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COMM 237-Gender Communication- Diane Uto- Part B- Winter 2024

*** 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.**

Method 1: Written log that examines gender communication in a variety of settings, includes analysis of interactions, conflicts, misinterpretations, behavioral obstacles, etc. Students observed non-verbal communication, responses, behaviors, and assumptions and submitted written reports summarizing and interpreting the observations.

Method 2: Research projects that include written work and oral presentations, that examine gender-based behaviors and beliefs, cultural practices, family structures, and other aspects of gender identity; analysis of film and video clips reinforcing gender identities. Students researched a wide array of gender-related issues, using respected sources, evaluating findings and analyzing material, producing written reports, with oral delivery and supporting visuals; students also examined gender representation in film.

Method 3: Qualitative interviewing of opposite gender, to learn historically - and culturally -embedded gender assumptions and stereotypes. Students identified, met with, and interviewed a person of the opposite gender, recording descriptive responses, exploring social and cultural filters that impact gender-based communication.

All students actively participated in in-class activities and discussions, examining gender-based behaviors, attitudes and characteristics.

*** Outcome #1**

Employ effective strategies for creating and managing cross-gender relationships.

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

100

*** Outcome #2**

Recognize and respond to gender-based assumptions and stereotypes in media and society.

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

100

*** Outcome #3**

Demonstrate awareness of diverse viewpoints shaped by gender identities and expectations.

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

100

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

Assignments and in-class work, as well as visiting speakers, contributed to an increase in understanding of gender communication issues. Additionally, students learned from one another in the research and presentation of issues that both reflect and impact the varying gender experiences in our society. Because we all deal with gender-based issues in our lives, the level of interest most students displayed and the attention they gave to both assignments and in-class discussions indicates a willingness to learn and be receptive to broader understanding.

*** 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.**

Survey results (though limited to only three students) reflect an increased understanding across all three outcomes, with the majority of responses ranked Good, Very Good and Excellent, or Developing and Proficient. This is consistent with my assessment of student learning in this course.

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

Yes

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

While guest speakers add a new and interesting dimension to the course, it isn't always possible to find available people to join us on Zoom. Instead, I'd like to move toward more case studies that are relatable to students and allow for rich discussion in class.

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

None

*** 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.**

When guest speakers are available, they often address a variety of gender issues, engaging students in interactive discussions about real-life challenges and solutions. Discussions generally support the three Outcomes cited above.

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

I explain course outcomes in real-life terms so students can relate to them and see how they can apply the concepts and principles to their everyday relationships and encounters.

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 #4 best fits for this course, where students learn to more deeply understand the cultural and social construction of gender in our world and how it impacts daily interaction.