

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Psychology	206	PSY 206 10/22/2019-Life Span Developmental Psychology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Starr Burke
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

2016

2. Briefly describe the results of previous assessment report(s).

Students met the standard of success for outcomes 1, 2, and 3.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Update the course assignment, and increase the completion rate of the Research Design Assignment.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.

- Assessment Plan
 - Assessment Tool: Essays and multiple choice tests
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: 20%, random selection

- How the assessment will be scored: Item analysis for multiple choice. Review with rubric for essay questions
- Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple choice exam and the essay exam(each).
- Who will score and analyze the data: Instructor will score and analyze data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
270	173

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We were unable to obtain data from two sections because the instructor is no longer teaching. Balance of the difference is because of drops and withdrawals, and not all students completed the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

I selected all students from all sections where the data was available. This includes both face-to-face and online sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given a multiple-choice test, and it was scored with an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
Overall, 130 of 173 students (75%) scored 70% or higher and met the standard of success.

As we looked at the detailed results we found that only 29 of 64 students (45.3%) scored 70% or higher in the face-to-face classes. While 101 of 109 students (93%) scored 70% or higher in the online classes.

These results clearly identify discrepancies between face-to-face and online test scores, which will need to be addressed separately.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The strengths are the students clearly understand physical, cognitive, and social development in various stages and research design.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The students struggled more with various theoretical perspectives. We can improve by reinforcing these areas through readings, additional quizzes and class discussion.

Outcome 2: Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.

- Assessment Plan
 - Assessment Tool: Essays and multiple choice tests
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: 20%, random selection
 - How the assessment will be scored: Item analysis for multiple choice. Review with rubric for essay questions
 - Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple choice exam and essay exam(each).
 - Who will score and analyze the data: Instructor will score and analyze data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
270	173

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We were unable to obtain data from two sections because the instructor is no longer teaching. Balance of the difference is because of drops and withdrawals, and not all students completed the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

I selected all students from all sections where the data was available. This includes both face-to-face and online sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given a multiple-choice test, and it was scored with an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
29 of 64 students (45.3% scored 70% or higher in the face-to-face classes.
101 of 109 students (93%) scored 70% or higher in the online classes.
Overall 130 of 173 students (75%) scored 70% or higher and met the standard of success.
These results clearly identify discrepancies between face-to-face and online test scores, which will need to be addressed separately.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The strengths are the students clearly understand physical, cognitive, and social development in various stages and research design.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The students struggled more with various theoretical perspectives. We can improve by reinforcing these areas through readings, additional quizzes and class discussion.

Outcome 3: Create research design used to study physical, cognitive and social changes in life span development.

- Assessment Plan
 - Assessment Tool: Research design form and presentation
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: 20%, random selection
 - How the assessment will be scored: Review with rubric for research form and presentation
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the research form and presentation.
 - Who will score and analyze the data: Instructor will score research paper

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
270	192

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

We were unable to obtain data from two sections because the instructor is no longer teaching. Balance of the difference is because of drops and withdrawals, and not all students completed the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

I selected all students from all sections where the data was available. This includes both face-to-face and online sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students created an original research design and presented it in a PowerPoint presentation. It was scored using a rubric where students could earn a maximum of 25 points.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

192 students completed the project, and 188 (98%) of the students scored 20 points or higher on the project. This met the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did an outstanding job and clearly understand research design and methodologies.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This project seems to be working extremely well, and no changes are necessary.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The plan to increase completion rate for the research design assignment was successful given the number of students and how well they performed.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

It appears to be teaching them the knowledge and concepts necessary to understand Life Span Development.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Departmental meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	We can improve students understanding of theoretical perspectives by reinforcing these areas through readings, additional quizzes and class discussion.	Provide additional emphasis on theoretical perspectives	2020
Other: Exam results	Investigate the discrepancy between face-to-face and online test results.	There was clearly a vast difference between face-to-face and online test results.	2020

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[PSY206 assessment data](#)

- Faculty/Preparer:** Starr Burke **Date:** 10/22/2019
Department Chair: Starr Burke **Date:** 10/22/2019
Dean: Scott Britten **Date:** 10/23/2019
Assessment Committee Chair: Shawn Deron **Date:** 11/08/2019

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Psychology	206	PSY 206 02/11/2016-Life Span Developmental Psychology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Starr Burke
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.

