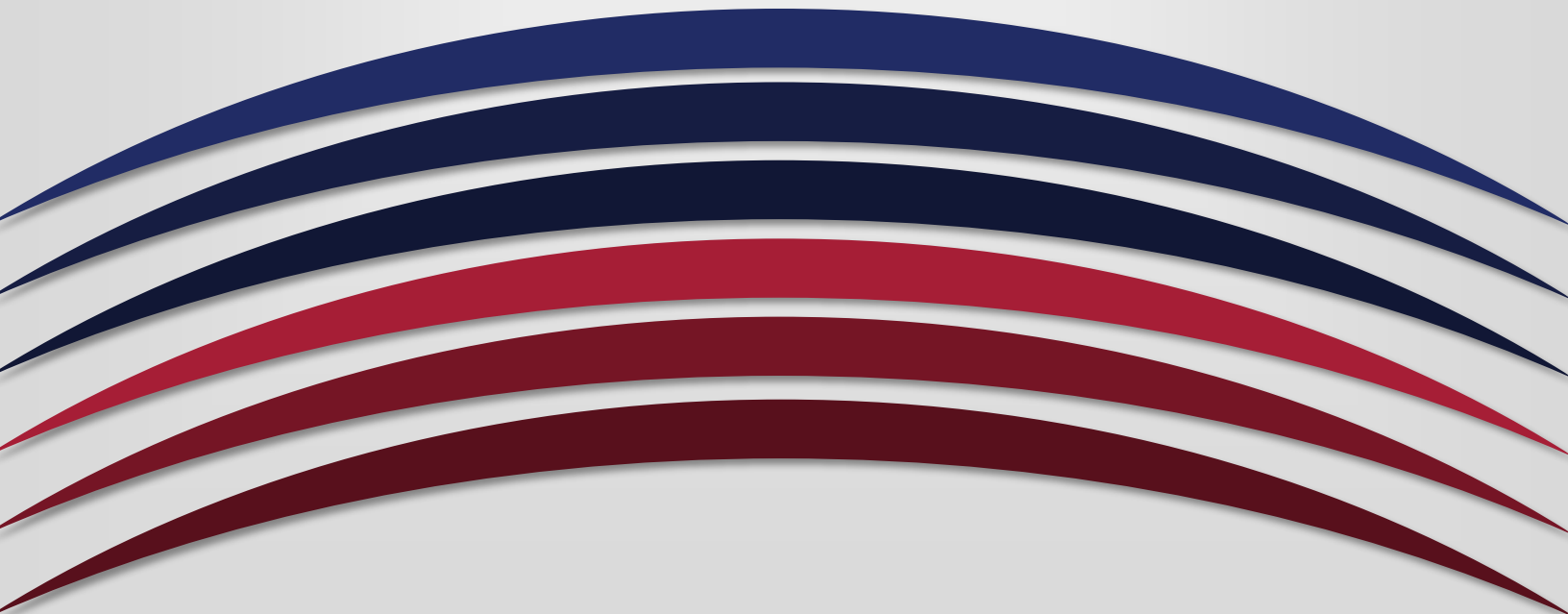




UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2019-2020:**  
**(BUS 1643 Human Relations)**



1. Name of individual compiling report: Rebecca Sterling

2. Date of submission: August 27, 2020

3. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the  
program

☒ a revision of an old plan

☐ unaltered from  
previous year

## Course-Level Learning Outcomes-

### 1. What are the Course-Level Outcomes (CLOs)?

Upon completion of this course, you should be able to:

- A. Understand the basic principle of human relations and various ways that people interact with others in organizations.
- B. Develop or enhance basic skills in communication, thinking, and personal qualities such as:
  - 1) Individual responsibility
  - 2 Self-esteem and self-management
  - 3) Sociability
  - 4) Integrity
- C. Utilize improved interpersonal skills when working in teams, leading, teaching, and motivating others, working with people from culturally diverse backgrounds, and/or serving a variety of customers/clients.
- D. Evaluate the potential effectiveness of various leadership styles and motivational techniques.
- E. Utilize the Internet to obtain the latest information and as a tool for continued learning.

