

Course Assessment Report
Washtenaw Community College

| Discipline | Course Number | Title |
|--|---------------------|-------------------------------------|
| Psychology | 200 | PSY 200 10/19/2017-Child 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 growth patterns and biological, cognitive, and social changes that occur in each stage of development from prenatal to adolescence.

- Assessment Plan
 - Assessment Tool: Multiple choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 70% of students must score 70% or higher.
 - Who will score and analyze the data: Behavioral Science faculty

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) |
|-----------------------------|-------------------------------|------------------------------|
| | 2017 | |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 60 | 46 |

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 that completed the exam were assessed. The difference is due to withdrawals and absences.

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.

All sections were offered on campus in a face-to-face mode.

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

Rather than using a multiple choice test, students were given an essay exam asking them to explain the biological, cognitive, and social growth changes during the developmental stage they chose. Essay was scored using a rubric.

In addition, 7 questions on the multiple choice exam related to this outcome. An item analysis was done based on an answer key to determine the percent of students that correctly answered each question.

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

Based on the item analysis of the multiple choice questions, over 70% of the students correctly answered each question.

Question 3 90% correct

Question 4 85% correct

Question 5 92% correct

Question 6 93% correct

Question 7 74% correct

Question 9 83% correct

Question 10 80% correct

On the essay exams students also performed well. 83% (38 of 46 students) scored a 4 of 5 or higher which calculates to 80% or 100% respectively. 8 students (17%) scored 60% (3 of 5).

Based on these results, students 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.

Most students were able to identify and recognize the biological, cognitive, and social changes that occur in development stages. Students did particularly well on questions 3, 5, and 6 which are related to biological and cognitive development.

Students were asked to pick a stage of development and write an essay explaining the biological, cognitive, and social changes and growth patterns that occur. For the students that met the standard of success, they tended to miss points in the cognitive development area more than the other 2 areas.

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.

On the multiple choice test students missed question 7 more frequently than any other question. This question will be reviewed to determine if the question needs to be modified or if additional focus needs to be put on this content area.

On the essay exam, the students who scored a 3 (60%) seemed to write very well about one topical area but failed to address the others. These students tended to be grouped in one section of the course. We will discuss the situation with all the part-time instructors to make sure the instructions are clear and sufficient time is given for the test. Students who scored a 4 (80%) tended to have more difficulty with the cognitive development topical area.

Outcome 2: Recognize the key developmental elements associated with infancy, childhood, and adolescence.

- Assessment Plan
 - Assessment Tool: Multiple choice test
 - Assessment Date: Winter 2016
 - Course section(s)/other population: All sections

- Number students to be assessed: All students
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 70% of students must score 70% or higher.
- Who will score and analyze the data: Behavioral Science faculty

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) |
|-----------------------------|-------------------------------|------------------------------|
| | 2017 | |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 60 | 46 |

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 that completed the exam were assessed. The difference is due to withdrawals and absences.

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.

All sections were offered on campus in a face-to-face mode.

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

Nine questions on the multiple choice exam related to this outcome. An item analysis was done based on an answer key to determine the percent of students that correctly answered each question.

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

Based on the item analysis of the multiple choice questions, over 70% of the students correctly answered each question.

Question 1 74% correct

Question 2 100% correct

Question 3 90% correct

Question 4 85% correct

Question 5 92% correct

Question 6 93% correct

Question 7 74% correct

Question 9 83% correct

Question 10 80% correct

Based on these results, students 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.

Most students were able to identify and recognize the biological, cognitive, and social changes that occur in development stages. Students did particularly well on questions 2, 3, 5, and 6 which are related to biological and cognitive development.

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.

On the multiple choice test students missed questions 1 and 7 more frequently than any other question. The questions will be reviewed to determine if they need to be modified or if additional focus needs to be put on this content area.

Outcome 3: Differentiate between major theories in child psychology, including those of Freud, Watson, Erikson, Piaget, Vygotsky, and Kohlberg.

