



Academic Learning Compacts PSYCHOLOGY 2011 – 2012

In 2004, the Florida Board of Governors resolved that universities, through their boards of trustees, would establish guidelines and procedures for the development and implementation of Academic Learning Compacts (ALCs) to ensure student achievement in baccalaureate degree programs in the State University System. In support of ongoing SACS Accreditation, at USFSP, ALCs are used for both undergraduate and graduate programs and include assessment of student learning in: content/discipline skills, communication skills, critical thinking skills, and civic engagement.

On an annual basis, academic programs must update their ALCs to reflect ongoing data collection activity, use of results for improvement, and ongoing monitoring of the impact of changes made from previous assessment. The beginning of the review cycle for the upcoming year must reflect any new goals/objectives, changes in performance standards to meet those goals/objectives, and changes in collection tools/methods for the upcoming year. The cycle ends with year-end review of ALCs.

The Planning, Effectiveness and Budget Committee (PEBC) is responsible for coordinating the overall university ALC review process and compiling results for use by each of the college deans. The Office of Institutional Research provides staff support to the PEBC in their annual review of ALCs.

It is the responsibility of college deans to initiate and coordinate conversations with their academic program faculty to: 1) provide a summary statement about their academic program performance over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; 3) complete the ALCs for the previous year; 4) update the ALC for use in the upcoming year; and 5) obtain appropriate sign-off by their respective dean.

It is the responsibility of each dean to: 1) provide a summary statement about the performance of the academic programs in their college over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; and 3) develop a matrix of academic program goals/objectives that are aligned with college goals/objectives.

Summary Statement – Academic Program Performance in 2011-12

Provide a summary statement about academic program performance over the previous year including high points and low points. The Department had perhaps its most intensive year ever, developing both a brand new fully-online Certificate Program (to begin January 2013) and a brand new Master's program (slated to begin Fall 2013). Department faculty worked on development of new courses for the Master's program, and in the process of so doing began careful scrutiny of our undergraduate program, now the launching pad for entry into the 4+1 program for many of our students. The chief needs of our undergraduate program began to come into sharpest relief late in the academic year, as the Department began discussing preparation of students for junior-year application and admission to the program, and major changes are planned to Student Learning Outcomes after the 2012-13 academic year. With respect to USFSP Strategic Goal 1 – Academic Performance, the Department (a) continued to use sustained evidence of student learning outcomes and student achievement for continuous improvement (objective 1.1); made major contributions in the offering of certificate and graduate programs that meet regional needs (1.2); and (c) grew a significant distance learning initiative and developed a new plan for quality enhancement through instructional technologies that facilitate effective pedagogies (1.3). Our Master's program will be a driver in strengthening our undergraduate program to support academic excellence. Re: Strategic Goal 2, Student Engagement, the Fall PSY 2012 class offers an engaging classroom freshman experience for approximately 200 students, encouraging class attendance so as to help prevent dropout and enhance retention, bettering student chances to move successfully through to graduation (objective 2.1). We maintain a vibrant Psychological Science Organization, which is accessible to all majors, in addition to the selective Psi Chi Honor Society, strengthening campus connections and fostering student involvement (2.2 and 2.3). Re: Strategic Goal 3, Diversity and Inclusion, we provide university, system, and statewide leadership in having developed the only Diverse Perspectives in Psychology requirement for student receipt of a degree in the major. This new requirement is in the 2012-13 catalog for the first time. SUS-approved courses we developed to satisfy this requirement have as their aim the promotion of respect for all individuals (objective 3.1). Re: Strategic Goal 4, our faculty has been exceptionally prolific with internationally-visible research and international research partnerships in India, Italy, and other nations, scholarly publication, research and creative activity, and receipt of externally-sponsored awards (objective 4.1). We continue to engage students in world-class research that leads to national and international student-authored conference papers and scholarly publications (4.2), and maintain deep and meaningful research and community partnerships with agencies throughout Pinellas, attested to in the powerful letters of support these partners provided for our new master's program. (4.3) Finally, Re: Strategic Goal 6 – Administrative and Financial Stewardship, Psychology continues to be a good university citizen. We produce SCHs annually among the highest in the university, our summer courses draw well and make a profit, and we more than cover costs of investment in our distance learning program, where our projected enrollments are 1500-2000 students annually in undergraduate and graduate distance courses during spring, summer and fall, generating 3 credit hours/distance fee units per enrolled student. These annual contributions enhance revenue to help ensure institutional sustainability (objective 6.1)

