

**University of South Florida St. Petersburg
Psychology Degree Program
Self-Study Report
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UNIVERSITY OF
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ST. PETERSBURG

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Introduction to the University of South Florida St. Petersburg Psychology Degree Program Self-Study

USF St. Petersburg (USFSP) offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close knit, student-centered learning community that welcomes individuals from the region, state, nation, and world. Our faculty conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university. The university's vision is to be a premier Masters urban university recognized for its vibrant community of scholars who engage and improve its community and the world.

This self-study report was prepared according to the Program Review Process and Guidelines published at <http://www1.usfsp.edu/spgrad/programselfstudy.htm> . The purpose of the report is to provide “an opportunity for an academic unit to present a comprehensive assessment of its academic degree program(s).” The review process “is designed to confirm achievement of program mission as well as the effectiveness of continuous improvement processes at the program, unit, and institutional level.”

I. MISSION AND PROGRAM DESCRIPTION

I.A. Mission/Purpose of Program. *Briefly describe the mission and purpose of each program in the context of the institutional mission and the Board of Governors' Strategic Plan.*

The Psychology Department as a distinct unit within the College of Arts and Sciences at USFSP, itself a newly and separately-accredited institution within the University of South Florida System as of 2006, is six years old. Mission: Our department is 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. Core faculty members are active scientists engaged in both basic and applied research; current members of our Department have special interests and expertise in the domains of social, clinical, health, family, community, and pediatric psychology, as well as cognitive neuroscience, research methodology and statistics. Our program affords students a rigorous training experience emphasizing both the theoretical and empirical foundations of our discipline. In keeping with our mission, we also offer students unusually rich opportunities to engage in intensive, outside-the-classroom research apprenticeships to promote their development as outstanding young scientists. Many of these initiatives are community-connected. Our core faculty members all teach courses in the undergraduate program, and work closely with students on cutting-edge research topics. Faculty members address key scientific controversies in their research programs and communicate with national and international leaders through their scholarly work; students who collaborate with our faculty on research present the fruits of their own efforts in local, national and international research forums. We especially value appreciation for cultural and human diversity, and our program is the only one in the state of Florida and one of the few in the United States to require a course in diverse perspectives in psychology as a pre-requisite for graduation with a USFSP Psychology degree. We also value the importance of ethical decision-

making in the field and are one of the few programs in the United States to offer a course in professional ethics at the undergraduate level. We strive to graduate incisive, broad thinking scientists possessing the skills and competencies to address questions of societal importance themselves; to bring the analytical and inquisitive stances cultivated at USFSP to a wide variety of jobs and careers in both the public and private sector; and if so inclined, to continue their training through Master's study at USFSP and/or in top graduate programs around the country.

The work of the USFSP Psychology Department exemplifies all four goals of the SUS Strategic Plan 2005-2013.

Goal 1: Access to and production of degrees. Our Department has historically enrolled more majors and graduated more students annually than any other program at the University, and this remains so with graduation data, though a newly established Biology major is expected to rival or surpass as the top-drawing major. Further, our new M.A. and graduate certificate programs increase graduate enrollment and provide students with skills needed to excel in the marketplace. In just its first year the M.A. program attracted more applicants than any existing graduate program in the College, and rivaled the number of applicants for the entire College of Business.

Goal 2: Meeting statewide professional and workforce needs. Employment of psychologists is projected to grow 12 percent from 2013 to 2023 (about as fast as the average for all occupations). Our undergraduate majors are prepared broadly to assume a variety of positions with skill sets that will be responsive to fluctuating job markets. With respect to graduate training, Florida is home to the fourth largest number of children in the U.S. A rapidly evolving preventive health market presents opportunities for well-trained health-related professionals possessing the aptitude to provide leadership in assessment, analysis and evaluation in agency settings serving very young and higher risk children and their families. Both our Infant-Family Mental Health certificate program and the Risk, Resilience and Prevention track of our M.A. Program were developed with an awareness that rising healthcare costs associated with unhealthy lifestyles are likely to drive demand and employment opportunities. Presently about 21 percent of psychologists are employed in healthcare, primarily in offices of mental health practitioners, hospitals, physicians' offices, and outpatient mental health and substance abuse centers. Nationwide, employment opportunities specifically in the psychology field are limited for bachelor's degree holders, whereas Master's degree holders are in a better position to compete for both public and private sector positions.

Goal 3: Building world-class academic programs and research capacity. USFSP Psychology Department faculty include national leaders in areas of infant and family mental health, developmental disabilities, asthma and lung health, pediatric HIV, medical decision making, and other health-science related areas. Since 2005, federally-sponsored grant funding of our psychology has approached \$4 million. Students involved with faculty research projects have produced over 50 regional, national, and international conference reports and publications. The increased opportunity the M.A. program now provides for faculty and graduate students to collaborate on sponsored projects will enhance productivity, scholarship and national research prominence of already highly-successful and generative departmental research programs.

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities. According to Florida's State of the Children Report (March, 2011), Florida children rank in the bottom in the nation on almost every key indicator of health and well-being. Pinellas County not only has the 7th largest number of Florida's children, but also the state's largest health disparities

between black and white children, and among the highest in the nation. Health disparities include cardiovascular, asthma and lung health, cancer, diabetes, and communicable diseases, and African-American infants in Pinellas were almost 4 times more likely to die before their first birthday in 2010 than White infants. Greatest health disparities lie in south Pinellas communities served by USF St. Petersburg. The work of faculty with USFSP students advance community needs in areas ranging from health promotion and prevention to clinical and healthcare research.

Undergraduate and Graduate Degree Programs in Psychology at USFSP

Psychology is one of 12 bachelor’s degree programs offered by the College of Arts and Sciences at USFSP. Beginning in 2013, Psychology also began administering its first-ever graduate programming. A graduate certificate in Infant-Family Mental Health launched in January 2013 and graduated its first cohort in December 2013; our M.A. program in Psychology, with tracks in Experimental Psychology and in Risk, Resilience and Prevention (RRP) began in Fall 2013. James McHale, Professor of Psychology, is the chairperson of Psychology. The Psychology Department website is available [here](#).

I.B. Program Components/Courses/Requirements. *Briefly describe each degree program, including areas of strengths and concern and any special characteristics of the program, its students, or its graduates.*

Until 1998, USFSP served junior- and senior-level students exclusively, offering mostly upper-level courses. We now enroll a mix of four-year and transfer students, though with respect to our students’ special characteristics, USFSP’s overall student body profile (see: http://www.usfsp.edu/wp-content/uploads/2013/12/USFSP_Vision20_20F.pdf) remains unique. Upper division transfer students far outnumber FTIOC freshmen, with the result being that 75-80% of our majors continue to be transfer students. Of our 391 undergraduate Psychology majors in Fall of 2013, only 70 were lower classmen (26 freshmen and 44 sophomores). The remaining 321 majors were upperclassmen (115 juniors and 206 seniors). Moreover, among incoming freshmen, average SAT scores had been declining and bottomed out in 2012 (1073) before rebounding in 2013 (1127). Data on student characteristics are not available by Department; the statistics below reflect characteristics of incoming student bodies for the university as a whole.

Applied, Accepted and Enrolled Student Headcounts from InfoCenter

Fall	2008	2009	2010	2011	2012	2013
FTICs						
Applied	1152	1354	1316	2070	1996	2248
Accepted	639	742	733	918	915	824
Enrolled	345	417	412	426	474	334
Florida College System						
Applied	518	546	557	666	715	836
Accepted	417	443	429	532	523	571
Enrolled	304	335	324	398	381	414
Other Transfer						
Applied	344	306	401	598	542	588
Accepted	168	165	238	316	237	269
Enrolled	113	114	169	194	146	154
Graduate						
Applied	269	280	289	288	401	426
Accepted	154	143	124	138	204	254
Enrolled	100	89	90	94	144	161

