

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: PSY-203 Educational Psychology

Date: SP 13

Course/Program Team: Louise Wine

Expected Learning Outcomes

1. Utilize the major theories, concepts, methods, and research findings of educational psychology to foster student success in the classroom
2. Understand how student diversity impacts on potential student learning outcomes
3. Appreciate the value of reflection on both theoretical knowledge and field experiences as a tool for professional development

Assessment (How do or will students demonstrate achievement of each outcome?)

Four unit tests (addressing knowledge, comprehension, application, analysis, synthesis, and evaluation levels of understanding)

Seven-ten page, APA style research/experiential paper intended to bridge the educational theory and content learned at HCC with educational practices in the local school system. At the end of a required 15 hour field experience in an assigned classroom, the student chooses an educational practice/method/theory, researches it (with at least 3 literature sources) and then develops a paper by integrating his/her field experiences into the research topic.

Validation (What methods have you used or will you use to validate your assessment?)

Multiple choice test questions are taken from the text publisher's test bank. These questions have been validated on a large test population. Additionally they are aligned with and address the PRAXIS II Principles of Learning & Teaching content, which assesses the professional knowledge component of teacher certification.

Research/experiential paper is self-validating. If students can successfully relate an identified theory/practice/method to their classroom observations (i.e., the paper meets the requirement of internal consistency), they have acquired the ability to apply, analyze, synthesize, and evaluate educational psychology content.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Student success rate in the class is fairly constant from semester to semester. Usually 5-10 % of entering students fail to complete the course successfully. Assessment tools (tests) are regularly reviewed for modification, as is instruction. An item analysis is run for each exam to identify areas of weakness in student comprehension. Those areas are then reviewed when tests are returned to the students and adjustments to future instruction are made.

During the F10 semester, of the 38 students who took the course, 15 earned A's, 8 earned B's, 10 earned C's, 3 earned D's, and 2 earned F's (walk-aways). The test average score was 82%. For the research/experiential paper, 22 earned A's, 7 earned B's, 4 earned C's, 2 earned D's, 1 earned an F, and 2 earned 0's (also F's)(walk-aways).

During the SP11 semester, of the 51 students who took the course, 13 earned A's, 18 earned B's, 15 earned C's, 2 earned D's, and 3 earned F's. The test average score was 75.5%. For the research/experiential paper, 30 earned A's, 10 earned B's, 7 earned C's, 1 earned an F, and 3 earned 0's.

Follow-up (How have you used or how will you use the data to improve student learning?)

I have always assessed in this manner. It does appear that the larger classes perform less well on tests. There seems to be less engagement by students with a full to capacity class. I will continue to use student outcomes to modify and improve instruction.

Budget Justification (What resources are necessary to improve student learning?)

None at this time.