**GE Assessment Plan**

**ESCFE 3200 Mindful Resilience: Individuals to Organizations**

**GE Category: Social Sciences: Individuals and Groups**

The assessment plan for this course will occur throughout the semester. It is critical for students to be cognizant of the pragmatic tools available to them to help them flourish within their respective fields- both as individuals, and as individuals who form organizations/institutions critical to the survival of our society. *The overarching framework for the course is a critical exploration of the way in which individual resilience and mindfulness practice may impact/inform successful organizations.* By experientially exploring the physiological impact of mindfulness on the individual, students will then be able to critically examine and apply these practices to communication, implicit bias, awareness of self (and the other), as it applies to the organizational structure and environment.

**Goal**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

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| **Expected Learning Outcome** | **Direct Measures** | **Indirect Measures** |
| 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups. | Objective questions on the midterm exam will assess the critical thinking applied to the course content (focusing on assigned readings) to assess if students acquired the research presented concerning the way in which mindfulness impacts both individual and group culture and resulting behavior.  See Appendix A for examples of embedded questions1. | Many of the mindful leadership readings introduce social scientific inquiry as a way to analyze the attributes of an effective and mindful leader. We will have medical, legal, or business leaders who embody the theory behind both successful leadership and mindful resilience, in addition to mindfulness researchers address our class during the semester.  Speaker survey ratings2 regarding speaker ability to address the GE expected learning outcomes. See Appendix B.  Opinion survey4 |
| 1. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function. | Objective and essay questions on the midterm exam will address physiological brain differences proven to occur with mindfulness training (e.g. increased grey matter in frontal lobe and decreased mass of the amygdala structure) followed by an essay question that invites the student to apply potential the impact of these individual physiological changes on the health of the organization (e.g. increased ability to focus and decreased emotional reactivity).  See Appendix A for examples of embedded questions1 | Two days prior to each panel discussion, each student is required to submit two discussion questions, via email, to the instructor relating to the application of theory to their individual experience. Students are encouraged to submit questions covering a wide range of topics relevant to the impact of mindfulness on cognition, relevant research results, and the application of mindfulness to their specific organizations.  Opinion survey4 |
| 1. Students comprehend and assess individual and group values and their importance in social problem solving and policy making. | Objective and essay questions on the midterm exam will ask students to apply specific examples of mindfulness interventions in the workplace.  **Group Presentation of mindfulness uses within specific professions:** **“Research to Translation”:**  Students will work in small teams (2-3 people) to examine the application of mindfulness techniques within their intended future profession or area of employment. Student teams will be formed based upon common academic major or potential interests (i.e. pre- med, business, law, architecture, the Arts, engineering etc.).The purpose of this assignment is to understand, summarize, and analyze the research that has been conducted utilizing mindfulness within their chosen field, with the expectation that the student groups expand the potential applicability of mindfulness/resiliency to organizational structures. See Appendix C for grading rubric.3 | Students will submit detailed outlines of their group work, in preparation for final presentation with feedback provided. They will be asked to evaluate their own group process and the group process that is typical in the organizations to which they aspire (a law firms function differently than a medical institution- how might mindful resilience help the individual navigation of these?)  Opinion survey4 |

1On the midterm exam, objective/essay questions will be written specifically to assess student achievement of each of the GE expected learning outcomes. The scores on these questions will be included for the totals for the midterm exam, but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of specific embedded questions are provided in Appendix A of this document.

2After each guest speaker students will rate the speaker’s ability to address the GE expected learning outcomes. This information will be used to assess the speaker for subsequent semesters. See Appendix B.

3In the final group presentation each student will have an opportunity to demonstrate mastery of the GE expected learning outcomes. These elements have been written into the grading rubric. See Appendix C.

4At the end of the semester, each student will be asked to fill out an opinion survey. The survey found in Appendix D contains specific questions asking to what extent each student has achieved the three GE expected Learning outcomes in this course.

# Level of student achievement expected:

* Students will answer 80% of the embedded GE questions correctly on assessments.
* For the final group presentation reflecting a true translation of research into practice (from the individual to the organization) 80% of the students need to achieve 3.0 on the final score- reflecting that this course truly addressed the expected learning outcomes of this GE.
* Engaged participation of the students, with insights achieved regarding the interplay between individual and organization. Students will be able to engage in dialogue applying social scientific inquiry to various speakers/organizational structures in the question/answer sessions with presenters.

# Follow-up/Feedback Process:

Instructor will examine assessment questions and scores on final presentation to determine and revise the course for future semesters. Instructor will solicit feedback informally from students regarding participation levels and expectations during the first and last third of the semester. After completion of the course, instructor will compile all student input and outcome data from the course, and adjust the syllabus, requirements, or assignments as deemed appropriate from both student achievement of intended outcomes and qualitative student input of the value of the course content for planning future semesters of the course in conveying the expected learning outcomes of this GE.

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**Assessment Plan: Appendix A**

On the midterm exam, objective questions will be written specifically to assess student achievement of each of the GE expected learning outcomes. The scores on these questions will be included for the totals for the midterm and final exams, but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of specific embedded questions are provided below.

**Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

Examples:

1. What markers of stress have been used in organizational studies to measure changes in individual levels of stress?
   1. Salivary Cortisol
   2. Salivary α-amylase
   3. Blood Pressure
   4. Heart Rate Variability
   5. All of the Above
2. Describe confounding factors in organizational inquiry that must be considered (controlled for) when assessing the impact of mindfulness intervention on healthcare utilization expenditures by employees.

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Examples:

1. Changes in what region of the brain due to meditation have been implicated in individuals’ decreased stress reactivity, thus enabling them to apply equanimity to organizational decision making?
   1. Brain stem
   2. Cerebral cortex
   3. Amygdala
   4. Corpus callosum
   5. Hypothalamus
2. What role has mindfulness practice been shown to have in leadership communication, empathy, effectiveness, decision making, and focus.

**Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Examples:

1. List and describe examples from Aetna and General Mills that were discussed in class and how their implementation of individual mindfulness practice sculpted the reorganization of the workplace.
2. What values are reflected in an organization that offers mind-body interventions to its employees in order to create and maintain a healthy workforce?

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**Assessment Plan: Appendix B**

After each guest speaker, students will assess the extent to which the speaker addressed/enhanced the GE expected learning outcomes of this course:

Speaker name and Date of presentation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the scale 1 to 5 ( 1- strongly agree, 2-agree, 3 –somewhat agree, 4-strongly agree, 5- strongly disagree) please rate the speaker’s contribution:

**Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

Example:

1. This speaker helped me understand the research evidence that individual behavior has on organizational behavior by offering specific examples from his/her field.

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Example:

1. This speaker detailed an example from his/her work environment in which individual behavior impacted group communication, and also an example of how a group policy impacted individual resilience.

**Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Example:

1. This speaker was able to articulate the importance and impact of individual mindfulness practices on group process.

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**Assessment Plan: Appendix C**

In this group final presentation, each student has the opportunity to demonstrate mastery of GE expected learning outcomes as presented in this course. Elements that reprise the three GE expected learning outcomes have been written into the rubric for the final presentation. Each student will also have an opportunity to rate their group member’s contribution to the final presentation.

**Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

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| --- | --- | --- | --- |
| **(1)**  **NO** | **(2)**  **Basic** | **(3)**  **Intermediate** | **(4)**  **Advanced** |
| Does not provide  clear research  grounded  in theory applied to  the particular type of  organization, or valid  methodology; does  not express ideas  clearly  (No valid  methodology) | Describes arguments  and organizes data collected on organization type, but  lacks supportive  evidence and clear  verbal expression  (No adequate analysis  of the data in the light  of the  question- how to design  a resilience plan for  a particular type of organization ) | Demonstrates an ability  to develop arguments  supported with  evidence and clear  verbal expression | Articulates  sophisticated  arguments, analyzes  interconnected  evidence and develops  clear discussion of  ideas (Provides  implications for the particular type of organization) |

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

|  |  |  |  |
| --- | --- | --- | --- |
| **(1)**  **NO** | **(2)**  **Basic** | **(3)**  **Intermediate** | **(4)**  **Advanced** |
| Shows little  comprehension of  the way social  inquiry into a small  sample (small group of individuals)  can extend  to a bigger social  and cultural context w/o concept of how this impacts specific worksites/  organizations | Shows comprehension  of concepts listed  above and some  application of specific ideas on  how individual mindfulness  practice impacts the organization | Shows comprehension  of concepts listed  above, applies and  analyzes ideas  coherently | Shows comprehension  of concepts listed  above, applies and  analyzes ideas  coherently, extends  findings to specific type of organization and designs an appropriate plan in increase both individual and organizational resilience based on data collected |

**Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

|  |  |  |  |
| --- | --- | --- | --- |
| **(1)**  **NO** | **(2)**  **Basic** | **(3)**  **Intermediate** | **(4)**  **Advanced** |
| Shows little  comprehension of the  concepts listed above with no understanding of how resilience impacts problem solving on either an individual or organizational level | Shows comprehension of  concepts listed above and  offers some examples  found in the data collected | Shows comprehension of  concepts listed above and  offers some examples  found in the data, but does not have a clear plan of how to approach resiliency building for the type of organization being presented. | Shows comprehension of  concepts listed above, applies and  analyzes data coherently, extends  resilience to the organization in question  data, draws implications for  society in general |

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**Assessment Plan: Appendix D**

On the scale 1 to 5 ( 1- strongly agree, 2-agree, 3 –somewhat agree, 4-strongly agree, 5- strongly disagree) please rate the knowledge that you have obtained in this course::

**Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

Example:

1. I have learned how to apply social scientific theory to the way in which mindfulness practice may impact individuals and also the groups and organization of which they are a part.
2. I have learned the basic approach to designing an empirical study and conducting the field work to investigate #1.

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Example:

1. Has this course made you think about the organizations of which you someday want to be a part? Evaluating group function: What qualities will you look for to inform both your individual choices and those of the larger group that you may someday want to lead?

**Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Example:

1. Did this course encourage you to evaluate the interplay between individual action and values and group functionality? Why or why not? Please explain.
2. Detail your understanding of how individual resiliency practices and organizational policies that encourage such practices, may influence the structure and function of the organization.