

# Course Assessment– Part B: Your Results & Analysis

#180

Your Email \*

Please select your course and name from the list. If your course or name are incorrect or missing, please contact Instructional Services.

HST 101 – Western Civilization: Ancient to Medieval – John Copp – Fall – 2016

## Part B: Your Results

4 As, 7 Bs, 3 Cs, 5 Ds, 1 F

### Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. \*

### Outcome #1

Articulate an understanding of key events in the history of the ancient world and early medieval Europe.

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

65

### Outcome #2 \*

Communicate effectively using historical analysis.

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

65

### Outcome #3 \*

Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization.

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

65

## ANALYSIS

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

Students were unusually likely to miss deadlines and fail assignments as a result. In addition, very few students took advantage of extra credit opportunities.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing 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. \*

No

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

No

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

I made an adjustment for all of my online classes as a result of what I saw happening last term. Dates for assignments have always been posted in the syllabus, on the course home page and on the assignments themselves. Since that has proven inadequate in the past, in addition, I send out e-mail reminders during the week an assignment is due. Those reminders go to students college e-mail addresses, which many students don't often use. To try to remind them to check that source of information, I've added a bolded, all-cap reminder on the top of the homepage to check their college e-mails.

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

None

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

Yes.

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(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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