Course Assessment– Part B: Your Results & Analysis   #422

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 201A – General Psychology – 1094321 – Tess Fegel – Fall 2019

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. (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. *

Group presentations; 89% of students performed on a B and A letter grade. Individual reports: 81% of students received a B or A letter grade. Film reviews: 81%. Research presentations: B and above.

Outcome #1
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Articulation of psychological research and the adherence to ethiical and scientific principles.Communications of the differences between personal views and scientific evidence in regards to understanding behavior.

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

89% achieved the outcome.

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) *

91%

Outcome #3 *

Analyze personal lifestyles 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) *

91%

ANALYSIS

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

Small group discussions of psychological principals and personal reflections during class and the usage of personal reflective journals.

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's personal feedback sessions and written descriptions of their changes in their perceptions of mastery of the three outcomes was evident in their written and oral presentations in class.

student achievement of the three outcomes.
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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Yes. 91% of students developed an increase in their personal statements and ethical and academic standards.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	Increased student to student input and research sessions with small and large group evaluation sessions.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	More guest speakers. Increased research and data collection sessions.The purchase of updated films.
8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	I increased the number of brain storming and research sessions utilizing large and small group participation via verbal and written statements.
9. Describe how you explain information about course outcomes and their relevance to your students.	Explanations of course outcomes are designed to cover specific outcomes via verbal report sessions and written resonses.
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" CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"	I added group sessions to include student to student evaluations on their group projects. Several speakers increases their awareness of their community and involved cultural reports from various cultures. The students ability to utilize their curiosity was very clear based on the high level of project presentation displaying insights and problem solving above and beyond the basic class expectations

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