

Instructor Name	Georgann Willis	Date	Jan 3 2020	Number of students assessed ↓
Department	Soc Sciences (PSY)	Quarter/Year assessed	Fall 2019	25
Course in which ULO is assessed	PSY 201	Course	PSY 201 General Psychology	
Universal Learning Outcome:	Cultural Value			
1. Outcome competencies	2. Teaching and Learning Strategies	3. Specific assessment	4. Results of assessment	5. How well did the students perform?
Students should be able to demonstrate knowledge of diverse cultures.	-lecture biopsychosocial approach to understanding human behavior and human lifespan development stages -textbook cultural/social constructs & human lifespan dev. stages	Writing assignment asking students to choose one of three topics (adolescence, emerging adulthood or gender role development) and detail two cultures where the topic differs greatly.	16% Exemplary 12% Proficient 32% Developing 36% Beginning	X <input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
Students should be able to demonstrate knowledge of culturally and historically defined meanings of difference.	-lecture biopsychosocial approach to understanding human behavior and human lifespan development stages -textbook cultural/social constructs & human lifespan dev. stages	Writing assignment asking students to choose one of three topics (adolescence, emerging adulthood or gender role development) and detail two cultures where the topic differs greatly.	12% Exemplary 20% Proficient 32% Developing 36% Beginning	X <input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
Students should be able to demonstrate awareness of the influence of culturally-biased assumptions.	-lecture biopsychosocial approach to understanding human behavior and human lifespan development stages -textbook cultural/social constructs & human lifespan dev. stages	Writing assignment asking students to choose one of three topics (adolescence, emerging adulthood or gender role development) and detail two cultures where the topic differs greatly.	16% Exemplary 20% Proficient 32% Developing 36% Beginning	X <input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
Students should be able to demonstrate knowledge of historical origins and evolution of ideas, behaviors and issues.	-lecture biopsychosocial approach to understanding human behavior and human lifespan development stages -textbook cultural/social constructs & human lifespan dev. stages	Writing assignment asking students to choose one of three topics (adolescence, emerging adulthood or gender role development) and detail two cultures where the topic differs greatly.	12% Exemplary 16% Proficient 12% Developing 56% Beginning	X <input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
				<input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold

If you assessed the same outcome as last year, how have the results of student learning changed? (Close the Loop)	This was the first time using this assessment and I will reassess Winter 2020	
Overall, using your judgment, how well did students perform on this course outcome?	Did not meet achievement standards	

Instructor assessment of this universal learning outcome, considered at a Course level:

The following section provides space and a template to reflect on the assessment results.

1. Analyze assessment results

- What do you conclude about teaching and learning and assessment strategies used to assess this Universal Level Outcome in this course? Were there any gaps in student preparation that may have affected student learning and/or assessment results?
- If applicable, how well were students prepared for the final assessment of the Universal Learning Outcome by the supporting curriculum? Were there any gaps in student preparation that may have affect student learning and/or your assessment results?

2. Next steps:

Discuss specific plans for reinforcing effective teaching and learning strategies and for improving student learning. If some of this will be done outside your specific course, clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes. You may need to discuss with your program chair/coordinator or other faculty.

3. Results of “next steps” implementation, if applicable

Reflect on the actions taken to reinforce and improve student learning. Compare assessment results with the previous assessment. If a different instructor is filling this out from the first assessment, please note what general differences, if any, were used in the teaching and learning strategies.

1. Reflect on assessment results	Overall students were unable to show proficiency on this cultural value assessment. A large part of this I attribute to how the assignment was written. There were not specific instructions to explore historical origins of cultural difference and overall, expectations of what the assignment was asking were too vague.
2. Next steps	I will be using the same assignment to repeat this assessment again for Winter 2020 with both the online and face to face sections of PSY 201. The assignment parameters have been rewritten to allow for greater clarity. Assessing student work should be easier if students are able to more clearly address the outcome competencies. It is also expected that more students will score in the proficient level of assessment next term.
3. Results of “next steps” implementation, if applicable	