

2016

## Academic Learning Compact : Psychology [Effective 2016]

University of South Florida St. Petersburg.

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Academic Learning Compact: Fall 2016- Spring 2017

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



**Academic Learning Compacts  
PSYCHOLOGY**

**Academic Year: Fall 2016 & Spring 2017**

**Due: May 19, 2017**

**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		UNDERGRADUATE PROGRAMS										
				Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	journalism (BA)
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									X				
	Enhance programs that specifically support academic excellence									X				
	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								X				
	Foster institutional pride and strengthen connections within the campus community	Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate								X				
	Enhance opportunities for increased student involvement in curricular and co-curricular activities									X				
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.								X				
	Attract and retain a diverse student population	Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines								X				
	Increase the diversity of faculty and staff									X				
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									X				
	Enhance and support research and scholarly collaborations with community partners									X				

Academic Learning Compact: Fall 2016- Spring 2017

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**Signature Page for Academic Program**

Academic Program: Psychology

Chair/Coordinator: Mark V. Pezzo

Date: May 19, 2017

**Summary Statement – Academic Program Performance in Fall 2016- Spring 2017**

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

- 1. Content/Discipline Skills:** Although many courses teach content material, only our Introductory Psychology course takes official measures. Data from this course, however, was not reported for the year. The instructor, text, and methods of measuring this goal have not changed substantially in the past few years, and no change was reported as necessary last year.
- 2. Communication:** These goals were measured across 4 different courses: Research Methods (PSY 3213), Tests & Measures (CLP 4433), Experimental Design & Analysis (PSY 4205), and Developmental Psychology (DEP 4053). This area has 2 overarching goals: Writing and Presentation. **WRITING:** Of the seven sections reporting data, only 1 course (DEP 4053) failed to meet the 70% success rate. A reduction in the number of assignments should help to ameliorate this problem for next year. The remaining sections had success rates of 70, 71, 73, 77, 81, and 90%. **PRESENTATION:** This goal was measured exclusively in our PSY 3213 course. Of the two sections reporting data, the success rates were 100% and 85%. Thus, no changes are necessary for this goal.
- 3. Critical Thinking Skills:** These goals are measured in a variety of courses including Research Methods, Psychological Statistics, Tests & Measure, and Experimental Design & Analysis. The area has 2 overarching goals: Information Literacy, and Interpretation/Design/Conducting of research: **INFORMATION LITERACY:** 2 sections of Research Methods reported multiple measures of this goal with success rates of 88, 92.5, 92, 88, and 96%. **INTERPRET/DESIGN/CONDUCT:** This goal was measured in Psychological Statistics (success rates of: 73, 73, 74, and 80%) Research Methods (success rates of 60, 70, 71, 81, 83, and 91%), Design and Analysis (success rates of 80 and 88%), and Tests & Measures (success rates of 73 and 54%). Thus, only two of 19 measures failed to reach the desired threshold of 70%. Although any failure is undesirable, these two instances are likely due more to an unusually high proportion of unprepared students than to any shortcoming in teaching methods. That said, one of the two classes has recommended changes for the coming year.
- 4. Civic Engagement:** The department does not have a civic engagement component. We are, however, developing an undergraduate internship program and hope to be able to start reporting on this area next year.

**5. Multiculturalism/Diversity/Ethics:** This year we assessed diversity in the following courses: Women's Mental Health (SOP 4744), Research Methods (PSY 3213), and Tests & Measures (CLP 4433). All sections met the first goal with success rates of 93, 97, and 91 %. All sections met the second goal with rates of 95.6 and 96%.

**Summary Statement – Impact of Changes Made in Fall 2016- Spring 2017**

*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*

Very few changes were recommended for the coming year. These are mostly with professors who are new to the university and to teaching, and thus are to be expected.