New Student Profile from eProfiles

FTICs Fall	2008	2009	2010	2011	2012	2013
Total Headcount	345	417	412	426	474	334
Average SAT	1108	1129	1111	1098	1073	1127
Median SAT	1090	1110	1100	1090	1050	1120
Middle 50%	1020-1190	1050-1190	1030-1160	1030-1150	1000-1120	1040-1190
Average ACT	24	25	24	24	24	25
Median ACT	23	24	24	24	23	24
Middle 50%	21-26	22-27	22-26	22-26	22-25	23-26
Average HS GPA	3.54	3.59	3.54	3.60	3.57	3.78
Middle HS GPA	3.28-3.76	3.26-3.90	3.17-3.84	3.30-3.88	3.29-3.78	3.52-4.00
FTICs Summer/Fall	2008	2009	2010	2011	2012	2013
[Total Summer + Fall Counts]	n/a	498	483	590	699	561
SAT Total (CR+M+WR)						
Lower Quartile		1530	1540	1510	1480	1480
Mean / Median		1640 / 1575	1641 / 1620	1602 / 1550	1578 / 1560	1602 / 1603
Upper Quartile		1750	1720	1670	1650	1690
SAT Composite (CR+M)						
Lower Quartile		1030	1030	1010	1000	1000
Mean / Median		1113 / 1068	1111 / 1100	1080 / 1043	1069 / 1050	1082 / 1083
Upper Quartile		1180	1160	1130	1110	1150
SAT Critical Reading						
Lower Quartile		510	520	500	490	490
Mean / Median		562 / 538	565 / 550	545 / 523	535 / 525	547 - 543
Upper Quartile		562	600	580	570	590
SAT Math						
Lower Quartile		510	500	490	490	490
Mean / Median		551 / 533	546 / 540	535 / 520	534 / 530	536 - 537
Upper Quartile		600	580	570	560	570
SAT Writing						
Lower Quartile		480	490	480	470	470
Mean / Median		527 / 505	530 / 530	522 / 503	509 / 505	520 / 520
Upper Quartile		570	570	560	540	560
ACT Composite						
Lower Quartile		22	22	21	21	21
Mean / Median		24 / 23	24 / 24	23 / 22	23 / 23	24 / 23
Upper Quartile		27	25	25	24	25
ACT English						
Lower Quartile		0	21	21	20	21
Mean / Median		0 / 0	24 / 24	23 / 22	23 / 23	23 / 23
Upper Quartile		0	26	25	25	25
ACT Math						
Lower Quartile		0	20	20	20	21
Mean / Median		0 / 0	23 / 23	23 / 22	23 / 23	23 / 23
Upper Quartile		0	25	25	24	25

ACT Writing					
Lower Quartile	6	6	7	6	7
Mean / Median	7 / 8	7 / 8	7 / 8	7 / 8	7 / 8
Upper Quartile	8	8	8	8	8

The Undergraduate degree:

The undergraduate program in Psychology offers students a well-rounded liberal arts and science education. In addition, the program provides excellent training for qualified students who wish to pursue graduate work in such disciplines as Clinical, Cognitive, Social, Developmental, Counseling, Management, Medicine, Law, and other human service and health science related programs. The undergraduate major emphasizes the breadth of psychology while allowing pursuit of some electives in a particular aspect of the field. The major sequence is as follows:

1. 2000/3000 Level Requirement (6 semester hours)

[PSY 2012](#) Introduction to Psychology (3)

[PSY 3204](#) Psychological Statistics (3)

2. Methods Course Requirement (7 semester hours)

[PSY 3213](#) Research Methods (4)

followed by one of the following:

[CLP 4433](#) Tests and Measurement (3)

[PSY 4205](#) Experimental Design & Analysis
(3)

3. Diverse Perspectives Course Requirement (3 semester hours)

SOP 4744 Women's Mental Health (3)

PSY 4723 Cross-Cultural Psychology (3)

SOP 4450 Psychology of Religion (3)

4. 4000 Level Requirement (18 semester hours)

Successful completion of 6 additional Psychology courses at the 4000 level, with at least two courses from each of the two groups below:

Group I

[EXP 4204C](#) Perception (3)

[EXP 4404](#) Psychology of Learning (3)

PSB 4013C Physiological Psychology (3)

[EXP 4304](#) Motivation (3)

[EXP 4680C](#) Cognitive Psychology (3)

[SOP 4004](#) Social Psychology (3)

Group II

[CLP 4143](#) Abnormal Psychology (3)

[CLP 4310](#) Health Psychology (3)

[DEP 4053](#) Developmental Psychology (3)

[PPE 4003](#) Personality (3)

Plus, any 2 additional 4000-level courses (e.g., Ethics in Psychology and Health, Autism Spectrum Disorders).

The Graduate Program

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 M.A. requires 33 hours of course work, with all students required to take 5 core courses and to pass the QE during a first year of study. Students then choose a specialization concentration in a second year of study. Students may opt to complete up to 6 hours of the 33-hour requirement through other departments of the university, including 3 at any other USF system institution.

We offer two tracks or concentrations: Risk, Resilience, and Prevention (RRP) and Experimental. Students admitted to the RRP concentration pursue study of individuals across their lifespan in the context of family, peer networks, child-care programs, schools, neighborhoods, and larger communities. Our program stresses theory and research in the ultimate service of policy and practice. Health and well-being of children, youth, and adults, pathways through which group disparities emerge and reduction of disparities, and innovative educational and societal strategies for promoting health and preventing illness and later psychological maladjustment are key content areas. Thematic areas include prevention science and health psychology, infant-family mental health, individual and family strengths and developmental risk and disability. Students admitted to the Experimental concentration are prepared to conduct research in industrial, government, private consulting and hospital settings or for enrollment in doctoral programs. The track emphasizes research methodology, design and analysis and work with diverse data sets and systems, and is geared to students who have completed undergraduate degrees in psychology or other majors and who are interested in prioritizing psychological research in their careers after graduation with the M.A. This said, all students regardless of concentration must demonstrate competencies in working with data and addressing applied research questions through successful completion of a Qualifying Exam (QE) in Research Methodology. All students regardless of concentration are also expected to develop skills and knowledge in professional ethics and cultural competence.

We also offer a thesis option. Students admitted on a thesis track complete an empirical research study on a topic approved by a thesis committee of three (3) faculty members and defend orally before this committee at the end of the second year. Students must enroll in 6 credits of 6971 (3) Thesis Research.

Two-Year M.A. in General Psychology:

Year 1: Core Requirements, All Students (5 Core Classes, 1 Elective):

Fall Semester:

PSB 6056 (3) Physiological Psychology

DEP 6607 (3) Typical and Atypical Development

PSY 6217 (3) Research Methods and Measurement

Spring Semester:

EXP 6608 (3) Cognitive Psychology

PSY 6218 (3) Graduate Research Methods

RRP or General Experimental Elective (See Elective Courses Below)

Qualifying Exam in Research Methodology

Year 2 (Thesis Track)

Fall Semester:

Two RRP or General Experimental Electives

PSY 6971 (3) Thesis Research

Spring Semester

Two RRP or General Experimental Electives

PSY 6971 (3) Thesis Research

Year 2 (Non-Thesis Track)

Fall Semester

Three RRP, General Experimental or Other Electives

Spring Semester

Three RRP, General Experimental or Other Electives

Electives: Risk, Resilience and Prevention Concentration

CLP 6318 Prevention Science and Health Psychology

CLP 6623 Professional and Ethical Issues in Psychology

CLP 6477 Infant-Family Mental Health

SOP 6739 Cultural Competence

CLP 6478 Developmental Disabilities

CLP 6462 Working with Families of Infants and Toddlers

Electives: General Experimental Concentration

EXP 6930 Topics in Experimental Psychology

CLP 6623 Professional and Ethical Issues in Psychology

SOP 6739 Cultural Competence

CLP 6937 Grant Writing

PSY 6850 Teaching of Psychology

I.C.1. Expected Outputs and Outcomes. *Brief analysis and assessment of the contribution of the unit and its programs to the institutional mission. Short-term and long-term plans, aspirations, and goals for the future.*

With respect to USFSP Strategic Goal 1 – Academic Performance, the Department (a) annually uses sustained evidence of student learning outcomes and student achievement for continuous improvement (objective 1.1); makes major contributions in the offering of certificate and graduate programs that meet regional needs (1.2); and (c) monitors its significant distance learning initiative (in 2012-13, through use of a Quality Enhancement Effort; QEE) to facilitate effective pedagogies (1.3). Our Master’s program is expected to be one driver in strengthening our undergraduate program to support academic excellence. Regarding 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). Regarding 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. SUS-approved courses we developed to satisfy this requirement have as their aim the promotion of respect for all individuals (objective 3.1). Regarding Strategic Goal 4, our faculty conducts internationally-visible research and generates scholarly publication, research and creative activity, and receipt and administration of externally-sponsored awards on par with the productivity of many far-better resourced institutions (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, regarding Strategic Goal 6 – Administrative and Financial Stewardship, Psychology continues to be a good university citizen. During the most recently-completed academic year (2012-13), we generated 9,731 SCHs (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 notable 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 a 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)

Looking forward, we see similar potentiality as that outlined in the APA Competencies brief. The rigorous nature of research methods and statistics makes a persuasive case that psychology is firmly entrenched as a STEM discipline, though it is not presently considered as such. Consistent with APA Guidelines and with a compelling case made by Cacioppo (2007), one of our visions would be that psychology departments nationwide come to play an important role as a "hub discipline" in developing connections across STEM disciplines. We will continue to play a significant role in advancing the academic, scientific and community connectedness aims of our institution through our Gen Ed contributions, applied research and partnerships with the community, and strengthening of the workforce through offerings in our graduate programs.

1.C.2. Expected Core Learning Outcomes. *Identify expected student learning outcomes in the areas of content knowledge and skills, communication skills, and critical thinking skills, and the measures used to assess them, as included in the program's Academic Learning Compact.*

According to the Board of Governors Policy Guideline #PG 05.02.15, each department writes a document specifying what students will be able to know and do upon graduation with a major from that department. This document forms the Academic Learning Compact for the psychology major. Within the compact is a description of learning outcomes, how they will be assessed, and the criterion for success. The learning outcomes encompass content/discipline knowledge and skills, communication skills, critical thinking skills, and civic engagement.

