Academic Program: PSYCHOLOGY  
Chair/Coordinator: James McHale, Ph.D.  

Date: May 31, 2013

Summary Statement – Academic Program Performance in 2012-13

Provide a summary statement about academic program performance over the previous year including high points and low points.

The Department completed another intensive year, successfully recruiting for and beginning its first-ever graduate training coursework (as part of the new fully-online Certificate Program), developing the reputation of and successfully recruiting for its new Master’s program (to begin Fall 2013), implementing the first of a 3-year Quality Enhancement Effort (QEE) for its undergraduate distance learning initiative, designing new Student Learning Outcomes to accompany its new required diversity course requirement, and completely revamping its Academic Learning Compact and Student Learning Outcomes for the undergraduate quantitative sequence, to take hold in the 2013-14 academic year. Department faculty worked on piloting of new courses for the Master’s program, hired a new tenure-track faculty member who will be centrally involved in delivery of Master’s-level coursework, and brought on board a new Visiting Professor who will be responsible for teaching three of the centrally-important undergraduate quantitative sequence courses that will prepare students to compete for admission to the 4+1 Master’s program, scheduled to begin in 2014-15. 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) strengthened its significant distance learning initiative by beginning to implement its new QEE to 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 continues to offer an engaging classroom freshman experience for approximately 200 students, fostering regular class attendance so as to help prevent early dropout and enhance retention, bettering student chances to move successfully through to graduation (objective 2.1). We maintain a vibrant Psychological Science Organization, 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 was to have been in the 2012-13 catalog for the first time, but due to clerical error it did not appear; it will at long last hold with the new 2013-14 catalog. 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 had another prolific year with internationally-visible research and international research partnerships in India, Italy, and other nations, scholarly publication, research and creative activity, and receipt and administration 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, including growing efforts to provide leadership in the county’s infant-family and early childhood
mental health systems (4.3) Finally, Re: Strategic Goal 6 – Administrative and Financial Stewardship, Psychology continues to be a good university citizen. We generated 9,731 SCHs during the academic year (up from 9,092 SCHs in 2011-12, and including 45 graduate credits) -- once again second highest of any Department/unit at USFSP (second only to English); our summer 2012 courses produced the highest number of SCHs (1,737) of any Department/unit at USFSP (including English) and made a profit; and we more than covered costs of the investment in our distance learning program’s QEE, enrolling 1,984 students in undergraduate and graduate distance courses during spring, summer and fall 2012-13 (up from 1,796 in 2011-12), generating 3 credit hours/distance fee units per enrolled student. These remarkable annual SCH contributions were attained solely through the intensive and dedicated teaching efforts of our 7 full-time research-active professors, one full-time instructor (who also contributes courses for another department), and one part-time adjunct, strategically aided in the online initiative by our Departmental Instructional Designer, and in classes by a small cadre of undergraduate teaching assistants trained and supervised by departmental faculty. Based on student evaluations of our courses and on student SLO performance, our courses upheld outstanding and effective pedagogical quality, despite the very high teacher-to-student ratios, and our collective Departmental efforts substantially enhanced revenue to help ensure institutional sustainability (objective 6.1)

Academic Learning Compacts, Student Learning Outcomes, and Planned Program Directions: Student performance on SLO benchmarks in 2012-13 did not differ materially from established baselines, as students largely met and in several cases substantially exceeded benchmarks at comparable levels as in years prior. In 2012-13 a departmental subcommittee intensively scrutinized existing SLOs for our students, examining and assessing what we do and don’t do. The aim was to strengthen our quantitative sequence (Statistics⇒Research Methods⇒Experimental Design & Analysis/ Tests & Measurement) so as to start majors on a successful trajectory along this sequence beginning in the second semester of their freshman year. The aims of this revisioning were to better bring our SLOs in alignment with APA-Established Core Competencies, and to help students develop and master core competencies they will need later. We continued to plan within the realities of several system-wide and university-specific quandaries, including operating within an inherited framework developed at USF Tampa that does not even require our majors to take the first course in the quantitative sequence, Psychological Statistics (PSY 3204), at all. USFSP Advising has been working diligently to require that all junior college transfer students (the majority of our majors; none of whom transfer in having completed 3204) take that course the first semester of transferring in, in order that they might receive beginning exposure to core concepts of regression and between group analyses critical to success in the second course, Research Methods (PSY 3213). However, recognizing that it may be some time before the system-wide pre-req issue is sensibly resolved and that we may never gain complete control over the caliber of statistics training some USF system students bring, the subcommittee’s reconceptualization of the Departmental ALC moved key SLOs for our majors from Psychological Statistics (PSY 3204) to Research Methods (PSY 3213), which all USFSP Psych majors must take. Important SLOs and critical assignments have now also been established for the Experimental Design and Analysis and Tests & Measurement advanced courses (one of which students must take to graduate), as well as for the required Diversity Course. Strengthening of the quantitative sequence is expected to enhance the likelihood of student success in our Master’s program, as the 4+1 requires students to pass a comprehensive Qualifying Exam in Design and Analysis to advance to candidacy.
Academic Learning Compacts, Updates: 2012 – 2013
“… to ensure student achievement in undergraduate and graduate degree programs …”

