Discipline	Course Number	Title
Psychology	210	PSY 210 02/17/2020- Behavior Modification
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Kristy Norris
Date of Last Filed Assessment Report		09/21/2015

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

    Assessed last in 2015

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

    The previous report utilized a method of assessment that was vague and hard to analyze. The master syllabus was updated to identify a better method of assessing the outcomes for this course. Outcome 1 was significantly below the success level. Outcome 2 also did not meet the requirement that 70% of students earn a 75% or greater. Outcome three was also below the standard for success. The main recommended change was updating the assessment tool(s).

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

    The course master syllabus was updated and it was determined that multiple-choice questions would be utilized to determine mastery of the content for all three of the outcomes.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify applications of behavior modification to populations including: parents, individuals in the educational setting, people with developmental disabilities, autism and mental illness, adolescents, juvenile delinquents, adults, health and medicine, athletic performance/skills, the employment setting, people with closed-head injuries, geriatrics, and individuals with problems of daily living.

- Assessment Plan

  - o   Assessment Tool: Multiple-choice test

  - o   Assessment Date: Fall 2018

  - o   Course section(s)/other population: All

  - o   Number students to be assessed: All

  - o   How the assessment will be scored: Answer Key

  - o   Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

  - o   Who will score and analyze the data: Instructor will score and the department will analyze the 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
57	53

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.

Not all students enrolled in the class completed the assessment. This assessment was embedded in all courses, but not all students completed the exams.

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 enrolled were included. This class offers two online sections and one on-campus section.

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

Questions directly measuring understanding of how to apply concepts were embedded in all three multiple-choice exams utilized for this class. Blackboard automatically scored the exam up on completion.

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>
A total of 40 questions, embedded across three exams, were utilized to assess this outcome. The average score for the 53 students was 81.73%. A total of 43 students scored a 70% or better on the assessment. The standard for success is written so that 70% of students must score a 70% or higher. For this outcome, 81.1% of students scored at or above the 70% criteria. This standard was met.

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

Based on the success rates for this outcome, it can be interpreted that students are comprehending the content well enough to apply the concepts to various populations. When looking at the item analysis for the 40 questions used on this assessment, there was only a few questions that were consistently missed across the three classes assessed. This would suggest that students are able to demonstrate a broad understanding across different populations.

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.

Two questions were consistently below the 70% criteria for all three sections assessed. One question was regarding fears and the other question was an abstract question looking at motivations for behavior in children. These two questions might be poorly worded and need to be reevaluated as part of the assessment.

Outcome 2: Recognize various advanced behavior therapy techniques including: biofeedback, flooding, implosive therapy, assertiveness therapy, exposure and response prevention and relaxation techniques.

- Assessment Plan

    o Assessment Tool: Multiple choice

    o Assessment Date: Fall 2018

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: answer key.

o   Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

o   Who will score and analyze the data: Faculty will score and analyze the 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
57	53

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 were required to complete a series of three exams throughout the duration of the course, but not all students completed the exams.

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 enrolled in PSY 210 were assessed: two online classes and one on-campus class.

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

A series of three multiple-choice exams were utilized to assess this outcome and questions targeted at this outcome were embedded within the exam. Blackboard scored the exam upon completion.

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 a total of 98 questions used to assess this outcome. The overall average score on this outcome was a 79.83%. The standard for success states that 70% of students need to score a 70% or higher. 79.2% of students scored at or above the 70% threshold. The standard for success was met.

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

> Students scored an average of 5 or more points above the 70% threshold on this assessment tool. It would seem that students have relatively good grasp of being able to recognize the various terms used throughout the course.

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.

> No obvious improvements were identified through this assessment for Outcome 2.

Outcome 3: Match various modification terms from reinforcement concepts, punishment concepts, token economy, behavioral analysis (baseline data and analysis), generalization and discrimination, fading/shaping/chaining with the appropriate definitions and scenarios.

