

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT (Blackboard Data)**

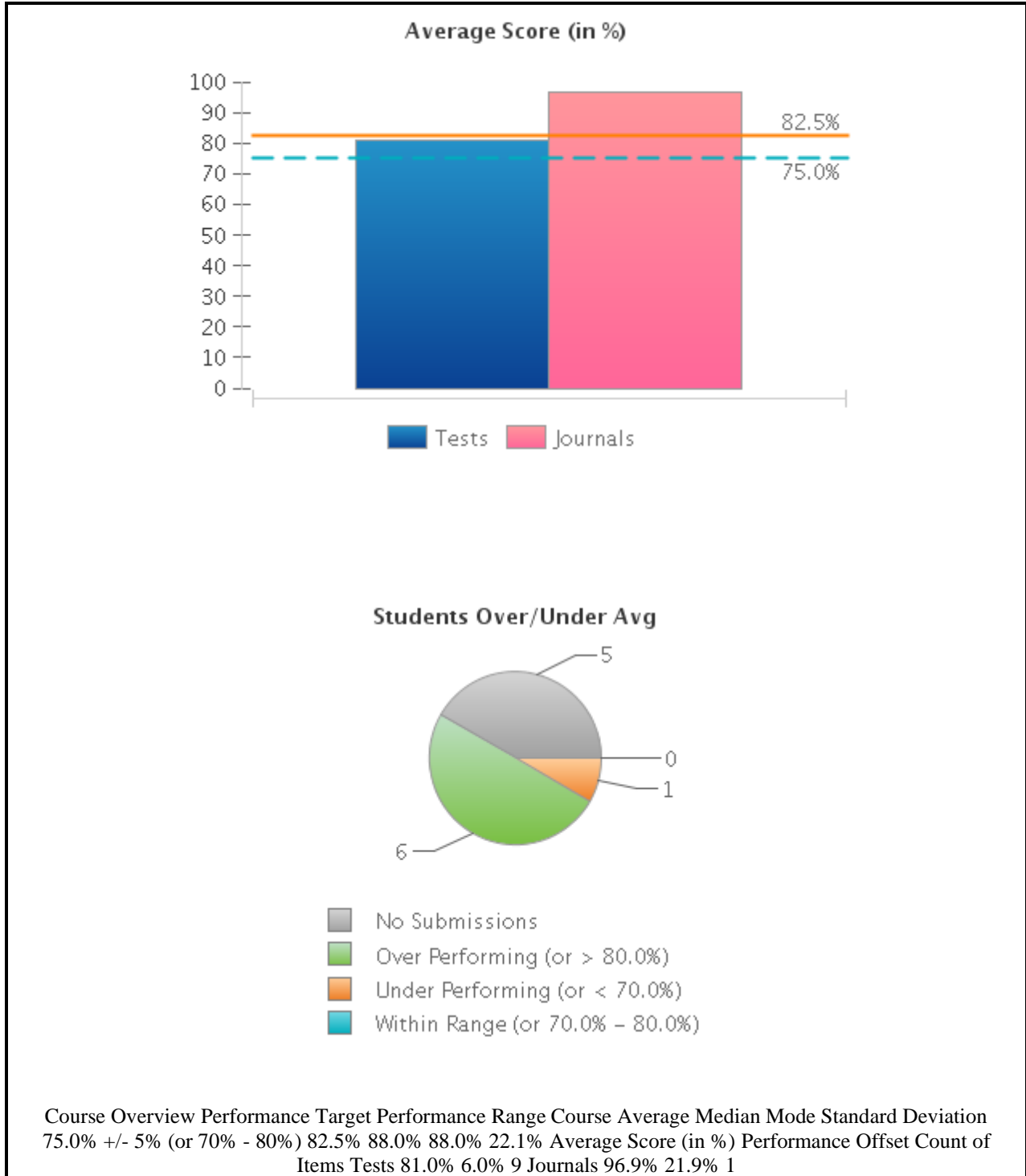
Course Title and Number: PSY-214 Life Span Developmental Psychology	Academic Term and Year of Assessment Activity (Summer, 2020)
Report Submitted By: Debi Layton	Number of Students Assessed: 7
Date Report Submitted: 12/04/2020	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Web-based Course	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
This course will introduce students to the human-psycho-social development from conception to the time of death and how human beings change and interact with the changes that take place in the development cycle. Students will acquire knowledge of the basic principles, paradigms, and theoretical orientation within the field of development psychology. Current trends in the science and application of psychology will be explored.