**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.

Our aims over the past two years since the review of ETS data collected in 2010-11 have centered on strengthening our programming both in methodological training and in coverage of the biological bases of behavior. The comparatively poorer performance of our students on the Sensory/Physiology subtest of the ETS was of concern to us, though not entirely unexpected as this had been a gap in our annual course schedule and in the expertise of our core faculty. With our last two hires (Salnaitis, O’Brien, now on a tenure-track line) we have fortified our faculty strengths in cognitive neuroscience, and with the hiring of a visiting assistant professor who will begin in 2013-14 (King) and brings expertise in measurement, we will be able to devote intensive attention to implementation of our new SLOs for quantitative courses in 2013-14, as well. In 2012-13, for the first time in a decade, we were able to offer multiple sections of Physiological Psychology (PSB 4004C) and as SLO data reviewed below indicate, students enrolled in these courses met benchmarks for competencies. We plan to re-implement ETS testing for a larger sub-sample of our majors after the 2013-14 academic year to get a read on whether any group changes in overall performance in the Sensory/Physiology subdomain by our majors have been realized.

With respect to Quantitative training, as indicated above our SLOs have been substantially revised and we will be moving most of the key deliverables to PSY 3213 and the two advanced methods courses. None of this movement occurred during the 2012-13 year, though new assignments assessing competencies in Area 2a were piloted in two sections of PSY 3213 and in one ED&A class; the former indicated successful student accomplishment of the skill assessed at sought-after benchmark levels. Students fell just short of the benchmark (67% passing) in ED&A. Though most competencies previously targeted in PSY 3204 will be shifted to PSY 3213 (with more rigorous forms of assessment) in 2013-14 we will continue to provide students in 3204 (which is also a Gen Ed class) with sound beginning foundational skills in both correlation and between-group analyses. No other major changes were made to assessment processes in 2012-13 on the basis of assessments completed the previous year, though we did schedule 2012-13 offerings of PSY 3204 in computer classrooms. There has been discussion at the administrative level to move to a requirement that all students possess and supply their own laptop computers for statistics-intensive courses in the future, but until such a time as this becomes policy we will seek to prioritize computer lab space for offerings of PSY 3213 and for PSY 4205 (Experimental Design and Analysis). With respect to the upcoming inaugural year of our new Master’s program, SLOs for graduate courses are in place, and O’Brien spent much of 2012-13 developing the graduate course sequence in Research Methodology and developing the Qualifying Exam in Design and Analysis; she will teach the graduate level methods sequence in 2013-14 (the program’s first year). We also spent considerable time in 2012-13 charting plans for the launch of the first year of the combined undergraduate-graduate program in our Department (for which we will recruit in fall 2013), recognizing that students who matriculated through our 3213 courses during the 2012-13 year would themselves be potential candidates for the 4+1 grad program. Established SLO benchmarks were met in all sections of 3204 and in 3213 during the 2012-13 academic year, and we will have a first opportunity in 2013-14 to review the role played by the two advanced upper-division methods course (Tests & Measurement, Experimental Design & Analysis) in contributing to the preparation of these 4+1 students for graduate study. The hires of Salnaitis, O’Brien and King have all been in direct response to the assessed needs and strategic directions of our program.

