

# Assessment Report - Comprehensive Review

## Program Assessment

<b>Department:</b>	Behavioral Science
<b>Program:</b>	Psychology
<b>Submitter:</b>	Larkin, LeBlanc, Rice, Rude
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### A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Demonstrate an understanding of the major concepts of behavior, theoretical perspectives,
2. Demonstrate an understanding of basic research methods and information competency in
3. Exhibit an awareness of the ethical and professional factors related to the diversity of individuals

### B. How did your outcomes assessment results during the past three years inform your program

Assessment results informed us that the discipline of psychology (1)continues to yield an upward trend in course retention, success, and transfer rates, as well as (2)degrees awarded. Based on these findings, faculty have decided to (3)maintain current assessment strategies involving assessing all course SLOs every semester to be able to make more appropriate and timely adjustments as compared to previous assessment strategies.

### C. Describe how the program monitors and evaluates its effectiveness.

The department consistently monitors the number of AA-Ts awarded each year in addition to course retention and success rates. Futhermore, because of successful mapping of the ILO, PLO, SLOs the department confidently views overall course grades as metric of success.

### D. Describe how the program engages all unit members in the self-evaluation dialog and process.

The faculty regularly converse on assessment outcomes to ensure we are on track with our program goals (i.e. increasing student success, increasing pecentage of degrees awarded).

### E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of

Institutional research reports indicate a reliable increase in degrees awarded each year from 2012-2017. In the 2016-2017 year the department awarded 90 AA-Ts from our total headcount (N=4,561).

### F. How do you engage in collegial dialog about student learning outcomes?

The faculty regularly converse on assessment outcomes to ensure we are on track with our program goals (i.e. increasing student success, increasing percentage of degrees awarded).

**Institutional Learning Outcomes:**

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

**G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?**

Our degrees have increased confirming that students are meeting PLO outcomes.

**H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).**

The Psychology department is above the college-wide success and retention rate by 2 and 3 percent, respectively. College-wide the Psychology department is among the top two programs with regards to the number of students (N=30) transferring to the CSU system during the 2016-2017 year.

**I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?**

1a. The department has successfully mapped the SLO/PLO/ILO, 1b. The PLOs have been successfully mapped to t

**J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.**

Our department is beginning to utilize supplemental instruction in an effort to further support student success.



