

# Crafton Hills College - Outcomes Assessment Report

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Course: PSYCH-111

Term: Spring 2012

Date:

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## 1. Learning Outcomes Statement

Students can critically analyze real-life lifespan developmental situations, and apply this understanding to their own growth and development.

## 2. Means of Assessment (Measurement Method)

SLO was assessed through an extra credit essay The prompt was as follows:

Write an autobiography using one of the theories discussed in class (Ecological, Evolutionary, Piaget's, Information processing, Freud, Erickson, Vygotsky or Social Learning). You will need to

1. Sight specific examples from your life
2. Discuss those examples in light of your chosen theory
3. Relate how these developmental factors resulted in your development into the person you are today.

Your paper will need to be 3 pages long and include at least three examples from your own life.

Essays were graded general mechanics, spelling and grammar as well as understanding and application of the theory. Final scores were graded on a scale of 0-100.

## 3. Criteria for Success (Benchmark)

A successful paper was one which used the vocabulary and specific principals of a theory in the appropriate manner to analyze specific examples from the student's life demonstrating appropriate application of the theory to the students life.

## 4. Summary of Evidence

46/50 students completed gradable essays for a response rate of 92%

81.2 Mean score

82.6 Median Score

92 Modal Score

10.23 Standard Deviation

26% (12/46) demonstrated mastery (score  $\geq 90$ ) of their chosen theory

58% (27/46) demonstrated sufficient mastery (score of 70-89%) of their chosen theory

15% (7/46) demonstrated problematic understanding (score of  $\leq 69$ %) of their chosen theory

Many students favored Erickson's psychosocial theory these students were able to provided adequate descriptions of the theory but appeared to struggle with some of the real world applications – example: discussing trust vs. Mistrust without discussing breastfeeding. Notably students who chose social learning theory were able to provide examples that demonstrated the actual principals of vicarious reinforcement beyond effects of environment. Indicating an improvement over last semester's assessment, must likely attributable changes in instructional focus based on last semesters assessment.

*5. Use of Results (Implications for Program Improvement & Planning)*

In the future I will spend more in class time asking the students to provide real life examples of these theories – this may be achieved through in class group assignments.