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**Academic Program:** Psychology

**Responsible Person:** Mark Pezzo, Department Chair

**Mission of Academic Program (include URL):** <http://www.usfsp.edu/psychology/>

We are committed to the pursuit of innovative scientific inquiry that addresses important societal issues. Our program’s aim is to help advance the field of psychology through thoughtful intellectual leadership built on the foundation of careful empirical research efforts that have implications for helping to improve the human condition.

**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; 3. Critical Thinking Skills; and 4. Civic Engagement.***



**Academic Learning Compacts  
Academic Year: Fall 2016 & Spring 2017**

**ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017**

**1. Content / Discipline Skills:**

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
<p>1.1</p> <p>Describe key concepts, principles, and overarching themes in psychology and understand and apply knowledge of psychology's content domains.</p>	<p><b>PSY 2012:</b> Intro Psychology</p> <p>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 <b>Psychology 2012</b> 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)</p>	<p>At least 70% of the majors enrolled in this course will achieve an average of 70% or higher on identified items.</p>	<p><b>Fall 2016:</b> Research Methods: 90 of 124 students (72.6%) received a passing score of at least 70%, Biological basis of behavior, of 167 who completed the assessment, 135 (80.8%) received a passing score of 14 or greater. Cognitive/Learning basis, of 167 who completed the assessment, 140 (83.8%) received a passing score of 14 or greater. Developmental basis, of 167 who completed the assessment, 135 (80.8%) received a passing score of 14 or greater. Social basis, of 159 who completed the assessment, 111 (69.8%) received a passing score of 14 or greater. The criteria for each sub-discipline area was met for all</p>	<p>Social/Personality modules will receive renewed focus in 2017-18 to establish whether there is a pattern to SLO content knowledge missed. No such pattern was apparent in 2015-16 data, but 2017-18 data will be compared with 2016-17.</p>

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			<p>areas, with Social on the cusp.</p> <p><b>Spring 2017 (Online):</b> Research Methods: 86 out of 99 (86.9%) received a passing score of 70% or higher, 13 (13.1%) failed. Biological Basis: 82 of 100 (82%) received a passing score of 70% or higher, 18 (18%) failed. Cognitive/ Learning Basis: 83 of 100 (83%) received a passing score of 70% or higher, 17 (17%) failed. Developmental Basis: 81 of 98 (82.7%) received a passing score of 70% or higher, 17 (17.3%) failed. Social: 62 of 95 (65.3%) earned a passing score of 70% or higher, 33 (34.7%) failed. The goal of having 70% or more meet criteria for each sub-discipline area was again met for all but Social/Personality (65.3%).</p>	
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**2. Communication Skills:**

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
<p>2.1a</p> <p>Demonstrate effective writing in multiple formats</p>	<p><b>PSY 3213 (Research Methods):</b> Students will write an APA style paper based on a research project involving data analysis.</p> <p><b>CLP 4433: Psychological Tests and</b></p>	<p>ALL COURSES:</p> <p>70% of the majors will achieve a 70% or higher in the assignment using a vetted</p>	<p><b>FALL 2016</b></p> <p><b>PSY 3213:</b> Of 23 students, 16 (70%) scored at 70% or above, M = 77.23, SD =</p>	<p><b>PSY 4204</b> No change</p>



