

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Sociology	220	SOC 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

03/24/2015

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

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

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: Essay
 - Assessment Date: Fall 2010

- Course section(s)/other population: random sample drawn from each section
- Number students to be assessed: 15
- How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.
- 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").
- 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)
2018	2019	

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

# of students enrolled	# of students assessed
48	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.

All students who completed the course were assessed.
This course is cross-listed with HSW 220.

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

Continue to emphasize the recognition of effective group practice.
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Outcome 2: Identify common patterns and problems (such as recuing and scapegoating) in group interaction, and state strategies for managing these procedures.

- Assessment Plan
 - Assessment Tool: Written paragraph in response to a prompt
 - Assessment Date: Fall 2010
 - Course section(s)/other population: random sample drawn from each section
 - Number students to be assessed: 15
 - How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.
 - 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").
 - 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)
2018	2019	

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

# of students enrolled	# of students assessed
48	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.

All students who completed the course were assessed.
 This course is cross-listed with HSW 220

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 common patterns and problems in group interaction 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
 - Assessment Tool: Observation of students in simulated exercises.
 - Assessment Date: Fall 2010
 - Course section(s)/other population: Random sample drawn from each section
 - Number students to be assessed: 15
 - How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.
 - 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").
 - 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)
2018	2019	

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

# of students enrolled	# of students assessed
48	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.

All students who completed the course were assessed.

This course is cross-listed with HSW 220.

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

- Assessment Plan

- Assessment Tool: Written paragraph in response to a prompt.
- Assessment Date: Fall 2010
- Course section(s)/other population: Random sample drawn from each section.
- Number students to be assessed: 15
- How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.
- 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").
- 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)
2018	2019	

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

# of students enrolled	# of students assessed
48	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.

All students who completed the course were assessed.
This course is cross-listed with HSW 220.

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 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 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 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
No changes intended.			

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

6.

III. Attached Files

- [presentation data fall 2018 section 2](#)
- [presentation data winter 2019](#)
- [presentation data winter 2019 section 2](#)
- [Presentation checklist](#)
- [presentation data fall 2018](#)

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

**Course Assessment Report
Washtenaw Community College**

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. 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: Essay
 - Assessment Date: Fall 2010
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 - 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").
 - 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

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.

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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**
 - **Assessment Tool:** Written paragraph in response to a prompt
 - **Assessment Date:** Fall 2010
 - **Course section(s)/other population:** random sample drawn from each section
 - **Number students to be assessed:** 15
 - **How the assessment will be scored:** Student writings and role play will be assessed using departmentally-developed rubrics.
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 - **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.

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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
 - Assessment Tool: Observation of students in simulated exercises.
 - Assessment Date: Fall 2010
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 - How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.
 - 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").
 - 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
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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
 - Assessment Tool: Written paragraph in response to a prompt.
 - Assessment Date: Fall 2010
 - Course section(s)/other population: Random sample drawn from each section.
 - Number students to be assessed: 15
 - How the assessment will be scored: Student writings and role play will be assessed using departmentally-developed rubrics.
 - 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").
 - 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

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?

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.

2. 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.

3. Intended Change(s)

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

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

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

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: SOC 220
 Course Title: Group Dynamics & Counseling
 Division/Department Codes: Humanities, Social, & Behavioral Sciences / Behavioral Sciences

2. Semester assessment was conducted (check one):
 Fall 2011
 Winter 2012
 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): Each student must work in a group to create a Group Project
 Other (specify):

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.
 This assessment has never been used before; previous assessments were based on essay questions not a Capstone Project.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 Fall 2011 section 1 (24/24), Fall 2011 section 2 (21/21)
 Winter 2012 section 1 (24/24), Winter 2012 section 2 (22/22)

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

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment. Previous assessment indicated that more "role play" exercises were needed as a result the group project (capstone) was created.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 - a. 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.
 - b. Identify common patterns and problems in group interaction, and state strategies for managing these procedures.
 - c. Demonstrate beginning skill in attending to thoughts and feelings, observing process and linking.
 - d. Demonstrate the ability to distinguish between ethical and unethical group practice.

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.)*
 - a. Student writings will be assessed using departmentally-developed rubrics.
 - b. Student writings will be assessed using departmentally-developed rubrics.
 - c. Student writings will be assessed using departmentally-developed rubrics.
 - d. Student writings will be assessed using departmentally-developed rubrics.

