

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#570

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.

PSY 215- Human Development- Zip Krummel- 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.

52% of students earned an "A" grade; 22% received a grade of "B"; 13% received a "C" grade; 9% received a grade of "D"
I saw considerable growth in all students that completed most, if not all, weekly Reflections, Forums, and the Term Assignment (observations)

*** Outcome #1**

Identify and explain key issues and concepts relevant to the understanding of how human behavior develops over the life span and be able to explain them to a layperson.

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

87% successfully achieved

*** Outcome #2**

Contact and explain the key points of typical and atypical development across stages of the lifespan.

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

87% successfully achieved

*** Outcome #3**

Demonstrate knowledge of the research and literature on central questions in the birth-to-death developmental process, including continuity, sources of development, and individual differences.

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

87% successfully achieved

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

Point 1 - I find students do better overall writing a college-level paper using APA formatting when we have f-2-f time for discussion, presentation, and questions compared to online courses.

Point 2 - Increased emphasis on cultural aspects throughout the course. Even if a student just visited another country I find they can think of something to share. Once students know it is safe, more students will share about their cultural background and environments to give us some wonderful comparisons.

Point 3 - Taking the time to give personal responses to the student weekly Reflections pays dividends in their willingness to open up and express thoughts, insights, and introspection; this equates to personal growth.

Point 4 - acknowledging specific student actions - courage, focus, insight, introspection, patience - goes a long way in them feeling noticed and supported in both academic and personal endeavors.

*** 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 was delighted to see most student said they were either Proficient or Expert by the end of the term in those three categories. I do know - because I ask - that several students had specific areas they wished we would have spent more time on, and I believe that is why there are some that have moved up but state they are still in the developing level.

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

Yes, overall I was pleased.

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

I've put a number of things in place since the last time, but going forward I want to have the students list for me any area(s) in Human Development that they have a greater interest in than the other areas so I can plan accordingly and give more focus to supplement the regular instruction in those areas.

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

Me taking the time to ask, and time to format my individual lessons going forward.

*** 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.**

More focus on specific areas of student interest helped empower them, more open inclusion of cultural issues and comparisons, helped make them more comfortable with differences, and limiting the information they could use from Purdue OWL helped improve their formatting for a college paper.

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

First class I go over each one that we support, explain the level (major, minor) and name a few specific things we do in this course to help them meet those standards.

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"

Increasing their awareness of the course-specific ILOs and why they are important to them and to me and to the course.