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Academic Learning Compacts, Updates: 2012 – 2013
“… to ensure student achievement in undergraduate and graduate degree programs …”

Our Department also continued to provide leadership to the university in charting one of its most ambitious and considered distance learning initiatives. Following the pioneering efforts of core faculty members Durand and Chenneville, several other faculty members (Gaskin-Butler, Clutter, Pezzo and McHale), adeptly assisted by our department’s instructional designer Nicole Emert have also developed and updated distance courses to serve a larger number of majors and provide additional needed flexibility for students seeking such course opportunities. SLOs for these courses have indicated performance as good or in many cases, better than in live courses, and student satisfaction ratings (though more challenging to obtain in the online environment) signify that students find the instruction they are receiving in these courses to be good. Nonetheless, departmental faculty have been concerned to assure that the active learning experiences afforded in these courses maximally engage students in critical thinking opportunities. Following departmental participation in the national EDUCAUSE conference, we introduced and implemented in 2012-13 a model pioneered at the University of Minnesota utilizing course coordinators in our distance offerings to research and enhance the active learning components of these courses. We also arranged with Psychology distance learning faculty at the University of Minnesota for Emert to visit in summer 2013 to learn more firsthand about the operations of their innovative and successful program. In the inaugural year of our 3-year Quality Enhancement initiative pilot, we utilized student performance data on specific elements of several targeted courses to enhance aspects of those courses that were not meeting student need in the manner sought by the instructors. Regarding the gateway Introductory course (offered online twice a year, in addition to the large live offering each fall), the instructor and course coordinator collaborated to devise three new active learning modules (in the content areas of perception, developmental stage theory, and social cognition). These modules were piloted as extra credit exercises in spring 2013. Data did not indicate any improvements on the course assessments of student understanding of psychophysics as a function of the new exercise, so this module will need to be further refined. Performance on assessments of content targeted by the other two modules suggested small improvements though again more fine-tuning for those modules will be planned for 2013-14. After another pilot year the changes will be permanently implemented as requirements of the course structure (for both live and online versions of the class) in 2014-5. Additionally, three required core content courses were also targeted for revision in 2012-13. In PPE 4003 (Personality), exams were improved by developing focal essay questions and case study analysis via discussion boards and group projects. In DEP 4053 (Developmental Psychology) the course was completely redesigned using the Quality Matters (QM) rubric. Areas consistent with best practice as identified by QM were identified and the course coordinator began transforming the course into modules and creating a framework to link the course learning objectives to the learning objectives within each module and within each assignment within the modules. This process is ongoing. Once complete, the course coordinator will assist with evaluating outcomes, beginning in 2013-14. In CLP4314 (Health Psychology), the instructor and course coordinator redesigned a Health Behavior Change Project and revised evaluations to increase correspondence with lesson, module, and overall course learning objectives. We are also examining ways to address other student issues identified in focus groups completed by Emert with a number of our majors in spring 2013. The intensive attention we are devoting to maximizing active learning in our distance courses is intended to further improve the quality and effectiveness of our undergraduate curricular offerings.

Finally, during 2012-13 we developed SLOs for the slate of required Diversity courses we will be offering in 2013-14 (two to be taught in Fall 2013, one in Spring 2014, and one Summer 2014). Gaskin-Butler developed appropriate critical assignments to assess the intended learning objective for all 3 courses; increased cultural sensitivity in the service of responsible civic engagement, and piloted elements of this assignment in one of the 2012-13 courses. Students met established thresholds for the assignment; the full SLO assessment process will be instituted in the coming academic year.
**Academic Learning Compacts, Updates: 2012 – 2013**

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

**Academic Program:** PSYCHOLOGY

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

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<th>Mission of Academic Program (include URL): <a href="http://www.usfsp.edu/coas/Psychology/index.htm">http://www.usfsp.edu/coas/Psychology/index.htm</a> 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 it is essential that students recognize, understand, and respect the complexity of sociocultural diversity, we provide required coursework designed to help encourage this aptitude. 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.</th>
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**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: 2012 – 2013

