

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

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| Course Title and Number: The Exceptional Child – PSY 219 | Academic Term and Year of Assessment Activity (Ex: Fall, 2010) (Fall, 2011) |
| Report Submitted By: Dr. Suzanne H. Goodall | Number of Students Assessed: 17 |
| Date Report Submitted: Jan. 24, 2012 | Number of Sections Included: 1 |
| Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): This course was a traditional section course. | |

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| 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 is an emphasis elective for Early Childhood majors. |

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| Assessment Methods |
| Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods. |
| This course was assessed by using a mid-term and a final exam grade. Students were also given two quizzes, and they had to complete 20 hours of observations. Their grade consisted of the following (2 exams – mid-term and final) – 50%, two quizzes – 15%, completing observations and reporting on them – 25%, and class participation – 10%. A total of three points was awarded to a students’ final average if they attended every class. |

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| Assessment Results |
| Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”. |
| Out of a class of 17 students, the following grades were earned: A – 6, B – 7, C – 0, D –1, and I – 3. On the mid-term exam, the grades that were earned included: A – 0, B – 5, C – 4, D – 6, and F – 2. On the final exam, the grades that were earned included: A – 2, B – 5, C – 7, D – 2, and A – 1. The three Incomplete grades were earned because some students had trouble completing their observations of students in the school setting because of their employment obligations. Their goal is to complete the observations by the end of the spring semester, 2012. |

| Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number: PSY 219 The Exceptional Child Number of students in assessment sample = 17 Number of Sections in Assessment = 1 Add additional rows to table if necessary | | | | |
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| Learning Outcomes (Insert learning outcomes assessed during this cycle) | Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific) | Percent of Correct Responses | Percent of Incorrect Responses | Performance Standard Met (75%)* (yes or no) |
| Outcome 1: Assess ways of improving teacher attitudes and teaching techniques. | From final exam: The teacher needs to work with students who have communication disorders by facilitating the social uses of language, question asking, and teaching literacy: reading and _____ language. (a.) spoken; (b.) signed; (c.) multicultural; (d.) written; | 13/17 = 76% | 4/17 = 23% | yes |
| Outcome 2: Define hearing impairment. | Professionals with a physiological perspective use a decibel loss of ____dB or greater as the cutoff for deafness. (a.) 70%; (b.) 80%; (c.) 90%; (d.) 100%; | 17/17 = 100% | 0/17 = 0% | yes |
| Outcome 3: Define visual impairment. | Blindness is a visual acuity of _____ or less in the better eye with correction. (a.) 20/200; (b.) 20/100; (c.) 20/75; (d.) 20/50; | 14/17 = 82% | 3/17 = 17% | yes |
| Outcome 4: Identify the child with a disability who is gifted. | Little agreement exists about how giftedness should be _____. (a.) measured; (b.) defined; (c.) rationalized; (d.) tested; | 15/17 = 88% | 2/17 = 11% | yes |

* Please note if using a different minimum performance standard.

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| <p>Conclusions and Action Plan</p> <p>Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to “See attached”.</p> |
| <p>Observations were not completed by all students. This was because of several reasons with work obligations during the day being the most popular reason among the students. Students also do not read the text as closely as they should, and although the instructor broke down the material into smaller sections to help students prepare for both the mid-term and final exams, students still did not perform as well as the expectation that was set at the beginning of the semester by the instructor. More pop quizzes could have been administered to make sure that reading of the text took place when it was assigned.</p> |

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| <p>Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)</p> | <p>Proposed Date for Reassessment</p> |
| | <p>Fall Semester, 2013</p> |

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| <p>Assessment Committee Approval (To be posted by Assessment Committee Chair)</p> | <p>LOT Review (To be posted by Assessment Committee Chair)</p> |
| <p>Date: 2-13-12 (SB-G)</p> | <p>Date: 2-20-12 (SB-G)</p> |