



SLO Assessment Cycle for HUMA 50

Understanding and Managing Stress SLO Modified: [10/06/2010]

KD Le Huynh's Team Members:

1. [Barbara Dahlke](#) (x8571) HUMA

Additional Team members not on list/notes about team:

Shireen Luna Woo

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Distinguish and list the physiological symptoms when under stress and critique its impact on the body.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [06/11/2010]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: KD Le Huynh

Assessment Tools: Exams

Sections being assessed: 10W

Outcome 1: Reflect & Enhance Modified: [10/06/2010]

Number of people involved in Phase III: 2

Changes:

Methods:

From the 3 exams given during the course of the quarter, we broke down our SLO into 4 topic areas to assess. Within each topic area, we selected relevant test questions that measure students' understanding of the topic. The 4 areas identified were 1. Physiological symptoms of stress, 2. Impact of stress symptoms on the body, 3. Stress management strategies to reduce stress, 4. Relaxation techniques to reduce stress. Under this SLO #1, Two topics were assessed: Physiological symptoms of stress and Impact of stress symptoms on the body, we tabulated the number of incorrect responses to test questions pertaining to each topic area and noted those questions with the highest error rate.

Summary:

1. Physiological symptoms of stress:

Under this topic, 3 questions were used to measure the students learning. There was a very low rate of error. Therefore, this indicates that students have the highest level of understanding of this topic.

2. Impact of stress symptoms on the body:

Under this topic, 4 questions were asked to measure the students learning. There was a low rate of error. Therefore, this area also indicates that students have a very high level of understanding of this topic.

Enhancement (Part I):

A couple of ways to improve student learning are by enhancing course content around the topics and questions that had the highest percentage of error and by clarifying how test questions are stated and rewording them as necessary.

Enhancement (Part II):

In order to enhance course content around the relevant topics, we need more resources allocated to this course to pay for DVDs, CDs, and to offer stipends for guest speakers on various topics. We need a classroom facility where internet access is available for on line resources and up to date information. We also need a classroom that is large enough and adjustable to allow for desk rearrangements for class

activities.

Outcome 2: Statement Modified: []

Develop and apply stress management strategies that can be used to reduce the physiological symptoms of stress.

Outcome 2: Assessment Planning Modified: [06/11/2010]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: KD Le Huynh

Assessment Tools: Exams

Sections being assessed: 10W

Outcome 2: Reflect & Enhance Modified: [10/06/2010]

Number of people involved in Phase III: 2
Changes:
Methods:

From the 3 exams given during the course of the quarter, we broke down the 2 SLOs into 4 topic areas to assess. The 4 areas identified were 1. Physiological symptoms of stress, 2. Impact of stress symptoms on the body, 3. Stress management strategies to reduce stress, 4. Relaxation techniques to reduce stress.

Under this SLO #2, Two topics were assessed: Stress management strategies to reduce stress and Relaxation techniques to reduce stress. Within each topic area, we selected relevant test questions that measure students' understanding of the topic. We tabulated the number of incorrect responses to test questions pertaining to each topic area and noted those questions with the highest error rate.

Summary:

3. Stress management strategies to reduce stress:

Under this topic, 8 questions were asked to measure the students learning. There were 2 questions that had an extremely high rate of error. The questions were concerning skills to challenge automatic negative thoughts and the appropriate amount of time for a power nap to recharge the body. These 2 test questions could be seen as misleading due to the wording of the questions and the similarity of the answer responses. This is definitely an area to improve by rewording questions and answer responses to make them clearer.

4. Relaxation techniques to reduce stress.

Under this topic, 5 questions were asked to measure the students learning. There was 1 question that had an extremely high rate of error. The question was concerning the relationship between humor and laughter in reducing stress. This particular test question could be seen as confusing due to the nature of true/false questions. The question asked for what is "NOT true" vs. "true." This might have made the question puzzling to students especially when 1 of the answer responses was negative as well. Overall, students did well in this area except for that 1 question where improvement is needed.

Enhancement (Part I):

A couple of ways to improve student learning are by enhancing course content around the topics and questions that had the highest percentage of error and by clarifying how test questions are stated and rewording them as necessary.

Enhancement (Part II):

In order to enhance course content around the relevant topics, we need more resources allocated to this course to pay for DVDs, CDs, and to offer stipends for guest speakers on various topics. We need a classroom facility where internet access is available for on line resources and up to date information. We also need a classroom that is large enough and adjustable to allow for desk rearrangements for class activities.

[Number of Outcomes for HUMA 50: 2]