Academic Learning Compacts, Student Learning Outcomes, and Planned Program Directions: On most baseline measures student performance on SLOs in 2011-12 did not differ materially from years prior, with students meeting and in some cases exceeding established benchmarks at comparable levels as in years past. However, in 2011-12 we took initial steps toward what will be a major transformation of our program which, when complete, will have embellished and enhanced the undergraduate curriculum and created a new graduate program presently slated to commence in fall 2013. The 2011-12 academic year was one in which we began to scrutinize our existing SLOs for our students and examine and assess what we do and don't do as well, for our program is now beholden to generate a sizeable cadre of qualified students annually to matriculate through the 4+1 arm of our new Master's program. That program has been designed to place methodologically savvy and able researchers in Pinellas County and other regional agencies to strengthen the results and accountability arms of their missions. We have understood from administration at numerous such agencies that such graduate-trained professionals will increasingly be essential to their core mission. We hence find it crucial to strengthen our quantitative sequence (Statistics-Research Methods-Experimental Design and Analysis) and start our undergraduates along a successful trajectory along this sequence beginning second semester freshman year. As we finished developing and refining our Master's proposal in the fall and winter of 2011-12, we turned our attention in the spring of 2012 to begin looking closely at steps needed to accomplish a re-conceptualization of our quantitative sequence. There is significant work to do. In our quantitative courses, students must be helped to better develop core competencies they will need later -- but their launching on this sequence is complicated by several quandaries. First, we inherit from USF Tampa a framework that does not even require our majors to take the first course in the quantitative sequence, Psychological Statistics (PSY 3204), at all. They can substitute in any statistics course, including some in which they would not be trained in core concepts of regression and between group analyses critical to success in the second course, Research Methods (PSY 3213). We met with USFSP's QEP Director beginning in August 2011 to discuss possible revision of STA 2023 so that it would include sections that would provide coverage of these concepts; contemplated the possibility of an entry-level exam for PSY 3213 which if failed, would require students to complete a newly-developed 1-credit 5-6 week course (in August-September or January-early February) focused on regression and ANOVA concurrent with enrollment in PSY 3213; and even attempted with the collaboration of our Registrar to change the catalogue prerequisites for our USFSP catalogue so they would require 3204 before 3213 (this was unsuccessful because it was overturned by USF Tampa out of concern that there not be different requirements for different system schools). Recognizing that these problems may persist for some time and that we may never gain the needed degree of control over the caliber of statistics training brought by students who transfer into our major from community colleges, in May 2012 we assembled a subcommittee that has begun study of reconceptualizing our Departmental ALC so that some key SLOs for our majors can be transferred from 3204, where they currently reside, to 3213, which all majors must take. The subcommittee's work will continue through summer and fall 2012 and we anticipate a revisioning of SLOs in our major prior to our external review in the 2013-14 academic year. Strengthening of this sequence will also enhance the likelihood of student success in our Master's program; the 4+1 will require that students take a comprehensive Qualifying Exam in Design and Analysis in order to advance to candidacy and for 4+1 students this would be in May after their senior year. We comment on this further below.

Summary Statement – Impact of Changes Made in 2011-12

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2010-11 and the positive/negative impact of the changes that were made.