### 2. Which CLOs were addressed for this academic year? (2019-2020)

- Demonstrating problem solving through case study analysis

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

- Understand the basic principle of human relations and various ways that people interact with others in organizations. (this will be handled through a comprehensive final exam)
- Demonstrating problem solving through case study analysis

### 4. Explain the assessment cycle.

- Every semester; Spring 2019, Fall 2019; Spring 2020...

### 5. What are the assessment methods? Are they direct or indirect?

Direct - Case Study This activity was administered in two online courses of BUS 1643 Human Relation's Classes during week 15 of the 16--week semester. The students were provided a sample case study document with embedded links; sample case study scenario; A case study scoring guide; a hands-on guide on how to analyze a case study; a case study worksheet/template and the Case study – "Right to Die" with additional website links. The study was allowed all these sources and no restriction as to internet use to complete the case study within a 14-day period. The students had access to additional case studies throughout the semester in each chapter with several reflective journals which included similar case study questions. The students were to read the sample case study and reference materials. Read and review the "How to Analyze a Case Study" and "Case Study Scoring Guide" The students were to save the Word version of the case study analysis template to their computer and after they had read the case study, Life and Death, Elder Suicide or Dignified Exit? A Letter from Ohio" they were to complete the Word Version Case Study Analysis Template. After the student was satisfied with their analysis of the case study, they were to attach the completed analysis to the drop box for grading.

## Direct – Comprehensive Final Exam

## 6. What are the assessment goal(s)?

Increase the effectiveness of the learning process to make it more qualitative and efficient.

Teach working with information, quickly find the necessary material and process it in a quality manner.

## 7. What were the findings for this academic year? (2019-2020)

Seven students of fourteen students completed the case study analysis in the one online class. The case study analysis was broken down to the following areas:

1. Identify the most important facts surrounding the case.
2. Identify the key issue or issues.
3. Specify alternative courses of action.
4. Evaluate each course of action
5. Recommend the best course of action.

Note: I used a structured assignment for my case study. The reason I wanted to try this technique is because students seem to have a hard time understanding the expectations of the assignment even though I have detailed instructions and examples of case studies and detailed rubrics.

The challenges have been that the students own subjective feelings influence a bias in their responses. When considering various aspects of their lives, students tend to focus on issues they find as most important. This allows them to form a prejudice and can make them unaware of other possible options.

Another challenge is that case studies can be very time consuming. The data collection process can be very intensive and long and this is somethings students are not familiar with. The students want to read the case study and not do any “real” research.

I decided to break the Case Study for this course into a step by step process.

Steps 1 & 2 were completed using the Discussion Board. – This way I could monitor posts and respond when students got off track or they were posting their opinions rather than the facts of the case.

Steps 3 & 4 I used Reflective Journals – this way the student did their own work – and I could again respond when the student got off track or they were posting their opinions and they did not rely on other students answers rather than researching the alternative courses of actions/impacts and constraints; and/or if they failed to link Step 3 to Step 4 etc.

Step 5 will be a final paper (MLA format).

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Step 1 - List the most important Facts of the case - Discussion open February 24

Step 2 - Identify the key issues - Discussion opens March 9

Step 3 - Specify alternative courses of action with impacts and constraints noted - Reflective Journal opens March 28

Step 4 - Evaluate each course of action with costs/benefits; likely outcome of each; risk/rewards of each and feasibility of each - Reflective Journal opens April 13

Step 5 - Recommend the best course of action and explanation - Reflective Journal

Case Study Analysis Work Sheet and Final Paper Due May 3

## 8. What is your analysis of the findings?

Again only 50% of the students in the class completed the case study structured assignment – However, the overall final average grade on the case study improved over the previous semester. The high score was a 94.6 and the low score was a 65.8 with an average score of 82.34. I had hoped that by breaking the assignment down into smaller chunks and using the discussion board and reflective journals with me giving feedback throughout the process that more students would attempt completing a case study.

## 9. What is the action plan for the next academic year? (2020-2021) Explain.

I will continue the structured assignment case study for the Fall 2020 semester, I believe the overall design is a huge improvement – and the design is such that it can be used with any type of case study. I am going to try to improve the number of students participating in the case study through regular individual contact with my students.

I will continue with the comprehensive final exam.