- Assessment Plan
  - o Assessment Tool: Multiple choice
  - o Assessment Date: Fall 2018
  - o Course section(s)/other population: All
  - o Number students to be assessed: All
  - o How the assessment will be scored: answer key.
  - o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
  - o Who will score and analyze the data: Faculty 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
57	53

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 were given the outcome measures, but some students did not complete the measures.

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 enrolled in the courses were assessed. There were two online classes and one on-campus class.

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

Students were assessed utilizing embedded questions in multiple-choice exams. Blackboard automatically scored the exams upon completion.

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

A total of 24 items were utilized to assess this outcome. The overall average score was an 86.13%. The standard for success on this outcome is that 70% of students score 70% or better on this outcome. Forty-nine students (92.4%) met or exceeded the 70% threshold for success. This outcome met the standard for success.

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

Of the three outcomes assessed, Outcome 3 had the highest level of achievement. One section of the course that was assessed demonstrated a success rate average of 90%. Students seem to have a good ability to recognize various therapeutic techniques used in behavior modification.

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.

One question, related to collecting data, was consistently answered incorrectly on this assessment. When looking at the question, it is easy to see how this question

> could be confusing to students. It might be worth reevaluating the question to see if the question needs reworded or if additional education is needed in this area.

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.

> Updating the approach to assessing this course made a huge difference in how students were able to convey their knowledge. Assessing via multiple choice questions seems to be a better representation of the accumulated knowledge students have.

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?

> The assessment did not add any addition insight beyond what was already known, other than the possibility of evaluating some questions currently being utilized.

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

> It would be a worthwhile task to evaluate some of the questions being utilized on these assessment out comes to determine if the questions could be worded in a way that would be more easily understood.

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Reevaluate questions consistently answered incorrectly (Outcomes 1 and 3) to see if questions need to be reworded or if additional learning material is needed.	Continuous improvement.	2020

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

6.

III. Attached Files

PSY 210 outcome 1
PSY 210 outcome 2
PSY 210 outcome 3

Faculty/Preparer:	Kristy Norris	**Date:** 02/18/2020
Department Chair:	Starr Burke	**Date:** 02/20/2020
Dean:	Scott Britten	**Date:** 02/25/2020
Assessment Committee Chair:	Shawn Deron	**Date:** 04/23/2020

Discipline	Course Number	Title
Psychology	210	PSY 210 08/12/2015- Behavior Modification
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Kristy Norris
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify applications of behavior modification to populations including: parents, individuals in the educational setting, people with developmental disabilities, autism and mental illness, adolescents, juvenile delinquents, adults, health and medicine, athletic performance/skills, the employment setting, people with closed-head injuries, geriatrics, and individuals with problems of daily living.

- Assessment Plan

    o Assessment Tool: Multiple-choice test

    o Assessment Date: Winter 2014

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

    o Who will score and analyze the data: Instructor will score and the department will analyze the 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
77	41

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.

> Students were offered extra credit to complete the evaluation, but it was not required. 41 students opted to complete the evaluation.

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 enrolled in PSY 210 (on campus and online) had access to the evaluation.

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

> This outcome was assessed using 10 multiple choice questions that prompt students to choose a treatment option that best serves different populations. The multiple choice answers were scored automatically using the blackboard platform.

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>No</u>
>
> Outcome one was comprised of 10 questions. The ten questions each had a success rate of: 66%, 32%, 93%, 54%, 81%, 66%, 66%, 24%, 46% and 24%. When averaged together the rate of success was 55%. Two individual questions achieved the required 70% standard for success. Overall 55% of the students were successful on this measure. This is significantly below the required 70% success level.

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

> Students were most successful on two of the 10 prompt questions) Question #3 that asked students to evaluate sports psychology and question #5 that asks students about gerontology). It would appear that students have a good grasp of these two concepts.

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.

There were two questions that had a less than 25% success rate (Question #8 Evaluate the best strategy for treating someone with a traumatic brain injury, and Question #10 asked students to identify a technique that is best for a client with irrational thought patterns). The students greatly struggled with these two questions.

One plan for continuing to improve this outcome will be focusing on a greater level of time working with students to identify and define various techniques.

