**Executive Summary**

We are very pleased with the overall results of these assessments. The only area in which we fell below 80% was #2 (Creative, Critical and Analytical Thinking). Seventy-four percent of students in this area demonstrated mastery. Our program is strong, with high levels of student mastery. We have met and exceeded our goals. In the future, the one area that we plan to address, based on these results is the Creative, Critical and Analytical Thinking. We will explore both the ways in which we have assessed this item along with any possible changes to instructional strategies that might be needed as a result of future assessment. We are committed to ongoing excellence as we strive to meet the needs of our students, the institution, and other stakeholders such as transfer institutions.

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

Shelly Fichtenkort

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

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately 357/432 83%*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that 140/162 86%*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the 169/198 85%*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, N/A N/A*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic N/A N/A*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 39/53 74%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and 144/180 80%*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. N/A N/A*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, N/A N/A*

*religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its 330/401 82%*

*global context, including the emergence and perpetuation of inequalities and the*

*interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with 1289/1592 81%*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social N/A N/A*

*responsibility through cross-cultural interactions, volunteerism, and civic*

*engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. 1605/1947 82%*

*2. Analyze, synthesize and apply information practically and ethically within 455/519 88%*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to 60/61 98%*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set 425/492 86%*

*and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and 491/588 84%*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. 41/48 85%*

*4. Exhibit quality judgment, dependability, and accountability while maintaining N/A N/A*

*flexibility in an ever-changing world.*

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

Not all individual ILOs relate directly to the psychology program, although each of the major areas (Communication, Creative, Critical and Analytical Thinking, Cultural Literacy and Social Responsibility, Information and Technology Literacy, and Personal and Professional Development) are important in various ways for the psychology program; some ILOs are applicable to certain psychology courses and not others. Our success rate in our CLO assessments related to ILOs indicate that students have achieved a high level of mastery in each of the areas measured. The success rate ranged from 74% to 98%. It should be noted that in every single area except one, students achieved at 80% or above. The one area below 80% was #2, under Creative, Critical and Analytical Thinking with a mastery of 74%.

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 statements or analysis during the last 4-year cycle? 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.*

CLO Statements: No changes to CLO statements have been made since the last cycle.

Funding: Minimal funding through Division and large lecture funds have been used by the psychology program for lab materials for Psychology 103, classroom technology, and reference materials.

Improvements: Our course outlines and curricula have been maintained and updated regularly as part of the ongoing assessment of the curriculum cycle at MJC and in accordance with TMC and transfer requirements. We have complied with all assessment requirements of the institution and accrediting agencies. We have met and exceeded each of our goals for student success.

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 effort.***

As a department seeking excellence, we are very pleased with the overall results of these assessments. The only area in which we fell below 80% was #2 (Creative, Critical and Analytical Thinking). 74% of students in this area demonstrated mastery. We believe the CLO statements and course outlines accurately reflect psychology as a discipline, the needs of students, and the transfer requirements of universities.

In order to achieve excellence, we will evaluate and potentially enhance this one area that falls under the heading Creative, Critical and Analytical Thinking. The two areas we need to consider as part of our action plan is under both instructional efforts and using different assessment methods in order to accurately determine student mastery as it relates to this area. As a department, we will discuss these results in relation to our future assessments and amend instructional strategies accordingly.