Academic Learning Compact

The Academic Learning Compact for the psychology major was revised in 2013 to build greater synchrony with recently revised (May, 2013) American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major. Revised APA guidelines specify 5 goals:

1. Knowledge Base in Research Methods
2. Scientific Inquiry and Critical Thinking
3. Ethical and Social Responsibility
4. Communication
5. Professional Development

Learning Outcomes

Learning outcomes can be written at different levels of generality. The APA goals above represent the greatest level of generality. Within each goal above are a set of specific learning outcomes that together stipulate the kinds of learning required to achieve the general goal. Additional layers of indicators can be presented at even greater specificity. Our Department has adopted the structure of outcomes used by the APA. Goals represent the highest layer of generality, followed by outcomes, and finally by indicators.

Goal 1. Knowledge Base in Psychology

The Introductory Psychology course that is prerequisite for subsequent courses meets the USFSP content/discipline knowledge and skills goal by building knowledge in content areas of biological, cognitive, developmental, and social bases of behavior and in research methodology. Deeper knowledge within Psychology's major sub-disciplines is gained in 4000 level content courses. Facility in use of SPSS and in methodological/analytic knowledge and skills are gained across a series of required quantitatively-oriented courses. Both the Introductory course and the Department's required Diversity course build student' knowledge of and appreciation for how sociocultural contexts influence individual differences and applicability of theory and research findings across societal and cultural groups.

Goal 2: Scientific Inquiry and Critical Thinking

This goal mirrors the USFSP institutional goal of critical thinking. The following outcomes are assessed of all students across required quantitatively-oriented course sequence:

- ✓ Demonstrate psychology information literacy.
- ✓ Interpret, design, and conduct basic psychological research.

Goal 3: Ethical and Social Responsibility

This goal is most pertinent to the USFSP goal of advancing committed but knowledgeable civic engagement. Students gain an appreciation for diverse people in the Department's required

diversity course and also in undergraduate coursework in ethics. Ethical responsibility is also formally assessed of all students with respect to appropriate respect for and interaction with others within a research context. The following outcome is evaluated of all students:

- ✓ Application of ethical standards to psychological science and practice.

Goal 4. Communication

APA goal 4 overlaps with the USFSP institutional communication goal. Outcomes built into student coursework and formally assessed are:

- ✓ Demonstrate effective writing in multiple formats.
- ✓ Exhibit effective presentation skills in multiple formats.

Goal 5. Professional Development

We do not formally assess students on APA goal 5 at the departmental level.

Goals/Objectives	Means of Assessment/ Corroborating Evidence*
[1.1] Describe key concepts, principles, and overarching themes in psychology and understand and apply knowledge of psychology’s content domains.	[1.1] Student understanding of the distinctive thrust of four different sub disciplinary areas (Biological, Cognition/Learning, Developmental and Social Psychology bases of behavior) is assessed in PSY 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)
[1.2] Demonstrate skill in the use of SPSS to analyze data.	[1.2] Assessment of this skill is described in 2.2b.
Goals/Objectives	Means of Assessment/ Corroborating Evidence*
[2.1] Demonstrate psychology information literacy.	<p>[2.1a] Students taking 3213 (Research Methods and select “Upper Division courses” read and summarize general ideas and conclusions from psychological sources, including conceptual/ operational definitions from an article.</p> <p>[2.1b] Students taking PSY 3213 (Research Methods) 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.</p> <p>[2.1c] Students taking PSY 3213 (Research Methods) identify and navigate psychology databases and other legitimate sources of psychology information.</p>
[2.2] Design, Conduct, and Interpret basic psychological research.	<p>[2.2a] Students taking PSY 3204 (Psychological Statistics), PSY 3213 (Research Methods), PSY 4205 (Experimental Design and Analysis), and CLP 4433 (Tests and Measurements) demonstrate recognition and understanding of major research designs and statistical methods (appropriate to the level of the specific course) by completing a common set of faculty agreed-upon items selected from a vetted item pool.</p> <p>[2.2b] Students taking PSY 3213 (Research Methods) conduct or replicate scientific studies to test a hypothesis. Students taking CLP 4433 (Tests and Measurements) develop and pilot a Psychological Test demonstrating the understanding of basic psychometric properties of a scale (e.g., reliability and validity).</p> <p>[2.2b continued] Students taking PSY 3204 (Psychological Statistics) and PSY 4205 (Experimental Design and Analysis) conduct multiple data</p>

	analyses using SPSS and interpret the findings.
Goals/Objectives	Means of Assessment/ Corroborating Evidence*
[3.1] Apply ethical standards to psychological science and practice.	[3.1a] All students taking PSY 2012 (Introduction to Psychology) provide a written response to a standardized scenario developed by the faculty to assess recognition of cultural bias. [3.1b]. Students taking PSY 3213 (Research Methods) are 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). The online certification students complete is the national standard for Ethics Training.
[3.2] Students will recognize, understand, and respect the complexity of sociocultural and international diversity.	[3.2a] Students taking Women' Mental Health complete a final group 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. [3.2b] Students taking Cross-Cultural Psychology complete an annotated bibliography of six to eight sources on a topic related to a cultural group of their choice. Students also present an oral summary of their annotated bibliography in class. The annotated bibliography must include summaries of articles from refereed journals and other reputable sources that issues related to cross-cultural psychology. [3.2c] Students taking Psychology of Religion participate in a debate that addresses "the advantages vs. the disadvantages of religion to individual believers and to society." For the debate, students will present research from articles published in refereed journals to address issues with respect to religion.
Goals/Objectives	Means of Assessment/ Corroborating Evidence*
[4.1] Demonstrate effective writing in multiple formats.	[4.1a] Students taking PSY 3213 (Research Methods) write an APA style paper based on a research project involving data analysis. Students taking CLP 4433 (Tests and Measurements) write an APA style paper based on a Test Development project. Students taking PSY 4205 (Experimental Design and Analysis) write APA style results sections based on data analyses from multiple research designs. Students in select "Upper Division courses" write a research review paper demonstrating that they can construct arguments clearly and concisely using on evidence-based psychological concepts and theories to address specific audiences in APA style. [4.1a continued] All students taking PSY 3204 (Psychological Statistics) analyze data and complete a research summary using a standardized data set developed by the psychology faculty using APA style.
[4.2] Exhibit effective presentation skills in multiple formats.	[4.2a] Students taking PSY 3213 (Research Methods)and CLP 4433 (Tests and Measurements) and in select "Upper Division courses" create coherent and integrated oral argument based either on a data analysis lab or on a review of the pertinent psychological literature, and present arguments within appropriate constraints that achieve effective delivery standards in professional oral performance.

SLOs also guide instruction in the graduate program. These are:

SLO 1: Communication Skills

- Articulate psychological concepts clearly and concisely by presenting ideas in written formats that apply APA style.
- Articulate psychological concepts clearly and concisely by presenting ideas professionally in oral-presentation formats.

SLO 2: Content Discipline Knowledge/Skills

- Describe major theories, contributions, methodological approaches, and scientific foundations of Cognition/Learning, Physiological Psychology, and Typical/Atypical Development.
- Demonstrate awareness of how cultural perspective influence beliefs, values and behavior.

SLO 3: Critical Thinking Skills

- Provide appropriate theoretical rationale based on existing literature for development of research questions and testable research hypotheses.
- Demonstrate competence in searching for and retrieving relevant literature and in conducting statistical analyses and presenting results using contemporary computer applications.
- Demonstrate ability to analyze data using basic descriptive and inferential statistics.
- Evaluate the merit of different arguments and recognize biases and fallacies.

1.C.3. Resources and Support Services.

Unit and program goals and objectives with respect to improvement and enhancement of faculty and staff; library resources; facilities and equipment; resource needs for specific improvements.

Faculty and Staff: A presently-occupied visiting professor line is projected to convert to a tenure-track line in 2016. A request was made in 2013-14 for a new Full Time instructor line with expertise in Statistics and Research Methodology. All hires were placed on hold in 2013-14; we do not yet know the disposition of this hiring request for the coming academic year.

With respect to support staff, primary need is for a seasoned part- or full-time dedicated administrative support person. The Department has never had a dedicated administrative support staffer, and hence in addition to expectable administrative functions, the Chair or his delegate perform all secretarial and administrative functions ordinarily handled by administrative staff (e.g., creating an annual teaching schedule, compiling data for and writing end-of-year Academic Learning Compact reports, navigating all data management systems for myriad approval processes, researching for and writing academic and Master's program proposals, self-study reports, and the like). The College maintains dedicated centralized staff to assist with appointments, travel and purchasing, and photocopying of exams. For the first time in 2013-14 CAS Departments received aid of a 10-hour a week work study student, though this aid requires intensive oversight and supervision. Faculty have historically also handled many functions ordinarily supported by administrative staff (ordering textbooks, electronically populating their own assigned duties forms for annual reporting, completing all elements of their own sponsored grant submissions, including creation of budgets). However, on this last matter the university has taken steps during the 2013-14 academic year to hire a new unit research administrator to aid faculty grant applicants with the exceptionally time-consuming grant budgeting function. Finally, the Department's burgeoning distance learning initiative was aided greatly from 2010-2013 by a full-time departmental Instructional Technologist who provided able technical support to faculty developing and refining Psychology distance offerings. In 2013 this individual was promoted and assigned to support distance course development for the entire College, though she continues to support Psychology faculty as needed. Her deep familiarity with Psychology's disciplinary

content and with the Psychology major's course offerings have allowed her to continue to aid this facet of our work with the requisite degree of support needed by our non-expert faculty.

