**Executive Summary**

After close review and analysis of our Psychology program’s CLOs and GELOs, we are satisfied with the level of student mastery, reported at 72-86%. With many of our students entering our courses under-prepared, we feel that the level of student mastery directly reflects our instructional efforts. While we are satisfied with the percentages, we continue to seek ways to assist our students succeed at even higher levels.

We plan to continually evaluate and update CLOs on a course-by-course basis to ensure that the CLOs reflect the essential concepts student need to master to meet the GELOs. As part of this process, we will modify the assessment tools used to evaluate these CLOs ensure consistency across faculty and course assessment.

In order to meet our goals of continued quality instruction and increased student success, it is necessary to receive additional department funding. The most important funding needed to support instruction is the hiring of new, well-trained full-time faculty. Many of our courses require specialty training and research backgrounds and our continued success in meeting CLOs and GELOs depends on support from administration to support the hiring of new full-time faculty.

Additionally, in the ever-changing field of psychology, it is critical to stay current with research and new techniques of instruction. Resources to enable faculty to attend conferences and acquire fresh ideas about instruction are needed to maintain the current high level of quality.

**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 GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

**GENERAL EDUCATION LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Natural Science

1. *Describing how scientific discoveries and theories affect human activities.* 94/130 72%

Social and Behavioral Science

Demonstrate proficiency in Social and Behavioral Science by:

1. *Describing the method of inquiry used by the social and behavioral sciences.* 825/998 83%
2. *Describing how societies and social subgroups have operated in various times* 813/996 82%

*and cultures.*

Health Education

1. *Describing the integration of the physiological and psychological human being.* 809/1018 79%
2. *Analyzing the development of self and making plans for lifelong learning.* 413/480 86%
3. *Evaluating the impact of daily decisions on life and health.* 163/192 85%

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

The CLO data provides evaluative information for how our students are achieving mastery of GELOs.   
With a mastery rate of 72-86% across courses and GELOs, we are satisfied with these results.

**Natural Science, GELO #2: Describing how scientific discoveries and theories affect human activities** has been achieved by CLOs in Psychology 103: Introduction to Neuroscience. 94/130 (72%) of students assessed in sections of this course mastered the CLOs and thus, the GELO identified above. Students developed the skills necessary to evaluate, interpret and apply new discoveries in the functioning of the nervous system and the brain’s reward circuit as they affect human behavior. These skills require critical thinking and analysis, as well as application of new research data and how it is directly related to our day-to-day functioning.

**Social and Behavioral Sciences, GELO #1 Describing the method of inquiry used by the social and behavioral sciences**  has been achieved by CLOs in Psychology 101, Psychology 104, and Psychology 111 with 83% of students assessed mastering the GELO. Mastery of this GELO 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.

**Social and Behavioral Sciences, GELO #2 Describing how societies and social subgroups have operated in various times and cultures** has been achieved by CLOs in Psychology 101, Psychology 104, and Psychology 111 with 82% of students assessed mastering the GELO. Mastery of this GELO provides our students with an important historical perspective on societal and social-cultural interactions and how they change over time. This level of critical analysis provides our students an avenue to evaluate societal change and how their behavior might affect that change.

**Health Education, GELO #1 Describing the integration of the physiological and psychological human being** has been achieved in Psychology 110 and Psychology 141 with 79% of students mastering the GELO. This GELO provides another example of an essential part of our discipline in that much of psychology focuses on investigating the relationship between the brain and behavior. With ongoing research in this area, every student is exposed to new data that enables us to study and interpret the connections between physiology and psychology.

**Health Education, GELO #2 Analyzing the development of self and making plans for lifelong learning** has been achieved in Psychology 130 and Psychology 141 with 86% of students mastering the GELO. Our course curriculum and CLOs for Personal Adjustment (130) and Lifespan Development (141) directly align with this GELO.

**Health Education, GELO #3 Evaluating the impact of daily decisions on life and health** has been achieved in Psychology 141 by 85% of students. The application of developmental research to real-life situations across the lifespan enables students to assess how their lives and physical as well as psychological health is affected.

1. In an attempt to better represent the core curriculum and essential concepts in our discipline, we have updated CLO statements in several of our courses. Additionally the analysis of CLOs has been re-evaluated and refined to ensure reliability and validity of our assessments. Across courses, CLO assessment has been standardized such that each instructor uses the same CLO assessment method and questions to evaluate their student mastery.

As a department, we have received limited funding to support our CLO assessment results. This funding has been used for lab materials in Psychology 103 to facilitate mastery of the course CLOs as well as classroom technology and reference materials to assist our instruction.

1. Overall, we are completely satisfied with our assessment data. Many of our students are under-prepared, which presents a unique challenge in instruction of these students, but we have succeeded as a department in facilitating student mastery. With a high percentage (72-86%) of our students mastering the CLOs that represent the GELOs, we plan to continue the quality instruction in our department.

As we continue to meet student needs and offer quality instruction, we will evaluate CLOs on a course-by-course basis to ensure that the CLOs reflect the essential concepts student need to master to meet the GELOs. As part of this process, we will modify the assessment tools used to evaluate these CLOs ensure consistency across faculty and course assessment.

In order to meet the ever-increasing student demand for our courses and to maintain the high quality of our program, it is necessary to hire new faculty with strong academic and research backgrounds. It is extremely difficult to find adjunct with adequate training to teach some of our specialty courses so we need to hire 2-3 new full-time faculty.

Additionally, we need to provide funding support for faculty to attend conferences to augment and refresh subject expertise and motivation. Instructional materials such as lab supplies, classroom technology, and references are other resources that will directly impact the success of students mastering the CLOs, PLOs, and GELOs