

Course Assessment– Part B: Your Results & Analysis

#55

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PSY 101 Psychology & Human Relations – Mason

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

Prior to the start of each term, I review the class roster for information that could help guide the planning of that specific class delivery. Relevant information includes gender, date of birth, and declared degree of the enrolled students This planning exercise has proven to be even more important with the PSY 101 Human Relations course as it was initially designed to be “embedded” in the Medical Assistant program, and then was added to the RET program.

I chose three of the four PSY 101 CCOG’s for this assessment. The class was informed of the course assessment process during first week’s orientation and again throughout the course. These are the outcomes, assessment strategies, and results for this class:

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Outcome 1: Apply an understanding of psychological and social influences on human behavior to objectively analyze one’s own interpersonal experiences and relationships

Outcome #1 *

Assessment strategies Findings/Results

Chapter 3 essay question (worth up to 3 points). 60% of the students will score a 3. 59% scored a 3

Chapter 10 essay question worth up to 4 points. 60% of the students will score a 4 82% scored a 4

% of students who successfully achieved the outcome: *

82

Outcome #2 *

Outcome 2: Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and professional interactions.

Assessment strategies

Chapter 1 essay question is worth up 3 points. 60% of the students will score a 3.

Test #5 take home essay question is worth up to 10 points , 4 of these are related to this outcome. 60% of the students will score a 4

% of students who successfully achieved the outcome: *

80

Outcome #3 *

Outcome 3: Communicate, listen, and manage conflict more effectively in personal and professional relationships

Assessment strategies

Chapter 9a essay question is worth up to 3 points. 60%, will score a 3.

The total number of points for the Test #5 take home essay question is 10 . 60% of the students will score 10 points ,

% of students who successfully achieved the outcome: * 70

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

This term I again “experimented” with a take–hone comprehensive essay question as part of the final exam. This question required students to describe a real–world example/application of a human relations interpersonal conflict in either a clinical or work setting. They were expected to apply an industry recognized conflict management model (Crucial Conversations) to this situation, and identify specific strategies as presented in the text and class lectures/exercises. Students were required to cite references for each strategy selected. The take–home essay question appeared to be a more effective way to ascertain students’ knowledge of these concepts, and their abilities to cite references, than an in–class exam. It also required that they apply cultural literacy skills in their responses.

At the beginning of the term students were given the rubric used for scoring their presentations and reflection papers. This provided clearer (written) guidelines as to what the criteria for an “A” vs. a “B” or “C” grade. However, most students failed to fully follow the guidelines, specifically the component of leading the class discussion on an application of the concept portrayed.

Some of the indicated changes in pedagogy include being aware of the wide range of student learning styles and motivation in this type of “hybrid” (CTE and Gen Ed) course. I would also recommend that this course be taught in a room with round tables (rather than rows of rectangular tables) to promote diverse small group learning. This would help to facilitate interaction between the “cohort” students and the general population.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

I would recommend that there be regular opportunities for course review and planning, as well as student consultation, with the associated CTE advisors/faculty. It would also be advantageous for the PDSY 101 faculty to attend some of the MA and RET advisory board meetings and trade conferences to get input from the workforce stakeholders as to specific curriculum improvements. The budget implications would be relatively modest, payment for attending 2–3 meetings/year.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

Meetings with stakeholders, round tables in classroom.
No significant budget implications

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes, they were. They did show change in performance over time and allowed for changes in delivery and ancillary services during the course of the term.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Only 4 students responded to the course outcome survey, so it is difficult to measure their perception of their learning

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