Library Resources: The Nelson Poynter Memorial Library provides access to over 260,000 items in-house, and to an electronic library with 26,000 e-journals, more than 320,000 e-books, and over 800 databases. The library has a 45 station networked information commons, a 25 station instruction classroom, and an Instructional Media Services department providing instructional technology and distance learning support services. In addition to traditional reference, bibliographic instruction, circulation and interlibrary loan, the library also provides online renewal, interlibrary loan, and reference services including "Chat" reference, and a full-time Distance Learning Librarian. A librarian liaison assigned to the psychology program offers collection development reference, research, and bibliographic instruction services to students and faculty. Faculty and students have access to 8,009 print titles and 5075 online materials in psychology (Library of Congress call numbers BF, QP, RC). The USFSP Library contributes to the cost of the system-wide electronic resource collection using a formula based on student FTE. These resources are established to support research through the doctorate level and the current collection is more than appropriate for a Master's degree in psychology or beyond.

Facilities: Departmental Space: Though 7 of our 8 faculty, one visiting professor, and one emeritus faculty member maintain adjacent office space in a downstairs corridor of Davis Hall, there is no space in this corridor for our adjunct instructors, no departmental office, and no offices or other commons gathering space for our graduate students in residence. These are pressing needs. At present no long-term strategic space plan exists, though there has been discussion of redirecting an adjoining suite of offices currently occupied by College of Business faculty to house operations for a Psychology Department and graduate student office space, once a new Business School is built. These plans have not been officially confirmed.

Facilities: Research Space. All research-active faculty maintain dedicated lab space to support the scope of their research programs and agendas, though space is not fully adequate. Several experimental faculty share lab space and/or operate in somewhat cramped facilities. While our faculty members have managed to maintain functional labs with limited space, some modest expansion of facilities - particularly for faculty who may need to take hold of currently shared space for conduct of federally sponsored projects -- must be considered in future strategic planning for space. Space will also need to be established for the future tenure-track hire in 2016. In March 2013, the Department vetted and submitted to USFSP administration proposal for creation of an Institute for the Promotion of Psychological Resilience (IPPR) that would be positioned to support and advance departmental RRP and (applied) cognitive neuroscience research missions and agendas. The rationale for creation of an IPPR is that it would (a) feature and draw together the work of all Departmental faculty (and provide a mechanism for visiting scholars, research scientists, post-docs and others who may later join to augment the Institute's mission), (b) mirror and drive national scientific interests and priorities as outlined above; and (c) provide a visible conduit for meaningful community-based research across the lifespan. The Institute proposal stipulates requests for annual funding for an institute director stipend, for an administrative support specialist/grant writer, and for annual operating costs to fund relevant programming (speaker's series, stipend for visiting scholar, topical conferences) in RRP; equipment; research expenses; and seeding of new basic and applied research initiatives concerned with psychological and behavioral health and resilience of individuals, families and communities. The IPPR would also contribute to creating an academic/intellectual culture for our

students - both graduate and undergraduate - by providing space and other non-financial resources.

This IPPR initiative is a departmental priority. At the time of this report, no indications have yet been received as to whether the IPPR will gain traction in the university's present strategic planning process. In addition to this initiative, plans are under discussion for USFSP (including faculty in both CAS and COE) to partner with All Children's Hospital/Johns Hopkins Medicine on development of an Infant Family Mental Health Center to service Pinellas County and surrounding regions. Such an IFMHC partnership, should it come to fruition, would not itself be a Psychology Department/ USFSP venture as that Center would provide direct services (which USFSP cannot do), and it would be based at and operate in perpetuity at ACH/JHM. By contrast an IPPR, should it come to fruition, would be a USFSP-centered operation in perpetuity.

Budgetary Authority to Run the Department. One of the enduring and unsettled challenges Psychology has faced in strategic planning for and administration of a fully operative program owes to the budget in the College being centralized, a vestige of halcyon days prior to formation of independently-operating Departments. Psychology has no stand-alone budget, nor access to yearly planning and budgetary projections. The College's Council of Chairs has pro-actively instigated discussions during this 2013-14 academic year concerning planned movement to a decentralized model permitting Departments to manage their own budgets, with dedicated funding sources and streams specified in advance so that core budgets will be known well in advance of to the start of each new academic year. Departmental success would be titrated to an SCH model, with departments beholden to produce within the bounds of historically-achieved SCH production. The realization of such a budgetary model will greatly enhance planning and implementation of departmental teaching and research goals.

I.C.4. New Degree Programs. *If the academic unit plans to develop a new degree program in the same or similar discipline as the program(s) being reviewed, a description of the proposed program and a timeline for implementation should be included in the self-study.*

Not applicable. M.A. in Psychology and Infant-Family Mental Health graduate certificate programs each launched in 2013. No new programs planned at this time.

II. DATA COLLECTION

II.A. Actual Outputs and Outcomes (Teaching, Research, Service)

II.A.1. Department Profile. *Summary and analysis of unit and program productivity.*

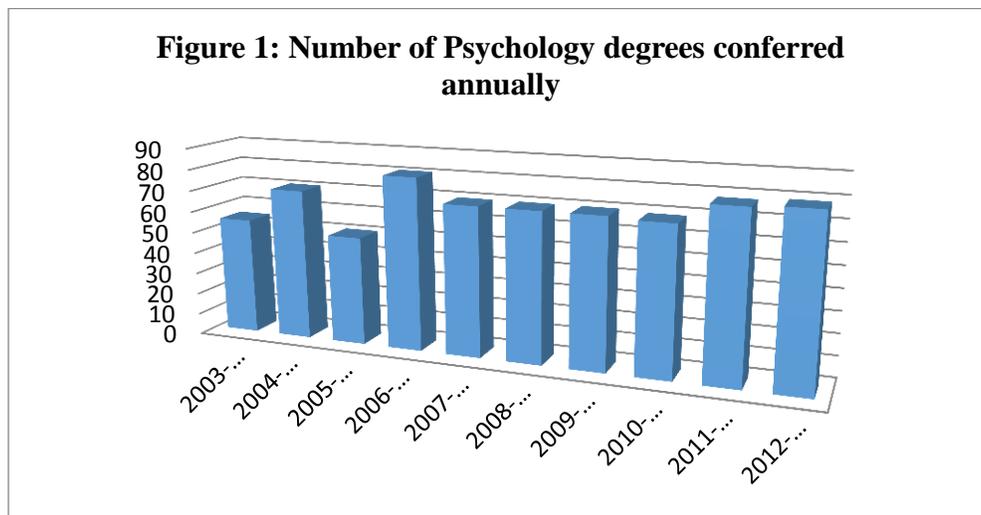
Teaching: At USFSP, Psychology faculty who meet specified research-active departmental criteria are assigned to carry a 2/2 teaching load. Visiting professors and instructors carry a 4/4 load. Student-to-teacher ratio in Psychology courses is among the university's highest, and we annually teach the largest number of majors in the College of Arts and Sciences. In Fall 2012 and Fall 2013 that number for the first time began exceeding 400 (420 in Fall 2012; 407 in Fall 2013, including 393 undergraduates and 14 graduate students -- and *not* including non-matriculating special students enrolled in the graduate certificate program cohort). Based on the most recently available (Fall 2013) comparative data (Table 1), our Department maintained the largest number of majors second only to Biology, which is bolstered by state priority and new funding streams supportive of STEM disciplines. Our Department's number of majors literally more than doubles that of the third largest CAS major (Mass Communications and Journalism). And these numbers only scratch the surface; beyond offering coursework for our majors, many more students take

our Introductory and Statistics courses to fulfill General Education requirements, and Psychology is always a popular cognate for Interdisciplinary Social Sciences (ISS) majors. We also teach a substantial number of Psychology students from USF Tampa, and Psychology faculty also serve students on Honors thesis committees (and beginning in 2014-15, on Master's thesis committees). Our faculty are dedicated teachers; nearly all have been honored with teaching and/or mentorship awards during their academic careers, including several who won the USFSP Chancellor's Teaching Award for Excellence.

Table 1

Degree Program	Students Declared
Anthropology	70
Art & Graphic Design	42
Biology	594
Criminology	178
English with Concentrations	145
Environmental Science	162
Health Sciences with Concentrations	104
History	100
Interdisciplinary Social Sciences	110
Mass Communications & Journalism	193
Political Science	121
Psychology	407
World Languages and Culture	2

Not surprisingly, Psychology perennially graduates the largest number of students from its major, typically numbering between 70 and 80 graduates each academic year (Figure 1).

