

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#483

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PSY 201A - General Psychology - 1096449 - Kristen Kane - Winter 2021

* **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.

Outcome 1 was assessed in Week 11's forum question #3. 23 students earned an A in their responses, and 6 students did not complete this assessment, earning an F, for an average of 79% of students achieving this outcomes. It should be noted that all students who completed the assessment demonstrated meeting the outcome.

Outcome 2 was assessed in Week 11's forum question #2. 23 students earned an A in their responses, and 6 students did not complete this assessment, earning an F, for an average of 79% of students achieving this outcomes. As with outcome #1, it should be noted that all students who completed the assessment demonstrated meeting the outcome.

Outcome 3 was assessed using the Final Research Paper. 27/29 students completed this assignment. 19 earned an A, 6 earned a B, 2 earned a C, and 2 earned an F because they did not complete the assignment. 93% of students demonstrated achievement of this outcome, however as with Outcome #1 and #2, those students who completed the assessment achieved the outcome.

* **Outcome #1**

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)

79

* **Outcome #2**

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)

79

* **Outcome #3**

Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

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

93

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

Many things contributed to student success. The course is designed so that students are continually practicing in achieving all outcomes. Regarding Outcome #1, human diversity and a multicultural perspective is a key component of the course and every week students look at the concepts from a variety of different socio-cultural perspectives, and asked to question their own assumptions and the assumptions of society. Because they respond to each other in the forums, they are constantly considering other students views and insights. Regarding Outcome #2, again the entire course is designed around students applying these concepts to their personal and professional lives in weekly forums and reflection papers. The third outcome, while also built into course so that students are constantly practicing and being assessed in a formative way, is assessed in the final paper. There are many extra credit activities in the weeks building up to the final paper, which allow me to check student understanding, such as providing an outline for their papers and submitting a list of References. I think that all this practice helps the students achieve the outcomes. What contributed to lack of success was simply not showing up and participating. If students are actively engaged in the course on a weekly basis, they generally achieve the outcomes.

*** 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.**

Student self-perception of the progress they made in achieving the outcomes aligns with my assessment of their achievement of the outcomes. All 26 students that completed the SCE noted that there was much progress made, with a few comments such as "I never realized that I could learn so much more about human diversity and psychological explanations in one term. I feel like I understand life and other individuals a lot more now." (Outcome 1) and "I have already applied some of the problem-solving techniques learned in this term to my personal life, and they have all gone really well. The even helped improve my relationship with one of my sisters!" and "Proficient in some areas, developing in others both before and after. More areas proficient after' (Outcome 2).

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

Yes

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

I feel that my constant adjustments to the course help to ensure that those students who complete the assignments demonstrate achievement of the outcomes. Because the first two outcomes are assessed during the last week of term, many students are pulled in multiple directions due to final exams and final papers. I did try to stay in touch with all students in the course to encourage them to complete the assessments, and created a late work policy so that students could complete the assignments past the usual due date. At this point, I don't think that there is much more I can do from a pedagogical, curricular or instructional point. One course adjustment that I do plan to make that should help those students who earned a C on the final paper (Outcome #3) is provide more instruction and resources to help with APA style formatting. Although there are many resources, and an opportunity to practice creating a reference page and in-text citations, those students who don't take advantage of those opportunities tend to struggle.

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

None, I just have to add a few more resources to the course.

*** 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.**

The adjustments I made as a result of the previous assessment were related to a different outcome than was assessed this time. I did implement my plan to provide students more opportunities to practice and demonstrate achievement of the 2nd outcome listed in the CCOG for this course and those students who answered the questions related to this outcome demonstrated achievement.

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

Each week the outcomes are reviewed, and the lessons indicate which unit outcomes support student achievement of the course outcomes, which resources support students in the outcomes, and which assignments assess the outcomes. The last week, students are asked specific questions related to each outcome. I constantly describe what students are doing to practice meeting the outcomes and demonstrate achievement of the outcomes.

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" CLO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" - The course has an assignment specific to Source & Evidence, in that students submit a list of References for their final paper and I check to ensure the references meet the criteria. Students also submit an outline so that I can check organization for their paper. Both of these are then formally assessed using the CLO#1 rubric, which is shared and explained to the students.

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). - the forum questions (a total of 55) require students to either state a position and support it, or to evaluate potential solutions for problems from each unit. Students are constantly practicing at meeting these outcomes.

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" - more forum questions were added to the course to focus on curiosity related to other cultures. We spend a lot of time in the course talking about the importance of curiosity in the study of psychology and how important it is to think about the applicability of all the concepts for other cultures.

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" - Like CLO #4, many of the forum questions have been altered to incorporate consideration and application to current events and what is going on in the world in a more global sense.

CLO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions" - The majority of my responses to student forum posts tried to challenge their assumptions and bring in other ways of thinking about the concepts. I spent a lot of time asking them "what does this mean" to help support their thinking in terms of application/analysis.