

Course Assessment– Part B: Your Results & Analysis

#366

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.

WS 201 – Women of the World – 1093665 – Mandy Webster – Winter 2019

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. *

Discussion Forum 5 – 83% C or above (10 of 12)
Final Service Learning Assignment – 83% (10 of 12)
QQR Responses – 83% (10 of 12)

Outcome #1

* Identify key issues facing women across the globe, and analyze the causes and effects of these realities.

% of students who successfully achieved the outcome (C or above) * 83

Outcome #2 *

Apply service learning experience and self- reflection to enhance community and environmental responsibility and advocacy skills.

% of students who successfully achieved the outcome (C or above) * 83

Outcome #3 *

Apply critical thinking skills to the investigation of international issues related to women.

% of students who successfully achieved the outcome (C or above) * 85

ANALYSIS

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

Generally I would say students who attended all the classes, stayed on track with the assignments, and who emailed or asked for help as needed did well. One student did not attend any classes and turned in half of the assignments, so this student was not successful.

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. *

Students in my class frequently have to self-assess. In this class, the best self-assessment was on their service learning when they reflected on their learning and explained how they met this outcome.

5. Did student achievement of outcomes meet your expectations for successfully

Yes.

teaching to each outcome (question 4 from Part A) *

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

None.

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. *

I always tweak my courses each term based on student interest and what worked well in previous terms. Generally I change and -- hopefully!-- improve the assignments to better meet the learning outcomes while engaging students in the content.

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

Outcomes are listed in the syllabus. I also review the outcomes at the beginning of the course in the powerpoint presentation. I review them during the final class to review how we met the course outcomes.

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 – Students have to use research and cite sources.
 CLO 2 – Students must evaluate potential solutions for humanitarian issues we study.
 CLO 4 – Many times students have opportunities to choose topics for further research, which encourages students to ask deep questions and be curious.

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"

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