Discipline	Course Number	Title
Psychology	220	PSY 220 07/26/2023-Human Development and Learning
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Behavioral Sciences
Faculty Preparer		Cassandra George-Sturges
Date of Last Filed Assessment Report		

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

    This course was assessed in Winter 2019.

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

    Outcome 1: 38 of 39 (97%) of students scored 100% on the exam and met the standard of success for the course.

    Outcome 2: 100% of students met the standard of success on the outcome-related activities.

    Outcome 3: This outcome was not assessed due to inclement weather conditions.

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

    Students performed very well on the essay questions, applying multiple theories to classroom or student related scenarios. Not only were they able to associate the details of the theory with the theorist, but they were able to apply the theories appropriately.

II. Assessment Results per Student Learning Outcome

Outcome 1: Apply knowledge of theories of human development concepts including theories of Erikson, Piaget, Kohlberg, Bloom's Taxonomy and Vygotsky to age appropriate pedagogy.

- Assessment Plan

    o   Assessment Tool: Essay and multiple choice tests

    o   Assessment Date: Fall 2008

    o   Course section(s)/other population: Random selection of one section of Human Development and Learning (Psychology 220)

    o   Number students to be assessed: 100% of students

    o   How the assessment will be scored:

    o   Standard of success to be used for this assessment:

    o   Who 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)
	2023	

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

# of students enrolled	# of students assessed
92	45

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.

> Summary Data includes all of the following:
>
> 1. The number of students enrolled in the course: 62 students total in both Winter 2023 online classes.
>
> 2. The number of students assessed: 45 students assessed
>
> 3. The percentage of students assessed: 72.58% of students were assessed. Some students withdrew from the course or did not complete the Lesson Plan assignment.

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.

> There were three sections offered; two sections were offered as DL and one section
> was offered in traditional classroom setting.
>
> The PSY 220 traditional course was taught by a part-timer and data was not collected for this assessment. However, I have a plan in place to include all sections in future assessments.

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

> Outcome 1 was assessed using two essay questions in a Lesson Plan Worksheet. Each question was worth 10 points. Students' responses were scored using a rubric.
>
> While I do believe that this lesson plan worksheet assignment is a superior assessment tool, I will be using the multiple-choice questions from now on. This is for simplicity and to respect instructor autonomy (it's much easier to ask other instructor's to give a short quiz rather than a lesson plan worksheet).

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
>
> 42/45 (93.33%) of students scored 70% or higher on the outcome-related questions.
> This meets the standard of success and shows that students were able to recognize educational and functional considerations and implications when dealing with exceptional students.

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

> The students are given a plethora of data and essay test scenarios applying each theory to various age groups. Students were able to apply this information to the lesson plan based on the students' grade level.

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.

> The students need access to a more diverse group of educational theorists. The traditional theorists are seven white males and one black male. There are no female theorists presented to students in this course. Additionally, there should be a more culturally and ethnically diverse group of theorists to reflect and address the needs of a changing society.

Outcome 2: Explain the principles and theories of motivation and learning related to behavioral, cognitive, biological (brain-based learning) diverse learning styles and information processing.

- Assessment Plan

    o Assessment Tool: Essay and multiple choice tests

    o Assessment Date: Fall 2008

    o Course section(s)/other population: Random selection of one section of Human Development and Learning (Psychology 220)

    o Number students to be assessed: 100% of students

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o Who 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)
	2023	

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

# of students enrolled	# of students assessed
92	38

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.

1. The number of students enrolled in the course(s), 62 Students Total in both Winter 2023 online classes.

2. The number of students assessed: 38 students assessed

3. The percentage of students assessed: 61.29% of students 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.

Three PSY 220 classes were offered; two DL courses and one traditional course.

The PSY 220 traditional course was taught by a part-timer and data was not collected for this assessment. However, I have a plan in place to include all sections in future assessments.

Some students withdrew from the course or did not complete the lesson plan Assignment.

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

For Outcome 2, students created a lesson plan based on the grade level / age of the student.

In this lesson plan, students were required to create multiple ways of teaching a concept based on a variety of learning styles such as visual, auditory, hands on, etc.

Student's responses were reviewed based on three criteria and were given a 1 if they met the criteria or a 0 if they did not. Students' responses varied greatly, but all students provided correct educational strategies.

While I do believe that this lesson plan assignment is a superior assessment tool, I will be using the multiple-choice questions from now on.

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
38 of 38 (100%) students scored a 7 or above in completing this section of the lesson plan. This meets the standard of success.

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

> Based on the information provided to students this information was adequately addressed.

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.

> This course needs to include information on how online learning and teaching has impacted motivation to learn when so much information is accessible online. How do we modify teaching and learning to reflect the technological advances in society? Students have access to answers by doing very little research online. Is this a modified version of learning and how can we as educators incorporate these tools into our courses to verify the students' ability to apply this data when needed?
>
> Additionally, this course needs to incorporate the educational needs of transgender and non-binary students because of the impact hormones have on psychological health and well-being that impacts learning.

Outcome 3: Develop a sample lesson plan that addresses diverse learning styles.

