Discipline	Course Number	Title
Human Services Worker	220	HSW 220 11/26/2019- Group Dynamics and Counseling
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Will Teague
Date of Last Filed Assessment Report		

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
    >
    > 3/24/2015

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

    > This course is doing an excellent job of educating students and ensuring that they have the skills and knowledge necessary to be effective in the field.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

    > No changes intended.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize interpersonal forces typical of any group, such as norms, conformity, developmental stages, cohesion, and state how these forces can be utilized in personal healing and change.

-   Assessment Plan

    -   Assessment Tool: Portfolio - session outlines.

    -   Assessment Date: Fall 2019

    -   Course section(s)/other population: Random sample of 50% of all students with a minimum of 1 full section

- Number students to be assessed: 50% of students

- How the assessment will be scored: departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of students will score 70% or higher.

- Who will score and analyze the data: departmental 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)
	2019	

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

# of students enrolled	# of students assessed
8	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 course is cross-listed, and this assessment contains data from all sections in both Fall 2018 and Winter 2019. Winter 2019 was the first semester that the was course cross-listed in the schedule.

All students who completed the course were assessed.

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.

All students who completed the course during Fall 2018 and Winter 2019 were assessed. All sections of this course were taught face-to-face.

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

This outcome was assessed using a student presentation of their observation and review of a group. Students were assessed on 17 different areas of groups and shared their evaluations and observations of the group.

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
100% of the students scored 90% or higher on the group presentation. This meets or exceeds the standard of success which was established as 80% of the students will score 80% or higher.

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 identify the interpersonal forces typical of groups and express those in their presentation. 50 of 50 students scored 100% on their presentations.

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.

Continue to emphasize the recognition of effective group practice.

Outcome 2: Identify common patterns and problems (such as rescuing and scapegoating) in group interaction, and state strategies for managing these procedures.

- Assessment Plan
    - Assessment Tool: Portfolio - Emergency procedures and problem solutions section.
    - Assessment Date: Fall 2019
    - Course section(s)/other population: Random sample of 50% of all students with a minimum of 1 full section
    - Number students to be assessed: 50% of students
    - How the assessment will be scored: departmentally-developed rubric
    - Standard of success to be used for this assessment: 75% of students will score 70% or higher.
    - Who will score and analyze the data: departmental 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)
	2019	

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

# of students enrolled	# of students assessed
8	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 course is cross-listed and this assessment contains data from all sections in both Fall 2018 and Winter 2019. Winter 2019 was the first semester that the course was cross-listed in the schedule.

All students who completed the course were assessed.

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.

All students who completed the course during Fall 2018 and Winter 2019 were assessed. All sections of this course were taught face-to-face.

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

This outcome was assessed using a student presentation of their observation and review of a group. Students were assessed on 17 different areas of groups and shared their evaluations and observations of the group.

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

100% of the students scored 90% or higher on the group presentation. This meets or exceeds the standard of success which was established as 80% of the students will score 80% or higher.

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 identify the interpersonal forces typical of groups and express those in their presentation. 50 of 50 students scored 100% on their presentations.

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.

Continue to emphasize the recognition of effective group practice.

Outcome 3: Demonstrate beginning skill in attending to thoughts and feelings, observing process and linking.

- Assessment Plan

    o Assessment Tool: Portfolio - session outline

    o Assessment Date: Fall 2019

    o Course section(s)/other population: Random sample of 50% of all students with a minimum of 1 full section

    o Number students to be assessed: 50% of students

    o How the assessment will be scored: departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

    o Who will score and analyze the data: departmental 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)
	2019	

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

# of students enrolled	# of students assessed
8	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 course is cross-listed and this assessment contains data from all sections in both Fall 2018 and Winter 2019. Winter 2019 was the first semester that the course cross-listed in the schedule.

All students who completed the course were assessed.

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.

All students who completed the course during Fall 2018 and Winter 2019 were assessed. All sections of this course were taught face-to-face.

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

This outcome was assessed using a student presentation of their observation and review of a group. Students were assessed on 17 different areas of groups and shared their evaluations and observations of the group.