In 2010-11 we collected pilot ETS data on a convenience sample of 15 USFSP senior psychology majors to gather some preliminary data on how ably seniors show the capacity to think about the human condition from Biological, Cognitive/Learning, Developmental, and Social perspectives. These data for most students were gathered 2-3 years after their having completed PSY 2012, the first gateway course to the major where we currently assess their competencies. Scale scores of these 15 students, compared to scaled scores a national normative group of 36,515 individuals representing 365 similar institutions, placed approximately at the national mean both on total score, and on each of the four relevant subtests. Specifically, the mean Total Test Scaled Score for the 15 USFSP students was 158, compared to the National Norm mean of 156.2, with the difference of 1.8 well within the bounds of ± 1 standard error of measurement ($SEM = 4.3$). The corresponding comparisons of mean differences (MD) on the four subtests were: Subtest 1 (Learning /Cognition); USFSP – National = 0.0, $SEM = 8.4$; Subtest 2 (Perception/Physiology); $MD = -5.9$, $SEM = 8.8$; Subtest 3 (Abnormal/Personality); $MD = 2.1$, $SEM = 8.0$; and Subtest 4 (Developmental/Social); $MD = 0.9$, $SEM = 7.6$. We noted that the mean percent correct scores of the 15 USFSP seniors on subtest items dealing with topics of emphasis in our Introductory Psychology course echoed findings for some prior PSY 2012 cohorts (discussed in our 2011-12 report), with student accuracy in the areas of Social (60%) and Developmental (51%) on the ETS exam superior to that in Sensory/Physiology (33%). The comparatively poorer performance in Sensory/Physiology was of concern to us, as this will be one of the core areas we will expect students to show mastery of in the first year of our Master's program. Toward the aim of strengthening the competencies of our program in providing sound training in Biological Bases of Behavior, we have hired two faculty members (C. Salnaitis, tenure-track assistant professor on a replacement line in fall 2011 and J. O'Brien, (initially on a visiting line) assistant professor, new fall 2012), the presence of whom will allow the Department to provide regular undergraduate and graduate course offerings of Physiological Psychology. We filled a class in Physiological Psychology (PSB 4004C, 50 enrolled students) in spring 2012 and will for the first time be able to offer two such sections (one PSB 4004C in fall, one PSB 4004C in spring) in 2012-13. We will also continue devoting attention to refinement of SLOs for PSB 4004C and other elective Psychology courses in Cognitive, Social, and Developmental Psychology that fulfill core course requirements and interface with advanced coursework in these fields that will be central to graduate-level training. Course-level data for the spring 2012 offering of Physiological Psychology indicated that 56% of students passed a quiz on physiological research methodology used this semester. One refinement under consideration is development of writing assignments that require skills in critical thinking and grading rubrics to assess these skills, to replace the quiz in physiological research methodology. One ongoing challenge to monitoring of student competencies in Physiological, Cognitive, Social, and Developmental Psychology is that competencies in these areas are presently assessed only in PSY 2012 (the first gateway course to the major), because the 4 content courses in those areas are not required courses of all majors in the framework inherited from USF Tampa. We will continue to deliberate about ways to assess these skills later in the major during the 2012-13 and 2013-14 academic years.

