

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#494

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 swade@cgcc.edu.

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

* **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.

For outcomes #1, 2, & 3, 9 out of 10 students scored 85% or higher on the weekly discussions, the research article tasks, the presentation assignment and the multimedia final project.

* **Outcome #1**

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

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

90%

* **Outcome #2**

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

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

90%

* **Outcome #3**

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

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

90%

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

I contribute student success to a strong community of learners who are willing to share their experiences and perspectives and learn from one another. I think the interactive nature of the weekly discussions helps form this community and results in high student engagement and increased motivation. This course is also a hybrid course. I think having the face-to-face component further contributes to the community and gives the students opportunities to complete hands on tasks and activities together, which they genuinely seemed to enjoy. The course content is also interesting and applicable to everyone's lives.

*** 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.**

I'm happy to see that for all of the outcomes students reported their end of term mastery to be higher than their beginning of term. The majority of students reported that they had achieved proficiency in each of the outcomes, which aligns with my assessment of their mastery of the outcomes.

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

Yes, it did.

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

Based on my analysis of the questions above, no course adjustments are warranted; however, based on my student evaluations, I think the face-to-face component needs to be increased from 50 minutes to an 1 hour and 20 minutes. I felt this when I was teaching the course too.

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

N/A

*** 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.**

N/A

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

I draw attention to these during the first week of the course when students review the syllabus. I do a syllabus "quiz" where students have to answer questions related to the syllabus and course outcomes are included. Since this is a hybrid course, I also get to discuss this with students on the first day of class.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

This course naturally covers many of the ILOs. When I designed it, I made sure that the assignments I created helped students achieve these, especially # 1, 2, 4, & 5. Since I've taught it now twice and realize the opportunities for supporting students in achieving #3, I've been focusing more on that one. There are tons of graphs in the book. We discuss these and compare data from past and present to make predictions about the future, regarding the societal trends covered in the course. Students also have to review and summarize research articles that include quantitative data.