

## GBC Class/Course Assessment Report

Course Prefix, Number, and Title: HMS 104 Sm Group Interact Technq  
 Section Number(s): 1001  
 Department: Health Sciences and Human Services  
 Instructor: Dr. Gerardo Wence-Munoz

Academic Year: 2024  
 Semester: Spring  
 Is this a GenEd class? Yes \_\_\_ No X

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

| Class/Course Outcomes   | Assessment Measures  | Assessment Results  | Outcome Results Analysis   |
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| In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.   | In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome. | In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met. | In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.  |
| <p><b>Outcome #1:</b> Understanding Group Formation<br/>           After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills: Planning for group.</p> <p>LO1-1 List at least five reasons for leading groups.<br/>           LO1-2 Describe four kinds of groups.<br/>           LO1-3 Articulate two different group leadership styles.<br/>           LO1-4 Identify four characteristics that make an effective leader.<br/>           LO1-5 Describe three common ethical issues that group leaders face.</p> | <p>Assessment Measure:<br/>           Chapter 1 quiz</p> <p>Criterion for achievement:<br/>           Class average 80% or better</p>  | <p>Results:<br/>           Utilized chapter test as assessment to measure learning outcomes for Chapter 1.</p> <p>Criterion Met: Yes</p>  | <p>1. Results Analysis:<br/>           Summary statistics for all turned in submissions.<br/>           Average Score: 22<br/>           High Score: 25<br/>           Low Score: 12<br/>           Standard Deviation: 4.28</p> <p>2. Action Plan:<br/>           Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved</p> |
| <p><b>Outcome #2:</b> Understand, use and apply Stage of groups.<br/>           After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills:</p> <p>LO2-1 Articulate the three stages that occur in all groups.<br/>           LO2-2 List at least eight therapeutic forces in groups.<br/>           LO2-3 List six of Yalom's curative factors.<br/>           LO2-4 Articulate the difference between process and content in groups.</p>   | <p>Assessment Measure:<br/>           Chapter 2 Quiz</p> <p>Criterion for achievement:<br/>           Class average 80% or better</p>  | <p>Results:<br/>           Utilized chapter test as an assessment to measure learning outcomes for Chapter 6.</p>   | <p>1. Results Analysis:<br/>           Average Score: 23.50<br/>           High Score: 25<br/>           Low Score: 19<br/>           Standard Deviation: 2.17</p> <p>2. Action Plan:<br/>           Continue utilizing the assessment</p>   |

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| <p>LO2-5 Explain at least two different group dynamics that may occur in therapy groups.</p>   |   | <p>Criterion Met: Yes</p>  | <p>tool and current threshold to meet criteria for outcomes achieved.</p>   |
| <p>Outcome #3: Planning a group session.<br/>After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills</p> <p>LO4-1 Describe two aspects of a group that should be considered when conducting pregroup planning.<br/>LO4-2 Describe two aspects of a group that should be considered when conducting big-picture planning.<br/>LO4-3 Identify and plan at least one strategy to use in each phase of a session.<br/>LO4-4 Write one effective session plan.<br/>LO4-5 List four common mistakes made during the planning stages.</p>   | <p>Assessment Measure:<br/>Chapter 4 Quiz</p> <p>Criterion for achievement:<br/>Class average 80% or better</p> | <p>Results:<br/>Utilized chapter test as assessment to measure learning outcomes for Chapter 4</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:<br/>Average Score: 22.45<br/>High Score: 25<br/>Low Score: 0<br/>Standard Deviation: 8.23</p> <p>2. Action Plan:<br/>Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |
| <p>Outcome #4: Develop, plan and implement group: Stage 1<br/>After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills</p> <p>LO5-2 List two possible ways to begin the first session of a group.<br/>LO5-3 Articulate the importance of the opening few minutes of any session.<br/>LO5-4 Describe one reason for explaining the use of eyes to members during a first session.<br/>LO5-5 Explain the need for cutting off to members during the first session of a group.<br/>LO5-6 Develop an appropriate plan for the second session that anticipates the “letdown” that often occurs.</p>  | <p>Assessment Measure:<br/>Chapter 5 Quiz</p> <p>Criterion for achievement:<br/>Class average 80% or better</p> | <p>Results:<br/>Utilized chapter test as assessment to measure learning outcomes for Chapter 5</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:<br/>Average Score: 18<br/>High Score: 20<br/>Low Score: 10<br/>Standard Deviation: 3.1</p> <p>2. Action Plan:<br/>Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p>    |
| <p>Outcome #5: Understand, use and apply group leadership skills<br/>After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills</p> <p>LO6-1 Articulate the value of active listening in groups.<br/>LO6-2 Identify at least one value associated with the skill of linking members in a group.<br/>LO6-3 List three advantages of leaders using their eyes effectively.<br/>LO6-4 Explain the role of the leader’s voice when conducting groups.<br/>LO6-5 Discuss the importance of the leader’s energy when leading groups.<br/>LO6-6 List three models of coleading.<br/>LO6-7 Explain how group leaders can self-disclose to model sharing and promote discussion.</p> | <p>Assessment Measure:<br/>Chapter 6 Quiz</p> <p>Criterion for achievement:<br/>Class average 80% or better</p> | <p>Results:<br/>Utilized chapter test as assessment to measure learning outcomes for Chapter 6</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:<br/>Average Score: 24<br/>High Score: 25<br/>Low Score: 18<br/>Standard Deviation: 1.74</p> <p>2. Action Plan:<br/>Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p>   |

