Course Assessment- Part B: Your Results & Analysis   `COMPLETE`   #479

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 swade@cgcc.edu.

PSY 101 - Human Relations - 1095912 - Zip Krummel - Fall 2020

* 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.

I estimate that about 90% of the attending students consistently took the variety of self-assessments and openly discussed what they would like to change and how they might go about making that change. For the group work this time I had 100% of attending student involvement and it showed in their group work throughout the term, as well as their final teaching presentation.

* Outcome #1

Consistent group work together with the same individuals, multiple opportunities to self-assess in a variety of areas throughout the term, Final exam I found about 92% of this class met this standard at an average or higher level.

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

92

* Outcome #2

Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and professional interactions. Communicate, listen, and manage conflict more effectively in personal and professional relationships.

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

100%

* Outcome #3

Communicate, listen, and manage conflict more effectively in personal and professional relationships.

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

95%

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

Multiple opportunities to self-assess in a variety of areas - time management, learning styles, self-esteem, emotional intelligence, style under stress, assessing stress in others, ethics, motivation, identifying primary and secondary support groups, conflict style, power of silence, identifying company culture, power roles, etc. - as well as many opportunities to realize success as a group participant and through the strengths of being in a group.

* 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.

I was pleased by the comparative results between the beginning and the end of the term. They demonstrated growth, both individually and as a group participant, and learned to trust enough to admit their weaknesses, strengths, and plans to personally improve.

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

Yes, very much so.

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

This was a difficult class to teach and measure growth being taught remotely. While it did provide some measure, I am more confident in my monitoring and measuring growth when we have face-to-face time and I can see the dynamics in action.

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

Just returning to a f-2-f mode of instruction for this class.

* 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.

After I re-built this course, I have continued to fine-tune parts to make it more understandable for students who don't have work experience, as well as making a clearer correlation between human relations in the workplace to human relations in one's personal life.

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

This has become easier as I now have students share life/work experiences to make each CO and LO more relatable to all students,

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"

These were discussed early in the term, and at the end, they were reviewed with students making their own connection from what they learned to what they thought was the relating CLO.