

# Course Assessment– Part B: Your Results & Analysis

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PSY 201A – Introduction to Psychology – Part I – 1091701 – Zip Krummel – Fall 2017

## Part B: Your Results

### Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. \*

As this is a class I will not meet (online) I had to rely on Forums (Discussion Boards), individual student reflection papers, a term-length assignment of observations and evaluations, and a Final research-based paper.

I chose 3 of the 5 CCOG's for this assessment. The class was informed of the course assessment several weeks before it was due, and I awarded extra credit for those that completed it.

### Outcome #1

\*

Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior.

% of students who successfully achieved the outcome (C or above) \*

95%

### Outcome #2 \*

Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.

% of students who successfully achieved the outcome (C or above) \*

100%

### Outcome #3 \*

Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.

% of students who successfully achieved the outcome (C or above) \*

95%

## ANALYSIS

3. What contributed to student success and/or lack of success? \*

1) More stringent requirements for assignments used to assess (i.e., not reiterate the text material back to me in a reflection, require multiple cultural considerations in both the term-length assignment and the Final paper, etc.); 2) increased whole-class feedback rather than all individual feedback; 3) more required use of problem-solving and critical thinking.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \*

I have found students to be fairly consistent in being tougher on themselves than I would be. Although I do not try to find and set a baseline for, say cultural bias as an example, I can see their voice change as the term passes, They do a lot more self-assessment by the end of the term than the beginning, and it is in more depth and critical in its look. To a student, if they complete the class they demonstrate marked and viewable growth.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

Yes, student achievement of outcomes met or exceeded my expectations. The only point below my expectations was the number of students who took the time to make comment.

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

Keep the most recent changes, will be working on moving to an OER text so much of what I have will be re-written. I need to keep the idea of critical thinking, problem-solving, and self-assessment active in most, if not all, activities and assessments.

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

Time, 4 clean Moodle shells (201 online & hybrid, 202n online & hybrid), the OER text and question bank.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

I am pleased with the term-length assignment and the student-volunteered comments show that they really enjoyed and learned from it (despite feelings going into it). Emphasizing more reflection and less regurgitation has made the reflection papers a lot more insightful and demonstrates a lot of practical use of what they've learned. As I make fewer requirements to accompany the Final paper but emphasize more on key issues I have found the quality of the paper (& my enjoyment in reading them!) improving.

9. Describe how you have shared information about course outcomes with your students.

I emphasized that they needed to read the course outcomes at the beginning, and the Moodle course links unit objectives to the appropriate course objective(s).

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:  
 CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and  
 CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

Increased emphasis on looking through a cultural lens, clarified instructions and requirements with a slight reduction in requirements but an increase in expectations, pushing for quality over quantity but with an expected minimum, giving them freedom to be creative.

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