- Assessment Plan

- Assessment Tool: Multiple choice test
- Assessment Date: Winter 2016
- Course section(s)/other population: All sections
- Number students to be assessed: All students
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 70% of students must score 70% or higher.
- Who will score and analyze the data: Behavioral Science faculty

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) |
|-----------------------------|-------------------------------|------------------------------|
| | 2017 | |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 60 | 46 |

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 that completed the exam were assessed. The difference is due to withdrawals and absences.

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.

All sections were offered on campus in a face-to-face mode.

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

Six questions on the multiple choice exam related to this outcome. An item analysis was done based on an answer key to determine the percent of students that correctly answered each question.

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> |
| Based on the item analysis of the multiple choice questions, over 70% of the students correctly answered each question. |
| Question 1 74% correct |
| Question 2 100% correct |
| Question 4 85% correct |
| Question 6 93% correct |
| Question 7 74% correct |
| Question 8 87% correct |
| Based on these results, students 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.

Most students were able to differentiate between the major theories in child psychology.

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.

On the multiple choice test students missed questions 1 and 7 more frequently than any other question. The questions will be reviewed to determine if they need to be modified or if additional focus needs to be put on this content area.

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?

My overall impression is that the course is definitely meeting the needs of the students. I was surprised and delighted that the scores were so high!

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

Results of the assessment and action plan will be shared at the department meeting.

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Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|-----------------------------|--|---|---------------------|
| Other: Multiple choice exam | Questions that students did not perform well on will be reviewed to determine if the question needs to be revised or the content emphasized. | Continuous improvement of student learning. | 2018 |

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

5.

III. Attached Files

[PSY 200 essay test](#)

[PSY 200 MC test](#)

[PSY 200 data](#)

[PSY200 rubric](#)

Faculty/Preparer: Starr Burke **Date:** 10/19/2017

Department Chair: Starr Burke **Date:** 10/19/2017

Dean: Kristin Good **Date:** 10/20/2017

Assessment Committee Chair: Michelle Garey **Date:** 11/28/2017

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PSY 200
 Course Title: Child Psychology
 Division/Department Codes: HSS/Behavioral Science

2. Semester assessment was conducted (check one):
 Fall 2011__
 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 and the total number of students enrolled in the course.
 37 students assessed: 68 students enrolled.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*
 All students who completed the exam were assessed.

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. *(You can copy and paste these from CurricUNET's WR report.)*

1. Identify the biological, cognitive, and social changes and growth patterns that occur in each stage of development from prenatal to adolescence.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
 70% of students must meet the learning outcome by scoring 70% or higher on the multiple choice test.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of

COURSE ASSESSMENT REPORT

success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

Of the 37 students that took the exam, 82% scored 70% or higher. This meets the standard of success established for this course.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: Item analysis indicates the strongest areas were cognitive and social development.

Weaknesses: Item analysis indicates the weakest area is physical development.

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. *(If students met all expectations, describe your plan for continuous improvement.)*

Share these findings with instructors and advise them to give additional reinforcement to physical development.

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:

- a) Revise student learning outcome #2 to recognize the impacts of the various stages.
- b) Remove outcome #3. It was determined that while it is an important part of the students' grade, creating an abstract is not critical to the understanding of child psychology.

- 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: Additional effort will be put into reinforcing concepts on physical development.

3. What is the timeline for implementing these actions?

Immediately!

IV. Future plans

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

Revised July 2011

COURSE ASSESSMENT REPORT

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

Tool was very effective.

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 X Selected _____

If "All", provide the report date for the next full review: _____ Fall 2014.

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

Submitted by:

Print: Starr Burke Signature Starr Burke Date: December 8, 2011
Faculty/Preparer

Print: Starr Burke Signature Starr Burke Date: Decemember 8, 2011
Department Chair

Print: Bill Abernethy Signature [Signature] Date: DEC 12 2011
Dean/Administrator