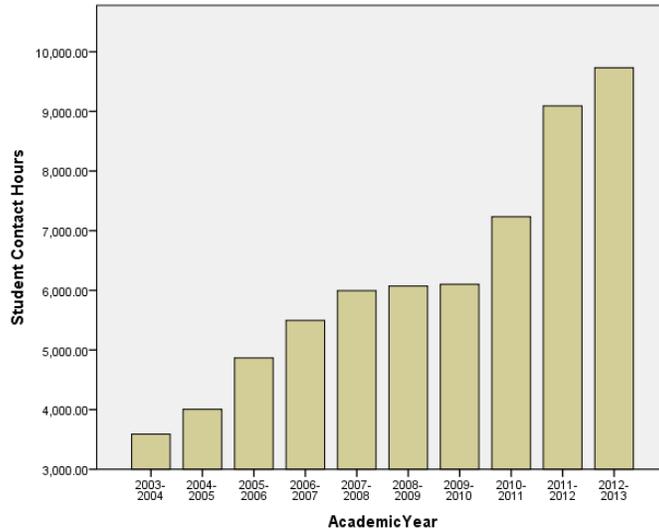


- Fall 2012 – 20 Psych undergraduate degrees were awarded
- Spring 2013 – 37 Psych undergraduate degrees were awarded
- Sumer 2013 – 21 Psych undergraduate degrees were awarded

- Total Psych undergraduate degrees for 2012/13 – 78

As outlined earlier, USFSP was for decades an upper-division institution serving junior- and senior-level students exclusively. Still today, as many as 75-80% of our majors are transfer students; we also continue to educate many non-traditional students, and most of our students work, some full-time or nearly full-time, while going to school. For this reason, in 2009 our department responded to administrative requests to significantly grow distance learning course offerings at USFSP as a service to our commuter and working students. Psychology provided university leadership in developing a considerable selection of mid-level content courses for our declared majors, augmented by one Gen Ed (Introductory Psychology course), and several graduate course offerings. In order to maintain a responsible level of monitoring, mentoring and guidance of our students as they progress through the major, we stipulate that all of their required “quantitative” courses (Research Methods, Tests & Measurement, Experimental Design and Analysis), as well as a required Diversity course (Cross-Cultural Psychology, Psychology of Religion, Women’s Mental Health) and elective Ethics course only be available and taken face-to-face, assuring a traditional classroom/online instructional balance. This greater flexibility has been appreciated by our students and distance courses have largely been very well-received; as importantly, student learning outcome results for distance courses have been on a par with, and occasionally even surpassed, SLO performance in parallel live classroom offerings.

Remarkably, despite a relatively small increase in our overall number of faculty between 2003-04 (when 6 core Psychology faculty staffed the Department, aided by one permanent instructor who split teaching duties between Psychology and another department, and several adjuncts) to 2013-14 (now 7 tenured or tenure-line faculty with an 8th full time visiting assistant professor slated to convert to a permanent line in 2016, aided by one permanent instructor who splits teaching duties between Psychology and another department -- and just two part-time adjuncts who cover Statistics (6 sections) and Diversity (1 section) courses), we have managed to almost triple the number of students we serve annually -- even as our faculty have preserved their nationally recognized records of scholarship and research, and designed and launched the new graduate programs. Despite our comparatively small number of core faculty, the targeted use of the high-quality mid-level online courses combined with development of a vibrant undergraduate TA program (augmented for the first time ever in the spring of 2014 by (5) graduate TAs) have enabled our Department to continue to stretch to meet ever-increasing student need and demand. Figure 2 depicts the extraordinary SCH growth in Psychology from 2003-2013.



The marked jumps that can be seen over the past two years are attributable both to a strengthening of our faculty numbers and a return of key faculty to normal assigned duties. One of our most prolific teachers, Full Professor Dr. Mark Durand assumed the role of USFSP’s Founding Dean in 2003 and later served as USFSP’s Vice Chancellor for Academic Affairs. Dr. McHale assumed the role of program coordinator in 2004, then Department Chair when Departments were formally created in 2007. And that same year (2007), Dr. Mark Pezzo assumed a role of Associate Dean of the College. The administrative duties undertaken by these individuals significantly stretched the Department’s capacity to meet student needs from 2004-2011, for during their administrative tenures Drs. Durand and Pezzo were most often able to offer only one course, and sometimes even none. Nevertheless, the Department continued to meet growing student need and demand during this period of linear growth, and with every faculty member finally able to teach at least 2 courses per semester in 2011-12 and 2012-13, SCH production witnessed the marked advances seen in Figure 2.

Our instructional mission does not subside but continues in earnest during summer sessions, when we enroll large numbers of students and generate a substantial number of SCHs through both undergraduate and graduate course offerings. As during the academic year, we again literally tripled numbers of students served from 2003-04 to the current academic year:

SCH Counts	# of Students Enrolled	Year
623	202	Summer 2003
508	161	Summer 2004
803	259	Summer 2005
1038	340	Summer 2006
1210	396	Summer 2007
1290	420	Summer 2008
1196	403	Summer 2009
1414	467	Summer 2010
1925	633	Summer 2011

1737	571	Summer 2012
1953	648	Summer 2013

Finally, going beyond undergraduate and graduate coursework, a core value and real strength of our program is embodied in our commitment to “elbow teaching” -- a dedication by our faculty to preparing undergraduate majors for successful graduate study. Every year, our faculty devote additional and intensive teaching effort to closely mentoring numerous Research and Teaching Assistants (RAs, TAs). In Spring 2004 our Department founded the university’s Undergraduate Research Symposium; URS) and has planned and co-sponsored the URS event every year since. Over the course of the URS’s first decade (celebrated by the university in spring, 2013), Psychology faculty sponsored more student research reports than faculty in any other USFSP program or department. More significantly, over 50 student URS reports over the past decade were also presented at regional, national and international scientific conferences (See APPENDIX). Relatedly, the extensive TA training program we require of all students as part of their preparation to be a TA draws on national best practices (including a comprehensive TA training website and training materials developed and initiated by our own departmental faculty at other institutions). Program graduates report that the extraordinary preparation they received as TAs and RAs while undergrads at USFSP positioned them to be highly successful as they transitioned to kindred roles as graduate students at other institutions.

Research. Psychology Department faculty established robust records of research and scholarship over the past decade. As one of USFSP’s leading supports of our institution’s Strategic Goal 4, Research and Creative Activity, Psychology faculty promulgate internationally-visible research. Faculty have cultivated international research partnerships in India, Italy, and other nations. They have generated a distinguished record of scholarly publication, research and creative activity, and have been recipients and administrators of externally-sponsored awards (Strategic Plan objective 4.1). Among current tenure-line faculty currently in the Department, total external awards over the past decade have totaled \$3,715,173.00, including multiple awards from NIH and substantial funding from DOE. Collectively, just during their combined 47 years of service at USFSP (and not including accomplishments elsewhere prior to service to USFSP), our 7 current tenured or tenure-line faculty have generated 147 publications (12 books, 71 peer-reviewed publications, 41 book chapters, 23 non-refereed encyclopedia entries, briefs, technical reports and other manuscripts), along with 226 juried and invited national and international Congress presentations -- including over two dozen major keynote and plenary addresses. They have also won several state, regional, and national awards in their guilds and from their peers, and taken active leadership roles in their professional societies. Moreover, we have engaged undergraduate students in world-class research that has led to national and international student-authored conference papers and scholarly publications (4.2), and have forged and strengthened deep and meaningful research and community partnerships with health and human service agencies throughout Pinellas and Pasco counties, including growing efforts to provide leadership in the county and region’s infant-family and early childhood mental health systems (4.3).

II.A.2. Contributions to undergraduate General Education program.

Two Psychology courses – PSY 2012 (Introduction to Psychology) and PSY 3204 (Psychological Statistics) meet Gen Ed course requirements. Over the past five years alone (since

2009), these two courses have met the needs of 3,432 students. A total of 2,099 students have enrolled in PSY 2012 since 2009, and another 1333 have enrolled in PSY 3204.

II.A.3. Student Learning Outcomes. *Summary of analysis of recent Outcomes Assessment Plans including use of results for program improvement. For baccalaureate programs, how well students are meeting Expected Core Learning Outcomes as defined in the program's Academic Learning Compact.*

One of our program's strengths is the continuous use of course-level assessment outcomes to revise and strengthen our existing courses and curriculum. Student performance is annually assessed across the major using Student Learning Outcome (SLO) benchmarks. In every year reported (see Appendices) we have been very successful in either meeting or even occasionally substantially exceeding established benchmarks in most courses. In 2012-13 a departmental subcommittee intensively scrutinized existing SLOs for our students, examining and assessing what we did and did not do as well as we should. The principal 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 essential skills they will need later. The subcommittee's reconceptualization of the Departmental ALC moved key SLOs for our majors from their first course, Psychological Statistics (PSY 3204) to the second course in the sequence, Research Methods (PSY 3213). 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.