- Assessment Plan
    - o Assessment Tool: Complete a sample lesson plan
    - o Assessment Date: Fall 2008
    - o Course section(s)/other population: Random selection of one section of Human Development and Learning (Psychology 220)
    - o Number students to be assessed: 100% of students
    - o How the assessment will be scored:
    - o Standard of success to be used for this assessment:
    - o Who 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)
	2023	

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

# of students enrolled	# of students assessed
92	49

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.

> 1. The number of students enrolled in the course(s), 62 Students Total in both Winter 2023 online classes.
>
> 2. The number of students assessed: 49 students assessed
>
> 3. The percentage of students assessed: 79.03% of students 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.

> The traditional PSY 220 class was taught by a part timer and data was not collected or assessed. However, I have a plan in place to include all sections in future assessments.
>
> All Winter 2023 online classes were assessed.

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

> The students were required to complete a comprehensive lesson plan applying the various theories covered in class, including biological and social age development and various methods of learning styles that include visual, hands on, auditory, left and right brain hemisphere dominance, as well as the 8 types of intelligence.
>
> While I do believe that this lesson plan assignment is a superior assessment tool, I will be using the multiple-choice questions from now on.

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
44/49 (89.8%) of students met the standard of success in completing the lesson plan. The lesson plan is an accumulation of previous modules, exams, and exercises. Additionally, students are required to critique 3 to 5 online lesson plans.

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

89.8% of students met the standard of success, as previously stated students were given various opportunities to apply the information needed to successfully complete the lesson, including critiquing 3 - 5 lesson plans online.

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.

The lesson plans are designed for traditional classroom styles of teaching and learning. The new lesson plan should include a section on how to teach students online, as well as in a virtual, and hybrid setting. Most schools have incorporated online / distance learning to their curriculum.

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.

The course assessment previous changes did not note any changes to be incorporated due to students' ability to apply theoretical data appropriately. The previous assessment was prior to covid which has had a tremendous impact on the availability of online learning and teaching.

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?

This course is meeting the needs of the students based on its original inception, prior to online /distance learning and a growing global economy of a more culturally diverse society. It is essential for upcoming educators to understand how to develop and teach online classes; to understand how to motivate and assess online learning; to understand the emotional, psychological, and social impact on how students relate to each other and society in general; as well as being given educational content from a more culturally diverse group of human development and learning theorists -including women-- to be prepared to teach students from various ethnic and social backgrounds.

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

This information will be shared at a department meeting in Fall 2023.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Assessment tools for all outcomes will be changed to "Outcome-related multiple choice questions"	For the sake of simplicity, I plan to create a multiple-choice quiz to assess student learning for all outcomes. I will share the quiz with other faculty teaching this course so that all courses are using the same tool and can all be part of future assessment reports.	2023
Course Assignments	Students will be given information on how to include virtual and online techniques to their lesson plan. Course will include a more culturally diverse group of educational theorists.	It is essential that future educators are able to incorporate the current advances in technology in their teaching methodology in order to be able to meet the educational needs of their students. Additionally, a theorists' world view is based on his or her own life experiences. This is why it is so important for future educators to be able to understand various theoretical perspectives from a more diverse group	2023

		of theorists that will give them insight on how to relate to, understand, and teach students whose background is different from their own.	

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

6.

III. Attached Files

Psy 220 Excel Data

Faculty/Preparer:	Cassandra George-Sturges	**Date:** 07/27/2023
Department Chair:	Starr Burke	**Date:** 07/28/2023
Dean:	Victor Vega	**Date:** 07/31/2023
Assessment Committee Chair:	Jessica Hale	**Date:** 11/21/2023

Discipline	Course Number	Title
Psychology	220	PSY 220 08/01/2019-Human Development and Learning
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Cassandra George-Sturges
Date of Last Filed Assessment Report		

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

Fall 2011

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

70% of students scored 2 of 3 or higher for outcomes 1 and 2 and scored 7 or higher for outcome 3. Students met the standard for success.

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

No changes were recommended.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize theories of human development concepts including theories of Erikson, Piaget, Kohlberg, Bloom's Taxonomy and Vygotsky to age appropriate pedagogy.

- Assessment Plan

    o Assessment Tool: Multiple choice tests.

    o Assessment Date: Fall 2017

    o Course section(s)/other population: All sections.

    o Number students to be assessed: Random sample of 50% of the students with a minimum of one full section.

- o How the assessment will be scored: Answer key.

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

- o 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)
	2019	

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

# of students enrolled	# of students assessed
87	39

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.

Data for this outcome was not available for students in the face-to-face class due to inclement weather. Thirty-nine students from the online sections took exam 2 which addressed this 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.

Only online students were assessed. Data for the face-to-face section was not available.

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

Exam 2 contained four (4) essay questions related to the human development theories. Essays were worth 50 points each for a total of 200 points.

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

38 of 39 (97%) students scored 100% on the exam and met the standard of success for this tool. The other student scored 160 points, which still meets the standard of

success. Students did very well in recognizing and applying various learning theories.

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

Students performed very well on the essay questions, applying multiple theories to classroom or student-related scenarios. Not only were they able to associate the details of the theory with the theorist, but they were also able to apply the theories appropriately.

