

# Course Assessment– Part B: Your Results & Analysis

#438

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 – To assess this outcome I asked students to respond to the following question: "At present, approximately 32 million Americans are without health insurance. After watching the film, which system do you think would work best for the United States? Why? What are the positives and negatives of the system that you think would work best. If you think the current U.S. system is best, state why you think it is the best with a list of the positives and negatives of the current U.S. system. If you don't like any of the systems presented you can come up with your own idea. Be sure to discuss why you think your own idea would work well." The majority of the students who answered this question were able to understand how different health care systems impacted a country's ability to provide health care to their citizens. The results were low because a number of students did not answer this discussion question.

Outcome # 2 – To assess this outcome I asked students to respond to the following question: "What is your opinion of China's "One Child Policy"? Was it a necessary step for the Chinese to take to curtail their population ? What do you think would have happened had they not instituted this policy? Do you think this policy should continue in China? Do you think that the United States should institute a similar policy? Why or why not?" Students were able to understand how the "one child policy" impacted China's population. They were able to identify both the positive and negative aspects of this policy and make informed decisions on whether or not this was good for China. Most students felt that this policy would not be good for the United States.

Outcome #3 – To assess this outcome I asked students the following essay question on thier first exam: "Discuss the two economic systems capitalism and socialism. What are the differences in ideology? What are some of the criticisms of each system. Be sure to discuss some of the elements of capitalism and how those differe from socialism. Your answer should be in your own words and come from the material found in this course. Be sure that you are thorough in your answer and that you have at least two well developed paragraphs which describes each systems and the criticisims of each." Most of the students did a good job of comparing the two systems.

### Outcome #1

\*

Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.

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

76

### Outcome #2 \*

Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.

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

85

### Outcome #3 \*

Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration.

**% of students who successfully achieved the outcome (C or above) \*** 84

## ANALYSIS

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

For Outcome #1, students who answered the question asked on the discussion board did very well. The percentage who successfully achieved the outcome was dependent on whether or not they answered the question. Approximately 20% did not answer the question. Not responding to a question lowers the student's success.

For Outcome #2, the rate of success was higher because students did answer the question. This may have been because the question wasn't as difficult as the one asked in outcome #1.

For Outcome #3, the rate of success on this question was above average. I think this is because this topic was the focus of their reading and their lecture. I posted additional information on the topic which I believe indicated that it was an important topic and therefore they focused on it when they were preparing for the exam.

### 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. \*

For outcome #1, the students felt their ability to apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions went from a weighted average of 1.88 (a beginning understanding) to 3.63 (an almost proficient understanding). I think their assessment was accurate. Of those that answered the discussion question asked the success rate was high.

For Outcome #2, the students felt their ability to identify and evaluate the impact that social phenomena and interaction have had on social change went from a weighted average of 1.88 (a beginning understanding) to a 3.75 (an almost proficient understanding.) I think that their assessment was accurate. Most of the students could articulate how social phenomena and interaction have had on social change.

For Outcome #3, the students felt their ability to participate in society as informed members on social change went from 2.25 (a beginning understanding) to a 4.00 (a proficient understanding). I think that their assessment was accurate.

**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.)? \*** The students did the best on the third outcome. I posted a short lecture on the differences between the two different economic systems and I believe that this helped their understanding of this material. Preparing more video lectures will help students with their understanding.

**7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?** We currently have the resources needed to video tape short lectures.

**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 incorporated a few short videos with explanations about the material in the course and I believe that this has been useful for students.

**9. Describe how you explain information about course outcomes and their relevance to your students.** My course is an online course. Prior to each lesson the student is aware of the objectives for the lesson. I indicate which objectives will be met

each time the student has a reading, watches a video, takes an assignment or does a project.

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"

In this course I focused on CLO#2 – Critical Thinking/Problem Solving by asking that students respond to different discussion questions that ask them to come up with solutions to some of the problems that exist in America's social institutions. I have been impressed with the creativity that some students have brought to their solutions. Students have come up with solutions to problems that I haven't thought of indicating that their critical thinking skills are well developed.

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