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ED 216-Purpose, Structure, & Functions of Education in Democracy- Courtney Cunningham- Fall 2023

*** 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.

All students successfully completed the weekly discussions, reflection assignments, and final project with 80% or higher.

*** Outcome #1**

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

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

100

*** Outcome #2**

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

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

100

*** Outcome #3**

Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

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

100

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

With only three students in this course, it was an intimate crew. I think it resulted in increased student engagement. They felt responsible for participating and perhaps an increased sense of motivation because they became close knit with one another. They valued each other's perspectives, gave each assignment their best, and seemed to genuinely enjoy the learning process. This course also offers a variety of assignments, many collaborative. I believe this contributes to engagement and in turn success.

*** 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.**

Unfortunately, none of these students participated in the self evaluation aspect of this process.

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

Yes, they did. I'm quite pleased.

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

With such a small class size, everything went really smoothly. I can't think of any changes at this time.

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

N/A

*** 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.**

For this course, students participate in a group reading project. In the past, I've allowed students to choose a book, but this term, I provided the reading. I choose a very recent publication and one that offered a unique perspective. I did this because of the small class size, but I think it was a wise move. Students were able to get started with the project right away and were never concerned with choosing the wrong book or a better book. They just read the one they were assigned and truly enjoyed it.

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

I provide thorough assignment details and give students access to the rubric I use to grade them. Their expectations are clear as a result. The syllabus also includes assignment descriptions and details how each assignment correlates with the course outcomes.

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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've not made any changes, but when designing the course was intentional about providing a variety of assignments and tasks that helped students achieve these outcomes. I also use Bloom's Taxonomy as a guide for helping students reach higher levels of cognitive thinking, but with proper pedagogical sequencing.