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Academic Learning Compact : M. A. Psychology [Effective 2015]

University of South Florida St. Petersburg.

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Academic Learning Compact: Fall 2015- Spring 2016

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



Academic Learning Compacts

Academic Year: Fall 2015 & Spring 2016

Due: May 15, 2016

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES		COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES	GRADUATE PROGRAMS												
			Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	Journalism (BA)	World Languages	
Academic Performance	Use sustained evidence of SLO's and student achievement for continuous improvement	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system								X					
	Offer certificate, undergraduate and graduate programs that meet regional needs									X					
	Implement and support information and instructional technologies that facilitate effective pedagogies														
	Enhance programs that specifically support academic excellence														
	Increase student awareness of participating in a global society														
Student Engagement	Create a freshman experience that enables students to thrive and move successfully through to graduation	Our students will have critical skills and a broad outlook that will make them engaged and productive citizens Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate													
	Foster institutional pride and strengthen connections within the campus community														
	Enhance opportunities for increased student involvement in curricular and co-curricular activities														
Diversity & Inclusion	Insure an inclusive community where differences are respected and valued	Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class sizes, and mentoring those students we have. Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines													
	Attract and retain a diverse student population														
	Increase the diversity of faculty and staff														
Research & Creative Activities	Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields. We expect our undergraduate and graduate students to engage in research in collaboration with faculty								X					
	Promote and support undergraduate research as a meaningful aspect of campus life														
	Enhance and support research and scholarly collaborations with community partners									X					

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Signature Page for Academic Program

Academic Program: Psychology Graduate Program

Interim Chair & Coordinator: Mark Pezzo, Ph.D.

Date: 7/27/16

Summary Statement – Academic Program Performance in Fall 2015- Spring 2016

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

Our MA in General Experimental Psychology began in 2013. We have just accepted our 4th cohort.

Summary for Second-Year Students: In Fall of 2014, A total of 16 students were initially accepted into the program. Three declined our offer, and the rest attended full-time. Three of those students, however, dropped out of the program in either the first or second semester. Of these, one student was on academic probation. The remaining two transferred to other graduate programs. Of the remaining 13 students, 8 graduated early (Fall 2015), 2 graduated on time (Spring 2016), 3 graduated one semester late (Summer 2016). Four students chose the thesis option, but two dropped out of this track before defending. One successfully defended early (Fall 2015) and one successfully defended one semester late (Summer 2016).

Summary for First-Year Students: In Fall 2015, a total of 16 students entered the program. All students attended full-time and all remained in the program for the entire first year. At the end of the Spring 2016 semester, 5 (31%) of the students passed their qualifying exam on first attempt, and all but one student passed the exam on their second attempt. One student took a leave of absence before retaking the Qualifying Exam, and we do not expect that this student will return to the program.

Newly Admitted Students: Starting in the Fall of 2016, we will have 14 new students

During their tenure at USFSP, all but 2 students who desired a teaching assistantship were offered one for at least one semester, and the majority received assistantships for multiple semesters. We have improved our protocol for making assignments and have been able to turn them into HR sooner than in previous years.

Summary Statement – Impact of Changes Made in Fall 2014- Spring 2015

*Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.
Include both the high points and low points*

We did not institute any substantive changes for this reporting period.

Mission of Academic Program (include URL):

The Master's in Psychology is designed for students who are seeking re-specialization in the field of psychology and/or intensive research experience as preparation for pursuit of advanced doctoral study in Psychology; the required 18 hours of graduate coursework in preparation for teaching psychology in a high school or community college; and/or advanced entry-level positions in health and human service related fields requiring advanced research methods, data collection, analysis, and grant writing skills. The program does not prepare for licensure in counseling.

<http://www1.usfsp.edu/catalog-grad/masters-of-arts-ma-degree-in-psychology.htm>

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

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

[Please note impact of any changes that were made as a result of 2009-10 assessment]

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 – Spring 2016
Recognize and understand appropriate use of major research designs and statistical methods of the field.	All graduate students will complete a qualifying exam after completing year one core requirements to include but not limited to Research Methods and Measurement (PSY 6217) and Graduate Research Methods (PSY 6218).	All graduate students must earn a passing grade on the qualifying exam to continue in the graduate program. Under certain circumstances, students may be permitted the opportunity to retake the qualifying exam or portions thereof.	Five of 16 students (31%) taking the exam passed on the first attempt. The final breakdown including both 1 st and if necessary 2 nd attempt was: 9 high pass (33.3%) 6 pass (50%) 1 fail (this student did not take the 2 nd attempt)	No changes will be implemented.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 – Spring 2016
Write clear and precise summaries of data analysis and findings when presented with raw data and prepare a power point presentation to succinctly communicate program evaluation findings to a mock community agency.	Graduate students are required to write at least one research paper in all of their core content classes including: Physiological, Cognitive, Developmental, and Research Methods & Measurement (PSY 6217)	100% of students will earn at least an 80% on all of their research papers.	During 2015/2016 a number of our core graduate faculty were on leave. This led to poor communication about the expectations of the writing requirement, and ultimately, we did not collect data on this outcome.	Data will be collected on this outcome

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 – Spring 2016
Demonstrate the ability to effectively analyze and synthesize information in multiple formats (e.g., written narratives, bulleted summaries, oral presentation).	All graduate students will complete a qualifying exam after completing year one core requirements to include but not limited to Research Methods and Measurement (PSY 6217) and Graduate Research Methods (PSY 6218).	All graduate students must earn a passing grade on the qualifying exam to continue in the graduate program. Under certain circumstances, students may be permitted the opportunity to retake the qualifying exam or portions thereof.	Five of 16 students (31%) taking the exam passed on the first attempt. The final breakdown including both 1 st and if necessary 2 nd attempt was: 9 high pass (33.3%) 6 pass (50%) 1 fail (this student did not take the 2 nd attempt)	No changes are necessary, but we are nevertheless considering using a more specific criterion for passing according to each content area: correlation, regression, anova, etc. so that a student might pass in some areas, but not others.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed

4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 – Spring 2016
No formal goals have been determined yet	N/A		Since the program began, we have successfully placed approximately 6 students in internships with JWB and one with the Department of Health. One of those placements turned into a full-time job.	We have now developed an internship program with the Juvenile Welfare Board, the Department of Health, and Big Brother/Big Sister. Our long-term goal is to increase the number of internship opportunities so that we can require an internship of every non-thesis student. Although we are getting closer to this goal, we are still not there yet.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed