

Course Assessment– Part B: Your Results & Analysis

#299

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Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Outcome #1 – 22/27 students earned an A on the summative assessment (forum #2 of the final week); 5/27 students did not answer the question earning an F. Results = 81%

Outcome #2 – 21/27 students earned an A on the summative assessment (forum #3 of the final week); 6/27 students did not answer the question, earning an F. Results = 78%.

The CLO Cultural Awareness rubric was also used to assess student achievement of this course outcome. 26/27 students completed final research paper that was required for this assessment. Using the assumption that scoring into the Accomplished or Mastery categories means students achieved the outcome, 22/27 students scored Accomplished/Mastery in the category on Cultural Self-Awareness, 23/27 students scored Accomplished/Mastery in the category Verbal/Non-Verbal Communication Skills and 25/27 of the students scored into the Accomplished or Mastery categories in the other 4 areas. Overall achievement averaged = 96% of student Averaging the 2 summative assessments = 87% of students achieved this outcome.

Outcome #3 – 19/27 students earned an A on the summative assessment (forum #4 of the final week); 8/27 students did not answer the question earning an F. Results = 70%

Outcome #1

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Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.

% of students who successfully achieved the outcome (C or above) * 81

Outcome #2 *

Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.

% of students who successfully achieved the outcome (C or above) * 87

Outcome #3 *

Apply critical thinking to analyze and problem solve the developmental concerns from birth to death

% of students who successfully achieved the outcome (C or above) * 70

ANALYSIS

3. What contributed to student success and/or lack of success? *

This term I tried a new approach to measuring student achievement of the outcomes. While students answer forums, take quizzes and write papers that address all course outcomes throughout the term, I decided to measure their achievement of the outcomes with end of term forums that specifically asked them to address the course outcomes. The students who answered the forums at the end of term all demonstrated satisfactory achievement of the outcomes. I also

decided to use scores from the rubric used to measure the 4th Core Learning Outcomes, Cultural Awareness, as I felt that this measurement was a strong (and more specific) indicator of student achievement of the 2nd course outcome "Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives." Student final research papers, the most heavily weighted direct measurements of this course outcome, were scored using this rubric. Because these outcomes are broad and addressed throughout the term, students had multiple formative assessments (quizzes, forums, reflection papers) that were used to track their progress in achieving these outcomes. While those students who did not complete the end of term forums demonstrated that they were working toward achievement of the outcomes in the formative assessments, because they chose not to complete the summative assessment, overall assessment scores were affected.

What contributed to student success? Primarily doing the work: reviewing the resources, taking self-assessment quizzes, contributing to forums in a thoughtful way and demonstrating application of theories in their reflection papers. If students completed the activities throughout the week, there were many opportunities for me to catch misunderstandings and misapplications and provide further explanation and feedback.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

For outcome 1, students averaged a 2.77 on the 5 pt. Likert scale at the beginning of the course, and averaged a self-rated score of 4.27 at the end of the course. For outcome 2, the average at the beginning of the course was 2.81 and the self-rated average at the end of the course was 4.12. For outcome 3, the average at the beginning of the course was 2.81 and the self-rated average at the end of the course was 4.23. I would say that student self-rated growth in understanding of the 3 outcomes was a little higher than my summative assessment of their understanding. As stated above, the fact that some students did not complete the final assessment most likely contributed to this difference between student self-assessment and my assessment.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes, and no. I had hoped that 85% of students would earn a B or better for outcomes 1 and 3. My measurements, however, indicated that 81% of students earned a B or better for outcome 1 and 70% of students earned a B or better for outcome 3. Because we wer

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

I realize that I need to emphasize the importance of the forums during the last week of class in order to ensure that students don't skip them. Currently, the forums are worth the same points as all forums in the course, and the weight of the summative assessment should most likely be increased in order to emphasize their importance and help to ensure that more students complete them. As indicated by the high score for the final paper used to measure student achievement of outcome #2, making a stronger correlation between the importance of an assessment and the weight of an assessment would most likely increase student completion of the assessments.

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

None, just adjusting the weight of course assignments and grades.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

I have changed how I measure student achievement of outcomes. Last time I assessed this course, I used multiple assessments, many of them formative. This time, I used summative end of term assessments.

I also changed the weekly quizzes from optional (0%) to mandatory (5%). As formative assessments, they carry little weight in a students' overall grade, however, I think giving them some weight helped to encourage more students to take the quizzes and then review the material when they missed a question. Students had the opportunity for multiple attempts on the quizzes, until they were satisfied with their score and level of understanding. Overall, I feel the adjustments to quizzes helped students self-assess their understanding more accurately, and using the summative assessments at end of term, more accurately reflected student achievement of outcomes (for those students who

completed them). I also think using the outcomes as the questions for the end of term forums helped direct the students to their own understanding of how they achieved the course outcomes.

9. Describe how you have shared information about course outcomes with your students.

Throughout the courses the alignment between outcomes, course material, activities and assessments is explicit. Students know why they are reading, viewing or completing activities/assessments and which outcomes those activities relate to.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO#1: Students are required to submit a list of references and an outline for their final paper prior to writing and submitting the paper. This allows me to see what they are using for sources/evidence and how they are organizing their paper.

CLO#2–Students are required to state their position on many of the theories and themes of the course and substantiate their positions using evidence. They are also required to apply the various theories to real life developmental situations and analyze which theories are most applicable (and why).

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