

Course Assessment– Part B: Your Results & Analysis

#340

Your Email *

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ATH 101 – 1092919 – Leslie Berry – Fall 2018

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 – students met or exceeded expectation.

Outcome #2 – students met or exceeded expectation.

Outcome #3 – students met or exceeded expectation.

Outcome #1

*

Analyze the fossil record in light of current information on genetics, evolutionary processes, molecular evidence of evolution, and the anatomy and behavior of living primates.

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

100%

Outcome #2 *

Compare primate anatomy, behavior, gender roles, social organization, reproduction and ecology, as well as noting diversity, classification and geographic distribution of various species.

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

100%

Outcome #3 *

Identify how human diversity is a bio-cultural response to environmental and biological factors.

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

100%

ANALYSIS

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

Student success was supported by limiting the number of assignments per outcome so that measures were taken from a samplings of the overall course totals rather than the entire course. Additionally, students are provided rubrics and sample assignments in order to better understand instructional expectations and to have the advantage to model what is considered quality examples. Students who are not successful are those who do not attempt the assignment, withdraw from the course, or fail to complete the course.

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

Among those who responded to the survey, all indicated positive growth and improvement of their understanding of subject matter as a result of completing the course.

student achievement of the three outcomes.

*

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

Yes, student achievement of outcomes met or exceeded my expectation for successfully teaching to each outcome.

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

No adjustments are warranted.

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

N/A

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

Regular revision of course content keeps the information in the course current and allows me to fine-tune assignments and resources so that student feedback from each session is applied to improve the course for the next time it is taught. Some changes to forum discussions and assignments indicate that students could benefit from additional written assignments and so I incorporated a final written exam component.

9. Describe how you explain information about course outcomes and their relevance to your students.

Course Outcomes are listed on the syllabus and objectives are posted in each week of the session so that students understand there are goals to aim for – and the larger framework of information to acquire. Additionally, students are encouraged to respond to the course survey as it provides a way for their voices to be heard – about both the quality of instruction and course materials. This is an opportunity for them to help formulate educational approaches in the future.

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 #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

I have tried to incorporate explanations or information that help students to understand that they are stakeholders in the goal to achieve course outcomes. By helping them to understand why they should be able to meet those expectations, they have a chance to connect what they are learning in this class to their overall education.

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

Students are encouraged to present their work in a professional manner, properly citing and including source information. By asking students to operate at a 'best practices' level they learn to format their research in a way that meets most college-level expectations. When these details are lacking, reminders are offered to encourage greater participation without making the requirement punitive. Some students comply quickly and others need continued reminding. Generally, by the end of the session they are consistently applying effort to present their work in an acceptable format and identifying the sources used during research.

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).

Students are asked to apply information learned in the course on a personal level which allows them to evaluate how curriculum relates to real-world experience. For example, when learning about genetic inheritance students evaluate their own phenotype in order to differentiate between polymorphic and Mendelian traits. Students reaction to being able to see a direct link between academic assignments and the way they perceive family traits is powerful and gets them excited to apply more research in practical ways.

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

This course incites much curiosity about variation in the human species and how those differences and similarities express within populations. Students explore these ideas on a personal level but also make observations about how definitions play out in terms of geographic distribution. In addition, we explore the history of racial profiling and biological expression of traits in the past as well as the present.

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