With respect to Quantitative training, while no major changes were made to the program in 2011-12 on the basis of assessments completed the previous year, we did make a definitive determination during the year that student performance may vary as a function of whether courses are offered in computer labs or regular classrooms. We now believe that taking a statistics class without access to computers cannot fully entrain the set of quantitative competencies needed and so have scheduled 2012-13 offerings of PSY 3204 in DAV 253 classrooms; we will use BAY 225 as a backup if locked out of usage of DAV 253 by other departments or colleges. We will also prioritize computer lab space for offerings of PSY 3213 and for PSY 4205 (Experimental Design and Analysis), after an interim solution this year of episodic forays to the BAY 225 computer classroom in PSY 4205. At the same time as we are revising our SLOs to move more of the key deliverables to PSY 3213 and the two gateway courses, we recognize the importance of continuing to give those students whose 3204 training we do have some control over an adequate foundation, and so are piloting an online PSY 3204 Statistics class to be taught by M. Pezzo in Fall 2012. This will help us to establish whether required SLO competencies that remain with that course (which is also a Gen Ed class) can be adequately attained via online instruction. One other key advance toward revamping of our quantitative core made in 2011-12 was in the hiring of O'Brien, who is (a) contributing substantively to development of the graduate course sequence in Research Methodology and (b) developing the Qualifying Exam in Design and Analysis. She will be assigned to teach the graduate level sequence in 2013-14 (the graduate program's first year). We will further strengthen the quantitative core and complete our initial staffing for the launch of the first year of the combined undergraduate-graduate program in our Department in fall 2013 with the hiring of a new (initially visiting) Full-Time Instructor in the upcoming 2012-13 academic year, to begin service in Fall 2013. This individual's specific assignment will be to bolster the performance of our undergraduate program in research methodology and quantitative training. S/he will be assigned to teach (along with three existing faculty members O'Brien, Salnaitis and Clutter, all of whom will also have graduate teaching assignments) the core Research Methods courses; and s/he will also have primary responsibility for annual coverage of Experimental Design and Analysis and of Tests and Measurement, the final "capstone" courses in the major. The quantitative subcommittee will be working over the next year to develop for the first time common SLOs for ED&A/T&M that will assess their exit competencies so we can fully prepare our own students to come equipped with the quantitative competencies that will be needed for admission to and success in the 4+1 Master's program. The 2 recent hires and the planned new hire in 2012-13 are all in response to the assessed needs and strategic directions of our program.

With respect to moving assessments for ALC Goal 4 (Civic Engagement) beyond the Intro course to the upper division courses meeting new diversity requirement, we piloted one of the new upper-division courses developed to meet the requirement (Cross-Cultural Psychology, taught as PSY 4931) in fall 2011. The course included a mid-term and a final examination assessing student knowledge of issues related to cross-cultural and multicultural diversity, including race/ethnicity, gender, sexual orientation, and cultural background. Eight of the 9 enrolled students met the benchmark for successful attainment. During the 2012-13 academic year we will attend to development of SLOs that are common across the three new Diversity courses (two to be taught in Fall 2012, one in Spring 2013, and one Summer 2013). A guiding aim for this coming year will be to devise appropriate critical assignments to assess the intended learning objective for all 3 courses: increased cultural sensitivity in the service of responsible civic engagement.

Academic Learning Compacts, Updates: 2011 – 2012

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: Psychology

Person Responsible: James McHale, Ph.D.

Mission of Academic Program (include URL): <http://www.usfsp.edu/coas/Psychology/index.htm> The mission of the psychological science program is to provide students with an understanding of how psychological scientists measure, explain, predict and when appropriate, modify behavior, thoughts and feelings. Because psychology is an empirical science, the program endeavors to enable students to critically evaluate, design and carry out research to collect empirical data. Because psychology is primarily a quantitative science, our program trains students in statistical theory and software-based tools to analyze data in order to determine relationships between variables. Because science is useless without public dissemination, our program teaches students how to summarize and present research findings in a manner understandable both to other scientists and to the general public. Because psychological science seeks universal laws, our faculty encourages both a cross-cultural and comparative approach. The program also encourages students to become civically involved in the field through internships and organizational involvement. Finally, because psychological science typically requires graduate training, the program aims to prepare students for successful entry into graduate programs. It is our belief that preparation for graduate training will instill in our student the values of science, and that these values will be beneficial regardless of one's final career choice.

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

Psychology Program Goals/Objectives

1) Content/discipline knowledge and skills:

- a) **Understand and distinguish among the field's major theoretical traditions.**
- b) **Recognize and understand appropriate use of major research designs and statistical methods of the field.**

2) Communication skills:

- a) **Write clear and concise summaries of published research**
- b) **Provide and interpret meaningful summaries of raw data**

3) Critical thinking skills:

- a) **Demonstrate both an understanding of how knowledge in psychology is gained and applied and the ability to effectively analyze and synthesize information.**
- b) **Demonstrate the ability to recognize and make ethical decisions based on the standards and practices of the psychological field.**

4) Civic engagement:

