

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#518

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WGS 101- Women's and Gender Studies- Mandy Webster- Fall 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.**

In my WGS 101 course, I chose three assessments to measure the success of my outcomes: The Final Research Essay, Journal 3, and the Final Reflective Essay.

To assess outcome #1, communicate effectively by writing, speaking, and collaborating, I used the final research essay. Eight students completed this assignment, and 7 of the 8 received an A on the essay. One student received a D.

To assess outcome #2, articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces, I used Journal 3. On this assessment, 7 of the 8 students received A's, and one student received a B.

To assess outcome #3, Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum, I changed the assessment and used Journal 5, as I switched this to incorporate the reflective elements. Of the 7 students who submitted this assignment, all 7 students received an A.

*** Outcome #1**

To assess outcome #1, communicate effectively by writing, speaking, and collaborating, I used the final research essay. Eight students completed this assignment, and 7 of the 8 received an A on the essay. One student received a D.

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

87% (7 out of 8)

*** Outcome #2**

To assess outcome #2, articulate and analyze ways that systems of power, privilege and oppression are created and maintained by social, cultural forces, I used Journal 3. On this assessment, 7 of the 8 students received A's, and one student received a B.

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

100%

*** Outcome #3**

To assess outcome #3, Articulate and apply concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events across the gender spectrum, I changed the assessment and used Journal 5, as I switched this to incorporate the reflective elements. Of the 7 students who submitted this assignment, all 7 students received an A.

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

100%

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

On outcome one, the student who received a D lacked academic research skills and struggled with writing a research paper and meeting the expectations.

In terms of the content for outcomes two and three, students were overall successful on demonstrating their ability to reflect, analyze, and articulate the learning outcomes through successful demonstration of their analysis of the content.

*** 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.**

Overall, they were successful in reflecting on their progress. I think it is a really important exercise for them to reflect on the learning outcomes and so that they can prove what they were supposed to learn and to demonstrate HOW they learned it.

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

Yes, I would say so.

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

I will change to do more self-reflection throughout the course. I am also looking into more contract-based grading.

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

None that I can think of.

*** 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 did not make any significant adjustments from the last course, other than updating OER.

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

I present this information in my first lecture to my students in the first class session. And I continually reference both the unit outcomes, course outcomes, and the CLO outcomes so the class stays focused on what the learning goals are and why they are important. I think this exercise in metacognition improves their learning, and it makes them more reflective learners when they can reflect on their own learning.

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: "Content Development" and/or "Control of Syntax and Mechanics" 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"

For ILO #1 -- I encourage students to use the Writing Desk, and I incorporate a forum where they can receive feedback on the mechanics and content of their final essays.

For ILO #2 -- The journals cover this. Students must analyze and reflect in each weekly journal. This demonstrates critical thinking and growth in their thinking specifically.

For ILO #4 -- We do this in each class in discussion, QQRs, journals, especially QQRs where students have to ask deeper questions about the reading that relate to other cultures, as well as responding to their own questions to generate potential solutions and to evaluate the effectiveness of solutions already being practiced.

ILO #5 -- Students are asked WEEKLY to apply knowledge to contemporary contexts.