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

100% of the students scored 90% or higher on the group presentation. This meets or exceeds the standard of success which was established as 80% of the students will score 80% or higher.

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 identify and demonstrate beginning skills in attending to thoughts and feelings, observing process and linking and expressing those in their presentation. 25 of 26 students scored 100% on their presentations.

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.

Continue to emphasize the recognition of effective group practice.

Outcome 4: Distinguish between ethical and unethical group practice.

- Assessment Plan

    o Assessment Tool: Portfolio - session outline

    o Assessment Date: Fall 2019

- o Course section(s)/other population: Random sample of 50% of all students with a minimum of 1 full section

- o Number students to be assessed: 50% of students

- o How the assessment will be scored: departmentally-developed rubric

- o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

- o Who will score and analyze the data: departmental 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)
	2019	

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

# of students enrolled	# of students assessed
8	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 course is cross listed and this assessment contains data from all sections in both Fall 2018 and Winter 2019. Winter 2019 was the first semester that the course was cross-listed in the schedule.

All students who completed the course were assessed.

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.

All students who completed the course during Fall 2018 and Winter 2019 were assessed. All sections of this course were taught face-to-face.

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

This outcome was assessed using a student presentation of their observation and review of a group. Students were assessed on 17 different areas of groups and shared their evaluations and observations of the group.

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>

100% of the students scored 90% or higher on the group presentation. This meets or exceeds the standard of success which was established as 80% of the students will score 80% or higher.

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 distinguish ethical and unethical group practices when observed in groups.

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.

Continue to emphasize the recognition of effective and ethical group practice.

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.

There were no intended changes

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?

Students demonstrated that not only were they able to understand information but able to recognize it when they saw it in the field. These included interpersonal forces such as norms, conformity, etc.; common patterns and problems, ethical and unethical behaviors as well as to attending to thoughts and feelings. These are all important aspects of group dynamics and the role of the counseling in the process.

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

Department meeting

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We are changing the master syllabus to match the current tools used in the assessment.	Update the information to reflect current practice.	2020

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

   6.

III. Attached Files

presentation data winter 2019 section 2
presentation data winter 2019
Presentation checklist
presentation data fall 2018
presentation data fall 2018 section 2

Faculty/Preparer: Will Teague **Date:** 12/04/2019
Department Chair: Starr Burke **Date:** 12/05/2019
Dean: Scott Britten **Date:** 12/05/2019
Assessment Committee Chair: Shawn Deron **Date:** 12/24/2020

Discipline	Course Number	Title
Sociology	220	SOC 220 03/24/2015-Group Dynamics and Counseling
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Will Teague
Date of Last Filed Assessment Report		

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

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

   No

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

   3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize interpersonal forces typical of any group, such as norms, conformity, developmental stages, cohesion, and state how these forces can be utilized in personal healing and change.

- Assessment Plan

    o Assessment Tool: Essay

    o Assessment Date: Fall 2010

    o Course section(s)/other population: random sample drawn from each section

    o Number students to be assessed: 15

- o How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.

- o Standard of success to be used for this assessment: At least 70% of students in the assessment sample will score two points or higher on the assessment instrument (?Healing/Harming").

- o Who will score and analyze the data: Behavioral Science faculty will blind-score the data when possible.

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)
2014		

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

# of students enrolled	# of students assessed
36	26

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.

All students who completed the course were assessed.

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.

All students who completed the course during fall 2014 were assessed. Both sections of this course were taught face-to-face.

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

This outcome was assessed using a student presentation of their observation and review of a group. Students were assessed on 17 different areas of groups and shared their evaluations and observations of the group.

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

100% of the students scored 90% or higher on the group presentation. This meets or exceeds the standard of success which was established as 80% of the students will score 80% or higher.

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 identify the interpersonal forces typical of groups and express those in their presentation. 25 of 26 students scored 100% on their presentations.

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.

Continue to emphasize the recognition of effective group practice.

Outcome 2: Identify common patterns and problems (such as recuing and scapegoating) in group interaction, and state strategies for managing these procedures.