- Assessment Plan
 - Assessment Tool: Essays and multiple choice tests
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: 20%, random selection
 - How the assessment will be scored: Item analysis for multiple choice. Review with rubric for essay questions
 - Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple choice exam and the essay exam(each).
 - Who will score and analyze the data: Instructor will score and analyze data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
161	44

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This time, only face-to-face sections were assessed. All students who attended the day the test was given were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This time, only face-to-face sections were assessed. All students who attended the day the test was given were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

It was an essay exam that required the students to select a stage of development and identify the changes and growth patterns that occur.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

35 of the students scored 80% or higher. 9 students scored 60% or lower on the essay exam. As a result 79.5% of the students scored 70% or higher. This meets the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most students were successful in identifying the three topical areas of the stage they selected.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Continue to identify and reinforce the stages of development.

Outcome 2: Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.

- Assessment Plan

- Assessment Tool: Essays and multiple choice tests
- Assessment Date: Winter 2012
- Course section(s)/other population: All sections
- Number students to be assessed: 20%, random selection
- How the assessment will be scored: Item analysis for multiple choice. Review with rubric for essay questions
- Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple choice exam and essay exam(each).
- Who will score and analyze the data: Instructor will score and analyze data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
161	44

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This time, only face-to-face sections were assessed. All students who attended the day the test was given were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This time, only face-to-face sections were assessed. All students who attended the day the test was given were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

It was an essay exam that required the students to select a stage of development and identify the changes and growth patterns that occur.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
35 of the students scored 80% or higher. 9 students scored 60% or lower on the essay exam. As a result 79.5% of the students scored 70% or higher. This meets the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most students were successful in explaining the three topical areas of the stage they selected.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

For the few students that were not successful, they were often able to describe one of the topical areas only.
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Outcome 3: Create research design used to study physical, cognitive and social changes in life span development.

- Assessment Plan
 - Assessment Tool: Research design form and presentation
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: 20%, random selection
 - How the assessment will be scored: Review with rubric for research form and presentation
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the research form and presentation.
 - Who will score and analyze the data: Instructor will score research paper
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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2015		
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
161	132

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students in 5 out of 6 sections were assessed. A former part-time instructor did not submit assessment materials.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students from all populations were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students did an original research design and found and reported results from published studies similar to their topic. The research design was scored using a departmentally-developed rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the 132 students, 116 of them completed the assignment. 96% (111) scored 100%. 3% (4) scored 80%. 1 student scored 40%. Based on this information, 99% of the students met the standard of success, which is 70% will score 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

PSY206 is a 4 credit hour class with a heavy emphasis on research. It is required for admission to a number of programs including medical school, physician's assistant, nursing school, and Social Work. The assignment is labor intensive and requires them to propose their own study and then find published studies similar to their research question. Students report findings from the published studies and

compare them to their own original hypothesis. Students who complete the project do extremely well with 99% scoring 80% or higher.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Approximately 12% of the students do not complete the project. 100% of the students complete the project in the traditional class. Finding ways to encourage or mandate participation should be considered.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Based on the assessment results, this course is meeting the needs of students. In particular, they are performing well on the difficult research project.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results will be shared with the department at a department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Find ways to encourage completion of the research project in online classes.	Once students participate, their performance is very good. They receive enough support to be successful.	2016

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[PSY 206 essay 1 and 2 rubric](#)

[PSY 206 research rubric](#)

[PSY 206 results summary](#)

Faculty/Preparer: Starr Burke **Date:** 02/18/2016

Department Chair: Starr Burke **Date:** 02/18/2016

Dean: Kristin Good **Date:** 02/22/2016

Assessment Committee Chair: Michelle Garey **Date:** 03/09/2016

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PSY206
 Course Title: Life Span Human Growth and Development
 Division/Department Codes: MNB

2. Semester assessment was conducted (check one):
 Fall 2008__
 Winter 20__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 Sixty-six students were assessed. Ninety-five students were enrolled.

6. Describe how students were selected for the assessment.
 All of the students in two sections were selected for the assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 N/A

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 Create a research design used to study physical, cognitive, and social changes in Life Span development.
 (Outcome 3).