II.A. 4. Program Curriculum. *How curriculum is designed, reviewed, and improved to meet program goals and achieve identified student learning outcomes. Evidence that courses have been reviewed within the past 5 years to ensure curriculum is relevant, courses are properly sequenced, etc.*

The core of our degree program is stipulated through shared state requirements with a general sequence that follows closely from the major requirements of USF Tampa, inherited from the days when USFSP was a regional campus rather than a separately accredited institution. Three minor and one major modification to the inherited catalog and major sequence have been made. Minor changes were: (a) certain courses never offered on the USFSP campus (e.g. I-O Psychology) have been dropped and others that are specialty areas of expertise for our departmental faculty (Health Psychology) have been added; (b) Social Psychology has been stipulated as an Experimental (Category A) rather than Social/Applied (category B) course; (c) a requirement stipulating that PSY 3204 (Psych Statistics) must be completed prior to taking PSY 3213 (Research Methods), rather than concurrently with that course, has been implemented. The one major change involved eliminating one of the (three) Psychology elective courses students were formerly expected to take and instead replacing that Psychology elective with a required Diverse Perspectives in Psychology course.

The work of the department's Quantitative subcommittee in aligning SLOs in our courses with new APA guidelines has already been discussed, and changes have begun to be implemented this year. Strengthening of the quantitative sequence is also expected to enhance the success of our Master's program and the likelihood of strong students being admitted to that

program, for beginning in 2015-16 we will begin admitting select USFSP undergraduate students into the M.A. program on a 4+1 plan. The 4+1 plan as designed enables admitted students to enroll in graduate-level coursework during their senior year, followed by the completion of a comprehensive Qualifying Exam in Design and Analysis upon graduation with the B.S. thereby advancing the student to candidacy for the M.A.

Another program-strengthening measure was instigated by a review of results of ETS data collected from a small subgroup of our graduating seniors in 2010-11. Those results revealed relative deficiencies in content mastery related to 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 biological bases of behavior had been a gap in the expertise of our core faculty and in our annual course schedule. With our last two hires (Salnaitis, O'Brien) we fortified faculty strengths in cognitive neuroscience, and for the first time in a decade, were able to offer multiple sections of Physiological Psychology (PSB 4004C) in 2012-13. SLO data collected in 2012-13 indicated that students enrolled in PSB 4004C courses met benchmarks for competencies. We plan to re-implement ETS testing for a larger sub-sample of our majors after the 2014-15 academic year to ascertain whether any group changes in overall performance in the Sensory/Physiology subdomain by our majors have been realized.

With respect to Quantitative training, we have begun in 2013-14 moving key deliverables to PSY 3213 and the two advanced methods courses. Though most competencies previously targeted in PSY 3204 will be shifted to PSY 3213 (with more robust assessment) we will continue to provide students in 3204 (which is also a Gen Ed class) with sound beginning foundational skills in both correlational and between-group analyses.

II.B. Resources and Support Services.

i. Provide information about the program faculty.

Our faculty, comprised of nationally and internationally-renowned scientists, represent our department's most formidable strength. Faculty research represents the best of both basic and applied (prevention, early intervention) science and promotes important national and disciplinary dialogues in fields including infant mental health, autism spectrum disorder, pediatric HIV, and childhood asthma. Our faculty's presence in their respective fields and within the local community provide many opportunities for mutually beneficial collaboration. Our Departmental faculty members' research and teaching proficiency and strengths center around the promotion of psychological resilience, augmented by outstanding research and teaching relevant to experimental design and analysis. Individual faculty expertise and interests are as follows:

- Chenneville: pediatric HIV, global research ethics, LGBT issues
- Clutter: prevention and reduction of health risk behaviors, pediatric asthma, smoking, chronic illness self-management
- Durand: autism spectrum disorder, designing treatments for behavior problems, family interventions
- Gaskin-Butler: women's mental health, spiritual development
- McHale: strengthening families; prenatal prevention and early intervention; birth-to-age 3
- O'Brien: motivation, perception, and attention; older adult cognition and cognitive training
- Pezzo: Medical decision making; metacognitive skills used in diagnosis; second-guessing and learning from failed decisions
- Salnaitis: cognitive neuroscience, effects of anxiety in young adults

The Department's two senior Full Professors, Professors Durand and McHale, were both hired during a massive period of growth in 2003 when USFSP hired 70 new tenure-line faculty. They joined (now Emeritus) Professor Robert Fowler who was on a phased retirement program and Associate Professor Pezzo, then an untenured Assistant Professor, plus three others who since left the university or passed away. Associate Professor Tiffany Chenneville (tenured and promoted in 2012) joined the Department as a visiting Professor in 2004 and on a tenure line in 2006; Associate Professor Michiko Clutter (tenured and promoted in 2013) joined in 2007; Assistant Professor Christina Salnaitis joined in 2011; and Assistant Professor Jennifer O'Brien joined in 2013 (after one year on a visiting line). Dr. Vikki Gaskin-Butler came to the university initially on a part-time appointment in 2007, and was assigned to the Psychology Department on a permanent Instructor line (with annual teaching service also to the Interdisciplinary Social Sciences major) in 2009. Plans exist to convert a currently visiting line to a tenure-track line with a national search during the 2015-2016 academic year, and service beginning in Fall 2016.

ii. Describe institutes, centers and other special programs/projects.

Not presently applicable; see above discussion regarding proposed Institute for the Promotion of Psychological Resilience, and partnership with All Children's Hospital/Johns Hopkins Medicine for creation of Infant-Family Mental Health Center to operate at ACH.

iii. Describe facilities, staff, and budget.

Facilities: The available specialized physical resources for teaching include computer classrooms in Davis and Bayboro Hall and in PRW for undergraduate and graduate quantitative courses that are shared with faculty and programs both from within CAS and from the two other colleges on first-come, first-served bases. Facilities also include 7 individual faculty laboratories located in various facilities (Davis Hall; the Terrace Annex; Building ONE, Suites 100 and 200) to house and support faculty research. All existing faculty laboratories are equipped with requisite equipment for the conduct of the specialized research of the faculty member. Existing computer classrooms are of adequate size to serve departmental needs: between 2-4 undergraduate sections of Psych Statistics, 2-3 sections of Research Methods, one capstone course and one graduate methods course per semester.

Staff: The Department has no staff.

Budget: The Department has no stand-alone budget. See earlier discussion of presently-occurring conversations between CAS Council of Chairs and university administration on moving to a departmental SCH model. Nothing has yet been determined along these lines.

III. STRENGTHS, WEAKNESSES, OPPORTUNITIES

a. Factors that have enabled the program to move toward its goals, objectives, and expected outcomes, and factors that have hindered the program in its ability to achieve its goals, objectives, and expected outcomes. Note whether issues and opportunities are university-specific, state-specific, or discipline-specific

Our greatest strength is the talent, resilience, creative and entrepreneurial spirit, and can-do attitude of our faculty. Data outlined above regarding faculty duties and accomplishments since the department first formed (sheer numbers of undergraduate students served, new graduate program development, faculty scholarly productivity) -- all achieved in the absence of budgetary authority, Graduate TAs, departmental support staff, or even a physical departmental "home" --

are remarkable. Our faculty have managed to strike an effective balance in advancing the dual research and teaching missions of the institution. We have done so through concerted efforts to emulate that which is best and most effective practice in the profiles of successful Psychology programs nationwide – constructing a faculty possessing both basic and applied research interests and competencies that track and in some cases set the pace for disciplinary priorities; sustaining a controllable teaching load while simultaneously assuring that the course offering and quality instructional needs of all of our students are met; allocating resources and protecting faculty time for the conduct of high quality research; directing meager resources to assure high-level faculty participation in national and international meetings where their research is vetted and where important collaborations can be forged; pursuing innovative and generative partnerships locally, nationally, and internationally; and engaging students in the day-to-day nuts-and-bolts operations of generative research laboratories as preparation for careers beyond undergraduate study. Drs. McHale and Durand each brought leadership experience from top Psychology programs when they came to USFSP a decade ago. McHale was Director of Clinical Training at Clark University, birthplace of the American Psychological Association and ranked among top U.S. colleges in the annual Washington Monthly College Guide and Rankings, which evaluates schools based on their contribution to the public good in three broad categories: Social Mobility (recruiting and graduating low-income students), Research (producing cutting-edge scholarship and Ph.D.'s), and Service (encouraging students to give something back to their country). Durand was Chair of the Department of Psychology, Associate Dean and Interim Dean at SUNY Albany, also recognized one of America's top public colleges (Forbes), and whose Clinical Psychology program is recognized as a top 50 program by US News and World Report. Their seasoned leadership was enabled and augmented by the prodigious and encyclopedic knowledge of the history of psychology at USFSP and in the USF system provided by Dr. Fowler and by tireless, relentless hard work of junior faculty in teaching, research, and service. Together this small ensemble of individuals helped form a department that has accomplished all it has thus far set out to, amassing an overall productivity record rivaling and even exceeding productivity of many universities and Psychology Departments with many more faculty, lower faculty-student ratios and teaching loads, consistent accessibility and aid of graduate Teaching Assistants, behind-the-scenes scaffolding and support provided by dedicated departmental secretarial and support staff, and reliable access to sources of dependable funding and resources simply not available to support the research and scholarly work of USFSP faculty.

