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WGS 202- Activism and Social Change- Mandy Webster-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.**

Of the 11 total students, 9 submitted the activism project assignment. Two students earned an Incomplete so they are not included in totals below.

*** Outcome #1**

Evaluate effective strategies for empowering communities and working toward positive change to alleviate social and institutional injustices and oppression.

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

100

*** Outcome #2**

Communicate effectively in writing, collaborating, and speaking.

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

100

*** Outcome #3**

Apply service learning experience and self-reflection to enhance community and environmental responsibility and advocacy skills.

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

100

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

FYI -- I ended up combining the research and activism project, so they were not separate as I had originally stated in Part A. In terms of success, it was a small class, and I was able to work with them individually to provide feedback on both their writing and their topics.

*** 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 think they generally felt pretty successful, and I agree that they were successful in achieving the outcomes.

*** 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.)?**

I always make adjustments, but, in general, I would say students are coming in with more struggles comprehending challenging texts and they struggle more with writing skills, so, since I am also a writing instructor, it is easy for me to add in more writing, reading, critical thinking opportunities and to provide more feedback, which, in my opinion, is what they need.

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.**

I think the changes I made resulted in higher success levels.

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

I do this at the beginning with the syllabus, and then I repeat it every class so they know that the coursework for that particular unit is based on what I want them to achieve and be able to DO (the outcome). The outcomes for the week are in my weekly slides and in my weekly objectives on Moodle. I think it is critical for students to understand what they are supposed to learn and how to be successful achieving that.

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"

This class is heavily focused on ILO #5. Much of the reading would fall under the categories of applying knowledge to contemporary contexts and understanding global systems in order to understand how the issues we study in class are a result of context, history, systems and institutions. We also heavily focus on #4 with cultural awareness throughout the class as the class is heavily focused on intersectionality, as in how do the frameworks, critical theories, etc. impact a variety of people in different cultures, etc.