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
 100% of the students scored at 5(100%) or above.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
 70% of all students must meet all learning outcomes. For outcome 3 (this outcome) 100% scored at least a 5 (100%) or above.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 Strengths: Students were able to clearly identify and explain key concepts.

Weaknesses: No weaknesses were clearly identified.

COURSE ASSESSMENT REPORT

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

N/A

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus

Change/rationale:

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

- e. Course assignments

Change/rationale:

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale:

- h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The assessment tool was very effective. 100% of the students had a firm command of basic concepts in research techniques. They used terminology correctly with supporting examples. They were able to explain and identify important principles in research design.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All _____ Selected 3

If "All", provide the report date for the next full review: _____

If "Selected", provide the report date for remaining outcomes:

Winter 2009 outcome 1. Fall 2010 for outcome 2. _____

Submitted by:

COURSE ASSESSMENT REPORT

Print: Starr Burke

Signature Starr Burke

Date: 11/2/09
Faculty/Preparer

Print: Starr Burke

Signature Starr Burke

Date: 11/2/09
Department Chair

Print: Martha Showalter
Dean/Administrator

Signature M Showalter

Date: 11/13/09



COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

Course Discipline Code and Number: PSY206
Course Title: LifeSpan Development
Division/Department Codes: BeHD

2. Semester assessment was conducted (check one):

- Fall 2007__
- Winter 20__
- Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify): Department essay

4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.

Sixty-six students assessed. Eighty-eight students were enrolled in 3 sections offered fall07 semester.

6. Describe how students were selected for the assessment.

All students present in class were administered the exam after they took their final exam for the semester.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

N/A

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

Explain the biological, cognitive, and social changes and growth patterns that occur in one stage of development from prenatal until death. (Outcome 2).

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**

86% of the students scored at 4(80%) or above.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment.**

70% of all students must meet all learning outcomes. For outcome 2 (this outcome) 86% scored at least a 4 (80%) or above.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Students were able to clearly identify and explain key concepts.

Weaknesses: No weaknesses were clearly identified.

COURSE ASSESSMENT REPORT

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

N/A

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The assessment tool was very effective. 86% of the students had a firm command of basic concepts. They used terminology correctly with supporting examples. They were able to explain and identify important principles.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All _____ Selected 2

If "All", provide the report date for the next full review: _____.

If "Selected", provide the report date for remaining outcomes:

Fall 2008 for outcome 3.

Submitted by:

Name: Starr Burke / Starr Burke Date: 2/7/2009
Print/Signature

COURSE ASSESSMENT REPORT

Department Chair: Starr Burke / Starr Burke Date: 2/7/2008
Print/Signature

Dean: M. Showatt M. Showalter Date: FEB -- 8 2008
Print/Signature

logged 2/12/08 sj

COURSE ASSESSMENT REPORT

Background Information

1. Course assessed:
 Course Discipline Code and Number: PSY206
 Course Title: Life Span Development Psychology
 Division/Department Codes: 11220

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2016
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 66 students were assessed. 79 students were enrolled in 3 sections.

6. Describe how students were selected for the assessment.
 All students in class on the day the exam was administered took the exam.

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 N/A
2. State each outcome from the master syllabus that was assessed.
 1. Identify the biological, cognitive, and social changes and growth patterns that occur in each stage of development from prenatal until death.
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.
 54 students scored above 70% out of 66 students tested. The overall average was 78%.
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
 1, Standard of success is 70%. 81% of students achieved this level.
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 Strengths: Item analysis attached.

Please return completed form to the Office of Curriculum & Assessment, SC 247.

Weaknesses: Item analysis attached.

Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses, along with a timeline for these actions.
N/A
2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
 - Master syllabus
Change/rationale:
 - Curriculum
Change/rationale:
 - Course syllabus
Change/rationale:
 - Course assignments
Change/rationale:
 - Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:Change/rationale:
 - Instructional methods
Change/rationale:
 - Other:
Change/rationale:

Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Name: Starr Buske

Date: 6/28/06

Department Chair: Starr Buske

Date: 6/28/06

Dean: M. Sherr

Date: 8/2/06