	<p><b>Measurements:</b> Students will write an APA style paper based on a test development project.</p> <p><b>DEP 4053: Developmental Psychology:</b> Students will write an APA style paper connecting developmental theory to occurrences in the My Virtual Life program.</p> <p><b>PSY 4204: Experimental Design &amp; Analysis:</b> Students were given assignments wherein they wrote results sections for analyzed ANOVA data – average score across these assignments is taken.</p>	grading rubric	<p>18.4 (min = 41.06, max = 98.7).</p> <p><b>PSY 4204:</b> Out of the 26 students, 21 (81%) earned 70% or higher.</p> <p><b>SPRING 2017</b></p> <p><b>PSY 3213:</b> 19 of 27 students (70.3%) met the criteria for success. <math>M = 78.9\%</math>, <math>SD = 21.23</math> (min = 7.57, max = 98.92). Those not meeting the criteria included two students who ceased attendance and work but did not officially drop the class. A second section of this class had 90% mastery.</p> <p><b>CLP 4433:</b> 19 (73%) of the 26 enrolled students (excluding the one student with an incomplete) earned 70% or above, <math>M = 71.61</math>, <math>SD = 28.342</math> (min = 2.78, Max = 97.62). Of the 7 students who did not meet the criteria, 5 did not turn in at least 5 of the 12 required assignments for the project.</p> <p><b>DEP 4053:</b> Of the 53 students receiving grades for this course (not counting the 1 senior audit student), 33 (62%) earned at least a 70% on the assignment (<math>M = 67.46</math>, <math>SD = 26.0</math>, min = 0, max = 98.69). Of the 20 students not meeting standards, however, 11 did not turn in at least one of the five assignments, and 9 did not turn in two or more of the five assignments. Excluding students who did not turn in two or more papers and therefore would inherently not meet standards (i.e., turned in 60% of the work or less), 75% of students (33/44) met the criteria for success.</p> <p><b>PSY 4204:</b> Out of the 35 students, 27 (77%) earned 70% or higher.</p>	<p><b>PSY 3213:</b> No change.</p> <p><b>CLP 4433:</b> No change</p> <p><b>DEP 4053:</b> It is possible that students were not turning in assignments because of the number required. Next time, I may try to reduce the number of required writing assignments by one.</p>
2.2 Exhibit effective presentation skills in multiple formats	2.2a <b>CLP 4433 (Tests and Measurements)</b> and in select Upper Division courses	70% of the majors will achieve a 70% or higher in the assignment using a vetted grading rubric.		
	2.2b Students taking <b>PSY 3213 (Research Methods)</b> will create a	70% of the majors will		

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	<p>coherent and integrated oral argument based on a review of the pertinent psychological literature, and deliver complex presentations within appropriate constraints that achieve effective delivery standards in professional oral performance. Students constructed a poster and spent approximately 5 to 7 minutes explaining the results of their research project. Students were graded using a vetted rubric.</p>	<p>achieve a 70% or higher in the assignment using a vetted grading rubric.</p>	<p><b>FALL 2016</b> 100% of 25 students achieved mastery</p> <p><b>SPRING 2017</b> Of the 27 students, 23 (85%) scored at 70% or above, M= 83.78, SD= 35.68(min = 0, max = 100). A second section of this class showed 100% mastery.</p>	<p><b>PSY 3213:</b> No change.</p>
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### 3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
<p>3.1 Demonstrate psychology information literacy.</p>	<p>3.1a <b>PSY 3213:</b> Research Methods <b>PSY 4205:</b> Exper. Design/Analysis <b>EXP 4680c:</b> Cog. Psychology <b>PSB 4004c:</b> Physio Psychology <b>CLP 4433:</b> Tests &amp; Measures</p> <p>Students will read and summarize general ideas and conclusions from psychological sources, including conceptual/ operational definitions from an article.</p>	<p>Seventy percent of the majors will achieve 70% or higher on the assessment using a vetted grading rubric.</p>	<p><b>FALL 2016</b> <b>PSY 3213:</b> Of the 25 students enrolled, 22 (88%) of the students achieved 70% (scoring 14 or more out of 20 points) or higher on the assessment, M=17.48, SD=4.74, Min = 0, Max = 20.</p> <p><b>SPRING 2017</b> <b>PSY 3213:</b> Of the 27 students enrolled, 25 (92.5%) of the students achieved 70% (scoring 14 or more out of 20 points) or higher on the assessment, M=82.96, SD=24.42, Min = 0, Max = 100. A second section of this course demonstrated 95% mastery.</p>	<p><b>PSY 3213:</b> No change</p>

