**Executive Summary**

Based on our outcomes we are satisfied with our student performance in our courses and we are confident that our program is robust and successful for students and the college. Quantitative data analysis shows that students are consistently demonstrating learning outcomes mastery at 80% and above. We have refined and improved the assessment process. We intend to maintain this high level of mastery and success in our courses and program.

We are committed to maintaining the highest quality of evaluation and assessment for our program as we are committed to student success. We support the college’s efforts to demonstrate program and institutional effectiveness. We very much look forward to support, both financial and administrative, in our efforts to maintain a quality instructional program in psychology.

**Faculty Included in the Preparation and Sharing of this Report:**

Shelly Fichtenkort

Becky Ganes

Bobby Hutchison

Lee Kooler

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. **Provide a quantitative analysis for each PLO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each PLO column *and* the corresponding PLO passing rate as an aggregated percentage*.***

**AWARD (and corresponding PLO) Students Passed/Assessed TOTAL RATE**

A.A.-T: Psychology

1. *Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings,* ***1114/1353 82%***

*and historical trends in psychology.*

1. *Understand and apply psychological principles to personal, social, and organizational issues.* ***587/695 84%***
2. *Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific* ***257/320 80%***

*approach to solve problems related to behavior and mental processes.*

1. *Understand and apply basic research methods in psychology, including research design, data* ***1001/1207 83%***

*analysis, and interpretation.*

1. **Reflect on, consider and analyze the data you have. *What does your CLO data tell you about how your students are achieving PLOs?* *Be detailed, descriptive and analytical* in this qualitative assessment of each PLO in relation to your CLO data. Are your results satisfactory?**

***PLO #1: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.***

This PLO has been achieved in our General Psychology, Social Psychology and Human Lifespan Development courses at an 82% mastery level. Each of these courses emphasizes viewing human behavior, thinking & emotions from multiple theoretical and historical perspectives. We are pleased with this outcome and will continue to develop pedagogy to help our students understand these vital viewpoints.

***PLO #2: Understand and apply psychological principles to personal, social, and organizational issues.***

This PLO is of particular importance in our courses that involve application of psychological principles to personal, family & social situations: Social Psychology, Human Sexualities, Personal Adjustment, and Lifespan Development. We strive to help our students see the relevance of psychological principles in these courses and subsequently apply them to real-life situations. We believe that the CLO’s accurately address this PLO and we are pleased that 84% of the students demonstrated mastery.

***PLO #3: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.***

The use of critical & creative thinking, skeptical inquiry and the scientific method are critical in the field of psychology. Several of our courses have CLO’s that contributed to this PLO outcome: Research Methods, Introduction to Neuroscience, Social Psychology, Gender Studies and Psychopharmacology. Given that the skills identified in this PLO are challenging for many of our introductory students, we are pleased that 80% met the criteria for mastery.

***PLO #4: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.***

Mastery of this PLO is essential for our students to understand the processes by which we as a scientific discipline gather, interpret and discuss data collected to enable us to study and understand behavior and mental processes. The process is introduced in General Psychology, Social Psychology and Lifespan Development; subsequently, students in Research Methods conduct original research, analyze data and write psychological reports according to American Psychological Style (APA) standards. The fact that 60 out of 61 students successfully completed original research and wrote APA reports in Research Methods is a testimony to the level of success we are having with our psychology majors. We are also very pleased with our composite outcome of 83% when general education students are added to the mix.

1. **Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO or PLO statements or analysis during the last cycle or recently? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.***

Our CLO statements were improved for this cycle of assessment to accurately reflect student performance. However, we did not modify our PLO statements, as this is the first cycle of assessment of PLOs.

Large lecture funds were used to purchase dissection supplies that facilitated excellent performance on CLOs and PLOs related to development of familiarity with major concepts in psychology. Because we have been satisfied with our overall data on our CLOs and PLOs, no changes to instruction were made during this cycle.

A change to our program has been the addition of an AA-T in psychology. Students are now able to major in psychology and receive a transfer degree in our discipline. We anticipate an increase in psychology majors and we are developing a psychological statistics course to meet the need in this area, as well as increasing our sections of the research methods course.

1. **Action Plan. Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. *Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***
	* + 1. We are satisfied with our data on all our outcomes; therefore, we do not plan to make changes to our CLO statements.
			2. Our course outlines are strong and we are satisfied that the content in our courses supports student achievement on our CLOs.
			3. In terms of our instruction efforts we have concerns about the requirements for the types of scheduling we have been asked to do. Because of administrative demand for increased sections in our discipline, we now believe that we have too many sections, causing a lower fill rate and lowering our FTES. Not only are there too many sections required, but the phenomenon of “late start” classes has become a significant issue for our fill rate. At the start of the “late start” practice, the focus was to capture students on wait lists by producing “new” sections that began two weeks after the start of the semester. Now, “late start” classes have become a standard of practice with co-occurring publication of these available sections. We believe this is lowering our fill rate and our FTES. We prefer that “late start” classes be created ONLY when waitlists justify new sections and that they are announced one week after the start of the semester.
			4. Because our results are strong, our assessment instruments appear to be a valid and reliable measure of student mastery in our courses.
			5. Additional resources:

We are in dire need of full-time faculty. We have lost one full-time faculty member due to retirement and we have one faculty currently on leave. Further, our enrollment easily justifies hiring at least three full-time faculty. Psychology is a major producer of FTES on our campus with high enrollment and low costs. We have a very strong program in terms of student success on our student outcomes. We serve a great number of students in an effective, productive and scholarly manner. To continue this level of excellence we must be given at least two, and preferably three, full-time positions.

We need resources to purchase replacement and additional laboratory equipment. We need additional media and technology support.