- Assessment Plan

    o Assessment Tool: Written paragraph in response to a prompt

    o Assessment Date: Fall 2010

    o Course section(s)/other population: random sample drawn from each section

    o Number students to be assessed: 15

    o How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.

    o Standard of success to be used for this assessment: At least 70% of students in the assessment sample will score three points or higher on the assessment instrument (?Parent Support Group").

    o Who will score and analyze the data: Behavioral Science faculty will blind-score the data when possible.

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)
2014		

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

# of students enrolled	# of students assessed
36	26

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.

All students who completed the course were assessed.

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.

All students who completed the course during fall 2014 were assessed. Both sections of this course were taught face-to-face.

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

This outcome was assessed using a student presentation of their observation and review of a group. Students were assessed on 17 different areas of groups and shared their evaluations and observations of the group.

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

100% of the students scored 90% or higher on the group presentation. This meets or exceeds the standard of success which was established as 80% of the students will score 80% or higher.

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 identify the common patterns and problems in group interaction and express those in their presentation. 25 of 26 students scored 100% on their presentations.

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.

Continue to emphasize the recognition of effective group practice.

Outcome 3: Demonstrate beginning skill in attending to thoughts and feelings, observing process and linking.

- Assessment Plan

    o Assessment Tool: Observation of students in simulated exercises.

    o Assessment Date: Fall 2010

    o Course section(s)/other population: Random sample drawn from each section

    o Number students to be assessed: 15

    o How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.

    o Standard of success to be used for this assessment: At least 70% of students in the assessment sample will score two points or higher on the assessment instrument (?Simulated Leadership Role").

    o Who will score and analyze the data: Behavioral Science faculty will blind-score the data when possible.

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)
2014		

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

# of students enrolled	# of students assessed
36	26

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.

All students who completed the course were assessed.

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.

All students who completed the course during fall 2014 were assessed. Both sections of this course were taught face-to-face.

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

This outcome was assessed using a student presentation of their observation and review of a group. Students were assessed on 17 different areas of groups and shared their evaluations and observations of the group.

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

100% of the students scored 90% or higher on the group presentation. This meets or exceeds the standard of success which was established as 80% of the students will score 80% or higher.

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 identify and demonstrate beginning skills in attending to thoughts and feelings, observing process and linking and express those in their presentation. 25 of 26 students scored 100% on their presentations.

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.

Continue to emphasize the recognition of effective group practice.

Outcome 4: Demonstrate the ability to distinguish between ethical and unethical group practice.

- Assessment Plan

  o Assessment Tool: Written paragraph in response to a prompt.

  o Assessment Date: Fall 2010

  o Course section(s)/other population: Random sample drawn from each section.

  o Number students to be assessed: 15

  o How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.

  o Standard of success to be used for this assessment: at least 70% of students in the assessment sample will score three points or higher on the assessment instrument (?Ethical Violations").

- o Who will score and analyze the data: A Behavioral Science faculty will blind-score the data when possible.

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)
2014		

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

# of students enrolled	# of students assessed
36	26

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.

All students who completed the course were assessed.

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.

All students in all sections of the fall 2014 SOC 220 were assessed. All courses were offered in face-to-face mode.

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

Student performance on this outcome was assessed using a written exam. Questions, related to ethical group practices were identified. The standard of success was identified as 80% of the students would correctly answer each assessment related question.

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

100% of the students scored 80% or higher on each assessment related question.

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

Based on the exam questions, students were able to differentiate between ethical and unethical group practice. Questions included true/false, multiple choice, as well as scenarios to demonstrate effective learning.

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.

None

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.

2.

3. 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?

This course is doing an excellent job of educating students and ensuring that they have the skills and knowledge necessary to be effective in the field.

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

This information will be shared with all course instructors, and a brief summary will be provided to other instructors in the department.

5.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

7.

III. Attached Files

Data

Faculty/Preparer: Will Teague **Date:** 03/24/2015
Department Chair: Starr Burke **Date:** 03/26/2015
Dean: Dena Blair **Date:** 03/26/2015
Assessment Committee Chair: Michelle Garey **Date:** 04/23/2015