

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#566

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

HEC 226- Child Development- Courtney Cunningham- Fall 2022

*** 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 outcome #1, I used data from weekly discussions and the Boyhood Film Assignment.

For outcome #2, I used data from weekly discussions and the weeks 3 and 4 PowerPoint assignments, which cover developmental milestones in children.

For outcome #3, I used data from weekly discussions, quizzes, and the Boyhood Film Assignment.

*** Outcome #1**

Assess and describe normal child growth and development from the prenatal period through adolescence using current research theories and principles.

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

65%

*** Outcome #2**

Understand and apply the Domains of Development of children from prenatal to adolescence.

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

80%

*** Outcome #3**

Recognize and evaluate social/culture environment and heredity influences on children's development.

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

70%

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

The major contributor to lack of success was due to students discussion participation. The course requires active participation in discussions and the majority of students did not fully participate. This greatly effected their success in completing each of these outcomes. The majority of students performed at a C or above with their other assignments. I'm not sure why this particular group of students neglected their discussions and/or did not fully participate. It's made me realize that I might need to make their expectations clearer and/or not place so much weight on discussions.

*** 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.**

In comparison, they are similar. For the most part, students believed to have increased their understanding and mastery of the outcomes and for the most part they did.

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

They did in some respects and didn't in others. For most assignments, students overall achieved above a C, but for discussions, they underperformed. Based on my experience this is unusual, but every group of students is different.

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

I need to make discussion expectations clearer, make students aware of how important active participation in discussions are to their success in the course, and find ways to motivate them to put forth more effort in their discussion post and responses to their peers. Maybe, I should consider doing biweekly discussions as opposed to weekly. It's a four credit course though and therefore, needs to be rigorous. I'm glad this has been brought to my attention though.

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

I just need to make things clearer in the syllabus and ensure that students actually read their expectations in the syllabus. There are no budget implications.

*** 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.**

Not applicable.

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

I provide information in the course syllabus. In week 1, students have to review the syllabus and answer specific questions about it in an email to me. I also provide information in my welcome message to them. In each weekly module, they are also provided with their weekly learning objectives which correspond to the course outcomes. I think I could make these outcomes and their connection to the objectives clearer though.

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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"

The Education Pathways students have to complete an ePortfolio. The ILO and their achievement of these is a large focus of the project. I created a resource center that thorough explains each ILO and provides examples of assignments that might demonstrate mastery of each. This is an addition to the overall curriculum for Education Pathways students. All of these students are required to take HEC 226.