Course Assessment- Part B: Your Results & Analysis   COMPLETE   #605

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IP ADDRESS

98.97.118.236

* Your Email

lberry@cgcc.edu

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ATH 208- Introduction to Ethnography- Leslie Berry- 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.

Outcome #1 – Construct a view of culture that reflects how personal and social values are shaped by culture. Individual student success for this outcome was evaluated through performance in a experientially-based discussion forum assignment.

Outcome #2 – Apply current understanding of anthropological methods and theories. Individual student success for this outcome was evaluated through performance on a written assignment: a step of the guided research project.

Outcome #3 – Recognize the role of ethnocentrism in reducing bias and prejudice in cultural misunderstanding. Individual student success for this outcome was evaluated through performance on a written assignment: a reflexive journal entry.

* Outcome #1

In this outcome, I had a goal of 80% of students explaining how personal and social values are shaped by culture with a passing score of 75% or better. Results met or exceeded expectations with 100% of the students who participated successfully achieving the goal of 75% or higher.

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

100%

* Outcome #2

In this outcome, I had a goal of 80% of students demonstrating how to apply current understanding of anthropological methods and theories with a passing score of 75% or better. Results met or exceeded expectations with 100% of the students who participated successfully achieving the goal of 75% or higher.

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

100%

* Outcome #3

In this outcome, I had a goal of 80% of students demonstrating they can recognize the role of ethnocentrism in reducing bias and prejudice in cultural misunderstanding with a score of 75% or better. Results met or exceeded expectations with 100% of the students who participated successfully achieving the goal of 75% or higher.

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

100%

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

Student success improves when learners find ways to engage with course materials at a personal level. Providing opportunities to explore topics that interest them in a personal way contributes to an increased level of interest and excitement. Students in this course are inherently familiar with cultural concepts which provide a point of connection right from the start. Students build on their knowledge by learning about other culture systems and reflecting on the potential challenges of residing within an unfamiliar setting. Regular contact from instruction and helpful feedback – with opportunities to re-submit revised work – also help students be more successful.

* 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.

Outcome #1 – Construct a view of culture that reflects how personal and social values are shaped by culture.

Student survey results indicate growth with course content. At the start of class students identified "none, beginning, and developing" understanding but felt "developing, proficient, and expert" by the end of the class.

Outcome #2 – Apply current understanding of anthropological methods and theories.

Student survey results indicate growth with course content. At the start of class the majority of students identified "none, beginning, and proficient" in terms of understanding but felt "beginning, developing, and expert" by the end of the class.

Outcome #3 – Recognize the role of ethnocentrism in reducing bias and prejudice in cultural misunderstanding.

Student survey results indicate growth with course content. At the start of class the majority of students identified "none, beginning and developing" in terms of understanding but felt "developing and proficient" by the end of the class.

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

Yes, student achievement of outcomes met my expectations for successfully teaching to each outcome.

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

The opportunity to teach this class on a regular basis would improve student access to materials and resources housed in campus collections.

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

There are no new resources required or budget implications resulting from this analysis.

* 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.

This is the first time this course has been offered since I was hired in 2010 so there is no previous data for comparison.

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

Course objectives and module-level objectives are built into the design of the course so that students can better understand the goals of the course. With a stronger understanding of why those goals are a reflection of mastery of course concepts, they can better see the connections between the assignments, learning materials, and activities in the classroom.

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"

CLO #1 - Students are encouraged to research using appropriate materials and to document their work using "source and evidence, and proper "organization and presentation."

CLO #2 – Critical thinking and problem solving are regularly addressed in research activities and interaction within discussion forums.

CLO #4 - Since ethnography is the record of explorations of culture systems around the globe, we address how to "ask deeper questions about other cultures and seek out answers to these questions" as a part of our investigations into expressions of culture.

CLO #5 – Students regularly apply their existing knowledge to contemporary cultural contexts when exploring similarities and differences in behavior and culture systems. This requires a greater understanding of the way cultures operate and interact both on local and global scales.