	<p>3.1b</p> <p>Students taking <b>PSY 3213 (Research Methods)</b> will describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings) by conducting a literature search and writing an answer to a common psychological question using sources twice across the semester. The first assignment was administered prior to the lesson on APA style, and the second was administered after the lesson. In both assignments, the number of correct in-text citations and references were recorded; the assignment was assessed on a 20 point scale. A correct citation or reference indicated perfect punctuation, grammar, and structure, as mandated by the APA</p>	<p>70% of students will incorporate more scientific sources in second than first assessment</p>	<p><b>FALL 2016:</b></p> <p>PSY 3213: Of the 25 students enrolled, 23 (92%) of the students achieved 70% (scoring 14 or more out of 20 points) or higher on the assessment, M=17.16, SD=4.317, Min = 0, Max = 20.</p> <p><b>Spring 2017</b></p> <p><b>PSY 3213:</b> Of the 27 students enrolled, 24 (88%) of the students achieved 70% (scoring 14 or more out of 20 points) or higher on the assessment, M=83.14, SD=30.35, Min = 0, Max = 100. A second section of this course demonstrated 95% mastery.</p>	<p><b>PSY 3213:</b> No change</p>
	<p>3.1c</p> <p>Students taking <b>PSY 4205</b> (Experimental Design and Analysis), and <b>CLP 4433</b> (Tests and Measurements) will complete a vetted pool of exam questions.</p>	<p>Seventy percent of the majors will achieve 70% or higher on the assessment using a vetted grading rubric</p>		
	<p>3.1d</p> <p>Students taking <b>PSY 3213 (Research Methods)</b> will identify and navigate psychology databases and other legitimate sources of psychology information.</p>	<p>70% of the students will complete the assignment correctly in Canvas.</p>	<p><b>Spring 2017</b></p> <p><b>PSY 3213:</b> Of the 27 students, 26 (96%) achieved 70% (scoring 14 or more out of 20 points) or higher on the assessment, M=91.85, SD=19.27, Min = 0, Max = 100. A second section of this course demonstrated 86% mastery.</p>	<p><b>Spring 2017</b></p> <p><b>PSY 3213:</b> No change</p>

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<p>3.2</p> <p>Interpret, design and conduct basic psychological research</p>	<p>3.2a</p> <p><b>PSY 3204</b> (Psychological Statistics) <b>PSY 3213</b> (Research Methods)</p> <p>Students will recognize and understand appropriate use of major research designs and statistical methods of the field by completing an agreed- upon set of items selected from a vetted item pool.</p>	<p>Seventy percent of the majors enrolled in this course achieve an average of 70% or higher on identified items.</p>	<p><b>Fall 2016</b></p> <p><b>PSY 3204:</b> 80% of 30 students achieved mastery.</p> <p><b>PSY 3213:</b> Of 23 students, 19 (82.6%) the major achieved 70% or higher on the assessment, M=82.00, SD=15.027, Min = 39, Max = 94.</p> <p><b>Spring 2017</b></p> <p><b>PSY 3204:</b> 74% of 31 students achieved mastery.</p> <p><b>PSY 3213:</b> Of the 27 students, 22 (81%) the majors achieved 70% or higher on the assessment, M=79.48, SD=19.03, Min = 0, Max = 100. A second section of this class demonstrated 100% mastery.</p>	<p><b>PSY 3204:</b> No change</p> <p><b>PSY 3213:</b> No change</p>
	<p>3.2b</p> <p><b>PSY 4205 (Design &amp; Analysis)</b> <b>PSY 3213 (Research Methods)</b></p> <p>Students will conduct or replicate scientific studies to confirm a hypothesis based on operational definitions, and explain why conclusions in psychological projects must be both reliable and valid.</p>	<p>70% of the majors will achieve a 70% or higher in the assignment using a vetted grading rubric.</p>	<p><b>FALL 2016</b></p> <p><b>PSY 3213:</b> Of 23 students, 16 (70%) of the students scored at 70% or above, M = 77.23, SD = 18.4 (min = 41.06, max = 98.7).</p> <p><b>PSY 4204:</b> Of the 26 students who took the final, 23 (88%) earned 70% or higher.</p> <p><b>Spring 2017</b></p>	<p>PSY 3213: No change</p> <p>PSY 4204: No change</p>

