

# Course Assessment– Part B: Your Results & Analysis

#367

Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

## 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. \*

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. Students observed non-verbal communication, responses, behaviors, and assumptions and submitted written reports summarizing and interpreting the observations.

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. Students researched a wide array of gender-related issues, using respected sources, evaluating findings and analyzing material, producing written reports, with oral delivery and supporting visuals; students also examined gender representation in film.

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. Students identified, met with, and interviewed a person of the opposite gender, recording descriptive responses, exploring social and cultural filters that impact gender-based communication.

All students actively participated in in-class activities (including simulations and role plays) examining gender-based behaviors, attitudes and characteristics. All students participated in interactive discussions with two guest speakers.

<b>Outcome #1</b> *	Employ effective strategies for creating and managing cross-gender relationships.
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% of students who successfully achieved the outcome (C or above) *	100%
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<b>Outcome #2</b> *	Recognize and respond to gender-based assumptions and stereotypes in media and society.
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% of students who successfully achieved the outcome (C or above) *	100%
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<b>Outcome #3</b> *	Demonstrate awareness of diverse viewpoints shaped by gender identities and expectations.
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% of students who successfully achieved the outcome (C or above) *	100%
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### ANALYSIS

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

Assignments and in-class work, as well as visiting speakers, contributed to an increase in understanding of gender communication issues. Additionally, students learned from one another in the research and presentation of issues that both reflect and impact the varying gender

experiences in our society. Because we all deal with gender-based issues in our lives, the level of interest most students displayed and the attention they gave to both assignments and in-class discussions indicates a willingness to learn and be receptive to broader understanding.

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.

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Survey results reflect an increased understanding across all three outcomes, with the majority of responses ranked Very Good and Excellent. This is consistent with my assessment of student learning in this course.

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

Yes

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

As instructor, I would continue inviting guest speakers who can shed light on issues and challenges we all face on a daily basis when it comes to gender understanding, perspective, and interaction. I would still like to add a component on diversity training.

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

None

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

The addition of guest speakers addressing a variety of gender issues was very beneficial, engaging students in interactive discussions about real-life challenges and solutions. Discussions supported all three Outcomes cited above.

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

I explain course outcomes in real-life terms so students can relate to them and see how they can apply the concepts and principles to their everyday relationships and encounters.

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"

CLO #4 best fits for this course, where students learn to more deeply understand the cultural and social construction of gender in our world and how it impacts daily interaction.

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