#### 1. Content/Discipline Skills

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<td>a) Understand and distinguish among the field’s major theoretical traditions.</td>
<td>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).</td>
<td>1. At least 70% of the majors enrolled in this course achieve an average of 70% or higher on identified items.</td>
<td>PSY 2012, Section B (Live): Biological Basis of Behavior: Out of 187 students, 137 (73.3%) received a passing score of 70% or higher (14 questions of 20 answered correctly), while 15 (26.7%) failed. For Cognitive/Learning Basis of Behavior: 142 of 186 students (76.3%) received a passing score of 70% or higher (at least 14/20 items correct), while 44 (23.7%) failed. For Developmental Basis of Behavior: 112 of 182 students (61.5%) received a passing score of 70% or higher (at least 14 items/20 correct) while 70 (38.5%) failed. In Social/Personality: 115 of 182 students (63%) earned a passing score of 70% or higher (at least 14/20 items correct) while 67 (36.8%) failed. Hence for the Fall 2012 term, the organizing goal of having 70% or more of enrolled students meet criteria for each sub-discipline areas was met for all but Developmental and Social/Personality. In PSY 2012, Section A (Online), 102 of 118 students passed all SLO indicators with scores above 70%.</td>
<td>Performance improved from the live to the online class, and this year's live class outperformed last year's live class in all areas except Social. In contrast with live course improvement from the prior to the current academic year, performance went the other way in the online section, slipping from last year's online class results. Given concerns about potential student cheating during online courses, an online class profile that reconciles more closely with the live class section is not necessarily bad news, as it indicates that cheating may not be as easily enabled given newer precautions taken in the online testing environment. Active learning modules (ALMs) were added to boost areas of psychophysics, developmental stages and social psychology in the online spring semester on a trial basis. The ALMs appear to have marginally improved performance on assessment indicators for the latter two, but not the first, content area. We plan to further develop these modules, to include more detailed grading rubrics, more interactivity and more engagement in online courses.</td>
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b) Recognize and understand appropriate use of major research designs and statistical methods of the field.

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<td>a) Write clear and concise summaries of published research</td>
<td>Students read and summarize findings of scientific journal articles in APA style. <strong>PSY 3213 Research Methods:</strong> Means of assessment (All sections): Students write an introduction for a study based on a review of the literature. <strong>Corroborating Evidence Sec. A:</strong> Student performance on assessment was correlated with final grades, r = .96, p &lt; .001. <strong>Corroborating Evidence Sec. B:</strong></td>
<td>1. In courses where we assess this skill, seventy percent of the majors will achieve a 70% or higher in the assignment.</td>
<td><strong>PSY 3213 Research Methods Sec. A:</strong> Of 22 students enrolled, 19 (86%) earned 70% or higher. <strong>PSY 3213 Research Methods Sec. B:</strong> Of 10 students enrolled, all 10 (100%) earned 70% or higher. <strong>PSY 3213 Research Methods Section C</strong> Of 26 students enrolled, 22 (85%) earned 70% or higher. <strong>PSY 3213 Research Methods Section D</strong></td>
<td>Use of Results: we will retain critical assessments (APA-style reports, grant proposals) in which students find articles, summarize articles, and organize a literature review; related SLOs and critical assignments to assess Objective 2a will be implemented systematically in targeted courses in 2013-14.</td>
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The basic plan for instruction and assessment in the Introductory course is sound. In Fall 2012 we experimented with taping lectures episodically throughout the semester and making them accessible to students online the day of the lecture; we were unfortunately unable to access from Blackboard records number of different hits and average time spent watching these modules, so will repeat the experiment again in 2013-14. Overall, however, the method of delivery and assessment in

New SLOs and critical assignments to assess Objective 1b will be implemented beginning in 2013-14 in a targeted set of courses; this competency will also continue to be assessed in PSY 3204 as in years past for Gen Ed purposes.
| Student performance on assessment was not correlated with final grades, $r = .50$, $p = .14$. Corroborating Evidence Sec. C Student performance on assessment was strongly correlated with final grades, $r = .85$, $p < .001$
| Of 33 students enrolled, 26 (79%) earned 70% or higher. PSY 3213 Research Methods Section E Of 15 students enrolled, 14 (93%) earned 70% or higher.
| EXP 4680.691 (Cognitive Psychology). Students were required to summarize an article of their choice. Corroborating Evidence
| EXP 4680.691 (Cognitive Psychology). Of 57 students enrolled, 57 (100%) earned |
| Students taking PSY 3204 (Psychological Statistics) analyzed data and completed research write-ups using standardized data sets developed by the psychology faculty. As a pilot for a shifting and evaluation of this competency set in PSY 3213 in 2013-14, this competency was also assessed in two sections of PSY 3213 and in one section of Experimental Design and Analysis in spring 2013 using higher-order task assignments. | 1. Seventy percent of the majors will demonstrate mastery of at least 70% of the data analysis. | Benchmark met in all 3204 sections assessed. **PSY 3204:**
Section A (enrolled=40): 36 of 40 students successfully completed required (3) SPSS exercises (90%)
Section B (enrolled=38): 33 of 38 students successfully completed required exercises (87%)
Section C (enrolled=33):
30 of 33 students successfully completed required exercises (91%)
Section D (enrolled = 35)
30 of 35 students successfully completed required exercises (86%).
Section E (enrolled 49)
33 of 39 students successfully completed required exercises (85%)

**New SLOs and critical assignments to assess Objective 2b** will be implemented in 2013-14, though we will continue to include relevant assessments in PSY 3204 both to begin skill-building for majors and also for Gen Ed assessment purposes.