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
 - a. For outcomes B & C, 90% of students scored acceptable or better. Outcome D, 95% of students' scores were acceptable or better. For outcome A, only 65% of students scored acceptable or better with 10% scoring poor and 25% scoring unacceptable.
 - b. The standard for success was met for all outcomes except outcome A, which was missed by 5%.
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: Overall, students demonstrated acceptable performance in terms of meeting the goals of the course.

Weaknesses: The greatest weakness was in willingness to address multicultural issues, it is not clear if the students left them out due to feeling that they were not important, or if the students just did not feel that they were knowledgeable enough to address those issues.

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.
 - a. In order to address the weakness of our students addressing multicultural issues, additional lecture and emphasis will be placed on the importance of ability to deal with diversity.
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: Outcomes and assessments may be altered in the future to reflect the more real world hands-on approach that our students are needing to learn to move into the working environment.
 - 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: Additional emphasis will be place on addressing multicultural issues
 - f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
 - g. Instructional methods
Change/rationale: Addition to existing lectures will address how different cultural groups may respond in different fashions to certain interventions.
 - h. Individual lessons & activities
Change/rationale:
3. What is the timeline for implementing these actions?
 - a. Changes will be implemented in the Fall 2012 semester.

COURSE ASSESSMENT REPORT

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.
 - a. Using the binders as a capstone measure to demonstrate acquired knowledge and its application in a practical sense was wonderful. It has allowed the assessor access to the students' interpretation of how they will use the tools and skills that have been taught in a real world, practical sense.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
 - a. Tools were effective but they can be improved to reflect the student's acquisition of knowledge and how they plan to employ that in practice.

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: Summer 2015

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

Submitted by: W. Justin Teague MA LLP CAADC

Print: W. Justin Teague MA LLP CAADC Signature: [Signature] Date: 6-1-12
 Faculty/Preparer

Print: Steve Burke Signature: [Signature] Date: 6/6/12
 Department Chair

Print: _____ Signature: [Signature] Date: JUN 06 2012
 Dean/Administrator

COURSE ASSESSMENT REPORT

Background Information

1. Course assessed:
 Course Discipline Code and Number: SOC 220
 Course Title: Group Dynamics & Counseling
 Division/Department Codes: MNB/BEH

2. Semester assessment was conducted (check one):
 Fall 2007
 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):

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.
 The rubric was altered slightly from the version originally submitted. The original rubric involved a six-point scale; it was modified to a five-point scale. It is believed that the revised version is a more flexible assessment instrument.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 23/23

6. Describe how students were selected for the assessment.
 All students in the class were assessed.

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 No previous assessment had been executed.

2. State each outcome from the master syllabus that was assessed.
 Outcome Two: the student will identify common patterns and problems (such as rescuing and scapegoating) in group interaction, and state strategies for managing these problems.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.
 All 23 students in the class were asked to read a story about a fictional group. The story described a situation in which one of the members engaged in inappropriate advice-giving. Students were first asked to explain what they thought was happening in the story. Then they were asked to state what they thought the group leader should do in this situation. Student responses were then scored on a five-point Likert scale (see attachments).

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.

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COURSE ASSESSMENT REPORT

The standard of success used was as follows: 80% of students assessed were to score a "2" or higher on the five-point scale (4= highest; 0=lowest). 21 of the 23 students attained this standard, or 91%.

- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 - Strengths: Over 90% of the students were able to correctly identify not only the specific problem described, but were also able to state what course of action an effective group leader would need to take.
 - Weaknesses: Only 4 of 23 students (17%) demonstrated the ability to accurately relate the specific interactions to larger group dynamics.

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, along with a timeline for these actions.

More class time will be spent in story analysis or in role-playing exercises - for the purpose of helping students identify larger group processes.
- 2. Identify any other 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.
 - Master syllabus
Change/rationale:
 - Curriculum
Change/rationale:
 - Course syllabus
Change/rationale: I
 - Course assignments
Change/rationale:
 - Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
 Change/rationale:
 - Instructional methods
Change/rationale: Incorporate more role-play exercises in the middle part of the course. Supplement the role-play exercises with additional "case study" (i.e., give the students realistic situations to which they must respond - in the same way that they responded to the prompt in this assessment).
 - Other:
Change/rationale:

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 assessment tools were deemed to be effective in measuring student mastery of learning objectives.
- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

n/a

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COURSE ASSESSMENT REPORT

WASHTENAW COMMUNITY COLLEGE

Submitted by:

CHRIS M. SIEHL

Name: Chris M Siehl

Date: 6/30/08

Department Chair: Steve Burk

Date: 7/1/08

Dean: M. Showalter

Date: JUL - 1 2008

logged 7/7/08 sj

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