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 areas of weakness were found. We will continue to stress to each student the importance of knowing multiple theories and applying the theories appropriately.

Outcome 2: Identify the principles and theories of motivation and learning related to behavioral, cognitive, biological (brain-based learning) diverse learning styles and information processing.

- Assessment Plan

    o Assessment Tool: Multiple choice tests.

    o Assessment Date: Fall 2017

    o Course section(s)/other population: All sections.

    o Number students to be assessed: Random sample of 50% of the students with a minimum of one full section.

    o How the assessment will be scored: Answer key.

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

    o 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)
	2019	

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

# of students enrolled	# of students assessed
87	75

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.

Some students withdrew or dropped the course.

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 from all sections were selected. There was one face-to-face and two online sections.

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

For the face-to-face class, exam 1 was used. For the online courses, we used a combination of outcome-related exam questions and course assignments.

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

100% of students met the standard of success by exceeding a score of 70% on the outcome related activities.

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 and apply their knowledge of the biology of the brain and how that affects one's ability to learn. Furthermore, students were more successful because they had the latitude to demonstrate their understanding in a way that fits best with their learning style.

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 student missed more than two questions on the exams/activities. We will continue to help students recognize and address various learning styles that will apply to their classroom teaching.

Outcome 3: Develop a sample lesson plan that addresses diverse learning styles.

- Assessment Plan

    o Assessment Tool: Lesson Plan

    o Assessment Date: Fall 2017

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

    o Number students to be assessed: Random sample of 25% of all students with a minimum of one full section

    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: 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)
	2019	

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

# of students enrolled	# of students assessed
87	75

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.

This outcome was not assessed due to inclement weather conditions.

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.

This outcome was not assessed due to inclement weather conditions.

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

This outcome was not assessed due to inclement weather conditions.

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>
This outcome was not assessed due to inclement weather conditions.

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

This outcome was not assessed due to inclement weather conditions.

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.

This outcome was not assessed due to inclement weather conditions.

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.

No changes were recommended in the last assessment report.

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?

This course is serving students very well as they learn how to be teachers. Not only do they know various theories but they are able to apply them appropriately.

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

This information will be shared at a departmental meeting.

4.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

> 6.

III. Attached Files

[Outcome 1 data](#)
[Outcome 2 data](#)

Faculty/Preparer:	Cassandra George-Sturges	**Date:** 08/01/2019
Department Chair:	Starr Burke	**Date:** 08/05/2019
Dean:	Scott Britten	**Date:** 09/25/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 11/15/2019

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:
    Course Discipline Code and Number: **Psychology 220**
    Course Title: **Human Development & Learning**
    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.

    Nineteen out of twenty-seven students were assessed from Psychology 220 DL2.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

    All students who had completed the lesson plan assignment were selected for assessment.

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.)*

    Outcome
\# ⁻ Develop a sample lesson plan that addresses diverse learning styles.

    Objectives: 5, 11, 12

    5. Name and discuss the major components and techniques of classroom planning, lesson plan and rubric design, management and instruction that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences.

    11. Apply a variety of methods for testing, grading and assessment in developing a lesson plan.

    12. Create an assignment for each cognitive level of Bloom's Taxonomy by using a children's story.

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 & 2; a score of 100 or higher for outcome 3.

3. 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.*

   Seventy-two percent of students scored 70% or higher for all outcomes assessed.

4. 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 quality of lesson plans written by students in the Psychology 220 Distance learning courses are superior to the lesson plans created by students in the traditional classroom setting in the previous years. Assessor expected to see the opposite results. Students taking the online psychology 220 class were required to search online for lesson plans that they thought were excellent, explain their assessment, and post it to Blackboard discussion for other students in the online course to comment on them. This assignment was not required in the traditional classroom. Giving the students the opportunity to see how educators design lesson plans from a multitude of backgrounds has enriched their ability to apply the concepts covered in the psychology 220 course.

   Weaknesses: Students enrolled in the traditional classroom setting will be required to search online for lesson plans written by educators in elementary and secondary education to enhance their ability to write more in-depth and creative lesson plans. The comparison between the student's performance in the traditional classroom verses the distance learning psychology 220 is a subjective observation that is not written as an objective measure, yet an unexpected outcome.

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 assessor assumed that the traditional classroom setting offered a superior learning experience for students enrolled in psychology 220. However, the assessor discovered that requiring students to review lesson plans written by a variety of elementary and secondary teachers online increased the quality of work submitted by the students.

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:

Students in the traditional classroom setting will be required to review lesson plans written by various elementary and secondary educators as an in class assignment.

3. What is the timeline for implementing these actions?

The online lesson plan review will be incorporated immediately in the traditional classroom setting.

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 very effective because it incorporates all of the major learning styles and educational psychological theories into an activity that will be used in future courses in educational, in addition to teaching at the elementary and secondary levels. ✗

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 _____
   only # 3

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: Cassandra George Sturges Signature Cassandra George Stur   Date: 12/15/11
Faculty/Preparer

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

Print: _____   Signature Bill Abernethy   Date: DEC 1 0 2011
Dean/Administrator