

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#507

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.

WGS 202- Activism & Social Change- 1096836- Mandy Webster- Spring 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.**

66 % - #1

100% - #2

100% - #3

*** Outcome #1**

Final Research Essay

Communicate effectively in writing, collaborating, and speaking.

1 - A's

3 - B's

2 - D's

So, 4 = 6 completed at a C or better.

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

66%

*** Outcome #2**

Apply service learning experience and self-reflection to enhance community and environmental responsibility and advocacy skills.

4/4 completed - 40/40 (A)

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

100% of students who submitted the assignment scored a C or better.

*** Outcome #3**

Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.

5/6 = A

1/6 = B

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

100%

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

On the outcome where not all students met, their research-writing skills were the biggest issue. It was challenging to measure mastery of content when writing was disorganized and lacked high-quality academic research. The other issue was a few students who did not complete assignments. Students reported that spring was an especially challenging term, especially with the system change in May.

*** 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.**

There was only one response, but it seemed to match the outcome achievement for the majority of students.

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

Yes. Just a continual reminder -- and I am also a writing instructor -- how important those research-writing skills are.

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

Tori S presented to students about research. I will continue to build in more writing and research supports like this.

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

None. Just utilizing library resources and OER writing links.

*** 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 can't recall what I have changed other than continuously adding more supports.

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

I frame each week within the context of course outcomes. We review and discuss them each week and discuss how activities rely on their application of their understanding of the material. It all comes back to the outcomes and what they are supposed to learn.

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"

I continue to focus on Cultural Awareness for this class with reflections and discussions on the topics.