

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Psychology	150	PSY 150 07/07/2021- Psychology of Work
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Behavioral Sciences
Faculty Preparer		Maria Ortega
Date of Last Filed Assessment Report		04/26/2018

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes April 2018

2. Briefly describe the results of previous assessment report(s).

Students met the standard of success for outcomes 1, 2, and 3.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

End of the semester reflection paper changed from optional to required increasing completion rate. Multiple-choice exams were included in this assessment.
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II. Assessment Results per Student Learning Outcome

Outcome 1: Analyze the workplace as an organization and identify patterns of corporate behavior.

- Assessment Plan
 - Assessment Tool: Comprehensive paper on an organization
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All students that complete final assessment

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: The average score for each rubric area will be a 3 of 4 or higher. Areas where the average is below 3 will be identified for review.
- Who will score and analyze the data: Behavioral Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	50

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total enrollment for Fall 2020 and Winter 2021 was 52. Of the 52 students, 50 completed the required reflective paper. Students who did not complete the reflective paper assessment are not included in this assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. All students enrolled in two semesters (Fall 2020 and Winter 2021) who completed the reflective paper were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome was assessed by having students write an end-of-semester reflective paper on what was learned throughout the semester. A departmentally-developed rubric identifying five criterion areas representing course objectives was used to score the papers. Students could receive a score from 1-4 for each area, and Criterion A corresponded to this outcome. Students could receive a score from 1-4 for each area, and Criterion A corresponded to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
For this outcome, the standard of success in the assessment plan was that the average score for each rubric area would be a 3 or 4. However, it was more meaningful to look at the percentage of students who scored a 3 or 4. The standard of success used in this assessment was: 70% of students will score 3 out of 4 points or higher on the outcome-related rubric area. This will be updated in the master syllabus.
A total, combined two semesters, of 50 students completed this assignment.
The percentage of students scoring a 3 or 4 in the outcome-related rubric area is 72% (36/50) for outcome one.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Based on the success rates of both the reflective paper and department exam for this outcome, it appears students are able to analyze the workplace as an organization and identify patterns of corporate behavior. Patterns addressed include leadership styles, power and politics in organizations, and the changing nature of work.
When reviewing the outcome one item analysis of assessment exam questions, there were only 7 of 20 questions where fewer than 70% of the students correctly answered the question over the two semesters assessed. This would suggest that students are able to demonstrate a broad understanding of this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As noted above, a few questions were consistently answered incorrectly on this assessment. When looking at the questions, it is easy to see how these questions could be confusing to students. It might be worth reevaluating the questions to see if the questions need to be reworded or if additional lessons are needed in these areas.
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Outcome 1: Analyze the workplace as an organization and identify patterns of corporate behavior.

- Assessment Plan

- Assessment Tool: Departmental Exam
- Assessment Date: Fall 2020
- Course section(s)/other population: All sections
- Number students to be assessed: All students
- How the assessment will be scored: Item analysis using an answer key
- Standard of success to be used for this assessment: 70% of the students will correctly answer outcome related questions.
- Who will score and analyze the data: Behavioral Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	50

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total enrollment for both semesters was 52. Two students did not attempt the exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. Both the Fall 2020 and Winter 2021 sections were offered online. All but two students enrolled in the two semesters were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given a multiple-choice test, and it was scored with an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
The standard of success in the assessment plan reads: 70% of the students will correctly answer outcome related questions. However, it was more meaningful to examine whether or not 70% of students scored 70% or higher on the outcome-related questions. This will be updated in the master syllabus.
Overall, 42 (84%) of the 50 students correctly answered 70% of the outcome one exam questions, exceeding the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Based on the success rates of both the reflective paper and department exam for this outcome, it appears students are able to analyze the workplace as an organization and identify patterns of corporate behavior. Patterns addressed include leadership styles, power and politics in organizations, and the changing nature of work.
When reviewing the outcome one item analysis of assessment exam questions, there were only 7 of 20 questions where fewer than 70% of the students correctly answered the question over the two semesters assessed. This would suggest that students are able to demonstrate a broad understanding of this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As noted above, a few questions were consistently answered incorrectly on this assessment. When looking at the questions, it is easy to see how these questions could be confusing to students. It might be worth reevaluating the questions to see if the questions need to be reworded or if additional lessons are needed in these areas.
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Outcome 2: Identify the psychology of an individual as a worker within a workplace organization.

