

# Course Assessment– Part B: Your Results & Analysis

#97

Your Email \*

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COMM 237 Gender & Communication – Diane Uto – Winter 2016

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

Method 1: Written log that examines gender communication in a variety of settings, includes analysis of interactions, conflicts, misinterpretations, behavioral obstacles, etc.; role plays taking on characteristics of opposite gender.

Method 2: Research projects that include written work and oral presentations, that examine gender-based behaviors and beliefs, cultural practices, family structures, and other aspects of gender identity; analysis of film and video clips reinforcing gender identities.

Method 3: Qualitative interviewing of opposite gender, to learn historically- and culturally-embedded gender assumptions and stereotypes; role plays taking on characteristics of opposite gender.

All students actively participated in in-class activities (including simulations and role plays) examining gender-based behaviors, attitudes and characteristics.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Employ effective strategies for creating and managing cross-gender relationship:

Outcome #1 \*

Gender Communication Logs: 90% of students earned high points (out of 10) on this assignment, observing non-verbal communication, responses, behaviors, and assumptions and submitting written reports summarizing and interpreting the observations (based on criteria in #4 of Part A). (NOTE: 1 student did not complete the assignment.)

% of students who successfully achieved the outcome: \*

90

Outcome #2 \*

Recognize and respond to gender-based assumptions and stereotypes in media and society:

Research Projects: 90% earned high points (out of 15) on this assignment for producing high quality research across a wide array of gender-related issues, using respected sources, critically evaluating findings and analyzing material, producing well-written reports, with proficient oral delivery and supporting visuals; examining gender representation in film ((based on criteria in #4 of Part A). (NOTE: 1 student did not complete this assignment.)

% of students who successfully achieved 90

the outcome: \*

Outcome #3 \*

Demonstrate awareness of diverse viewpoints shaped by gender identities and expectations:

Qualitative Interviews: 90% of students earned high points (out of 15) on this assignment for identifying, meeting with, and interviewing a person of the opposite gender, recording thorough and descriptive responses, exploring social and cultural filters that impact gender-based communication (based on criteria in #4 of Part A). (NOTE: 1 student did not complete this assignment.)

% of students who successfully achieved the outcome: \* 90

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

Based on the quantitative scoring, the majority of the students moved from "fair" or "good" before class, to "very good" or "excellent" after class in their outcome-based learning in this course. This aligns with my interpretation of student achievement, above. Few students submitted qualitative responses to the survey; however, based on in-class discussions the final day of class, students attested to an increased recognition of their own gender-based filters, how they were formed, and the limitations they pose, as well as an increased awareness of how and why the opposite gender may differ from themselves, based on a variety of social and cultural factors. Assignments and in-class work contributed to this increase in understanding, allowing students to identify and apply to their own lives the multiple concepts and principles we covered in coursework throughout the term. Student responses to the instructor-generated questions #6 reinforce that, including their references to more activity/experiential-based learning.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? \*

I would like to add two components to the course: (1) guest speakers who have gender-based experience in a variety of settings, from sports to volunteerism to career achievement to family life; and (2) diversity training that focuses specifically on gender issues. This may tie into the college's plan to offer diversity training across campus.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

No additional resources would be required for the guest speaker component, unless an invited guest requested a small stipend, which I would not expect. The diversity training component may require some staff time (classroom visits) from administrative personnel charged with the college-wide diversity program. Neither recommendation would have any major budget implications.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

My assessment methods give me a good idea whether students leave the course with the outcome-based learning desired. Unlike Math or similar disciplines, there are no right or wrong answers. How students examine their own lives and apply the information they learn in class to is largely subjective. Assessing the coursework requires me to apply a blend of subjectivity and objectivity, allowing for individual student interpretation as well as application of specific principles and concepts of cross-gender communication. Overall, my assessment methods are accurate indicators of student learning, based on that blended assessment approach.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of

this course and their effectiveness in student achievement of outcomes?

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