

## Course Assessment - Part A: Your Plan

COMPLETE

#548

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.

ED 216- Purpose, Structure, & Function of Educations in a Democracy- Courtney Cunningham- Fall 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): Outcome #1**

Engage in close reading, thoughtful discussion and self-reflection about how difference, power, and discrimination impact education in the U.S.

**\* Outcome #2**

Critically evaluate traditional education structures (separation of academic disciplines, instructional delivery methods, assessment of student learning) and their relevance in today's teaching practices.

**\* Outcome #3**

Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.

**Have you completed an assessment for this course prior to this term?**

No

**If yes, are you assessing different outcomes?**

Yes

**Comments:**

(No response)

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

Associate of Arts Oregon Transfer Pathway - Elementary Educator

**\* 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**

The textbook and supplemental materials used in this course place major focus on the political, economic, legal, and social foundations of education which demonstrate how difference, power, and discrimination impact education in the U.S. and how these impacts have changed and/or remained the same throughout history. Each week, students engage in thoughtful reflection and discussion through their discussion participation, open-ended quiz questions, and through interpretation and reflection assignments. Additionally, the students complete a book group project where they read the same non-fiction book with a small group of their peers, have weekly discussions, and complete a book review. Similar themes related to how difference, power, and discrimination impact education in the U.S. are explored in these books. Students also complete a research project of their choice, where similar themes may be explored. They are assessed through their ability to successfully complete the assignments describe above.

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**\* Outcome #2: Method to assess student understanding**

The textbook and supplemental materials used in this course also focus on curricular foundations and how these have changed historically. They also investigate international educational perspectives as compared to those in the United States. While students may critically evaluate traditional methods of instruction as compared with today's methods in weekly discussions, reflections, and interpretations, their completion of the final research project and the book group project will provide the major assessments of this learning outcome.

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**\* Outcome #3: Method to assess student understanding**

An integral aspect of this course are the historical and philosophical foundations of education and how these combined with the political, economic, legal, and social foundations of education have shaped education today. This outcome is assessed through students' successful participation in the week 7, 8, and 9 discussion as well as the week 7 and 8 reflection assignments all of which require students to describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination. The book group project and final research projects may also explore this.

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**\* 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

If they receive at least 80% on all assignments used to assess this outcome.

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

If they receive at least 80% on all assignments used to assess this outcome.

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

If they receive at least 80% on all assignments used to assess this outcome.

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**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.

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**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

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**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 Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 -Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

(No response)