

Course Assessment– Part B: Your Results & Analysis

#65

Your Email *

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Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

Outcome #1: Use the concepts of accepting personal responsibility and interdependent behaviors to achieve academic and personal goals.

My hope for this outcome was that 80% of student responses to the 2-sided journal (see attached)—an exercise to practice the language of successful people—would demonstrate statements that show personal responsibility. This goal was met. Prior to this assignment, we had a class lesson and discussion on the terms “victim” and “creator”. We defined a victim as someone who believes that what happens to them is determined primarily by “external forces such as fate, luck, and powerful others.” A creator, on the other hand, “accepts personal responsibility, seeing themselves as the primary cause of their outcomes and experiences.” We discussed how a creator is someone who takes ownership of a problem and takes positive actions to solve it. Students were asked to practice the language of personal responsibility by translating victim statements into the words of a creator. For example, one victim statement read, “If they would do something about the parking on campus, I wouldn’t be late so often.” Students translated this statement into creator language in several ways; here are a few: “I need to show up to the campus earlier to get a spot in the parking lot,” and “I will come 5 minutes early to have time to find parking,” and “If I woke up earlier, I wouldn’t be late so often.” Another victim statement read, “I hate group projects because other people are lazy, and I always end up doing most of the work.” Students translated this statement with the following creator language: “Turn complaints into requests. Everyone does their part,” and “I should split the work evenly among the group,” and “I’m not used to group projects, but I will try this one out a different way to see if it works.” A final example of the victim/ creator translation was, “I work, so I don’t have time to read everything assigned.” Student restatements included, “I will read all the time, even on my break at work to read everything assigned,” and “I will set up a time to finish my homework,” and “I need to make time for work and school. Maybe I will ask for less hours at work during school.” This is a sampling of students learning how to change the language of blame into the language of empowerment.

12 out of 13 or 92% students met this outcome with proficiency on all 10 statements.

Outcome #2: Incorporate awareness of diversity and cultural difference to participate fully in college and community

For this outcome, I anticipated that 80% of students would demonstrate an ability to reflect on issues of diversity and cultural difference during a discussion of the tutoring session case study (see attached). In short, the case study is about a young widow who is failing her college biology course. She seeks out a tutor, but the tutoring session is unsuccessful for a variety of reasons. After reading the case study, the students were asked to determine who was most responsible for the young widow’s (Rachel’s) failing grade using a Likert scale. The characters the students evaluated were: Rachel, the student ; Shanna, Rachel’s daughter; Ty, the tutor; Chris, Ty’s classmate; Shanna’s day care provider; Ty’s mother.

No students thought the day care provider, Shanna, or Ty’s mother had any major part in Rachel’s failing grade.

It is true, one student said, that Shanna is a huge disruption at the tutoring session, but she is just a kid and can't be held responsible. Most students said that Rachel is most responsible for her failing grade, but they also understood the complexity of her situation. She is a widow with a young child, and the child happens to be sick the day of the session, so she comes with Rachel to the session. Most students agreed that Ty should have chosen a different place for the tutoring session, a place with less distraction, but they also realized that this is his first tutoring job, so he needs to be cut some slack. Chris, Ty's classmate, is a distraction, but the students argued, it is up to Ty to act professionally. The students finally decided that Ty's immature reaction to his friend's badgering is a result of inexperience more than anything. No doubt, Ty lacks empathy for Rachel which leads to an unproductive tutoring session, a few students argued, but in the end, all the students believed that it is Rachel's grade on the line, and she needs to plan her life better if she is going to reach her educational goals.

The students demonstrated an understanding of the complexity of the situation in their discussion of the tutoring session case study. They understood that the main characters came from diverse backgrounds, and these differences impacted the success of the session. Consequently, this outcome was met successfully.

13/13 or 100% of students met this goal.

Outcome #3: Physically visit or search online to find out where college resources are located on campus and learn what they have to offer students then assess students' ability to access resources and use them effectively (via a worksheet, quiz, presentation, etc.)