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| <p><b>Outcome #6: Stage 2: Using Focusing</b><br/>After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills</p> <p>LO7-1 Explain the importance of establishing the focus.<br/>LO7-2 Distinguish between holding and shifting the focus.<br/>LO7-3 Articulate at least two strategies for holding the focus.<br/>LO7-4 Describe at least two ways in which the focus of a group might shift.<br/>LO7-5 Explain the importance of deepening the focus.</p>  | <p><b>Assessment Measure:</b><br/>Chapter 7 Quiz</p> <p><b>Criterion for achievement:</b><br/>Class average 80% or better</p> | <p><b>Results:</b></p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 7</p> <p><b>Criterion Met: Yes</b></p> | <p><b>1. Results Analysis:</b></p> <p>Average Score: 18<br/>High Score:20<br/>Low Score: 15<br/>Standard Deviation: 6.3</p> <p><b>2. Action Plan:</b><br/>Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p>  |
| <p><b>Outcome #7: Understand, developing and utilizing the “Cutting off and redirecting group members skills”</b></p> <p>After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills</p> <p>LO8-1 List two reasons why cutting off is one of the hardest skills to master.<br/>LO8-2 List three ways to interrupt or cut off members who are off target or are making hurtful or harmful comments.<br/>LO8-3 Identify at least one value associated with the skill of cutting off in a group.<br/>LO8-4 List at least three techniques for drawing out members.<br/>LO8-5 Identify at least one reason why drawing members out is an essential leadership skill.</p> | <p><b>Assessment Measure:</b><br/>Chapter 8 Quiz</p> <p><b>Criterion for achievement:</b><br/>Class average 80% or better</p> | <p><b>Results:</b></p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 8</p> <p><b>Criterion Met: Yes</b></p> | <p><b>1. Results Analysis:</b></p> <p>Average Score: 23<br/>High Score: 25<br/>Low Score: 18<br/>Standard Deviation: 2.8</p> <p><b>2. Action Plan:</b><br/>Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |
| <p><b>Outcome #8: Understand the powerful element of “Rounds Dyads” in group settings.</b></p> <p>After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills</p> <p>LO9-1 List two reasons to use rounds in a group.<br/>LO9-2 Identify at least three different kinds of rounds.<br/>LO9-3 Discuss at least two aspects to consider when setting up a round.<br/>LO9-4 List at least three uses of dyads in groups.<br/>LO9-5 Describe two ways to select or pair members into dyads.</p>  | <p><b>Assessment Measure:</b><br/>Chapter 9 Quiz</p> <p><b>Criterion for achievement:</b><br/>Class average 80% or better</p> | <p><b>Results:</b></p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 9</p> <p><b>Criterion Met: Yes</b></p> | <p><b>1. Results Analysis:</b></p> <p>Average Score: 23<br/>High Score: 25<br/>Low Score: 17<br/>Standard Deviation: 2.7</p> <p><b>2. Action Plan:</b><br/>Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |

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| <p>Outcome #9: Using the “Exercises” in group counseling.</p> <p>After successful review of course material and course participation students will be able to demonstrate knowledge, understanding, and application of the following areas of learning related to Human Services: Group Leading skills</p> <p>LO10-1 List at least four reasons for using exercises in groups.<br/> LO10-2 Articulate appropriate times to use exercises in groups.<br/> LO10-3 Describe at least six kinds of exercises.<br/> LO10-4 Articulate the value of creative exercises.<br/> LO10-5 Identify three creative exercises involving props.</p> | <p>Assessment Measure:</p> <p>Chapter 10 Quiz</p> <p>Criterion for achievement:<br/> Class average 80% or better</p> | <p>Results:</p> <p>Utilized chapter test as assessment to measure learning outcomes for Chapter 10</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:</p> <p>Average Score: 17<br/> High Score: 20<br/> Low Score: 0<br/> Standard Deviation: 7.84</p> <p>2. Action Plan:<br/> Continue utilizing assessment tool and current threshold to meet criteria for outcomes achieved.</p> |
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### Notes:

Course goals and objectives were met utilizing current tools in place. Students demonstrated mastery of the information presented. No further changes are recommended for materials at this time.

I have reviewed this report:

*Brian Dankowski,*

Department Chair

Date 2/11/2025

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Dean

Date \_\_\_\_\_

\_\_\_\_\_  
Vice President of Academic Affairs and Student Services

Date \_\_\_\_\_