



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BA Developmental Psychology

2. College/School: College of Liberal Arts & Education

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BA Developmental Psychology program has three student learning outcomes, with one outcome assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments (e.g., exams, quizzes, projects using rubrics, annotated bibliography, thought papers, and essays).

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Student Learning Outcome #1: Demonstrate familiarity with major concepts in developmental psychology. Specifically, learn about the essential aspects of development in the following areas: cognitive, physical/biological, emotional, and social. - Successful completion of various quizzes, exams, polls, and in-class discussions

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning



6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2021-2022

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

82.14% (23/28) of the PYC 2500-01 and 78.57% (11/14) students completed all 12 quizzes and earned a rubric equivalent score of B or better. The aggregate score (using a 100 scale) indicated students' strengths in Chapter 5: Entering the social world and Chapter 8: Rites of passage. Students' opportunities for improvement were in Chapter 13: Making it in midlife and Chapter 14: The personal context of later life. In response to these results, the department reviewed and revised instructional materials, assignments, and rubrics to improve student success in the identified areas.

As a course that meets the core requirement, IT1: Reading, Writing, and Research Across the Curriculum: students must write an annotated bibliography and research paper. All students submitted assignments and received constructive feedback. For the research paper, 4 out of 42 Students in PYC 2500-01 and 2500-02 submitted an outline and received opportunities to revise it. 86% (12/14) of the PYC 2500-01 and 82% (23/28) of the PYC 2500-02 received a final score of B and above for their research papers.

Attachment(s):

None