- Assessment Plan
 - Assessment Tool: Comprehensive paper on an organization
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All

- Number students to be assessed: All students that complete final assessment
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: The average score for each rubric area will be a 3 of 4 or higher. Areas where the average is below 3 will be identified for review.
- Who will score and analyze the data: Behavioral Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	50

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total enrollment for Fall 2020 and Winter 2021 was 52. Of the 52 students, 50 completed the required reflective paper. Students who did not complete the reflective paper assessment are not included in this assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. All students enrolled in two semesters (Fall 2020 and Winter 2021) who completed the reflective paper were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome was assessed by having students write an end-of-semester reflective paper on what was learned throughout the semester. A departmentally-developed rubric identifying five criterion areas representing course objectives was used to score the papers. Students could receive a score from 1-4 for each area, and Criterion B corresponded to this outcome. Students could receive a score from 1-4 for each area, and Criterion A corresponded to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

For this outcome, the standard of success in the assessment plan was that the ~~an~~ average score for each rubric area would be a 3 or 4. However, it was more meaningful to look at the percentage of students who scored a 3 or 4. The standard of success used in this assessment was: 70% of students will score 3 out of 4 points or higher on the outcome-related rubric area. This will be updated in the master syllabus.

A total, combined two semesters, of 50 students completed this assignment.

The percentage of students scoring a 3 or 4 in the outcome-related rubric area for outcome two is 70% (35/50).

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students scored above the threshold on both the reflective paper and department exam questions on outcome two. It appears that students have a relatively good grasp of the psychology of an individual as a worker relative to the workplace organization (i.e. stress management, anchors to career and work choices, and motivation).

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While most students appear to grasp the materials as reflected in their overall aggregate scores meeting or slightly exceeding the threshold, there certainly is room for improvement. We can improve by reinforcing these topics through readings, online activities, and discussion board forums.

Outcome 2: Identify the psychology of an individual as a worker within a workplace organization.

- Assessment Plan
 - Assessment Tool: Departmental Exam
 - Assessment Date: Fall 2020

- Course section(s)/other population: All sections
- Number students to be assessed: All students
- How the assessment will be scored: Item analysis using an answer key
- Standard of success to be used for this assessment: 70% of the students will correctly answer outcome related questions.
- Who will score and analyze the data: Behavioral Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	50

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total enrollment for both semesters was 52. Two students did not attempt the exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. Both the Fall 2020 and Winter 2021 sections were offered online. All but two students enrolled in the two semesters were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given a multiple-choice test, and it was scored with an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success in the assessment plan reads: 70% of the students will correctly answer outcome related questions. However, it was more meaningful to examine whether or not 70% of students scored 70% or higher on the outcome-related questions. This will be updated in the master syllabus.

Overall, 70% (35/50) of the students correctly answered 70% of the outcome two exam questions, meeting the 70% or higher standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students scored above the threshold on both the reflective paper and department exam questions on outcome two. It appears that students have a relatively good grasp of the psychology of an individual as a worker relative to the workplace organization (i.e. stress management, anchors to career and work choices, and motivation).

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While most students appear to grasp the materials as reflected in their overall aggregate scores meeting or slightly exceeding the threshold, there certainly is room for improvement. We can improve by reinforcing these topics through readings, online activities, and discussion board forums.

Outcome 3: Articulate the connection between the individual and that individual's workplace organization in relation to social psychology and personality theory.

- Assessment Plan
 - Assessment Tool: Comprehensive paper on an organization
 - Assessment Date: Fall 2020
 - Course section(s)/other population: All
 - Number students to be assessed: All students that complete final assessment
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: The average score for each rubric area will be a 3 of 4 or higher. Areas where the average is below 3 will be identified for review.
- Who will score and analyze the data: Behavioral Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	50