			<p><b>PSY 3213:</b> 9 of 27 students (70.3%) met the criteria for success. <math>M = 78.9\%</math>, <math>SD = 21.23</math> (min = 7.57, max = 98.92). Those not meeting the criteria included two students who ceased attendance and work but did not officially drop the class. A second section demonstrated 90% mastery.</p> <p><b>PSYU 4205:</b> Of the 35 students who took the final, 28 (80%) earned 70% or higher.</p>	
3.2c	<p><b>CLP 4433: Tests and Measurements:</b> Students will conduct a study to develop a survey with item analysis on collected data demonstrating high quality measurement strategies to enhance reliability and validity.</p>	<p>Seventy percent of the majors will achieve 70% or higher on the assessment using a vetted grading rubric.</p>	<p><b>Spring 2017</b> 19 (73%) of the 26 enrolled students (excluding the one student with an incomplete) earned 70% or above, <math>M = 71.61</math>, <math>SD = 28.342</math> (min = 2.78, Max = 97.62). Of the 7 students who did not meet the criteria, 5 did not turn in at least 5 of the 12 required assignments for the project.</p>	<p><b>Spring 2017</b> No Change</p>
3.2d	<p><b>PSY 3204:</b> Psychological Statistics, <b>PSY 4205:</b> Design and Analysis <b>CLP 4433:</b> Tests and Measurements <b>PSY 3213:</b> Research Methods</p> <p>Students will conduct multiple data analyses using SPSS and interpret the findings. Average scores across multiple data analysis labs were used to measure this objective. The labs included observational coding, reliability, t-test, chi-square, within-subjects ANOVA, between-subjects ANOVA, mixed-methods ANOVA, correlation, regression, and survey development</p>	<p><b>PSY 3204</b> Seventy percent of the students will achieve overall mastery of 70% of the material in SPSS exercises.</p> <p><b>PSY 3213 &amp; CLP 4433</b> Seventy percent of the majors will achieve 70% or higher on the assessment using a vetted grading rubric.</p>	<p><b>FALL 2016:</b> <b>PSY 3204:</b> 73% of 30 students achieved mastery. <b>PSY 3213:</b> Of 23 students, 21 (91%) earned an average of 70% or higher across the lab assignments, <math>M = 93.587</math>, <math>SD = 10.36</math> (min = 64.17, max = 100). <b>Spring 2017</b> <b>PSY 3204:</b> 73% of 31 students achieved mastery <b>PSY 3213:</b> Of the 27 students, 16 (59.4%) earned an average of 70% or higher across the lab</p>	<p><b>PSY 3204:</b> No change <b>PSY 3213:</b> No change. CLP 4433: Although students did not demonstrate mastery of this objective, the issue appeared to be primarily with students not fully participating in the course rather than that fully participating students were not able to learn or execute the required material. Nevertheless, to aid with student understanding of the labs and data analysis I will do the following: 1. Work with the existing tutors in the SSC to make sure they have the</p>

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			<p>assignments, M = 72.64, SD = 26.37 (min = 0, max = 100). A second section of this class demonstrated 95% mastery.</p> <p><b>CLP 4433:</b> 14 (54%) of the 26 enrolled students (excluding the one incomplete) scored 70% or above, M = 65.48, SD = 26.88 (min = 9.75, max = 96.5). Of the 12 students not obtaining mastery, 10 did not turn in at least one of the 8 required assignments (6 labs, 2 sections of the project), and 8 turned in 5 or less of the required assignments (63% of the points possible or less), inherently making them unable to meet the above criteria for success. Of the 18 students turning in enough assignments to meet the criteria, 78% (14) met the criteria for success.</p>	<p>necessary materials from my labs to feel comfortable helping students with the material.</p> <p>2. Have my teaching assistants hold designated office hours in the SSC where students can come to them (in addition to myself) to work specifically on data analysis sections.</p>
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#### 4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
The Department does not collect data related to civic engagement				