My hope was that 80% of my students would meet this outcome. This goal was met. To achieve this outcome, students completed several assignments. First, students made an on track appointment. That is, students set an advising appointment with an academic advisor. Then, with their advisors, they planned out their Education Plan for the next 2–3 terms. Next, students were required to interview one of their instructors. For this activity, they arranged a time to meet with one of their instructors during his/her office hours and get to know them better. Students needed to have a list of questions to ask (which we worked on during class). Afterwards, students had to prepare a one-page write-up (typed, double-spaced) of what they discovered about their instructor. Another assigned activity to meet this outcome was the campus resource report. For this exercise, each student chose a campus resource to review. They also needed to interview an individual within that particular campus resource. Students then reported back to the class about the campus resource, and provided each student in the classroom with a 1-page printout of the information gathered from their research and interview. Last, students synthesized all the previous activities to complete a campus scavenger hunt (see attached). Most questions on the scavenger hunt could be answered using the students' write-ups about the campus resource reports. However, students also needed to explore the CGCC website for a few answers. All these assignments required students to physically visit or search online to find out where college resources are located on campus. Because students turned in each of these assignments for evaluation, I was able to assess students' ability to access and use these resources.

12/13 or 92% of students met this goal.

1 b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Use the concepts of accepting personal responsibility and interdependent behaviors to achieve academic and personal goals.

Outcome #1 *

% of students who successfully achieved the outcome: *	92%
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Outcome #2 *

Incorporate awareness of diversity and cultural difference to participate fully in college and community

% of students who successfully achieved the outcome: *

100%

Outcome #3 *

Physically visit or search online to find out where college resources are located on campus and learn what they have to offer students then assess students' ability to access resources and use them effectively (via a worksheet, quiz, presentation, etc.)

% of students who successfully achieved the outcome: *

92%

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

Fall 2015 was my first time teaching CG101. I didn't develop any of the materials. After doing this assessment, it was clear to me that outcome #1—Use the concepts of accepting personal responsibility and interdependent behaviors to achieve academic and personal goals—is strongly met with the 2-sided journal activity. Students were successful in translating victim statements into creator statements because we discussed the terms thoroughly and then students shared their ideas with the whole group. Also, the victim statements had a personal connection to most students. Therefore, they were invested in changing the language because, in a way, they were changing themselves. Because this activity was given early in the term, it set a tone for the class. It is easy for students to settle into victimhood at school. It is a stressful time, and some students use that as an excuse to blame. But this activity made blaming taboo in my class. The students monitored each other.

Outcome #2—incorporate awareness of diversity and cultural difference to participate fully in college and community—was a bit more vague to me. As I interpreted diversity—that is, that we are all different, and our backgrounds contribute to our experiences—I believe students met this outcome with their discussion about the tutoring session. By listening to each other's ideas, most students realized the complexity of Rachel's situation, this realization showed an awareness of diversity. Students were successful because the reading assignment was engaging, and there was no clear answer. I didn't try to guide student thinking in any way.

Outcome #3—Physically visit or search online to find out where college resources are located on campus and learn what they have to offer students then assess students' ability to access resources and use them effectively (via a worksheet, quiz, presentation, etc.)—was clearly met with the developed activities. The on-track appointment, instructor interview, campus resource report, and campus scavenger hunt perfectly aligned with this outcome. The on-track appointment forced students to visit an academic advisor and learn about all the resources he/she can provide. The instructor interview required them to connect with an instructor, so that they would feel comfortable going to him/her with questions or problems. The campus resources report divided up the responsibility for learning about a myriad of resources the college offers. It would be too much for each student to seek out all the resources by themselves. Then, the scavenger hunt required that students gather all the information they acquired with the various resources activities and demonstrate an understanding about how to use it. Students had plenty of time to complete each activity, and I was available to answer questions and provide feedback along the way. This outcome was successfully met.

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

I think outcome #2—incorporate awareness of diversity and cultural difference to participate fully in college and community—could be better met. First, I think a discussion about what was intended by the outcome with someone who created it would be useful. It would

also be useful to see how other instructors meet this outcome in their courses.

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

If it seemed warranted, some time to discuss what outcome #2--incorporate awareness of diversity and cultural difference to participate fully in college and community--means at our college could be useful. I see this as an hour meeting at some point.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

The assessment methods for Outcome #1 and #3 were accurate indicators. The assessment method for Outcome #2 was a bit vague. If I were to teach this class again, I would spend more time revising the assessment method for Outcome #2.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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