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Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

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PSY 101- Psychology and Human Relations- Zip Krummel- Part B- Spring 2024

**\* 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.**

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Both the mid-term and Final exam required independent thinking about self and problem-solving within relationships. Those students who completed both (65%) did surprisingly well, demonstrating creativity, ability to research, and thematic focus. The many personal assessments (i.e., How Do You Cope With Stress, Time Management, Emotional Intelligence, etc.) were well received and every student who attended class at 80% or better did a good job ("A" or "B"-level grade). Every attending student had to work in a group for nine of the 11 weeks, and not always the same group of others within that group. Because of instruction and that I was always observing, there were very few issues and those all quickly corrected once I pointed them out.

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**\* Outcome #1**

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For this particular course, I find many students feel competent regarding this outcome and themselves. It is only through the weeks of this course that they realize how little they do know, and some of what they thought was wrong. This course is full of inter- and intra-activities and self-evaluations, so the end result is a clear increase in knowledge and experience regarding psychological and social influences on human behaviors. Every student who responded to this question scored themselves as being at a 4- or 5-level upon completion of PSY 101. 100% of those that attended 80% of the classes.

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

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100% of those that attended 80% + of the classes.

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**\* Outcome #2**

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This was a real challenge for this class as, much to my surprise, no other student spoke a second language, despite several students having Hispanic surnames. Also, there was no student with military experience, which was often another source of cultural experience to draw upon. This demonstrated a very real limit in cultural knowledge and experiences, as even one student scored themselves as being at the "Beginning" stage at the beginning of the course. This left me with my own experiences to share as well as videos and outside readings to broaden their perspective and knowledge about cultural influences on social interactions.

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

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100% of those that attended 80% of the classes.

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**\* Outcome #3**

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This outcome is covered from multiple perspectives throughout the course and is a major part of the Final exam. By the end of the course everyone who took the assessment scored themselves as being "Proficient" or "Expert" upon completion of this course. I would attribute this to the fact that we covered types of conflict (i.e., power differences, male vs female, cultural influence, Pancake Moments, etc.) in both personal and professional relationships, as well as how to react in different situations and use the strength of emotional intelligence.

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

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100% of those that attended 80% of the classes.

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

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I believe that this course continually shows strong student success for several reasons: a) it is an "involving" course, they can't sit it out, they will all be called on numerous times; b) even if having no experience yet in a professional relationship, by repeating the information but regarding personal relationships it relates to everyone; c) the text isn't to "do-all" for this course so they have to pursue third-party resources and perspectives; d) peer pressure is relevant and invited to demonstrate the stages of growth within a group with common goals; e) last, but maybe most important, this course is totally relevant - there is no issue (except maybe about unions) that a student can say with any honesty "I don't need to know that."

Lack of success has to be earned, and for this class it was the few students who chose to not attend class but stayed registered.

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**\* 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.**

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I totally agree with my student's end-of-term understanding/mastery regarding all three outcomes. This course, as it is taught at this time, makes it possible to see the growth, both individually and socially, as the term progresses. It relates, they get involved, they have to rely on others, they have to make decisions for both self and their group, and they are constantly learning more about themselves as they complete the variety of self-assessments.

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

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Very much so.

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

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As I was surprised by the lack of student(s) speaking a second language, as well as them being much more Americanized than influenced by cultural history and perspectives, I need to take a step back and find some materials I can call upon, if this repeats, so I can demonstrate cultural differences and attitudes and perspectives without student input.

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

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Current short writings, relation-related videos

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**\* 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.**

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The course outline is set, but how I approach it and at what pace depends upon my "reading" of the class the first two weeks. This means the course is never taught exactly the same way, so there is always the opportunity for change.

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

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We go over them the first week, they nod their heads, and then we go over them again the last week with input and sharing from the students - by then they do understand and can relate.

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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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"

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Making them aware of what they can expect via ILOs, and then showing them how they have met these "vague, impossible goals" by the end of the term. It is another point of personal pride when they are shown they really did learn that.