Along those lines, another factor that has helped us to grow has been the receipt of important forms of support from administration at those times when they were essential. Prior to its separate accreditation and during its decades as a USF branch campus, USFSP was never charged with or fiscally responsible for helping to establish the resources needed to start up and support major faculty research laboratories and programs. Yet working without the established overhead funds many larger universities can draw upon to appropriately situate research-active faculty labs, USFSP directed its limited funds and creatively allocated existing physical spaces to help situate faculty and equip laboratories with the necessary resources that allowed them to compete for and secure federal funding for sponsored projects. When the department sought to respond to the administrative request to grow distance learning, it was met with support from central administration to hire a dedicated departmental instructional technologist to help with the technical aspects of the day-to-day work simply beyond faculty expertise, augmenting the skills possessed by a central distance learning outfit that aided with studio support and videotaping and editing capacities. When we developed our own informed appreciation for the importance of not

only sustaining but updating and improving each individual distance learning course on an annual basis, and sought to undertake this labor-intensive Quality Enhancement Effort (QEE), they provided supports for Research Assistants who assisted faculty in identifying effective components and altering less effective components of existing courses so as to enhance the learning environment for students. The university has come to understand the essential nature of teaching assistants to support courses and has begun efforts to identify recurring sources of annual TA support departments can come to count on, and is entertaining the possibility of decentralizing budgetary control to permit departments to oversee the year-to-year operations of their own programs in a manner commensurate with practicable departmental practices in their own unique discipline. The openness of administration in listening and responding to the input from our faculty as we struggled to push past vestiges of a “one college” model in building a viable department has without a doubt helped to enable our successes.

What has impeded the program in its ability to achieve its goals, objectives, and expected outcomes? First, despite a laudable and distinguished record, departmental faculty’s overall degree of generativity and of successful grantsmanship have unquestionably been dampened by the absence of a basic support staff infrastructure to buttress and advance our academic mission - - and by the consequent service, administrative and untoward secretarial burden shouldered by unit faculty. And though funding for teaching assistantships for large face-to-face and distance courses (enrolling over 100) has been reliable, a small number of GTAs (\$30K, in total departmental funds) were subsidized for the first time in 2014, and distance learning support from a dedicated departmental instructional technologist has been provided in recent years, there still do remain varying degrees of uncertainty about the sustained and perennial support for undergrad and grad TAs and for departmental DL support, which is a source of stress. We would never have been able to attain our current capacities to meet student need or to maintain faculty research excellence absent such supports; viable and long-term solutions confirming perennial accessibility of sufficient and essential teaching (TA) supports now demand progressive, constructive resolution. We stand proud of all that our department has contributed, and will continue to contribute, toward the greater good of USFSP and its strategic mission. Realistically though, we have unquestionably reached (and actually far exceeded) rational limits of faculty capacity with respect to teaching, research and service. In order that we might continue to lead and grow, strategic investments will be necessary in planned augmentation of our faculty (conversion of visiting to tenure track line; addition of new full-time instructor); enhanced support for graduate students who collectively receive less financial support than a single graduate student does at many other institutions; attention to strengthening of both TA and research supports as both materially help advance the institutional vision; and creation of a viable departmental support staff solution. The short-staffing issue is presently a growing point for the institution, one voiced over and over again by myriad units during the current strategic planning process that has been undertaken by the university. The absence of even a basic infrastructure is a uniquely institution-specific circumstance. The greater fiscal challenges that serve as backdrop for all departmental and program supports are certainly a statewide issue. As such, the institution’s limited success and ongoing challenges in establishing a viable and robust Development Office and operation – one that can recognize and channel sustainable resources to groundbreaking work of regional, statewide, and national importance -- must also be redressed as an important as-yet untapped resource for our departmental health and growth.

IV. CONTINUOUS IMPROVEMENT

IV.A. Recommendations for program improvement in instruction, research, and service.

Include recommendations that will create additional opportunities for and/or remove barriers to accomplishment of goals, objectives, and expected outcomes.

We remain a department cognizant of the university's promise, capacity and limits, and so certainly strive to at least maintain the work we have begun at the level of productivity we have achieved for the foreseeable future. That is, we anticipate that we will continue to enroll increasing numbers of students interested in pursuing our major and to prepare them for an unpredictable marketplace; to develop processes and traditions in our graduate program that make it a jewel in the SUS system and in the southeastern U.S. for those pursuing Master's level study in advance of or instead of doctoral pursuits; to serve our community by maintaining and growing community-based initiatives that simultaneously support our own populace and provide national models for effective prevention and intervention; and to increase the reputation and eminence of our department and university by continuing to contribute to the scholarly conversations of and provide intellectual leadership in our fields of study. Doing so will require that we continue receiving levels and sources of support we have in recent years – different lines of support will need to be concretized in an annual recurring budget known to departments and central administration alike, and stewarded by departments themselves.

In 2013-14, the university stands in the midst of a strategic planning initiative that will shape the direction of the institution for the next 7 years. <http://www.usfsp.edu/vision2020/>

Conversations about strategic direction have been broad-ranging, but the university's research mission and the need for accelerated research support has retained a place in these discussions. As our mid-career and senior departmental faculty branch out further to connect their work with key community partners and to expand their reach to influence ongoing guild dialogues both nationally and globally, and our junior faculty seek to build the renown of their own programs of work, prioritization of and thoughtful attention to supports for this work are paramount. The targeted hiring of a Unit Research Administrator is a first, important step in this process, as is marshaling of funding supports for the proposed IPPR and enabling of the potential ACH/JMH partnership and additional major partnerships with other community agencies that will help USFSP Psychology expand its reputation and reach. Space planning is also an important part of these conversations, and a strategic space planning committee whose work is known to and involves dialogues with our (and other research active) departments and programs is going to be essential. Identification of dedicated funding sources and streams to support annual operations of the department (graduate assistantships, TA and adjunct hires, travel and research support funds, other operating expenses and reserves) will help concretize what has been a largely unknown and unforeseeable budget picture from year-to-year. Toward this aim, securing a proportion of indirect cost recovery from sponsored grants for return to the Department would be one concrete step to help provide needed fiscal flexibility; presently 70% of indirect cost rate (presently 49.55 for federal grants) is distributed within the centralized research support system at USF Tampa (which oversees the system IRB, Research Integrity and Compliance, and other centralized sponsored research operations). Only 30% is recovered by USFSP; apportionment at USFSP directs 10% of ROI to the College Dean and 10% to the PI; the remaining 10% goes to central administration but none to the Department. Continuing to support the PI while changing the formula so that a portion of indirect costs are also provided to the Department would facilitate some of the needed overhead flexibility for departmental operations certain to be necessary from year-to-year.

Attention to enhancing compensation for Chairs and for Graduate Directors will also be important. This is an ongoing and difficult conversation for central administration as necessary funds have never been allocated for in annual recurring budgets. However, but in a recent national survey completed by the affinity group COGDOP (Chairs of Graduate Departments of Psychology), USFSP Chair compensation (\$3000 AY, \$1000 summer, no course releases) was by far poorest of any institution that reported. Graduate Director compensation is meager, as well. Salary compression has had adverse impacts on most USFSP faculty, with most salaries at all ranks significantly below USF system and SUS averages. However, in small colleges and departments, adequate supports (beyond compensation) are especially pertinent for mid-career faculty assuming administrative roles. After 10 years Dr. McHale will complete his service in May 2013 and Dr. Chenneville will take over as new Department Chair; Dr. Pezzo, who like Dr. Chenneville is Associate Professor, will serve as Graduate Program Coordinator. Support for their efforts is hence important, if not in the form of course releases (which are virtually impossible given how crucial each departmental member's graduate and undergraduate teaching contributions are), then in the form of research assistants who can help uphold scholarship as Chairs turn their time to administrative duties. Identification and institutionalization of new recurring funds are always a challenge, especially in the face of competing requests, but the naming and specification of major needs increases the likelihood that there will be shared awareness of what the department still needs to strengthen its annual operations, support its junior and senior faculty, and grow its considerable promise.