- a) **Demonstrate a sensitivity to and respect for diversity, and for the social and personal issues confronted by others as a function of their race/ethnicity, gender, sexual orientation and cultural background.**

Academic Learning Compacts: 2011 – 2012

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: **Psychology**

Person Responsible: **James McHale, Ph.D.**

Academic Learning Compacts: 2011-2012

1. Content / Discipline Knowledge and Skills:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
a) Understand and distinguish among the field’s major theoretical traditions.	1. Student understanding of the distinctive thrust of four different sub disciplinary areas (Biological, Cognition/Learning, Developmental and Social Psychology bases of behavior) will be assessed in Psychology 2012 using an agreed upon pool of 10 items per sub-discipline (40 total), administered twice (once during mid-term exams, and again on a comprehensive final).	1. At least 70% of the majors enrolled in this course achieve an average of 70% or higher on identified items.	<i>PSY 2012, Section A (Online):</i> Biological Basis of Behavior: Out of 128 students, 117 (91%) received a passing score of 70% or higher (14 questions of 20 answered correctly), while 11 (9%) failed. For Cognitive/ Learning Basis of Behavior: 112 out of 128 students (87.5%) received a passing score of 70% or higher (at least 14 /20 items correct), while 16 (12.5%) failed. For Developmental Basis of Behavior: 93 out of 128 students (73%) received a passing score of 70% or higher (at least 14 items/20 correct) while 35 (27%) failed. In Social/Personality: 92 out of 126 students (73%) earned a passing score of 70% or higher (at least 14/20 items correct) while 34 (27%) failed. Hence for the Spring 2012 term, the organizing goal of having 70% or more of enrolled students meet criteria for all four sub-disciplinary areas was met. <i>PSY 2012, Section B (Live)</i> was the semester where 27 of 188 students failed all SLO indicators with scores below	The basic plan for instruction and assessment in the Introductory course is sound. There are two questions we will be seeking to continue reckoning with (1) why students in the online version of the course (taught in the same modules by the same instructor who offers the live course) perform significantly better in the course; and (b) how to deal with a new problem – a subset of approximately 20-25 students who performs so badly on all SLOs – beginning with Exam 1 (scores well below 50%) that it is very likely they will not improve and will fail the course. This subgroup of students was very small in the past but in 2011-12 it swelled to a sizeable number. Advising has been made aware. Proactive steps will be needed not just to provide supports for this course but for all student courses to prevent failure and dropout. One possibility to be explored would be taping lectures daily and making them accessible

			50%. When excluding these individuals from analyses the number of students who met criterion fell in line with expected patterns of results from previous semesters: Biological Basis of Behavior improved from 68% of students passing criterion to 73% (meeting criterion of 70% of students achieving a passing score), Cognitive / Learning Basis of Behavior improved from 63% of students passing to 71% (meeting criterion of 70% of students achieving a passing score), Developmental Basis of Behavior improves from 46% to 51% of students passing and Social / Personality improved from 59% to 67% passing	online to students the evening after the lecture; this is done at other schools, but creates a double-edged sword – attendance in the “freshman experience” live course is strong and making lectures available online could dampen attendance of the live class. We will need to make a determination as to whether the accessibility of all lectures online is a factor contributing to the materially better performance of online students relative to live students, or whether there might be some other advantage the online students share. Overall, however, the method of delivery and assessment in the live class works and will remain unchanged in 2011-12.
b) Recognize and understand appropriate use of major research designs and statistical methods of the field.	1. Students taking PSY 3204 (Psychological Statistics) will complete an agreed-upon set of items selected from a vetted item pool.	1. Seventy percent of the majors enrolled in this course achieve an average of 70% or higher on identified items.	Section A 48% of students attained this benchmark (12 out of 25 students); Section B 60% of students attained this benchmark (15 out of 25 students); Section C 49% of students attained this benchmark (12 out of 29 students); Section D 62% of students attained this benchmark (16 out of 26 students); Section E 68% of students attained this benchmark (21 out of 31 students)	Prior to the beginning of the 2012-13 academic year, the subcommittee looking into quantitative SLOs will re-visit the current outcomes to establish (a) whether the core competencies as framed are the ones we want to be inculcating; (b) whether the present means of assessment responsibly captures the intended outcomes; and (c) whether a shift to teaching all classes in computer labs allows introduction of new methods that might enhance performance on the set of SLOs decided upon. Wholesale changes to SLOs will not be implemented until after the 2012-13 academic year

