

# Course Assessment– Part B: Your Results & Analysis

#404

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. \*

Outcome #1 "Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns" was assessed at the end of the term using Q2 of final week's forum.

- 11/17 students achieved a B or better for their responses in this forum. The other students did not answer the question. Of the students who answered the question 100% met this outcome.

Outcome #2 "Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior." was assessed in Q3 of final week's forum.

- 11/17 students achieved a B or better for their responses in this forum. The other students did not answer the question. Of the students who answered the question 100% met this outcome.

Outcome #3 "Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach." was assessed using Q2 of final week's forum + Final research paper.

- While 14/17 students achieved a "C" or better on their final papers demonstrating satisfactory achievement of this outcomes, only 11/17 met my threshold of "B" or better for feeling successful in my efforts to teach this outcome. The remaining 3 students did not submit a final paper.

- 11/17 students earned a "B" or better for their responses in this forum. The other students did not answer the question. Of the students who answered the question 100% met this outcome.

### Outcome #1 \*

Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.

% of students who successfully achieved the outcome (C or above) \* 65

### Outcome #2 \*

Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior.

% of students who successfully achieved the outcome (C or above) \* 65

### Outcome #3 \*

Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

% of students who successfully achieved the 82

outcome (C or above) \*

## ANALYSIS

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

Online courses require students to be organized and self-motivated. Those students who struggle with these two abilities often struggle in online classes. The students who participated regularly, engaged with the content (OER text, the many articles and forum postings), used the resources provided (APA information, citation help, assignments to scaffold and provided a check in regarding their papers) and submitted work, had opportunities to demonstrate what they had learned.

This was a small class of only 17 students, which really helped. Many of the students seemed to struggle with writing and grasping the concepts, so I was able to provide plenty of feedback on their papers and forum postings, as well as extra resources.

### 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: "Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns." – all students scored themselves at either beginning or developing at the start of the course. By the end of the course, students scored themselves at 66% proficient and 11% expert. Students' self-perception pretty much matches my own results with the exception of the 22% who consider themselves still developing. In a way, these labels of "expert", "proficient" and "developing" are somewhat subject when it comes to this outcome. To a certain extent, aren't we all capable of developing our ability for "recognizing and respecting human diversity....and exhibit sensitivity to feelings, emotions, motives, and attitudes...." to a greater extent?

Outcome #2: "Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior." – 66% of students scored themselves at the beginning level at the start of term, and 33% scored themselves as developing. By the end of term 33% were (still?) at developing and 66% scored themselves as proficient. Students who responded to the assessment question demonstrated that they achieved this outcome at some level.

Outcome #3: "Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach." – All students scored themselves at beginning or developing at the start of term. By the end of term 44% scored themselves at developing, 33% at proficient and 22% considered themselves at an expert level. Students' perceptions match my own.

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.)? \*

When considering how I assess the second outcome "Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior.", I think a better assessment would be student final papers. Their reference list, as well as how they explain their research would be a much better way to assess this outcome.

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

None

8. Describe the results of any adjustments      The adjustments that I made based on winter 2017's assessment, were

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

to create forums in the final week of term that asked very specific questions related to the course outcomes, instead of using forums throughout the term. I felt like the forums throughout the term were more formative in nature, and the final week's forums would be better suited for a more summative assessment. It was much easier to assess student learning specific to the course outcomes with the change, and I think I have a much better idea of how my students are doing than I did 2 years ago.

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

I create connections between all outcomes and the course resources, assignments and assessments. Students should know why they are doing what they are doing, because they can see the connection to the weekly and 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: 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"

CLO#1 – I have created 4 assignment to help students scaffold the steps to writing a formal research paper. 2 of the assignments are directly related to these two areas. Students are required to submit a list of their sources as one of the steps prior to submitting the final paper. They are also required to submit an outline. The first step helps me to check on the sources and evidence that students are using for their papers. The second step helps me provide feedback with regards to organization.

CLO#2 Students are asked to state a position in the majority of the forums, then back up their position using evidence from the course content. Students are also constantly evaluating potential solutions. We spend a lot of time beginning responses with "it depends...."

CLO#4 – I have focused much of my feedback to students regarding their curiosity – after all the greatest psychologists are those who are most curious about people.

CLO#5 – We don't necessarily always discuss concepts in terms of global systems, but we do discuss concepts in the context of family systems, community systems, organizational systems, etc.

<p>Created  <b>12 Dec 2019</b>  10:25:20 AM</p>	
<p>PUBLIC</p>	