With respect to our undergraduate program, numerous recommendations for strengthening quality in the undergraduate Psychology major specified in the 2013 APA update are already, or in the process of, being implemented. Besides those already cataloged above, all departmental faculty now outline student learning outcomes explicitly in all course syllabi, and the Department has made effort to better coordinate our Psychological Science Organization with the USFSP Career Center (Recommendation 1: Student Awareness); we have mapped individual courses to APA outcomes to establish the extent to which each course in our curriculum focuses on each, audited student performance through the quantitative sequence to establish where logjams occur (and discussed with Academic Advising better tracking and monitoring of struggling students), coordinated with Advising so as to require the completion of methods courses early in the major and build on the foundation of empirical psychology in more advanced courses, coordinated efforts when more than one faculty member teaches a particular course (Research Methods) to promote a focus on and consistent approach to core goals in every course section. – with common assessment strategies across different sections of the same course (Recommendation 2: Designing Curriculum); spotlighted successful alumni in our departmental newsletter, accessible to students through our website, and provided bi-annual workshops addressing both graduate school preparation and other career options (Recommendation 3: Promoting Student Success); overtly supported the value of assessment activity through faculty conversations about what they want students to achieve and how they might best facilitate student development, and made program assessment the obligation of all departmental faculty, building course assessment expectations formally into the faculty work responsibilities (Recommendation 4: Promoting Faculty Engagement in Assessment); and shared assessment findings annually among the faculty of the department, and “closed the loop” by using assessment data to make program refinements and to document curricular change (Recommendation 5: Developing Exemplary Assessment Practices). Though not all of the recommendations are presently feasible at USFSP (e.g., with our current faculty fully stretched

to cover the required undergraduate and graduate curricula, it will not be possible until new faculty have been hired in the planned ways for us to strategically align advanced courses that allow exploration of a topic in great depth and appropriately showcase the expertise of faculty (Recommendation 2: Designing Curriculum), we will continue to follow APA best practice guidelines in the ongoing strengthening of our major. Pertinent to outcomes, we do recommend better tracking of our graduates by Institutional Research, the Career Center, and Alumni Affairs, for maintaining contact in the absence of a dedicated support staff person is challenging for our faculty on top of the other duties enumerated earlier. We do maintain connections as best we can ourselves through bi-annual Departmental newsletters, but with concerted support from other USFSP units we will be better able to capitalize on the promise of better integrating our alumni into the career preparedness of current students.

Another APA recommendation that continues to perplex relates to participation by students in high-impact activities, such as research and teaching experiences, and internships. The extensive time our faculty give each year to elbow teaching and to intensive mentoring and supervision of undergraduate RAs and TAs takes time away from the actual conduct of research, but elbow teaching is an ethic we embrace and that distinguishes us. Realistically however, with hundreds of majors and fewer than 10 permanent faculty, there will always be a limit to the number of majors who can be afforded close research or teaching mentorship. Like Psychology students everywhere, our majors would like to see more opportunities for internship experiences. Our program has deliberately chosen not to introduce internship courses, for the main reason that it would be absolutely impossible for any one or more faculty members to responsibly provide the requisite degree of supervision required to assure the ethical and competent performance of internship duties by dozens, if not hundreds of students working in settings serving vulnerable populations. Another psychology department hire or two would not be the solution to providing internship experiences and the degree of oversight necessary to assure safety and protect the university and the serviced communities. Rather, we support and encourage pursuit of a model similar to that of Stiles Hall at the University of California Berkeley <http://www.stileshall.org/about-us/about-us/> wherein all student internship experiences are negotiated and overseen by a dedicated unit that undertakes contractual and evaluative oversight, documentation and follow-through. The university's Center for Civic Engagement is ideally situated to broker and perhaps even assume such responsibilities, and creation of such a model would further enhance the undergraduate experiences of many students eagerly seeking contact with children, adults and elders in the community.

Finally, cultural competence and diversification of our faculty, staff, and student body remain core values and ambitions for us. We take pride in our departmental faculty's diversity and in our successful implementation of a diversity course requirement as pre-requisite for conferring of the B.A. in psychology. One important initiative for the coming years, following a recommendation of the new 2013 APA guideline, will be examination of our curriculum so as to assure infusion of diversity across the curriculum. Unofficially, this has been on our radar for many years, and many of our courses give meaningful attention to race, ethnicity, gender, sexual orientation, age, religious affiliation, disability status, social class, culture, and other identities associated with sociocultural diversity. It is important to us that better and more coordinated effort to strengthen and enhance this arm of the university's mission take hold in Vision 20/20; such institutional advances and increased uptake of best practice models successful at universities our size, should they gain prominence in a new strategic plan, would help enable and enhance the diversity and inclusion efforts of our department and units university-wide.

IV.B. Follow-up to recommendations from previous program reviews and/or accreditation reviews. *List recommendations and provide a brief synopsis of actions taken in response.*

Given that we are only six years old, our Department has not previously undergone a formal external review. However, the Department's undergraduate Academic Learning Compacts (ALCs) have been reviewed periodically by the USFSP Planning Effectiveness and Budget Committee (PEBC). The bulk of departmental response to PEBC reviews since the inception of its internal review process has been provision of required documentation and substantiating materials such as grading rubrics for coursework in the undergraduate curriculum. The lone major change of consequence in the undergraduate program was the Department's development and implementation of the new set of undergraduate diversity courses in Psychology (Psychology of Religion, Cross-Cultural Psychology, Women's Mental Health) along with the curriculum change mandating completion of one of these diversity courses as a requirement for graduation with a USFSP B.A. in psychology. This curricular change was directly responsive to our then-undergraduate ALC area 4 (development of a culturally sensitive workforce to promote responsible civic engagement).

V. Post-Graduation Outcome Data

Our program's aim is to graduate individuals who bring the analytical and inquisitive stances cultivated at USFSP to a wide variety of jobs and careers in both the public and private sector and, if so inclined, to continue their training through Master's study at USFSP and/or in top graduate programs around the country. Potential careers for those with a bachelor's degree are broad; psychology major's skills can be effectively deployed in a variety of workplace contexts, including human services, health care, research, sales and marketing, and many others. A bachelor's degree in psychology may not be explicitly required for many job positions but a psychology background can help students be competitive in these job areas; a bachelor's degree in psychology does not constrict students to a psychology-related field when entering the workforce. Consequently, psychology graduates may emerge in occupations that would not necessarily be expected from their academic preparation.

Student Post Graduation Data

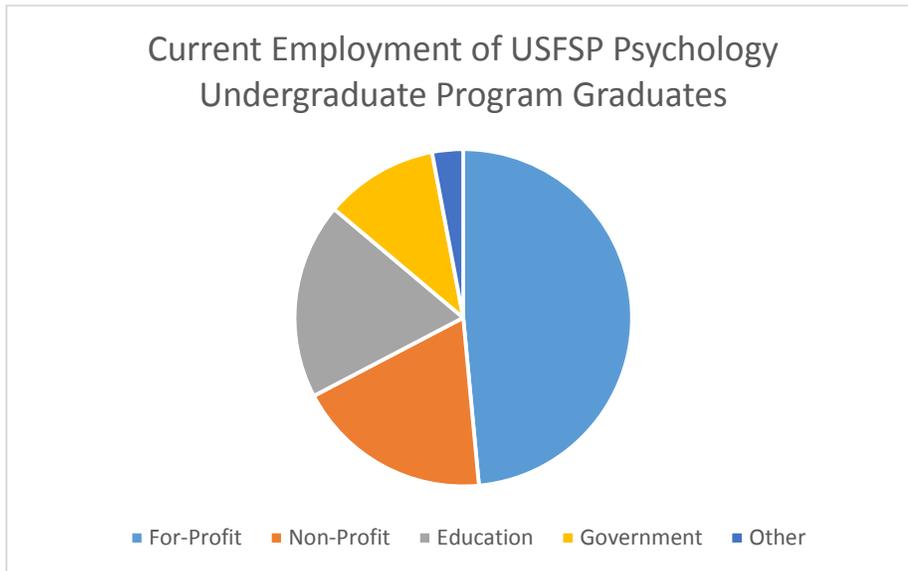
A follow-up of USFSP Psych students (respondents were 72 graduates of the program from 2004-2013) conducted in December 2013 indicated post-USFSP employment in a diverse range of industries, and advanced study at some of the stronger graduate and professional schools in the U.S. and abroad.

Follow Up Survey, Graduates 2003-2013

- 96% of graduates surveyed reported that they are either attending graduate school or employed (either part- or full-time); 4% are seeking employment.
- 21% of graduates surveyed reported that they attended graduate school after the first year of graduating from USFSP.
- 33% of graduates surveyed reported that they are currently attending graduate school.
- 90% of graduates surveyed reported that they were satisfied (generally satisfied or very satisfied) that their undergraduate experience prepared them for lifelong learning.

Primary Industries of Employment

- For-profit: 49%
- Non-profit: 19%
- Education: 19%
- Government: 11%
- Other: 3%



Average reported salary range (part- and full-time): \$30,000 - \$39,999
15% response rate

Graduate Programs attended by Recent USFSP Psychology Graduates

- London School of Economics
- Oxford University
- New York University
- Boston University
- University of Vermont
- University of Alabama
- Virginia Commonwealth University
- University of Florida
- Rosalind Franklin University
- Antioch University New England
- Texas A&M University
- Georgia State University
- University of Central Florida
- University of South Florida
- University of Washington
- Georgia State University
- Florida State University
- University of Toledo
- University of South Florida St. Petersburg
- Claremont Graduate University

- University of Nebraska
- Nova Southeastern University
- University of North Texas
- Boise State University
- Florida Gulf Coast University
- Argosy University

Appendices

Faculty CVs

- Tiffany Chenneville, Ph.D.
- Michiko Clutter, Ph.D.
- V. Mark Durand, Ph.D.
- Vikki Gaskin-Butler, Ph.D.
- James P. McHale, Ph.D.
- Jennifer O'Brien, Ph.D.
- Mark Pezzo, Ph.D.
- Christina Salnaitis, Ph.D.

Academic Learning Compact Reports

- 2012-13
- 2011-12
- 2010-11
- 2009-10

Undergraduate Student Presentations and Publications 2004-2014