#### 5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
5.1  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.	5.1a  All students taking <b>PSY 2012 (Introduction to Psychology)</b> will provide a written response to a standardized scenario developed by the faculty to assess cultural sensitivity.		PSY 2012 601 (Fall): Of 101 students who completed the assignment, 90 (89.7%) met and 11 (10.3%) failed to meet the standard. PSY 2012 691 (Spring): Of 62 students who completed the assignment, 56 (90.3%) met and 6 (9.7%) failed to meet the standard.	Student performance on this assignment continues to be strong. No changes in assessment. Intensified reminder system for completion of SLO in online version of course will be implemented in Spring 2018.
	5.1b  <b>SOP 4744</b> Students taking <b>Women's Mental Health</b> will complete a final project, including written and oral communication requirements, assessing their comprehensive knowledge of the influence of gender diversity, race/ethnicity, sexual orientation, multicultural and/or cultural background, on individual differences and interactions among diverse people.	Seventy percent of majors will achieve a 70% or higher on the assessment.	In section 601, 93% of the 30 students enrolled completed the final project and, among those, 100% received a grade of 70% or higher on the assessment. In section 602, 97% of the 30 students enrolled completed the final project and, among those, 93% received a grade of 70% or higher on the assessment. It is worth noting that students had an opportunity to revise and resubmit this assignment based on feedback provided by the instructor. Also, this project constituted 25% of the course grade.	No change
	5.1c  <b>SOP 4450 Psychology of Religion:</b> Students debate advantages vs disadvantages of religion to individual believers and to society and present research from refereed articles to (a) address the sociocultural context that influences individual differences in religious group; (b) explain how individual differences influence beliefs, values, and interactions with others in religious groups; and (c) predict how interaction among diverse people can challenge conventional understanding of psychological processes and behavior.	Seventy percent of majors will achieve a 70% or higher on the assessment.	<b>Spring 2017:</b> 20 (91%) of majors received a 70% or higher on the debate assignment. One student medically withdrew from the course. One student did not submit the assignment.	
5.2	5.2a			<b>Spring 2017</b>

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<p>Demonstrate the ability to recognize and make ethical decisions based on the standards and practices of the psychological field.</p>	<p>Students taking <b>PSY 3213 (Research Methods)</b> 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 and is the national standard for ethics training</p>	<p>100% of all students taking this program will pass it</p>	<p><b>Fall 2016</b> 95.6% of 23 students achieved mastery.</p> <p><b>Spring 2017</b> Of the 27 students enrolled, 26 (96%) completed CITI training. The only student receiving a 0 (not passing) was a student who failed the course, is going to retake, and informed us of need for accommodations only on the last day of class. A second section of this class demonstrated 100% mastery.</p>	<p>No change</p>
	<p>5.2b <b>CLP 4433: Tests &amp; Measurements PSY 4205: Design and Analysis:</b> Students will evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or nonhuman research participants.</p>			
	<p>5.2c <b>PSY 3213: Research Methods: CLP 4433: Tests and Measurements PSY 4205: Design and Analysis</b> Students will critically evaluate OR complete an IRB application that adheres to ethical standards.</p>			





Academic Program: Psychology

Person Responsible:

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2017 & Spring 2018

**1. Content / Discipline Skills:**

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019

**2. Communication Skills:**

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019

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**3. Critical Thinking Skills:**

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019

**4. Civic Engagement (optional):**

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019

**5. Multiculturalism / Diversity**

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019


\*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.