

Course Assessment – Part A: Your Plan

#496

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.

HEC 202 – Contemporary Families in the US – 1096391 – Courtney Cunningham – Winter 2021

Part A: Your Plan

DIRECTIONS

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family.

Outcome #1 *

Outcome #2 *

Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.

Outcome #3 *

Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender, social class, sexual orientation, etc.) relates to family structure and processes.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? No

Comments: This is the first time this course will be assessed.

2. To which degree(s) or certificate(s) does your course map?
[Degree, Certificate, & Program Outcomes](#)

- Associate of Arts Oregon Transfer Pathway – Elementary Educator
- Associate of Applied Science – Early Childhood Education

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *

This is assessed throughout the course in various weekly discussions, but also heavily assessed in the culminating multimedia final project, where students create a Google site featuring four pages. There is a page that describes their definition of family, how family has changed throughout history, and comparing their definition of family with their own family. There is a page dedicated to three issues regarding family, where students provide links to various websites or research articles that describes the issues and also includes helpful resources regarding to the issue. There is a page that provides information about three different races, cultures and/or ethnic backgrounds including details about each culture's family structure. The final page describes what the students think family will look like in the future.

Outcome #2: Method to assess student understanding *

This is assessed throughout the course in various weekly discussions, as well as in a presentation assignment about the history of family. The

multimedia final project described above also assesses this learning outcome.

Outcome #3: Method to assess student understanding *

This is assessed throughout the course in various weekly discussions, as well as in the two research article tasks, where students choose an issue related to diversity, find an academic research article related to the issue, summarize the article, and provide a personal reflection regarding why the topic was chosen and their reaction to the article. The multimedia final project also assesses this learning outcome.

4. How will you know if you were successful in your efforts to teach this outcome?

All assignments, including weekly discussions, are reviewed and scored according to a rubric provided to students beforehand. If all students receive a score of 75% or higher on all assignments, it will signify that I have successfully taught this outcome.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *

All assignments, including weekly discussions, are reviewed and scored according to a rubric provided to students beforehand. If all students receive a score of 75% or higher on all assignments, it will signify that I have successfully taught this outcome.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

All assignments, including weekly discussions, are reviewed and scored according to a rubric provided to students beforehand. If all students receive a score of 75% or higher on all assignments, it will signify that I have successfully taught this outcome.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1

Did you find the materials, including the textbook and other resources, to be helpful and engaging? Please explain.

Question #2

Which assignment(s) did you feel contributed most to your learning in this course? Why?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions:

Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):

1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"

2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"

3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts"

5. CLO#3 – Quantitative Literacy –
"Application/Analysis" and/or "Assumptions"

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