

Course Assessment– Part B: Your Results & Analysis

#90

Your Email *

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

CS 161 Programming Practices – Robert Surton – Winter 2016

Results

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

Students performed adequately in class, with some showing exceptional dedication. One student only showed up to a few classes, missing both the beginning and the ending of the term, and thus can't be expected to have shown achievement of the course outcomes.

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

Design algorithms and implement programs to solve simple problems:
In-class whiteboard problem solving to produce pseudocode and then an implementation.

Outcome #1 *

% of students who successfully achieved the outcome: *

92

Outcome #2 *

% of students who successfully achieved the outcome: *

92

Outcome #3 *

% of students who successfully achieved the outcome: *

92

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

This term, I experimented with starting all students on the same language (Scratch) and then branching out halfway through the term so each student could choose their own language to learn. This term also introduced this class being a lecture/lab, so there was an extra hour of class time compared to last term, which I used as free lab time so students could decide what tutorials to explore or assignments to catch up on in that class time.

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

I found that Scratch was not a good language to start with, because it is so limiting and so unlike production languages one might want to learn in the second half. I also noticed dwindling participation in lab time, and I think it is worth adjusting the course to lecture format and making lab time available in a different way.

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

A better starting language is required, which might be chosen from existing ones or implemented (CS 162 students have created a prototype). Adjusting the class structure might require a trip through curriculum committee. No budget implications result.

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

Yes, because in-person cooperative programming is very revealing of how much a student understands their tools.

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

Starting with the same language was a successful experiment, even with the caveats mentioned above.

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