

# Course Assessment– Part B: Your Results & Analysis

#397

Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

PSY 214 – Introduction to Personality – 1094024 – Tess Fegel – Spring 2019

## Part B: Your Results

All the assignments were evaluated at 75% or above.

### DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

#### Outcome #1 \*

Group research reports.

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

78%

#### Outcome #2 \*

Individual research reports.

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

80%

#### Outcome #3 \*

Personal journals.

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

75%

### ANALYSIS

Research sessions in the library provided successful communication sessions and data collection in groups. Creating a positive working environment and improved their abilities to work as a team.

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

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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. \*

Their personal journals provided a vehicle for student's self-assessment. 80% of the student's reported an increased awareness and understanding of personality theories of emotions and behaviors via their group reports. Their individual reports allowed to take personal responsibility for their own learning.

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

Yes. The criteria for achieving grades of B or above were met in all three outcomes.

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

Continued training in research and data collection. Continued group sessions for analyzing and translating their research in the library.

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

Continue to provide research training in class and the library staff.

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

Increased training for collecting and analyzing research documents has improved student's abilities to complete their written documents at a higher standard.

9. Describe how you explain information about course outcomes and their relevance to your students.

Creating a classroom with utilizing critical thinking discussions and research presentations along with personal evaluations has created an open and positive classroom environment.

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).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

Communication: Group sessions and group research created an opportunity for the student's to discuss and process theories in open discussions in class. Critical Thinking: Student's were required to evaluate and create group problem solving and the creation of solutions for research and data outcomes. Cultural Awareness: Film documentaries were provided to present worldwide views Student's submitted papers and class discussions were involved. Guest speakers were provided to enhance differing cultural perspectives.

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