Previous Assessment Reports and Results
Date of Previous Assessment: <u>Describe the successful elements of the previous report's action plan below.</u> Refer to any unmet Learning Outcomes in the Action Plan section, following. If appending pages, include notation in box to "See attached".
No previous assessments on file.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Performance Indicators (9 weekly quizzes, 9 weekly Reflection Journal entries, 10 discussion board posts were used in the course.

Assessment Results: Course Overview



Assessment Results: Detail by Goal

Detail by Goal

Overall Average Tests Journals

PSY 214 Goals

01. Identify the basic developmental patterns and typical developmental milestones reached in infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood.

Overall average: 83.1% Tests: 81.4%, (8) Journals: 96.9%, (1)

02. Describe and explain developmental stage theories proposed by Piaget, Erikson, Freud, and Kohlberg.

Overall average: 85.4% Tests: 83.1%, (5) Journals: 96.9%, (1)

03. Define the basic research terms and theoretical concepts used in developmental psychology.

Overall average: 82.5% Tests: 81.0% (9) Journals: 96.9% (1)

04. Identify the co-evolution of personality and social changes that occur during development.

Overall average: 81.6% Tests: 79.4% (7) Journals: 96.9% (1)

05. Apply basic research terms and theoretical concepts to the examples explored.

Overall average: 85.6% Tests: 83.3% (5) Journals: 96.9% (1)

06. Identify political, economic, and other structural factors that can affect development in terms of education, healthcare, and vocation.

Overall average: 82.3% Tests: 79.9% (6) Journals: 96.9% (1)

07. Explain and evaluate basic theories and research findings to increase self-knowledge and the understanding of others.

Overall average: 82.2% Tests: 79.7% (6) Journals: 96.9% (1)

* Please note if using a different minimum performance standard.

Conclusions

Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".

In the Course Overview, 6 of the 7 attending students met the learning outcome goals (i.e. at or above 75%) in the Overall Coverage column, with the lowest average of 81.6 % and the highest at 85.6 %. One (1) student under-performed (below 70%) because of failing to submit assignments for grading. In the 'Tests/Assignments' columns, the lowest percentage was 79.4%. This average score had a standard deviation of 22.1%, which also showed 5 students with no submissions. These 5 students were not on the student list, and apparently withdrew at the beginning of this course, although these were factored into the Course Overview.

Each learning outcome met the 75% performance standard, with 75% being the average score of tests, and 82.5 % for the Journal assignment. However, one student struggled not with the assignments, but the time required to complete the assignments. I corresponded with this student on a few occasions due to failed submission of two (2) quizzes. I reminded the student study guides are provided for these quizzes and late submission of these quizzes would be allowed to get caught up. The student advised of working overtime, and in the middle of buying a house, but would get caught up with the assignments, however, this student did not take the quizzes, then failed to take the final exam as well, thus, receiving 681 points of a possible 1000.

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.

According to the data received on the Learning Outcomes of the course, students performed at the performance target of 75%, therefore, no change will be necessary for the course at this time.

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

Approved as presented:

This report is an example of a straight forward, transparent report, and will be included in the outstanding CAR folder. The conclusion section detail is brief but concise.

Approved with recommendations for future reports (Explanation Required)

Resubmission Required. Reason for Resubmission:

Date: February 22, 2021