Course Assessment– Part B: Your Results & Analysis   #307

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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 – students successfully met goals through forums.
Outcome #2 – students successfully met goals through participation in an essay.
Outcome #3 – students successfully met goals through the completion of an activity.

Outcome #1
*   Identify ongoing ethical issues in archaeology.

% of students who successfully achieved the outcome (C or above) *   92% of the class achieved the goal of 90% or higher.

Outcome #2 *   Differentiate between absolute and relative dating techniques and methods.

% of students who successfully achieved the outcome (C or above) *   92% of the class achieved a score of at least 89%.

Outcome #3 *   Use prehistoric material culture to reconstruct past behavior and human interaction.

% of students who successfully achieved the outcome (C or above) *   100% of the class achieved a score of at least 90%.

ANALYSIS

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

In outcome #1 I had a goal of 90% of students earning a score of 90% or higher. These numbers are assessed through a written assignment in a forum discussion. The results exceeded expectations with approximately 92% of the class successfully achieving the goal of 90% or higher. Since these assignments are intended to generate discussion and debate I was not surprised to see such high completion rates. Of those who self–identified their success in the course survey, 100% felt they had improved, with the majority claiming their understanding at the end of the course was "very good" or better.

In outcome #2 I had a goal of 90% of students earning a score of 90% or higher. These numbers are assessed through completion of a written site report that addresses dating methods and techniques. Results almost met expectations with 92% of students earning a score of at least 89%. However, this was not an entirely accurate review of the goal because most, if not all, of the students who submitted work successfully differentiated between absolute and relative dating techniques and methods in their essays but scores were impacted by other factors. This indicates a better method for evaluating this goal is necessary. Of those who self–identified their success in the course survey, 100% felt they had improved, with the majority claiming their understanding at the end of the course was "very good" or better.

In outcome #3 I had a goal of 90% of students completing at least one activity with a minimum of 85% of the points possible. Since there are three of these assignments during the session, I was not surprised to see a 100% completion rate in the first and 88% in the remaining two because students enjoy actively applying their learning to simulations. In each of the activities all students earned 90% or more of the points possible. Of those who self-identified their success in the course survey, 100% felt they had improved, with the majority claiming their understanding at the end of the course was "very good" or better.

Students who completed the class achieved success in learning the course materials but when a student stops working in the course it can influence the statistics because early performance includes their participation and later performance typically does not. Going forward I will consider selecting different measure to use an benchmarks to try and achieve a more accurate reflection of student success.

Students indicated that the work load was neither too light nor too heavy, which supports my impression after having taught the subject matter many times. An ongoing challenge many students struggle with is time management and I have found having some flexibility with deadlines improves success. Procrastination, commitment overload, and sometimes lack of preparation often impacts student success – addressing this early in the session often results in improvements by most. Although more students indicated they felt the lack of OERs in the course made no difference, I support low- or no-cost instructional materials and continue to search for quality examples.

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. *

Student engagement with course materials continues to be the strongest measure of student success and seeing the before and after measures that students recorded in the surveys was very satisfying. When students can see that they came into the class knowing a certain amount and going out they feel so much stronger, it reflects that things are working. I recognize that when learners are intrigued with the subject and interested in exploring content, they are far more engaged in completing exercises and the learning process is smooth and exciting. I will continue to develop activities and exercises that impart the desired content while appealing to student learning preferences.

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 continue to believe it's increasingly important to find ways to reduce the financial strain on learning by locating no-cost or low-cost resources but as I have been unsuccessful in locating quality OERs I am incorporating more complex assignments using zero-cost peripheral learning materials. Building interactive content that engages learners at the same time it requires critical thinking and analysis appeals to students even though they sometimes struggle with the process.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	There are no budget implications resulting from this analysis.
8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	For the most part assessment methods were accurate indicators of student learning. I would like to refine the measures with the assessments to reflect the success of the focal point and not larger assignment values. One of the criteria assessment this time ended with results applying to much more than the criteria targeted and didn't necessarily reflect student success with that aspect of the assignment as much as an overall success or failure with the entire activity. In this case I should have selected a more specific measure.
9. Describe how you have shared	Course outcomes are included on the syllabus and built into the course

information about course outcomes with your students.

design. Students are reminded in each week how the objectives for the course are met through the weekly assignments. In some cases I share how feedback from previous courses is used to improve things for the next session so it is helpful if they respond to the course survey and offer suggestions.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:
CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"
and
CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #1 – I have required students to include source information on posted and submitted assignments with the notation that it is best practices to always include this information even if it is not required. I also have encouraged students to consider formatting an important part of their work because it reflects their skills in presentation and is good skill-building for the future. I offer comments and feedback on both of these areas, including encouragement and acknowledgement of improvement.

CLO #2 – I continue to add critical thinking and problem solving to exercises so that students can demonstrate how to apply what they are learning. In some cases this includes having students take a position or stance on an issue, other times it is reflecting on ethical concerns in course materials. While I want to maintain a balance of information-gathering-and-reporting types of exercises, I also believe it is important to add in critical evaluation and ask students to suggest solution or offer insights to problems.

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