

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Psychology	251	PSY 251 08/14/2021- Education of Exceptional Children
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		09/25/2017

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 May 2015.

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

Students met or exceeded the standard of success for all three outcomes.

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

Course outcomes were revised effective Fall 2019 to make them more measurable.
This assessment is based on the new outcomes.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize educational and functional considerations and implications when dealing with exceptional students.

- Assessment Plan
 - Assessment Tool: Test questions
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students

- 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)
	2021	

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

# of students enrolled	# of students assessed
59	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.

We assessed all students who completed the assessment activities for each outcome. Students who dropped or withdrew were not included.

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 two sections offered; one section was offered as DL and one section was offered in a virtual format.

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. Each question was worth 10 points. Students' responses were 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
 42 of 45 (93%) 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.

Students taking this course have a real interest in understanding exceptional students, either from family relations or intentions to be a teacher. This class helps them understand the causal factors of exceptionality and the pros and cons of labeling students. It will help prepare them for what they will learn in teacher education courses.

Some students have children with exceptionalities. This class helps them understand how navigate the educational system and support their children.

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.

While students scored extremely well, the only area that caused any of them to score less than 70% was the topic of labeling.

Labeling is a charged topic because of personal experiences with it, and those students who have an opinion may have difficulty seeing the value or legitimacy of opposing opinions.

Outcome 2: Apply learning strategies and instructional approaches that meet the needs of exceptional students based on their characteristics.

- Assessment Plan
 - Assessment Tool: Student-developed Individual Education Plan (IEP) based on a case study
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - 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)
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	2021	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
59	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.

In addition to the students who dropped or withdrew from the course, seven students did not complete the IEP project.

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.

Sections were taught as DL and virtual. Both sections were used to assess the course.

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

Students wrote an Individual Education Plan (IEP) based on a case study. 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.

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 3 of 3 on the IEP. This meets the standard of success and shows that students were well aware of related services, supplementary aids and services, and program modifications /support for school personnel.

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

Students are introduced to the IEP in this course. If they intend to continue in education, IEPs will be an important part of their work. Students did extremely well recognizing learning strategies and instructional approaches at a basic level.

This will prepare them as they develop advanced level IEPs.

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.

We will continue to stress the value of the IEPs in the educational setting.

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: Test questions
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - 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)
	2021	

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

# of students enrolled	# of students assessed
59	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.

We assessed all students who completed the assessment activities for each outcome. Students who dropped or withdrew were not included.

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 two sections offered; one section was offered as DL and one section was offered in a virtual format.

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

Outcome 3 was assessed using two essay questions. Each question was worth 10 points. Students' responses were 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

44 of 45 (98%) students scored 70% or higher on the outcome-related questions. This meets the standard of success and shows that students were able to define least restrictive environments and state their case for and against inclusion.

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

Students did extremely well as they were introduced to this topic. Students who continue in education will go far deeper into the topic this course provides them with the foundation.

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.

98% of the students met the standard of success. We will continue to research topics such as online learning in K-12 students with exceptionalities.

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 changes to the student learning outcomes and assessment plans made it easier to secure measurable assessment data. We are now able to better see that this course is meeting needs of students.

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?

Students did exceptionally well. This course prepares them to continue in the field of education.

I was stunned at how well the students did on the IEP. I am considering increasing the expectations for more detailed responses.

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.

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

[PSY 251 Assessment Data](#)

Faculty/Preparer: Cassandra George-Sturges **Date:** 08/14/2021
Department Chair: Starr Burke **Date:** 08/16/2021
Dean: Scott Britten **Date:** 08/19/2021
Assessment Committee Chair: Shawn Deron **Date:** 10/26/2021

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

Department Chair:	Starr Burke	Date: 05/16/2017
Dean:	Kristin Good	Date: 05/16/2017
Assessment Committee Chair:	Michelle Garey	Date: 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.

- 4.5. 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.

- 5.6. 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. 1st 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