

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Psychology	257	PSY 257 09/18/2023- Abnormal Psychology
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Behavioral Sciences
Faculty Preparer		Starr Burke
Date of Last Filed Assessment Report		12/12/2017

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

The course was last assessed in Spring/Summer 2017.

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

There were four questions on the quiz related to outcome #1. Students did very well on two of the questions, scoring above 70%. However, students struggled on the other two questions. Students scored 62% on the outcome-related question.

There was one question on the quiz related to Outcome #2. Students did very well on this question, scoring above 70%. Students scored 77% on the outcome-related question.

There were seven questions on the quiz related to Outcome #3. Students did very well on all of the questions, scoring above 70%. Students scored 85% on the outcome-related questions.

There were three questions on the quiz related to Outcome#4. Students did very well on two of the questions, scoring above 70%. However, students struggled on one of the questions. Students scored 79% on the outcome-related question.

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

Add questions to the assessment quiz to ensure that all outcomes are assessed using multiple questions.

Students from all sections offered during the term will be assessed.

II. Assessment Results per Student Learning Outcome

Outcome 1: Differentiate between a description of "normal" and abnormal behavior. State historical and current difficulties in diagnosing mental disorders along with potential problems associated with labeling.

- Assessment Plan
 - Assessment Tool: Outcome-related multiple-choice and short-answer exam questions
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Item analysis of multiple-choice questions and a rubric for the short-answer questions
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Departmental 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)
		2022

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

# of students enrolled	# of students assessed
79	67

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.

12 students did not complete the exam.

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 students in the three sections offered were included in the assessment.

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

I created an assessment exam that was given to all students in the online classes. There were no face-to face classes offered that semester. The exam was scored using an answer key and item analysis was done on the questions.

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

There were five questions (1, 2, 3, 7, and 8) on the exam related to Outcome #1. Students did well on these questions, 53/67 (79.1%) scoring above 70%.

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

The strengths are students clearly understand the difference between normal and abnormal behavior.

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.

We can see continuous improvement, by reinforcing these areas with readings, additional quizzes and class discussion.

Outcome 2: Identify the main purposes of the Diagnostic and Statistical Manual of Mental Disorders.

- Assessment Plan
 - Assessment Tool: Outcome-related multiple-choice exam questions
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All sections

- Number students to be assessed: All students
- How the assessment will be scored: Item analysis of multiple-choice questions
- Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
- Who will score and analyze the data: Departmental 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)
		2022

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

# of students enrolled	# of students assessed
79	67

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.

12 students did not complete the exam.
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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 assessed the students enrolled in all the sections offered summer 2022. There were three online sections. No face-to-face sections were offered.
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

<p>I created an assessment exam that was given to all students in the sections offered summer of 2022. The exam was scored by an answer key and item analysis was done on the questions.</p> <p>Although it was suggested in the previous report that more quiz questions be added to this outcome, it was decided that this single question is quite strong on its own, and additional questions are not needed.</p>

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>
There was one question (question 5) on the exam related to Outcome #2. Students did well on this question, 60/67 (89.55%) scoring above 70%.

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 and can identify the main purposes of the Diagnostic and Statistical Manual of Mental Disorders.
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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.

We can see continuous improvement by reinforcing these areas with readings, additional quizzes, and class discussion.

Outcome 3: Define and describe major mental disorders classified in the Diagnostic and Statistical Manual of Mental Disorders. Recognize the main symptoms and prevalence patterns associated with the major classifications of psychological disorders.

- Assessment Plan
 - Assessment Tool: Outcome-related multiple-choice and short-answer exam questions
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Item analysis of multiple-choice questions and a rubric for the short-answer questions
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Departmental 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)
		2022

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

# of students enrolled	# of students assessed
79	67

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.

12 students did not complete the exam.

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 assessed students in all of the sections offered summer 2022.

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

I created an assessment exam that was given to all students in all sections offered. The exam was scored using an answer key and item analysis was done on the questions.

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

There were five questions (1, 2, 3, 4, and 7) on the exam related to Outcome #3. Students did well on all of these questions, 48/67 (71.64%) scoring above 70%.

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

The strengths are students clearly understand and can define and describe major mental disorders classified in the Diagnostic and Statistical manual.

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.

We can see continuous success and improvement by reinforcing these areas with readings, additional quizzes, and class discussion. This was the weakest outcome, and so will be our area of most focus.