Outcome 2: Define and describe various advanced behavior therapy techniques including: biofeedback, flooding, implosive therapy, assertiveness therapy, exposure and response prevention and relaxation techniques.

- Assessment Plan

  - o Assessment Tool: Essay

  - o Assessment Date: Winter 2014

  - o Course section(s)/other population: All

  - o Number students to be assessed: All

  - o How the assessment will be scored: Departmentally-developed rubric

  - o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

  - o Who will score and analyze the data: Faculty will score and analyze the 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
77	31

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.

Students were offered extra credit for completing the assessment, but students were not required to complete the assessment. 31 students chose to complete the outcome.

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 were offered the opportunity to access and complete the assessment via blackboard.

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

This item instructed students to choose five therapeutic techniques from a list and 1) Define the technique, 2) Describe the technique, 3) Identify population(s) the technique would work with, and 4) Discuss how they would implement the technique. Each of the 5 techniques discussed were given 1 point for each of the 4 areas if they were correctly answered (for a total of 20 possible points). Answers were blind-scored by behavioral science faculty.

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>No</u>
Less than half of the enrolled students (31 out of 77) completed this assessment. Of those who did complete the outcome 19 met or exceeded the 70% success rate for criteria (14 out of 20 points). Overall, the combined average for the 31 students was a 14.4 out of 20. This is a success rate of 75%. Due to the lack of clarity in the outcome expectation (outcome states 70% or higher on a measure) the criteria was met and not met! It was met because the average was a 75% but it was not met because only 61% (19 of the 31 students) met the 70% level. This discrepancy will be corrected by updating the master syllabus.

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

The students who did complete this outcome were able to provide insightful explanations for each of the techniques they identified, demonstrating a good understanding.

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.

A number of students chose to not answer this prompt at all, suggesting that many students may not have had enough knowledge to answer the question. A number of the students who answered this prompt did not completely answer it. Several

students only provided definitions and discussions on one, two, or three of the techniques.

This outcome might benefit from modification on the master syllabus. It is felt that this outcome may be negatively impacted by the number of tasks that the student is asked to complete.

Outcome 3: Match various modification terms from reinforcement concepts, punishment concepts, token economy, behavioral analysis (baseline data and analysis), generalization and discrimination, fading/shaping/chaining with the appropriate definitions and scenarios.

- Assessment Plan

    o Assessment Tool: Matching test

    o Assessment Date: Winter 2014

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

    o Who will score and analyze the data: Faculty 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
77	41

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.

Students were offered extra credit to complete the assessment, but it was not a requirement for completing the course. 41 of the students enrolled opted to complete 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.

> All students enrolled in PSY 210 (online and on campus) were given access to the assessment via blackboard.

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

> The assessment was automatically scored via the blackboard platform.

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
>
> For this outcome the average score for the assessment was a 51%. This number is well below the required 70% success rate.

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

> Students seemed to really struggle with these concepts. However, all students were able to get at least one or two of the items correct for each of the prompts, demonstrating a beginning understanding.

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.

> Students really seemed to struggle with teasing out the fine nuances of this outcome assessment.
>
> It is believed that this assessment might benefit from revision to better convey what is being asked. It is believed that the lack of success on this outcome may be more from the assessment tool than from a weakness in the student.

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 success rate of 50 to 75 percent on the various outcomes, I do feel that this course is imparting a good amount of knowledge to the student population. I was not surprised at the low level of success that was demonstrated, but happy to see that the success rate is greater than it was in Fall of 2010 for two of the three outcomes!