2. Communication Skills:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
a) Write clear and concise summaries of published research	1. Writing assignments requiring that students read and summarize findings of at least one scientific journal article using APA style (where appropriate) will be given in select "Upper Division" courses during the review cycle.	1. In courses where we assess this skill, seventy percent of the majors will achieve a 70% or higher in the assignment.	PSY 3213 Section A Of 29 students completing the assignment, 22 (76%) earned a 70% or higher. PSY 3213 Section B: Of 22 students completing the assignment, 19 (86%) earned a 70% or higher. PSY 3213 Section C: Of 19 students completing the assignment, 15 (79%) earned a 70% or higher. Ethics in Psychology and Health (PSY 4931) The criteria for success was met with 88% of psychology majors obtaining a grade of 70% or higher. PSY 4205 Experimental Design and Analysis 97% of students attained this benchmark (30 out of 31 students)	The assignments that faculty have designed to assess this skill have evolved to provide detailed rubrics to help structure student work. Faculty comment that it is important that rubrics be provided further in advance of the due date. It is appropriate that this skill first be taught and assessed in the 3213 course, and heartening that the skill is demonstrated by a large proportion of students in the capstone course. One aim will be to continue sampling and assessing the skill in a larger range of upper division courses so we can obtain data for all students and/or re-direct this SLO principally to courses all students must take (3213, and then the capstone courses, Tests & Measurement or Experimental Design and Analysis). The subcommittee will also take up discussions of student portfolios over the coming year as yet another possibility for skill assessment.
b) Provide and interpret meaningful summaries of raw data	1. All students taking PSY 3204 (Psychological Statistics) will analyze data and complete a research report using a standardized data set developed by the psychology faculty.	1. Seventy percent of the majors will demonstrate mastery of at least 70% of the data analysis.	Section D Of the 26 students completing the assignment, 20 (77%) earned 70% or higher Section E Of the 31 students completing the assignment, 24 (77%) earned 70% or higher	Though students reached the benchmark for this skill in the sections in which it was assessed, the subcommittee determined that this is also a relevant outcome measure for 3213 and perhaps T&M and ED&A. They will be writing new assignments/assessments for these courses and working to improve cross-talk between quantitative sequence courses.