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total enrollment for Fall 2020 and Winter 2021 was 52. Of the 52 students, 50 completed the required reflective paper. Students who did not complete the reflective paper assessment are not included in this assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. All students enrolled in two semesters (Fall 2020 and Winter 2021) who turned in a reflective paper were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome was assessed by having students write an end-of-semester reflective paper on what was learned throughout the semester. A departmentally-developed rubric identifying five criterion areas representing course objectives was used to score the papers. Students could receive a score from 1-4 for each area, and Criterion C corresponded to this outcome. Criterion D and E related to format and conventions and were not specifically associated with a learning outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
For this outcome, the standard of success in the assessment plan was that the an average score for each rubric area would be a 3 or 4. However, it was more meaningful to look at the percentage of students who scored a 3 or 4. The standard of success used in this assessment was: 70% of students will score 3 out of 4 points or higher on the outcome-related rubric area. This will be updated in the master syllabus.
A total, combined two semesters, of 50 students completed this assignment.
The percentage of students scoring a 3 or 4 in the outcome-related rubric area is 72% (36/50) for outcome three.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The reflective paper assessment indicates students are able to state and describe the connection between the individual and that individual's workplace organization in relation to social psychology and personality theory. This included the individual's responsibility to a company's mission statement, corporate ethics, working with coworkers and work life balance.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As in outcome two, here again, while most students appear to grasp the materials as reflected in their overall aggregate scores meeting or slightly exceeding the threshold, there certainly is room for improvement. We can improve by reinforcing these topics through readings, online activities, and discussion board forums.
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III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Updating the approach to assessing this course by requiring the reflective paper and conducting an item analysis of the multiple-choice exams made a huge difference in measuring students' grasp of the course material. This approach increased the completion rate providing a better representation of the accumulated knowledge students have.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I believe it is meeting the students' needs by teaching them applicable knowledge and concepts of the psychology of work. Students often comment in their reflective papers that they have learned a lot and highly recommend the course to others. Hopefully, this will help them in their future work place and organization interactions. The assessment identified the learning objectives are being met.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Will share information, results, and plans for improvement with department.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Reevaluate questions consistently answered incorrectly to see if questions need to be reworded or if additional learning material is needed.	To have exams provide more detailed and accurate information to see if outcomes are being met. To improve student learning	2021
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Reinforce topics through readings, online activities and discussion forums.	While students met the standard of success in the current assessment, there is room for improvement.	2021
Other: standards of success	The standard of success for the essay will be updated to read: 70% of students will score 3 out of 4 points or higher on the outcome-related rubric area.	These standards provide a more meaningful assessment of student learning.	2021

	The standard of success for the exam will be updated to read: 70% of students will score 70% or higher on the outcome-related questions.		
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Essay Outcomes Rubric Results](#)

[Essay Outcomes Rubric](#)

[Exam Outcome 1 Excel](#)

[Exam Outcome 2 Excel](#)

[Exam Outcome Analysis](#)

Faculty/Preparer: Maria Ortega **Date:** 07/16/2021

Department Chair: Starr Burke **Date:** 07/20/2021

Dean: Scott Britten **Date:** 07/21/2021

Assessment Committee Chair: Shawn Deron **Date:** 12/01/2021

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Psychology	150	PSY 150 11/17/2016- Psychology of Work
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Maria Ortega
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Analyze a workplace as an organization.

- Assessment Plan
 - Assessment Tool: Comprehensive paper on an organization.
 - Assessment Date: Winter 2014
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 80% of students will achieve at least a 16 out of 20 (80%) on the final paper.
 - Who will score and analyze the data: Behavioral Science faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	2017

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
46	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The total enrollment for both semesters was 46. Two students withdrew. Not all students completed the reflection paper, choosing instead to submit projects.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. Both sections were offered online. All students enrolled in two semesters were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome was assessed by having students write a reflective paper on what was learned throughout the semester. A department-developed rubric identifying five criterion areas representing course objectives was used to score the papers.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the 39 students who were assessed, 36 (92%) scored 80% or above.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most students were successful in discussing characteristic features of employment organizations and the role of the employee in these corporate cultures.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While most students appear to grasp the materials as reflected in their overall individual and aggregate high scores, there is a concern that not all students completed the reflection paper. Therefore, it may be wise to consider expanding the assessment tool to include the course exams to obtain more data that are meaningful.

Outcome 2: Analyze aspects of the individual as worker within an organization.

- Assessment Plan

- Assessment Tool: Comprehensive paper on an organization.
- Assessment Date: Winter 2014
- Course section(s)/other population: all
- Number students to be assessed: all
- How the assessment will be scored: Departmentally-developed rubric.
- Standard of success to be used for this assessment: 80% of students will achieve at least a 16 out of 20 (80%) on the final paper.
- Who will score and analyze the data: Behavioral Science faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	2017

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
46	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Total enrolled for both semesters was 46. Two students withdrew from the course. Not all students did the reflection paper choosing instead to complete the optional projects.
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4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of the course is offered each semester. For winter 2017 and spring/summer 2017, those sections were online. All students enrolled in two semesters were assessed.
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were assigned to write a reflective paper addressing material covered in each module. A department-developed rubric identifying five criterion areas was used to score students' papers.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
Of the 39 students who were assessed, 36 (92%) scored 80% or above.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

As demonstrated in the reflection paper, students are able to describe the role an individual employee plays in the work place and within a corporate organization. This includes addressing professionalism in the workplace, managing stress, and motivation in the organization/ workplace.
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8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Although the individual and aggregate results of the reflection paper indicates students have an excellent understanding of the role of the individual within an organization, not all students chose to complete the reflection paper. Seven elected to submit projects instead. As previously stated, the assessment tool may need to expand to include the required course exams to obtain meaningful data.
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Outcome 3: Articulate the connection between the individual and that individual's workplace organization.

