO-USE FRAMEWORK THAT HELPS DEPARTMENTS CONNECT APA LEARNING GOALS TO COURSES, COMMUNICATE THOSE GOALS TO STUDENTS, AND PREPARE STUDENTS FOR LONG-TERM SUCCESS.

INTRODUCTION

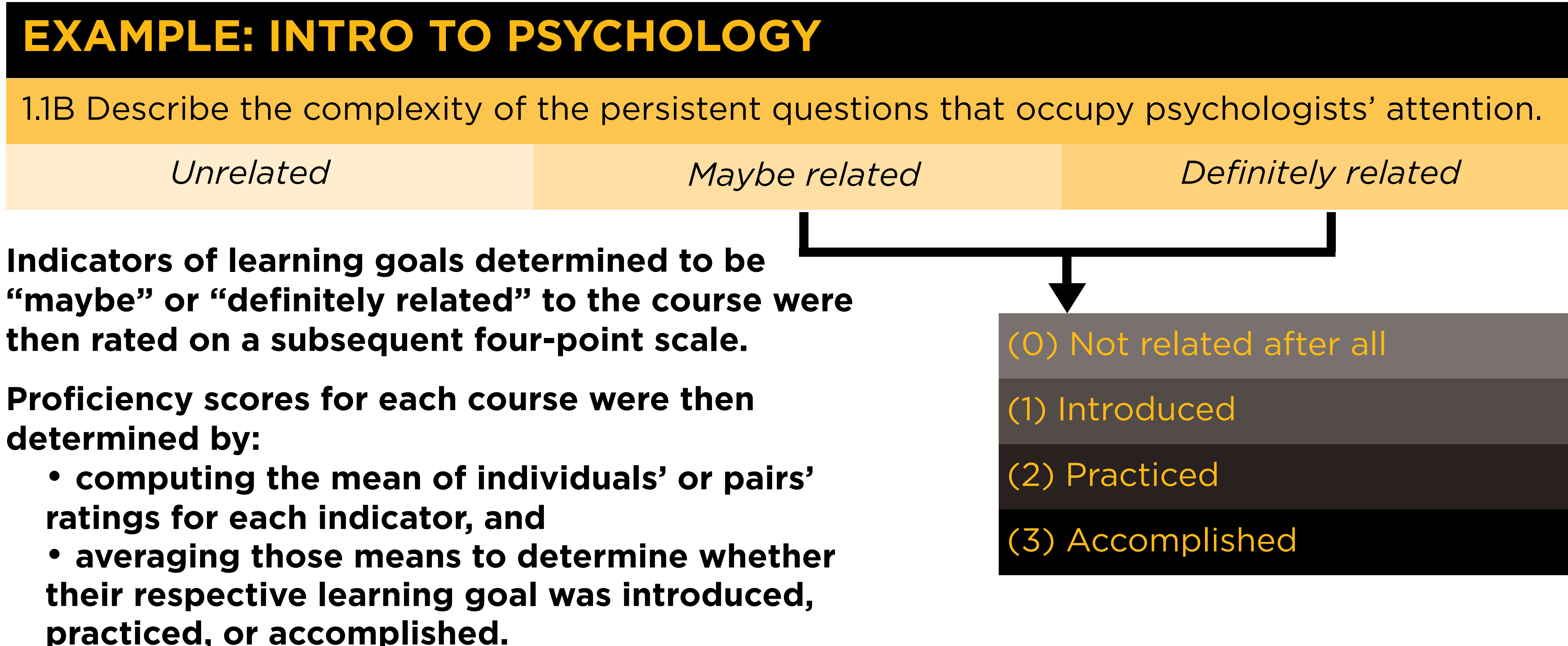
- In the Revised Guidelines for the Undergraduate Psychology Major, the American Psychological Association (2013) specified five learning goals, each with multiple measurable indicators.
- Incorporating these indicators into courses and measuring them ensures students learn competencies recommended for career success and aids departments in assessing curriculum quality.
- However, this integration is challenging for several reasons:
 - There are more than 100 goals.
 - Some indicators are ambiguous.
 - Instructors may lack consensus on goal distribution.
- Here, we propose a novel, systematic method for linking APA learning indicators with courses offered by psychology departments.

REFERENCE

American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major: Version 2.0*. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>.

METHOD

Individually or in pairs, all faculty determined if each indicator was (0) “unrelated,” (1) “maybe related,” or (2) “definitely related” to each course.



IMPLICATIONS

- By mapping indicators of learning goals to specific courses, psychology departments can establish a cohesive roadmap for baccalaureate degree plans.
- This process also allowed departments to identify the courses where goals were scaffolded through introduction or practice prior to accomplishment in subsequent classes.
- We are now working to create a digitized card sort activity that will reduce data entry time, allow other institutions to utilize this approach, and facilitate comparisons of learning goal maps across institutions.

Table 1

APA Learning Goals Mapped onto PLU Psych Curriculum

APA Learning Goal	101	232	242	300	320	400	440	481	495	499
1.1 Describe key concepts, principles, and overarching themes in psychology.	P	I	I	P	A	I	P	A	-	A
1.2 Develop a working knowledge of psychology’s content domains.	A	-	-	A	P	I	I	-	-	-
1.3 Describe applications of psychology.	I	-	-	P	-	P	-	-	-	-
2.1 Use scientific reasoning to interpret psychological phenomena.	A	A	P	A	P	A	A	A	-	A
2.2 Demonstrate psychology information literacy.	-	A	A	-	-	I	A	A	-	A
2.3 Engage in innovative and integrative thinking and problem solving.	-	A	A	P	-	-	-	-	I	A
2.4 Interpret, design, and conduct basic psychological research.	-	A	A	P	-	I	P	A	I	A
2.5 Incorporate sociocultural factors in scientific inquiry.	-	I	P	P	-	I	-	P	-	A
3.1 Apply ethical standards to evaluate psychological science and practice.	-	P	A	-	-	-	-	-	-	P
3.3 Adopt values that build community at local, national, and global levels.	I	-	-	P	I	I	-	-	-	-
4.1 Demonstrate effective writing for different purposes.	-	A	A	I	-	P	P	P	I	A
4.2 Exhibit effective presentation skills for different purposes.	-	A	A	-	-	-	-	I	-	A
5.1 Apply psychological content and skills to career goals.	-	-	-	-	-	P	-	-	P	I
5.2 Exhibit self-efficacy and self-regulation.	P	I	P	-	-	-	P	-	A	A
5.3 Refine project management skills.	-	I	P	-	-	-	-	-	P	A

Note. Ratings of indicators for each course were averaged (modes were also assessed given the low sample size of department faculty) and assessed for evidence of accomplishment. Average scores for an indicator were between 2.1 and 3.0 were determined to provide evidence that the respective learning goal is practiced in the course, and average scores between 3.1 and 4.0 for an indicator were determined to provide evidence that the learning goal is accomplished in the course.