Outcome 4: Define and describe theoretical causes and treatment options for each of the major classification disorders.

- Assessment Plan
 - Assessment Tool: Outcome-related multiple-choice and short-answer exam questions
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Item analysis of multiple-choice questions and a rubric for the short-answer questions
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Departmental 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)
		2022

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

# of students enrolled	# of students assessed
79	67

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.

12 students did not complete the exam.
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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 students in the sections offered summer of 2022 were included in the assessment.
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

I created an assessment exam that was given to all students enrolled summer 2022. The exam was scored using an answer key and item analysis was done on the questions.

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

There were four questions (5, 6, 7, and 8) on the exam related to Outcome #4. Students did very well on these questions, 64/67 (95.52%) scoring above 70%.

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 and can define and describe theoretical causes and treatment options of the major disorders. This was the strongest outcome.

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.

We can see continued success and improvement by reinforcing these areas with readings, additional quizzes, and class discussion.

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.

Based on the assessment results, the changes were very effective in improving student learning.

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?

Based on the assessment results, this course is meeting the needs of students. They are performing well in all areas.

3. 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 in a department meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	There will be an appropriate number of questions for each outcome.	In order to ensure that the assessment is robust, there will be several questions used for each outcome. I will make it a goal to have at least five questions per outcome.	2024
Assessment Tool	In this report, duplicate exam questions are used across different outcomes. In future reports, each outcome will be assessed with unique questions and will not be used across different outcomes.	In line with Committee requirements.	2024
Assessment Tool	Student scores will be used for assessment, not averages, and the data will be more robust.	A previous version of this report used averages. That has been corrected, and will also be corrected in future reports. Each student entry will show: -each question and whether or not the	2024

		<p>student answered the questions correctly</p> <p>-the total number of questions the student answered correctly</p> <p>Based on that, I can determine whether or not the student met the standard of success, and ultimately, whether the standard of success as a whole was met.</p>	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[PSY 257 Data](#)

Faculty/Preparer: Starr Burke **Date:** 10/10/2023

Department Chair: Starr Burke **Date:** 10/12/2023

Dean: Anne Nichols **Date:** 11/03/2023

Assessment Committee Chair: Jessica Hale **Date:** 02/18/2025

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Psychology	257	PSY 257 08/16/2017- Abnormal Psychology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Mimi Norwood
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Differentiate between a description of "normal" and abnormal behavior. State historical and current difficulties in diagnosing mental disorders along with potential problems associated with labeling.

- Assessment Plan
 - Assessment Tool: Multiple choice and short answer exams
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All sections
 - Number students to be assessed: 100% of all sections
 - How the assessment will be scored: Item analysis of multiple choice questions
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Departmental 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
82	26

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.

I assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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 assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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

I created an assessment quiz that was given to all students in the face-to-face sections. The quiz was scored using an answer key and item analysis was done on the questions.

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: No

There were four questions on the quiz related to Outcome #1. Students did very well on two of the questions, scoring above 70%. However, students struggled on the other two questions. Students scored 62% on the outcome-related question.

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

Students had a good grasp of the history of mental illness. They also understood that the biological effects of stress could be positive.

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.

Additional time needs to be spent emphasizing the differences between normal and abnormal behaviors. Focus on the definitive behavior that signifies a particular mental disorder.

Outcome 2: Identify the main purposes of the Diagnostic and Statistical Manual of Mental Disorders.

- Assessment Plan
 - Assessment Tool: Multiple choice and short answer exams
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All sections
 - Number students to be assessed: 100% of all sections
 - How the assessment will be scored: Item analysis of multiple choice questions
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Departmental 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
82	26

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.

I assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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 assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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

I created an assessment quiz that was given to all students in the face-to-face sections. The quiz was scored using an answer key and item analysis was done on the questions.

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

There was one question on the quiz related to Outcome #2. Students did very well on this question, scoring above 70%. Students scored 77% on the outcome-related question.

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

Students understood the purpose of the DSM as a diagnostic tool.

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.

Additional questions will be added to the quiz to assess this outcome. One question did not assess all aspects of this outcome.

Outcome 3: Define and describe major mental disorders classified in the Diagnostic and Statistical Manual of Mental Disorders. Recognize the main symptoms and prevalence patterns associated with the major classifications of psychological disorders.

- Assessment Plan
 - Assessment Tool: Multiple choice and short answer exams
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All sections
 - Number students to be assessed: 100% of all sections
 - How the assessment will be scored: Item analysis of multiple choice questions
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Departmental 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
82	26

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.

I assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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 assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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

I created an assessment quiz that was given to all students in the face-to-face sections. The quiz was scored using an answer key and item analysis was done on the questions.

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
There were seven questions on the quiz related to Outcome #3. Students did very well on all of the questions, scoring above 70%. Students scored 85% on the outcome-related questions.

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

Students performed the best on this outcome with over 70% of students answering all of these outcome related questions correctly. Students were able to recognize behavior patterns of multiple mental disorders.

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 emphasize the traits and characteristics of various mental disorders, as well as how to differentiate between common traits and characteristics to identify specific illnesses.

Outcome 4: Define and describe theoretical causes and treatment options for each of the major classification disorders.

- Assessment Plan
 - Assessment Tool: Multiple choice and short answer exams
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All sections
 - Number students to be assessed: 100% of all sections
 - How the assessment will be scored: Item analysis of multiple choice questions
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
 - Who will score and analyze the data: Departmental 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
82	26

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.

I assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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 assessed students in the face-to-face sections. In the future, students from ALL sections will be included in the assessment.

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

I created an assessment quiz that was given to all students in the face-to-face sections. The quiz was scored using an answer key and item analysis was done on the questions.

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

There were three questions on the quiz related to Outcome #4. Students did very well on two of the three questions, scoring above 70%. However, students struggled on one of the questions. Students scored 79% on the outcome-related question.

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

Students were able to recognize treatment modalities for treatment of mental disorders.

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.

Emphasize the nature and requirements of a therapeutic relationship between patient and therapist.

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?

Course is meeting the needs of students as an introduction to abnormal psychology. During the item analysis, it was discovered that students had difficulty with what appeared to be easy questions. The questions will be reviewed and revised if necessary. Test-taking strategies will be discussed.

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

This will be discussed at the Behavioral Sciences Department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Add questions to the assessment quiz to ensure that all outcomes are assessed using multiple questions.	A minimum of three questions per outcome will be required on future assessments.	2018
Other: Population to be assessed	Students from all teaching modalities will be assessed.	This will ensure a representative sample of students.	2018

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

5.

III. Attached Files

[PSY 257 assessment data](#)

Faculty/Preparer: Mimi Norwood **Date:** 08/16/2017
Department Chair: Starr Burke **Date:** 08/16/2017
Dean: Kristin Good **Date:** 08/17/2017
Assessment Committee Chair: Michelle Garey **Date:** 11/28/2017

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: Psychology 257
 Course Title: Abnormal Psychology
 Division/Department Codes: MNBS
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):
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.
 Two abnormal psychology courses were assessed for a total of forty-five (45) students. There were fifty three students enrolled in the two sections.
6. Describe how students were selected for the assessment.
 All students present on date assessment was administered were requested to anonymously complete the multiple choice and short answer assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 Does not apply.
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 ✓ Differentiate between a description of "normal" and abnormal behavior. State historical and current difficulties in diagnosing mental disorders along with potential problems associated with labeling.
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.*
 The assessment tool consisted of six multiple choice questions and three short answer questions. The questions measured students familiarity with what psychologically is viewed as "normal" behavior verses abnormal behavior. Additionally there were questions regarding difficulties posed in diagnosing and labeling mental disorders. Results indicate the students are achieving the learning outcome as reflected in the overall mean score of eighty-four percent. Attached please find an item analysis of the questions.

COURSE ASSESSMENT REPORT

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.*
Standard of success identified in the master syllabus is each core question will have a seventy percent student success rate.

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

Strengths: It appears that overall the outcome is being successfully met.

Weaknesses: Given the assessment results there are no overall weaknesses.

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.

Does not apply.

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 measured student familiarity with the outcome. It further indicates the outcome identified in the master syllabus has been successfully met.

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?

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

COURSE ASSESSMENT REPORT

All _____ Selected 1

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

If "Selected", provide the report date for remaining outcomes: Outcome two: Fall 2008; Outcome three Winter 2009; Outcome four Fall 2009.

Submitted by:

Print: Maria Ortega
Faculty/Preparer

Signature M. Ortega

Date: 11/24/08

Print: Starr Burke
Department Chair

Signature S. Burke

Date: 11/24/08

Print: M. Showalter
Dean/Administrator

Signature M. Showalter

Date: 11/25/08