- Assessment Plan
 - Assessment Tool: Comprehensive paper on an organization.
 - Assessment Date: Winter 2014
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 80% of students will achieve at least a 16 out of 20 (80%) on the final paper.
 - Who will score and analyze the data: Behavioral Science faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	2017

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
46	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Total enrolled for both semesters was 46 students. Two students withdrew. Not all students elected to complete the reflection paper. Instead, seven students choose to submit projects.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Once section of this course is offered each semester. The course was offered online during these two semesters. All students enrolled in both semesters who completed a reflection paper were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were assigned to write a reflective paper addressing material covered in each module. A department-developed rubric identifying five criterion areas was used to score students' papers.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the 39 students who were assessed, 36 (92%) scored 80% or above.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to state and describe in their reflection papers the concepts associated with the connection between the individual and the individuals' workplace organization. This included the individuals' responsibility to a

company's mission statement, corporate ethics, and the dynamics of working in teams.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the future, the way the essay scoring is used will be revised so that we look at each criteria on the rubric to identify areas of strength and weakness.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The reflection paper provides students with an opportunity to reflect on what they have learned in the course. Overall, the students' papers are positive with students stating they learned a lot and would highly recommend the course. The papers demonstrate the course is meeting the identified learning objectives. However, given that not all students completed the reflection paper it does appear there is a need to expand the assessment tool to include the required course exams to better gauge student and course success.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Will share information, results, and plans for improvement with department.

- 3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Expand the assessment to include required course exams.	Exams will provide more detailed information will allow us to see if individual outcomes are being met.	2019

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[PSY 150 Rubric](#)
[PSY 150 Scores](#)

Faculty/Preparer:	Maria Ortega	Date: 08/15/2017
Department Chair:	Starr Burke	Date: 08/16/2017
Dean:	Kristin Good	Date: 08/17/2017
Assessment Committee Chair:	Michelle Garey	Date: 04/25/2018

COURSE ASSESSMENT REPORT

I. Background Information

- 1. Course assessed:
 Course Discipline Code and Number: **PSY 150**
 Course Title: **Psychology of Work**
 Division/Department Codes: **HSS/Behavioral Sciences Department**

- 2. Semester assessment was conducted (check one):

- Fall 2011__
- Winter 20__
- Spring/Summer 20__

- 3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify): **Reflective Paper**

- 4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

No

- 5. Indicate the number of students assessed and the total number of students enrolled in the course.

25 students of 26 enrolled were assessed. 21 of 25 completed the assessment tool.

- 6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

All Students were assessed (or withdrew)

II. Results

- 1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

No changes have been implemented in the course as a result of the previous assessment.

- 2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

- 1) **Analyze a workplace as an organization**
- 2) **Analyze aspects of the individual as worker within an organization**
- 3) **Articulate the connection between the individual and that individual's workplace organization.**

- 3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

80% of students will achieve at least a 16 out of 20 (80%) on the final paper.

COURSE ASSESSMENT REPORT

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment*

21 of 25 students (84%) achieved the learning outcome on the reflective paper. The four students who did not achieve the learning outcome did not submit a reflective paper.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: Students met the learning outcomes. Their reflective papers demonstrated a grasp of the learning objectives and an application of the material covered in the modules. The students were able to display an analytical overview of the workplace as an organization. The papers reflected an understanding of the individual within the organization. Further, the papers articulated an understanding of the relationship of the individual and the individual's workplace organization as delineated in the master syllabus outcomes.

Weaknesses: There does not appear to be any weakness overall.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

The reflective paper appears to be an excellent tool in providing students an opportunity to analyze each modules objective as a whole. The reflective paper assignment should continue unmodified as the capstone to the course.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods
Change/rationale:

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h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The reflective paper as a tool was very effective. It provided students with an opportunity to examine the modules in their totality. The students were able to articulate and identify the relevance of the course concepts to the individual and the individual's workplace organization.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

No changes will be made.

3. Which outcomes from the master syllabus have been addressed in this report?

All Selected

If "All", provide the report date for the next full review: **Fall 2014**

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

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Faculty/Preparer

Signature M. Ortega Date: 8/27/12

Print: Starr Burke
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Signature Starr Burke Date: 8/27/12

Print: William Abernethy
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Signature W. Abernethy Date: AUG 29 2012