Course Assessment- Part B: Your Results & Analysis   `COMPLETE`   #553

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 201A- General Psychology- Zip Krummel- Spring 2022

* 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.

1) While often answers and responses were text-driven, the two assignments that were open-ended and subjective were the Term. Assignments and the weekly Reflection papers. I saw many students change their "voice" as the weeks passed and that voice became kinder, more inquisitive, showing marked increases of both insight and introspection.

2) In both the Term Assignment observations and the weekly Reflection papers many students started to turn and look inward, growing new perspectives of themselves as well as how they acted/reacted with others. For many, this was the first opportunity to consider their personal worldview.

3) So many of the ah-ha moments were about learning something new both about themselves and about others, and how everything works within social constructs.

* 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)

75

* 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)

75

* 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)

75

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

Lack of success was just not doing the assignments. If a student did the assignments then success (growth) was noted.

* 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.

N/A Sorry, the students were not administered the questions this term.

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

N/A

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

It is a thin line between having appropriate student expectations vs coddling or baby-stepping them. I could send them all weekly reminders of what is due, but that removes part of the academic rigor expected for college-level students.

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

N/A

* 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.

N/A

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

For an online course, I ask them to review them and periodically check back to see if they feel they have made progress in those areas.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Some assignments are purposefully open-ended to require a more critical thinking approach, as well as changing questions to force the student to think in reverse.