

APA Committee on Associate and Baccalaureate Education (CABE) 2023 Annual Report

Committee Members:

Ashley Waggoner Denton, PhD
Arlen Garcia, PhD (*resigned October 2023*)
Elizabeth Yost Hammer, PhD
Tori Kearns, PhD (*resigned July 2023*)
Julie Lazzara, PhD
Seungyeon Lee, PhD, co-chair
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Staff Liaison(s):

Martha Boenau, MS
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In support of the APA operating principles to “*increase organizational effectiveness*” and “*make an impact*,” CABE implemented a workplan focused on the following set of major priorities to guide its work in 2023. At the conclusion of 2023, CABE members reviewed a set of metrics to evaluate their impact and inform future work.

Undergraduate psychology programs, departments, and educators will be supported in the implementation of APA policies promoting high quality educational programs and courses in psychology

To elevate the public’s understanding of, regard for, and use of psychology, strengthen APA’s standing as an authoritative voice for psychology and prepare the discipline and profession of psychology for the future, CABE was involved in promoting APA’s educational policies and resources through dissemination activities and conference presentations. CABE members presented on the revised [APA Principles for Quality Undergraduate Education in Psychology](#) at the STP Annual Conference on Teaching (ACT) in October 2023. Other presentations about resources available from APA and CABE included presentations at the Southwest Teaching of Psychology Conference and the Psi Beta Virtual Teaching of Psychology Conference. Similarly, the 2023 [CABE Teaching Resources Awards](#) presented an opportunity for the committee to receive teaching resources that promoted both the *Quality Principles* and the [Skillful Psychology Student](#).

Efforts to promote and update APA Project Assessment, which is aligned to the *APA Guidelines for the Undergraduate Psychology Major*, remained a priority for the committee. Through social media and listserv announcements, CABE increased subscribers to Project Assessment by approximately 15%. APA staff have started working on an update to the platform to address known barriers and make the site more user-friendly. Other efforts to disseminate the *Guidelines* have been ongoing. For instance, the [Psychology Teacher Network](#) (PTN) newsletter featured an article on the *Guidelines*. In addition, by December 2023, CABE started drafting a manuscript on Fostering Equity in Two-year College Psychology Education: Using the APA Guidelines 3.0 as a Path for Student Success to submit to a special issue of the journal *Scholarship of Teaching and Learning in Psychology*.

Improve students’ understanding of the value of an undergraduate degree in psychology

To prepare the discipline and profession of psychology for the future, CABE engaged in efforts aimed at helping students recognize the value of an undergraduate degree in psychology through issue scanning, awards, and conference presentations. CABE sought to increase awareness about the benefits of studying psychology through the [Student Essay Competition](#). This initiative helped to promote the [Skillful Psychology Student](#) with a

focus on post-graduation employment opportunities. Though CABA's efforts to promote the award, submissions to the Student Essay Competition doubled in 2023.

CABA also collaborated with the Society for the Teaching of Psychology (STP) through the STP/CABA working group on the Market Ready Psychology Major, which led to the development of a set of resources aimed at enhancing students' awareness of their skill development that programs can use to infuse this content into the curriculum. Ashley Waggoner Denton, a working group co-chair, presented at the 2023 Mid-Atlantic Teaching of Psychology Conference and at the STP Annual Conference on Teaching (ACT). Efforts to promote this work through newsletter articles and conference presentations will continue in 2024.

Improve psychology major outcomes by strengthening and diversifying the pathways into psychology

CABA is engaged in several ongoing multi-year strategies to strengthen and diversify pathways into psychology. For example, to promote representation in psychology, CABA aims to infuse diversity into all of the resources they create and the programming they offer and/or support at conferences and the APA convention. They also included suggestions for expanding representation in teaching in the manuscript they started developing for submission to a special issue of the journal *Scholarship of Teaching and Learning in Psychology (SoTL)*.

CABA has also deepened its understanding about the issues that contribute to educational inequities among undergraduate psychology students, and they have taken some steps to increase awareness of the issue and recommend solutions. For example, they highlighted best practices for promoting equity in the classroom and within psychology programs in their presentation on *Quality Principles* at ACT. CABA also continues to explore strategies to support quality education in 2-year programs (which serve a high proportion of diverse students) and facilitate pathways from 2- to 4-year institutions. Current and former CABA members and staff liaisons participated in a multidisciplinary workshop on engaging 2-year educators in disciplinary societies. CABA agreed to present at a conference aimed at supporting 2-year educators (proposal currently under review at NSF) and representatives presented at the Psi Beta Virtual Teaching of Psychology conference. Providing equitable opportunities for students at 2- and 4-year schools to gain research experience and take research coursework is a focus of the manuscript CABA developed for submission to *SoTL*. To bring further awareness to some of these issues, the office published an article on Tips and Tricks to Transfer from a Community College to a 4-year Institution in the [Psychology Student Network](#) (PSN) newsletter written by the former CABA co-chair. CABA also maintains close connections with members of Psychology's Honor Societies (Psi Alpha, Psi Beta, and Psi Chi) including co-sponsoring a reception at convention for student and educator members which may lead to future opportunities and linkages in support of strengthening and diversifying pathways into psychology.

Work to ensure that APA policies reflect best practices in the education, training, and mentorship of undergraduate students studying psychology

To strengthen APA's standing as an authoritative voice for psychology and prepare the discipline and profession of psychology for the future, CABA responded to calls for comments and participated in activities to advocate for undergraduate educators and continued efforts to build a community of psychology teachers. A brief summary describing actions taken by CABA to advance these priorities includes the following activities:

- CABA submitted responses on the APA Racial Equity Action Plan.
- CABA members shared information about APA Project Assessment and other resources for educators and students through newsletter articles and via social media.

- Committee members presented CAFE Roadshows at workshops and teaching conferences sponsored by STP, Psi Beta, and the Southwest Teachers of Psychology (SWToP) conference.

To provide support to educators and continue efforts to build a community of psychology teachers, CAFE offered two convention sessions and a reception with Psychology's Honor Societies as follows:

CAFE Symposium on compassion fatigue and burnout in higher education

Millie Cordaro, Texas State University

Compassion fatigue and burnout in higher education: Advocating for faculty mental health and resilience

Roxanne A. Donovan, Kennesaw State University

The hard 'NO': Navigating the tension between showing up and stepping back

CAFE Symposium on trauma-informed pedagogy

Chelsea Robertson, West Liberty University

Promoting Trauma-Informed Pedagogy in the Higher Education Classroom

Shawn Charlton, University of Central Arkansas

Building Mental Health Advocates Through Trauma-Informed Pedagogy in Undergraduate Psychology Courses

CAFE Diane Halpern Lecture on inclusive pedagogy and mentoring (cancelled due to illness)

Viji Sathy, University of North Carolina

Helping two birds to thrive: Supporting undergraduate research and scholarship of teaching & learning