

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Psychology	251	PSY 251 05/12/2017- Education of Exceptional Children
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Cassandra George-Sturges
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Explain the emotional/behavioral, physical, sensory, cognitive, communication, learning and social development of all students with exceptionalities.

- Assessment Plan
  - Assessment Tool: Open-ended test questions
  - Assessment Date: Fall 2014
  - Course section(s)/other population: Random selection of one section of Education of the Exceptional Child (Psychology 251/CCP 251)
  - Number students to be assessed: 100% of students in selected section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of the students will score a 2 (of 3) 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)
2015		

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

# of students enrolled	# of students assessed
60	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.

All students from the selected section were assessed.

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.

We selected one section of this course which was taught in a traditional classroom. In the future, all sections will be included in the assessment (including online courses) and a random sample of students will be pulled for assessment.

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

Two short answer tests were used to assess this outcome. The tests were scored against an answer key.

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

23 of 26 students (88%) scored 70% or higher 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.

The student's responses were accurate based on the questions. Only three students failed to meet the minimum requirements. The students demonstrated a good understanding of the 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.

Based on the assessment, the test questions did not align with the student learning outcomes. The tests questions aligned with the course objectives, but not the course outcomes. The course outcomes were vague and difficult to assess and find corresponding questions. Future assessments may provide data that are more meaningful.

Outcome 2: Apply and describe a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress and evaluation learning strategies and instructional approaches.

- Assessment Plan
  - Assessment Tool: Student-developed Individual Education Plan (IEP) based on a case study
  - Assessment Date: Fall 2014
  - Course section(s)/other population: Random selection of one section of Education of the Exceptional Child (Psychology 251/CCP 251)
  - Number students to be assessed: 100% of students in selected section
  - How the assessment will be scored: Departmentally-developed rubric
  - 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)
2015		

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

# of students enrolled	# of students assessed
60	17

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 who completed the IEP in the selected section were assessed.

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.

We selected one section of this course which was taught in a traditional classroom. In the future, all sections will be included in the assessment (including online courses) and a random sample of students will be pulled for assessment.

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

Students were given an IEP form and a case study scenario. Students completed an IEP and it was scored using a rubric.

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

16 of 17 students (94%) scored 70% or higher 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.

The students demonstrated a good understanding of the concepts and the requirements for an IEP. This is particularly good because the IEP is a constant tool in education. It is the most important concept in 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.

Students did really well. No weaknesses were identified.

Outcome 3: Explain historical perspectives, legislative and litigative history, models, theories and philosophies that provide the basis for special education practice.

- Assessment Plan
  - Assessment Tool: Open-ended test questions
  - Assessment Date: Fall 2014
  - Course section(s)/other population: Random selection of one section of Education of the Exceptional Child (Psychology 251/CCP 251)
  - Number students to be assessed: 100% of students in selected section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of the students will score a 2 (of 3) 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)
2015		

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

# of students enrolled	# of students assessed
60	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.

All students from the selected section were assessed.

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.

We selected one section of this course which was taught in a traditional classroom. In the future, all sections will be included in the assessment (including online courses) and a random sample of students will be pulled for assessment.

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

One short answer test was used to assess this outcome. The test was scored against an answer key.

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  
16 of 17 students (94%) scored 70% or higher 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.

The student's responses were accurate based on the questions. Only one student failed to meet the minimum requirements. The students demonstrated a good understanding of the concepts.

- 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.

Based on the assessment, the test questions did not align with the student learning outcomes. The tests questions aligned with the course objectives, but not the course outcomes. The course outcomes were vague and difficult to assess and find corresponding questions. Future assessments may provide data that are more meaningful.

## II. Course Summary and Action Plans Based on Assessment Results

- 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?

I was surprised by my lack of alignment with my outcomes and my test questions. Overall, the course is meeting the needs of students as demonstrated by their success on the IEP.

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

I will share this data at the Behavioral Science department meeting in Fall 2017.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Revise the outcome language to make it measurable.	Increase the meaningfulness of the assessment process.	2018

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

5.

## III. Attached Files

[PSY 251 assessment data](#)

**Faculty/Preparer:**

Cassandra George-Sturges **Date:** 05/12/2017

<b>Department Chair:</b>	Starr Burke	<b>Date:</b> 05/16/2017
<b>Dean:</b>	Kristin Good	<b>Date:</b> 05/16/2017
<b>Assessment Committee Chair:</b>	Michelle Garey	<b>Date:</b> 09/18/2017

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: **Psychology 251**  
 Course Title: **Education of the Exceptional Child**  
 Division/Department Codes: **HSS/Behavioral Sciences Department**
  
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.  
**Thirty-three of the thirty-four students enrolled in the course were assessed.**
  
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*  
**All of the 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.)*

Explain the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of all students with disabilities.

**Objectives: 1, 5, 6, 7, 8, 9,**

1. 1. List the causes of mental retardation.
2. 5. Identify the major characteristics of children with emotional and behavioral disorders
3. 6. Explain communication disorders and differentiate between speech disorders and language disorders.
4. 7. Identify and explain the 4 types of speech errors.
5. 8. Identify types and causes of visual impairments.
6. 9. Identify types and causes of hearing impairments.



**COURSE ASSESSMENT REPORT**

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.)*

Seventy percent (70%) of students must obtain a 2/acceptable or 3/superior for outcomes 1 & 3; a score of 7 or higher for outcome 2.

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 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.***

**Eighty percent of students scored 70% or higher for all outcomes.**

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:** The exam requires students to draw and label the eyes and ears in addition to creating charts to organize an enormous amount of information. Whole brain teaching and assessment strategies have been incorporated over the last five years to increase retention of information and a more in-depth understanding of the material.

**Weaknesses:** No weaknesses were clearly defined for the goals assessed.

**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.)*

The future goal for this course is to teach students how to create a multi-layered lesson plan that will enable them to teach a single concept or theme to students with various cognitive abilities and exceptionalities.

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.  1<sup>st</sup> Day Handouts  
Change/rationale:

e.  Course assignments  
Change/rationale:

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

g.  Instructional methods

**COURSE ASSESSMENT REPORT**

Change/rationale:

- h.  Individual lessons & activities  
Change/rationale:

3. What is the timeline for implementing these actions?

N/A

**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 successfully measured student achievement.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

N/A

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: Winter 2012

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_

**Submitted by:**

Print: C. A. H. Signature Cassandra George Stuges Date: 4/2/12  
 Faculty/Preparer

Print: Starr Burke Signature Starr Burke Date: 12/15/11  
 Department Chair

Print: Bill Abernethy Signature Bill Abernethy Date: DEC 16 2011  
 Dean/Administrator