3. Critical Thinking Skills:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
<p>a) Demonstrate both an understanding of how knowledge in psychology is gained and applied and the ability to effectively analyze and synthesize information.</p>	<p>1. As in area 2a), the ability to understand how knowledge is gained and applied and the ability to analyze and synthesize is assessed through the use of writing requirements in selected upper division courses. Area 3a's emphasis on critical thinking.</p>	<p>1. In courses where we assess this skill, seventy percent of the majors will achieve 70% or higher on the assessment.</p>	<p>EXP 4680 (Cognitive Psychology) Of 53 students enrolled in this course, 38 students met the criteria (71%) PSB 4004C (Physiological Psychology spring 2012) Of 48 students enrolled, 26 students met the criteria (56%). PSY4205 Experimental Design and Analysis. 97% of students attained this benchmark (30 out of 31) CLP4314 Section A Live (Health Psychology) Of the 29 students enrolled in this course, 28 students met the criteria (96.6%). CLP4314 Section B Online (Health Psychology) 108 out of 132 students met the criteria (81.8% of the students) Ethics in Psychology and Health (PSY 4931) On a draft, only 52% of majors met the criteria for success of achieving a score of 70% or higher. On the revision, however, 96% of majors achieved a score of 70% or higher.</p>	<p>In all classes but one (Physiological Psychology, offered for the first time as a now regularly recurring course), course-level goals were met. Instructors agree that a key to success on critical assignments is providing grading rubrics in advance and breaking projects into small steps with deadlines for meeting each goal in each step. As the assignments designed by individual instructors for this SLO are meeting its aim, the practice of having the assignment designed to fit the course will continue. We will continue to look for ways to assure that all students must take a course that meets this SLO objective at some point in their major trajectory, perhaps by including ED&A and T&M among the courses taught annually requiring the critical assignment.</p>
<p>b) Demonstrate the ability to recognize and make ethical decisions based on the standards and practices of the psychological field.</p>	<p>1. All students taking PSY 3213 (Research Methods) will be required to complete a 2-hour online (or classroom) certification in research ethics using the CITI program (or equivalent offered by the USF system Institutional Review Board). This instruction is focused on the Protection of Human Research Subjects. The online certification students complete is the national standard for Ethics Training.</p>	<p>1. All students will turn in a certificate of completion and make this available only after they have passed an online examination.</p>	<p>PSY 3213, Section A: 29 or 32 Research Methods students (90%) completed the 2-hour CITI program offered by the USF system Institutional Review Board. Section B: Of 24 students enrolled, all (100%) completed CITI training. Section C: Of 19 students enrolled, 17 (89%) completed CITI training. Section D: Of 24 enrolled all (100%) completed CITI training. Section E: Of 18 enrolled, 17 completed CITI training.</p>	<p>This assignment has worked well. The handful of students who did not complete failed to complete other assignments and also failed the course. All 3213 instructors have moved deadlines for completion to early in the semester. No changes planned.</p>

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
a) Demonstrate a sensitivity to and respect for diversity, and for the social and personal issues confronted by others as a function of their race/ethnicity, gender, sexual orientation and cultural background.	All students taking PSY 2012 (Introduction to Psychology) will provide a written response to a standardized scenario developed by the faculty to assess cultural sensitivity.	1. Seventy percent of the majors enrolled in this course will write a satisfactory analysis of the scenario (showing the ability to articulate and apply one of the three social psychological principles related to biased thought).	<i>PSY 2012, Section A (Online)</i> Fifty-four of 70 students enrolled (77%) satisfactorily completed the assignment <i>PSY 2012, Section B (Live):</i> 98 of 110 students enrolled (89%) satisfactorily completed the assignment	The critical assignment and means of evaluation are meeting the aim of helping Introductory students apply psychology concepts when reasoning about prejudice. It will continue to be employed in the PSY 2012 class as-is. However, because it is critically important that any student planning to be civically engaged by working with vulnerable people of diverse gender, culture, sexual orientation, race and ethnicity have developed a responsible level of sensitivity and understanding, we will now be requiring all students awarded a USFSP Psychology degree to have successfully completed a diversity class in Psychology. This fully vetted and approved new requirement will take hold during the upcoming 2012-13 academic year. New courses receiving permanent CCNs in the state system during the 2011-12 AY to fulfill the new requirement include CLP 4XXX (Psychology of Religion), SOP 4XXX (Cross-Cultural Psychology), and SOP 4744 (Women's Mental Health). A sub-committee is examining appropriate SLO assignments for this slate of courses and these will be put in place in 2012-13.