Outcome 1: Fall 2010 - 51.2% Winter 2015 55%

Outcome 2: Fall 2010 34.2% Winter 2015 75%

Outcome 3: Fall 2010 55.9% Winter 2015 51%

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

Based on the data collected in 2010 and 2015, it is believed that the outcomes may be influenced by a lack of clarity in the assessment tools and an overreaching level of expectation on the part of the master syllabus. Between now and the next review, it is suggested that the department consider revising both the expectations in the master syllabus and the content of the assessment tools.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Updated master syllabus expectation for Outcome 2 requires students to describe and define a number of techniques via an essay format.	This prompt seems to be skipped over when posed to many students. It is felt that students may not answer this question because of the level of writing required and the amount of time that has to be invested. It may be better to consider using a multiple choice approach for assessing this knowledge	2018
Assessment Tool	For outcome 3 it is believed that students may	Students seem to struggle with the concepts that are	2018

	struggle with the matchg format that is currenlty being used. This too may be converted to a more traditional multiple choice format.	presented in the matching format because it is a bit wordy for a matching approach. Using multiple choice would allow the students an opportunity to focus on each concept one at a time rather than trying to take it all in at once.	

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

5.

III. Attached Files

Raw Data
Outcome 1 Assesment questions
Outcome 2 Assessment Prompt
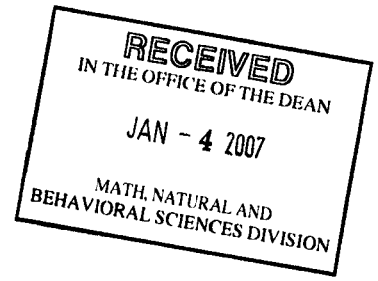Outcome 3 Assessmemt questions

Faculty/Preparer: Kristy Norris **Date:** 08/12/2015
Department Chair: Starr Burke **Date:** 08/18/2015
Dean: Kristin Good **Date:** 08/20/2015
Assessment Committee Chair: Michelle Garey **Date:** 09/21/2015

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
   - Course Discipline Code and Number: PSY210
   - Course Title: Behavior Modification
   - Division/Department Codes: MNB/BEHD

   [Stamp: RECEIVED IN THE OFFICE OF THE DEAN JAN - 4 2007 MATH, NATURAL AND BEHAVIORAL SCIENCES DIVISION]

2. Semester assessment was conducted (check one):
   - ☒ Fall <u>2006</u>
   - ☐ 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.
   Seventeen students were assessed out of 24 students enrolled.

6. Describe how students were selected for the assessment.
   All students present on the last day of 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.
   Identify applications of behavior modification to populations including: parents, individuals in the educational setting, people with developmental disabilities, autism, and mental illness, adolescents, juvenile delinquents, adults, health and medicine, athletic performance/skills, the employment setting, people with closed head injuries, geriatrics, and individuals with problems with daily living.

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 average score was 68.5%. Ten out of seventeen students or 58.8% were successful in scoring 70% or higher.

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.*
   The standard of success for outcome one was 70%. 58.8% 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: Student success was highest on questions that addressed simple behavioral principles and techniques. This was measured by questions 1,2,4,6,11,13,15,17, and 19.

Weaknesses: Student success was lowest on those questions that addressed more advanced behavioral principles and techniques. This was measured by questions 3,5,7,8,9,10,12,14,16,11,20.

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.
   See below 2 e, g, h.

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: Assignments will be given to reinforce advanced behavior modification principles and techniques.

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

   g. ☒ Instructional methods
   Change/rationale: Instructor will spend additional time reinforcing more advanced behavior principles and techniques.

   h. ☒ Individual lessons & activities
   Change/rationale: Additional activities will be implemented in group format to reinforce concepts.

3. What is the timeline for implementing these actions? Winter 2007

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 successful in identifying weak areas in instruction.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

COURSE ASSESSMENT REPORT

3. Which outcomes from the master syllabus have been addressed in this report?
    All _____   Selected ___   Outcome 1
    If "All", provide the report date for the next full review: _____.

    If "Selected", provide the report date for remaining outcomes: ____Outcome 2 in Fall 2007, and Outcome 3 in
        Fall 2008

Submitted by:

Name: Harriette Jemison and Starr Burke

Date: January 3, 2007
        Print/Signature

Department Chair: Starr Burke _____ Date: January 3, 2007
        Print/Signature

Dean: Showell M. Strual _____ Date: 1/10/07
        Print/Signature