

# Course Assessment– Part B: Your Results & Analysis

#273

Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, please contact Instructional Services.

## 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) \*

12 students completed this course. One student earned an A, zero earned a B, 5 earned a C, 2 earned a D, and 4 earned an F. As in 2016, this indicates a 50% success rate. The 4 students who earned an F were referred to the PASS program and did not login to the course after 11/01/2017. The 6 students who earned a C or above all earned an 89% or higher in the 3' timed writing grading category. The 2 students who earned a final grade of a D, successfully completed 3' timed writing expectation of 75 – 85%. The students who earned a D or below failed to complete the document tests, proofreading documents, and basic document processing.

### Outcome #1 \*

Key by touch the alphabetic, numeric and auxiliary keys at minimum speed and accuracy levels, in accordance with business and industry standards

% of students who successfully achieved the outcome (C or above) \* 67%

### Outcome #2 \*

Apply correct ergonomic techniques in accordance with ergonomic standards

% of students who successfully achieved the outcome (C or above) \* 67

### Outcome #3 \*

Create and format basic business documents following current professional standards and/or industry standards.

% of students who successfully achieved the outcome (C or above) \* 50

## ANALYSIS

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

As in 2016, I feel that one of the contributors to student's success in CAS 121 is attending the optional orientation, which I hold the first week of the term. 100% of the students who attended were successful in this course. Students who logged into Moodle and the online keyboarding program on a regular basis were the ones who also saw success in this course. The students who wait until the last day of the week to complete all of work typically do to complete their work, as this is still a 3 credit course.

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

Unfortunately, only 1 student completed the survey (after several request to the entire class). The feedback provided is consistent with past CAS 121 courses, in that this student started out in the fair to poor range and by the end of the term was in the 4 – 5 category. Students who continue to meet weekly expectations, show improvement throughout this course. In addition, the feedback in what the strengths were for this course from the student perspective, is the focus of this course from the instructor's perspective.

your assessment (above) of student achievement of the three outcomes. \*

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

I don't feel that a 50% rate is successful.

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

The GDP online program is not as user friendly as I would like, however, once students understand it, then they navigate through the program very well. This goes back to the reason of having an optional face-to-face orientation. I would like to look at the options for setting up an online orientation, this will help to reach those students who do not have access to The Dalles Campus. In addition, have a midterm orientation and make them both mandatory. Plus I feel like this would encourage the student/instructor relationship.

I also taught this course Summer 2017, in which there were 8 students. Out of those 8 students, 7 students completed with a B or higher, which is an 87.5% success rate. In addition, they met all of these course outcomes with a C or higher.

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

Access to the online meeting program, training of the online meeting program, access to equipment on campus.

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 did not make any adjustments to this course from Fall 2016 or Summer 2017.

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

Course outcomes are presented in Week and aligned with each of the tasks to complete.

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 Communication – I do online forums in my classroom and I am actively involved in weekly online discussions to support students effectively communicate using appropriate reading and writing skills. This is a skill building course and do not touch on Source and Evidence at this basic level of keyboarding.

CLO #2 – Critical Thinking/Problem Solving – Students are provided resources and asked to discuss the resources in the online forum. In addition, students are asked how the topic pertains to them, what changes if any do they need to make, and how to make those changes.

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