

Course Assessment- Part B: Your Results & Analysis

#278

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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) *

Outcome 1 data shows that out of 22 students who completed requirements for the class, 21 successfully presented about anatomy systems and followed up with written summaries of their research. One student did present but did not complete the course. The presentations were varied and included respiratory disease SARS and control of spread in an office setting, nervous inherited syndromes like Huntington's Disease and occurrence in the USA and study of Type 1 and Type 2 Diabetes with respect to the nutritional health of the general American public. All summaries were acceptably cited.

Outcome 2 data: Students were asked to choose from a list of endocrine-related diseases and research treatments and this information was graded in the first journal for class. Of 21 students, 17 successfully completed that assignment and of the subjects assigned and discussed in lab I added questions on the first quiz. The quiz question asked them to describe an endocrine disease and 15 students were able to do that.

Outcome 3 data shows that students careful dissection of fetal pigs over the course of a month of labs fluctuated with lab period and anatomical system—some tissue is more compelling than other tissue. Groups of 3–4 students were able to score mostly 4 or 5 but rarely 2 out of 5 per system. There were six lab periods graded here and all students participated. I feel confident this has improved my desire to encourage appreciation of dissection because many students want to rush this study and often completely miss something they would appreciate.

Outcome #1 *

Outcome 1 Percent completing at C or above: All 22 students achieved 28/40 points to successfully pass at a C (70%) and 14 students in 22 mastered the outcome at 90%.

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

100

Outcome #2 *

Outcome 2 Percent completing at C or above: 17 of 21 students or 81% had the required information and of those, 15 were able to convey that in a quiz. The quiz resulted in 71% of students achieving the outcome. Im not sure if all those that answered correctly did so from their own work or from the oral reporting of their peers and that would be worth tracking more exactly next assessment.

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

71

Outcome #3 *

Outcome 3 Percent completing at C or above: Seven groups of 22 students successfully completed the dissections at a C or above. One group scored lowest at 73% but five out of seven groups achieved mastery at 93% and one of those five scored 100%.

% of students who successfully achieved the

100

outcome (C or above) *

ANALYSIS

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

I think for outcome 3, rewarding students to slow down and appreciate or at least take great care with dissection has made them more successful and maybe deepened some appreciation for anatomy. As far as outcome 2 goes, I find often students are fascinated by Endocrine system disease and enjoy researching it but time is a huge factor with these students and when they are trying to both work, have families and study its really hard to be interested in something for its own sake--even if that will increase your success in the long run. If the reward for that was more immediate or direct maybe it would be more of a priority as it is on outcome 1.

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. *

Realistically, students are in a time crunch all term and although many think they can do this class--even if it overlaps with another class, I really try to put it to them the first day that its a challenging class. I also make the point that tests and quizzes, while critical are not the only determining factor for success because assignments and presentations and labs are worth as many points and can help them be successful. Working collaboratively on outcome 1 is designed to get them to share the load and organize learning--though this has at times resulted in poor grades because they didnt support each other--I think of them as a cohort and I think successful completion of the program is helped by them supporting each other. Rarely there are students taking the class for science credit and they often find collaboration really helps towards the end of a term. For outcome 2, being able to evaluate reasonable science information is helpful for students to improve "sources and evidence" as I understand it as well as "organization and presentation" and I know thats a goal at cgcc. I think part of being a successful student is having a shift of thought away from direct grade achievement to bigger picture personal achievement. Outcome 3 was most satisfying for me because often students think they have dissected in high school but the focus was not on detail there so they really get a chance to deepen understanding over the term of anatomy as long as they take responsibility for their work--and its not dependent on taking a test and memorizing material, its very hands-on. Ive had students return and thank me for showing them that and I think that matters.

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

I hoped for meeting the outcomes for 1 and 3 but didnt realize the percents would be so high--its probable I should raise the bar there a bit but was surprised by outcome 2 because its not a difficult thing to succeed at.

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

I am satisfied by the outcome 3 assignment though I might use that information more in quizzes. For outcome 2 I would like to instruct them by providing a clearer example of how the information would be useful and encourage all to speak in class more often--this supports their cohort and lets them "practice" for the group presentations (outcome 1).

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

None additionally

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

I think being aware through assessment is helpful in planning interesting and relevant material for my students but I dont regularly use the statistics I gather. Focusing on some assignments and correcting them is rewarding both for me and I hope for students.

9. Describe how you have shared information about course outcomes with your students.

I have not really done this in the context of class except to show them that collaboration is a useful and successful strategy for learning and that I have a clear set of goals for term that requires their participation and that for that they will be successful in my class.

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 always focus on "source and evidence" as this is a science class and the class has always had presentation and collaboration as facets so I think "organization and presentation" are supported.

CLO #2: I strive to increase the critical thinking of students "student position" by not always directly instructing about a subject--I think this leads to self-learning and discovery of something, and I could do more of that in class. I know students are strapped for time and do not always want to engage with this as its different for every student and some are not as motivated for self discovery, but I think thats science. I might incorporate patient case studies next term that will be more story-based and ask students to collaboratively diagnose, its like problem-solving and they need to critically evaluate evidence. I have not done this in the past but have wanted to try it.

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