Assessment: Course Four Column

Courses (EDU) - EPY

EPY 330:Principles of Educ Psychology

Course Outcomes	Assessment Measures	Results	Actions
Current issues in educational psychology. - Identify current issues in the changing field of educational psychology. **Course Outcome Status:** Active **Next Assessment:** 2016-2017 **Start Date:** 01/27/2014	**Assignment - Project -** 1. Primary research paper 2. Research reaction paper 3. Assessment research & reflection **Criterion:** 80% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. x^-=89% 2. x^-=92% 3. x^-=100% 1. Yes 2. yes 3. yes (01/08/2019)	**Action:** 1. The primary research assignment has always been one that students have a difficult time understanding what primary research is exactly. I've increased the amount of instruction on this assignment which has translated into better results. Students are given the opportunity to resubmit if initial assignments are not at an 80% 2. n/a 3. n/a (01/08/2019)
Demonstrate the fundamentals of behavioral and social-cognitive learning theories - Demonstrate the fundamentals of behavioral and social-cognitive learning theories and develop successful learning strategies based on these theories. **Course Outcome Status:** Active **Next Assessment:** 2016-2017 **Start Date:** 01/27/2014	**Assignment - Written -** 1. Behaviorism Applications Paper **Criterion:** 80% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. x^-=80% Criterion Met: Yes/No 2. yes (01/08/2019)	**Action:** 1. Mean in this case was due to high number (n=4) of missing assignments. (01/08/2019)
Theories of cognitive, social, and moral development in children and application - Explain the major	**Assignment - Written -** 1. Applications of Piaget & Vygotsky to the Classroom Paper	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 1. x^-=92%	

Course Outcomes	Assessment Measures	Results	Actions
theories of cognitive, social, and moral development in children and their application for teaching practice. **Course Outcome Status:** Active **Next Assessment:** 2016-2017 **Start Date:** 01/27/2014	**Criterion:** 80% or better	Criterion Met: Yes/No 1. yes (01/08/2019)	
Ideas for student motivation - Develop ideas and strategies for enhancing student motivation. **Course Outcome Status:** Active **Next Assessment:** 2016-2017 **Start Date:** 01/27/2014	**Assignment - Project -** 1. Culture Project 2. Neuroscience Project 3. Standards-based Objective Building **Criterion:** 80% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes and No 1. $\bar{x}$=88% 2. $\bar{x}$=70% 3. $\bar{x}$=69% Criterion Met: Yes/No 1. Yes 2. no 3. yes, most were A's save one B but there were 5 zeroes due to non-submission. (01/08/2019)	**Action:** 1. I need to spend more in-class time explaining the components of this one, especially the use of Table 4.1 from the chapter. 2. I need to spend more in-class time explaining the components of this one as well as show them exemplary products from previous classes. 3. Mean in this case was due to high number (n=5) of missing assignments. Assignment occurs towards the end of the semester. (01/08/2019)
Investigate issues that affect school and classroom climate - Investigate issues that affect school and classroom climate, including classroom management, and the impact they have on learning and teaching **Course Outcome Status:** Active **Next Assessment:** 2016-2017 **Start Date:** 01/27/2014	**Assignment - Written -** 1. Classroom Management Plan 2. Divergent Thinking Project **Criterion:** 80% or better	**Reporting Period:** 2017-2018 **Criterion Met:** No 1. $\bar{x}$=76% 2. $\bar{x}$=79% Criterion Met: Yes/No 1. No 2. No (01/08/2019)	**Action:** I need to spend more in-class time explaining the components of both of these as well as show them exemplary products from previous classes. Mean in both cases was due to a number (n=3) of missing assignments and a couple of Cs. Assignments occur toward the end of the semester too. I need to spend more in-class time explaining the components of these as well as show them exemplary products from previous classes. (01/08/2019) **Follow-Up:** Approximately 13

Course Outcomes	Assessment Measures	Results	Actions
			students took the course this past Fall and about 18 in the Spring. Majority of the students were in the online sections but the fall semester still had a reasonable live section that enabled more robust in class discussions of lecture content. Two were the number in the live section in the spring. Made it difficult to do class discussions but the IAV sections did a good job participating.

77% of Fall student grades were As and Bs. 66% of Spring student final grades were As and Bs. A lot of students gave up at the end in the spring or dropped the course.

The course is finally starting to feel like something that I've created. I've modified many of the assignments to have a very practical component for everyone's degree and licensure area while maintaining the necessary theoretical content material. My hope is to continue to find innovative ways to convey the content and applications that will best serve my student population. The one aspect I need to definitely work on is convincing students that a learning environment is more important than a grading environment. Typically, my live and IAV students start to realize this aspect of the course but |

Course Outcomes	Assessment Measures	Results	Actions
			online students who don't watch the lectures in entirety miss this. I'll try to assess this aspect more and address it in other ways. (01/08/2019)