| PSY 3213: Section D Means of assessment: Students were required to complete results sections in which they analyzed data and wrote reporting statements and graphs/tables in APA style. **PSY 3213: Section E Means of assessment:** Students were given scores from various conditions of an experiment and required to determine significance of main effects of and interactions between conditions. **Corroborating Evidence (ALC Requirement Only):** Student performance was correlated with final grades, r = .70, p < .001. |  |  |
| PSY 4204.601 (Experimental Design & Analysis) Students were given raw data and completed between-subjects and repeated measures ANOVAs, factorial ANOVA, effect sizes, and a Fisher’s LSD post-hoc test, and wrote up results from a subset of these tests. |  |  |
### 3. Critical Thinking Skills

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<td>a) Demonstrate both an understanding of how knowledge in psychology is gained and applied and the ability to effectively analyze and synthesize information.</td>
<td><strong>PSB 4004C (Physiological Psychology)</strong> Sections A and B: Students read a minimum of 15 articles on a self-chosen topic and discussed the articles in a term paper. <strong>Corroborating Evidence:</strong> The final course grades are correlated with this grade, r=.83, p&lt;.001. <strong>CLP4314: Health Psychology</strong> In a Health Behavior Change project, students apply their knowledge of health behavior theories and current research in the field to explain behavior change process and outcomes. <strong>Corroborating Evidence:</strong> The final course grades are correlated with this grade, r=.86, p&lt;.001. PSY 3213.602 (Research Methods). Students researched and wrote an APA-style lab report. <strong>Corroborating Evidence:</strong> Final course grades are correlated with this grade, r=.92, p&lt;.001. <strong>CLP 4620 Ethics in Psychology &amp; Health.</strong> Students completed a comprehensive group working in groups of 3-4, wrote a paper, in APA format and made an oral presentation</td>
<td>In courses where we assess this skill, seventy percent of the majors will achieve 70% or higher on the assessment. <strong>PSB 4004C (Physiological Psychology) Section A:</strong> Of 34 students enrolled, 27 (84%) earned 70% or higher. <strong>Section B:</strong> Of 51 students enrolled, 37 (73%) earned 70% or higher. Of 128 students enrolled, 107 (84%) earned 70% or higher <strong>PSY 3213 (Research Methods), Section C</strong> Of 26 students enrolled, 14 (54%) earned 70% or higher. The unusually high percentage of failures owed to a high prevalence of late submissions, as penalties adversely affecting total scores (10 points off per each day past due). <strong>PSY 321 (Research Methods), Section D.</strong> Of the 33 students enrolled, all 27 (82%) who turned in the paper earned 70% or higher. <strong>CLP 4620 Ethics in Psychology &amp; Health</strong> On a first draft, 45% of majors earned 70% or higher. On revision, 100% scored 70% or higher.</td>
<td>Present assignments are helping students reach this competency. We will continue to entrain and assess this competency in select upper-division courses but will now also begin assessing these important SLOs in required ED&amp;A and T&amp;M classes. Changes will be implemented beginning in 2013-14</td>
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b) Demonstrate the ability to recognize and make ethical decisions based on the standards and practices of the psychological field.

I. 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.

I. All students will turn in a certificate of completion and make this available only after they have passed an online examination.

PSY 321 (Research Methods),
Section A: Of 22 students enrolled, 20 (91%) completed CITI training
PSY 321 (Research Methods),
Section B: Of 10 students enrolled, 9 (90%) completed CITI training.
PSY 321 (Research Methods),
Section C: Of 26 students enrolled, 26 (100%) completed CITI training
PSY 321 (Research Methods),
Section D: Of 33 students enrolled, 33 (100%) completed CITI training
PSY 321 (Research Methods),
Section E: Of 15 students enrolled, 13 (87%) completed CITI training

Use of Results: No modifications will be made to this training and/or assessment. The assessment will continue to be used.
# 4. Civic Engagement:

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<td>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.</td>
<td>PSY 2012 Psychological Science (Sections A and B): 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.</td>
<td>PSY 2012: 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).</td>
<td>Women’s Mental Health: (Data from Fall 2012) Outcomes: Of 20 psychology majors enrolled in two sections of the course, 95 percent (95%) of students scored 70% or better.</td>
<td>Women’s Mental Health: Use of Results: The assessment proved effective in assessing and documenting student understanding and achievement. Therefore, no changes are planned for 2013-2014.</td>
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