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- Kristen Kane- Part B- Spring 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.

Outcome #1 "Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan." was assessed using a forum (Q1) specific to assessing the outcome during the last week of class. 22/25 students were able to answer this question at a level of "C" or above.

Outcome #2 "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.' was assessed using the final research paper. 11/25 students earned an "A"; 6/25 earned a "B", 3/25 earned a "C", 3/25 earned a "D" and 2/25 earned an "F".

Outcome #3 "Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive & psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change." was assessed using a forum (Q3) specific to assessing the outcome during the last week of class. 17/25 students were able to answer this question at a level of "C" or above

* Outcome #1

Demonstrate an understanding by elaborating on how gender, ethnicity, class, historical period, and social location contribute to the developmental experience throughout the lifespan.

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

88

* Outcome #2

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)

80

* Outcome #3

Provide examples from literature and current media that describe development — including dynamic interaction of biological, cognitive & psychosocial or social/emotional/cultural perspectives — as an ongoing set of processes, involving both continuity and change.

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

68

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

Numerous formative opportunities for assessment and feedback contributed to student success. The students had multiple forums to practice demonstrating an understanding of the outcomes throughout the term. I had also overhauled the directions and resources for the final paper, which seemed to help students improve their grades from previous courses.
The students who did not achieve a C or better for outcomes 1 and 3 did not respond to the forums. This may be due to the fact that these outcomes are assessed during the last week of term and students are just "done". The forum for outcome 3 takes a little bit more thought and effort since students have to come up with something in literature/current media to describe development as an ongoing set of processes, so perhaps the extra effort required for this outcome contributed to students lack of response for this particular forum.

* 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.

20 students responded to the SCE. For the first outcome, 6/20 students noted that they were proficient at the beginning of the course, with 14/20 students scoring themselves as proficient or above by the end of the course. All students showed growth and the remaining students were at least at the developing level.
For the second outcome, 5/20 students noted that they were proficient at the beginning of the course, with 14/20 students scoring themselves as proficient or above by the end of the course. All students showed growth and the remaining students were at least at the developing level.
For the third outcome, 4/20 students noted that they were proficient at the beginning of the course, with 12/20 students scoring themselves as proficient or above by the end of the course. All students showed growth and the remaining students were at least at the developing level.

The students' self-assessment showed similar trends in achievement of the three outcomes to my own scores, with the greatest gains in the first two outcomes.

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

Yes, for the first two outcomes, no for the 3rd outcome.

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

I am pleased with student achievement of the first two outcomes. The third outcome seems to need some additional resources and practice opportunities, which I'll add to the course. I suspect that more students would have answered the third forum used to assess Outcome #3 if I had placed it earlier in the term. I may consider moving the forum to week 10, however week 11 seems to be the best time for assessing the course outcomes. Alternatively, I might increase the points for these summative forums during Week 11 to make a stronger correlation between the importance of an assessment and the weight of an assessment.

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

None, just time.

* 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.

The last time I did an assessment on this course, I had similar issues with students lack of responses for the forum questions during the last week of term. I had mentioned increasing the points for these summative assessments to make them stand out from other formative assessments. I did not end up increasing the points, but will make sure that I do this moving forward. In looking at the data for the assessments and what contributes to student lack of success, I think that I need to at least try to see if changing points will have an effect on students completing these forums.

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

Throughout the courses the alignment between outcomes, course material, activities and assessments is explicit. Students know why they are reading, viewing or completing activities/assessments and which outcomes those activities relate to.

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"

ILO#1: Students are required to submit an outline for their final paper prior to writing and submitting the paper as a means of demonstrating content development. Students are also given extra credit points for submitting their papers to the writing tutor or NetTutor to help with content development and hopefully catch some of the control of syntax and mechanics.

ILO#2 - providing evidence is required for all final research papers. Students are required to demonstrate that they can interpret information from the peer-reviewed journal articles to develop a comprehensive synthesis or analysis.

ILO#4 - I have increased the focus in forums on understanding and applying how culture contributes to the experience of human development.

ILO#5 - I have added a few forums focusing on both of these dimensions.

ILO#3 - students are required to use peer-reviewed journal articles for their final research papers. They must look at the data for "application and analysis" related to their research topic.