Academic Learning Compacts: 2012 – 2013

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: Psychology

Person Responsible: James McHale

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
a) Understand and distinguish among the field’s major theoretical traditions.	1. Student understanding of the distinctive thrust of four different sub disciplinary areas (Biological, Cognition/Learning, Developmental and Social Psychology bases of behavior) will be assessed in Psychology 2012 using an agreed upon pool of 10 items per sub-discipline (40 total), administered twice (once during mid-term exams, and again on a comprehensive final)	1. At least 70% of the majors enrolled in this course achieve an average of 70% or higher on identified items.	Findings will be monitored and used both summatively and formatively as they traditionally have been in the 2012 course	T the same metric will continue to be used in PSY 2012, with ongoing checks to determine whether it is possible to bring success in the online and live classes more closely in line. We may experiment with utility of posting daily lectures (using Panapto) for the live class evenings after a lecture. We will also explore models for potential uniform upper division assessments.
b) Recognize and understand appropriate use of major research designs and statistical methods of the field.	1. Students taking PSY 3204 (Psychological Statistics) will complete an agreed-upon set of items selected from a vetted item pool.	1. Seventy percent of the majors enrolled in this course achieve an average of 70% or higher on identified items.	The subcommittee examining quantitative competencies is looking into moving some of the assessments of this competency to PSY 3213 and to refine and standardize both instructional aims and critical assignments in 3204; some assessment will continue to remain in 3204 both to help prepare students for 3213 and for Gen Ed purposes	New SLOs and critical assignments to assess Objective 1b are expected in 2013-14
2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
a) Write clear and concise summaries of published research	1. Writing assignments requiring that students read and summarize findings of at least one scientific journal article using APA style (where appropriate) will be given in select “Upper Division” courses during the review cycle.	1. In courses where we assess this skill, seventy percent of the majors will achieve a 70% or higher in the assignment.	Findings will be used both summatively for course improvements with 3213 instructors also using formatively during skill-building phase	The subcommittee will make a determination about keeping this SLO in a range of upper division courses and/or re-directing it to 3213, Tests & Measurement or Experimental Design and Analysis) and about student portfolios

b) Provide and interpret meaningful summaries of raw data	1. All students taking PSY 3204 (Psychological Statistics) will analyze data and complete a research report using a standardized data set developed by the psychology faculty.	1. Seventy percent of the majors will demonstrate mastery of at least 70% of the data analysis.	The subcommittee examining quantitative competencies is looking into moving some of the assessments of this competency to PSY 3213 and to refine and standardize both instructional aims and critical assignments in 3204; some assessment will continue to remain in 3204 both to help prepare students for 3213 and for Gen Ed purposes	New SLOs and critical assignments to assess Objective 1b are expected in 2013-14
---	--	---	---	--

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
a) Demonstrate both an understanding of how knowledge in psychology is gained and applied and the ability to effectively analyze and synthesize information.	1. As in area 2a), the ability to understand how knowledge is gained and applied and the ability to analyze and synthesize is assessed through the use of writing requirements in selected upper division courses. Area 3a's) emphasis on critical thinking.	1. In courses where we assess this skill, seventy percent of the majors will achieve 70% or higher on the assessment.	Findings will continue to be used both summatively for course improvements with some instructors also using formatively (see assignment from Ethics, above)	We will continue to look for ways to assure that all students must take a course that meets this SLO objective at some point in their major trajectory, perhaps by including ED&A and T&M among the courses taught annually requiring the critical assignment.
b) Demonstrate the ability to recognize and make ethical decisions based on the standards and practices of the psychological field.	1. All students taking PSY 3213 (Research Methods) will be required to complete a 2-hour online (or classroom) certification in research ethics using the CITI program (or equivalent offered by the USF system Institutional Review Board). This instruction is focused on the Protection of Human Research Subjects. The online certification students complete is the national standard for Ethics Training.	1. All students will turn in a certificate of completion and make this available only after they have passed an online examination.	Findings will continue to be used summatively	No changes planned for 2013-14

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
a) Demonstrate a sensitivity to and respect for diversity, and for the social and personal issues confronted by others as a function of their race/ethnicity, gender, sexual orientation and cultural background.	All students taking PSY 2012 (Introduction to Psychology) will provide a written response to a standardized scenario developed by the faculty to assess cultural sensitivity.	1. Seventy percent of the majors enrolled in this course will write a satisfactory analysis of the scenario (showing the ability to articulate and apply one of the three social psychological principles related to biased thought).	Findings will continue to be used summatively	Beginning in 2013-14, assessment of this skill will also be made in the set of upper division courses meeting the Diverse Perspectives in Psychology requirement. New SLOs and critical assignments to assess Objective 4a will be introduced