

# Course Assessment– Part B: Your Results & Analysis

#443

Your Email \*

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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 – Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork. Individual student success for this outcome was evaluated through performance in a research-based discussion forum assignment.

Outcome #2 – Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies. Individual student success for this outcome was evaluated through performance on an essay assignment.

Outcome #3 – Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies. Individual student success for this outcome was evaluated through performance on a web-based research assignment.

Outcome #1 *	Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork.
% of students who successfully achieved the outcome (C or above) *	In this outcome, I had a goal of 80% of students engaging in at least one forum discussion with a minimum of 85% of the points possible. Results exceeded expectations with more than 90% of the class successfully achieving the goal of 85% or higher.
Outcome #2 *	Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies.
% of students who successfully achieved the outcome (C or above) *	In this outcome, I had a goal of 80% of students completing at least one written essay with a minimum of 85% of points possible. Results exceeded expectations with more than 90% of the class successfully achieving the goal of 85% or higher.
Outcome #3 *	Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies.
% of students who successfully achieved the outcome (C or above) *	In this outcome, I had a goal of 80% of students earning a cumulative score of 85% or better on a web-based research assignment. Results exceeded expectations with more than 90% of the class successfully achieving the goal of 80% or higher.

## ANALYSIS

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

Student success improves when learners are engaged with course materials. Providing opportunities to explore topics that interest them on a personal level contributes to a level of interest and excitement. Students in this course are inherently familiar with cultural concepts and that offers them a point of connection right from the start. Scaffolding

course content as we progress through the quarter allows students to build on their knowledge. Regular contact from instruction and helpful feedback – with opportunities to re-submit revised work – also help students to be more 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. \***

Outcome #1 – Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork.

Student survey results indicate growth with course content. At the start of class the majority of students identified “beginning” understanding but felt “proficient” by the end of the class.

Outcome #2 – Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies.

Student survey results indicate growth with course content. At the start of class the majority of students identified “none” in terms of understanding but felt “proficient” by the end of the class.

Outcome #3 – Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies.

Student survey results indicate growth with course content. At the start of class the majority of students identified “none” in terms of understanding but felt “proficient” by the end of the class.

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

Yes. Because I have taught this course many times it is not difficult to predict student success with course materials.

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

I have recently implemented OERs in the course and am curious to see if student success improves – especially for students who continue to struggle to afford textbooks.

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

There are no new resources required or budget implications resulting from this analysis.

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

I revise my courses every time they are taught, building on student feedback and offering new information about changes in the field, in particular topics that students may feel particularly impacted with. One change I made was to use specific tasks as measure of achievement instead of cumulative results in order to reduce the process of crunching numbers. This is already a very time-consuming process.

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

Course objectives and module-level objectives are built into the design of the course so that students can better understand the goals of the course. With a stronger understanding of why those goals are a reflection of mastery of course concepts, they can better see the connections between the assignments, learning materials, and activities in the classroom.

**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 #5: Community and Environmental Responsibility.** The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

Each of these core learning outcomes are addressed in some fashion in the context of this class.

**CLO #1** – Students are encouraged to research using appropriate materials and to document their work using “source and evidence, and proper “organization and presentation.”

**CLO #2** – Critical thinking and problem solving are regularly addressed in research activities and interaction within discussion forums.

**CLO #4** – Since cultural anthropology is an exploration of culture systems around the globe, we address how to “ask deeper questions about other cultures and seek out answers to these questions” as a part of our investigations into expressions of culture.

**CLO #5** – Students regularly apply their existing knowledge to contemporary cultural contexts when exploring similarities and differences in behavior and culture systems. This requires a greater understanding of the way cultures operate and interact both on local and global scales.

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