



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 Humanities, Arts & Social Sciences

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.

The benchmark for this outcome is that at least 80% of students achieve a score of 75% or higher on in-class activities designed to focus on key developmental psychology concepts.

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):

2024-2025



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.

95% (38/40) of the PYC 2500-OL1 and 82.5% (33/40) students completed all 13 in-class activities and achieved a score of 75% or higher. 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. 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. All students submitted assignments and received constructive feedback. 90% (36/40) of the PYC 2500-OL1 and 77.5% (31/40) of the PYC 2500-OL2 received a final score of B and above for annotated bibliography.

Attachment(s):

None