

Course Assessment– Part B: Your Results & Analysis

#249

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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. *

In this course I used specific assignments that align with the listed objective.

For the first objective: Use school/workplace software to create documents, create spreadsheets, and develop presentations. It was an application project from Word, Power Point and Excel the students had to pass. Students have at least two different chapters in which to pass this assignment/assessment. To be able to pass the course, there is a requirement that for Word, Power Point and Excel all students must have at least one passing application project for each program. Therefore, if they do not have a passing application project they have to redo the assignment until they have passed it.

For objective number 2: Apply critical thinking skills to basic consumer understanding of computer and digital camera purchases. There are two assignments. One is for the purchase of a computer, and the other is for buying a digital camera.

For objective number 3: Evaluate the reliability of web sites. There is an assignment that is used for assessment where students need to look at provided websites and decide it is reliable or not.

Outcome #1 *	Students will complete at least one application project for Word, Power Point, and Excel with a 70% or better. 100% of the students that completed CAS 133 met this requirement.
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% of students who successfully achieved the outcome (C or above) *	100
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Outcome #2 *	Students will be able to write a reflection paper on their personal needs when buying a computer and when purchasing a digital camera. 18/18 students that completed the assignment met this requirement for buying a computer with a 70% on the assignment or better. One student did not complete the assignment.
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% of students who successfully achieved the outcome (C or above) *	100
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Outcome #3 *	Students will be able to take an instructor supplied list of websites and evaluate them for accuracy. 17 of the 19 students that completed the class completed the assignment. One student did not pass the assignment with a 70% or better. 94% did meet this goal.
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% of students who successfully achieved the outcome (C or above) *	94
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ANALYSIS

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

There are a number of things that I think help with student success.

There are instructor recorded videos that create a face to face type of format for getting weekly information. Many students comment on how helpful these are.

There is also rapid instructor response. While there is a 48 hour policy, most times I am able to reply within a few hours. Again, students comment on how helpful that is and how much they appreciate the quick response time.

These are two of the end of the term reflection comments provide by students:

In this class I have enjoyed learning new things as well as refreshing my skills and knowledge on word and excel that I have forgotten over the years. My most enjoyable part of this class was learning PowerPoint and all the bells and whistles that come along with the program. I have got to impersonally meet a great and wonderful instructor, that kept me motivated through out this Fall term.

I also really enjoyed and appreciated the many instructional videos and Power Points throughout this course that made everything so easy to understand. I am sure this took a very long time to put all of these resources together and I am very grateful to have a teacher who put in all that time. I was also grateful for the personal messages about my grades throughout the course this was very useful and was amazed to have a teacher that actually cared whether or not I passed the class.

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. *

In most cases I feel there was a good tie between the two. There were a couple of issues.

1) That the software being taught is outdated. We as a department are aware of that, but due to budget cuts at CGCC when the last Microsoft Office update happened we were not allowed to update the software in the courses. Since there is another MS update coming in the second half of 2018, we are working with our department chair, and director to make sure we are able to update promptly this time. This has been a frustration for the instructors, as well as the students, but has been out of our control.

2) One student had a negative response to pretty much every question. I believe this was the same student that complained in class about needing to use the book to follow directions (wanted to do his/her own thing vs step by step directions), he/she also was failing the class most of the term (PASS form was done, and he/she entered finals week with a D and passed with a C by only one point). I went back through his/her complaints about not getting help when contacting the instructor, and only found one message from the student sent in September (both Moodle messages and emails were checked). All other messages were in response to the instructor reaching out to the student with concerns about work quality, directions not being followed, or failing scores. After reviewing the student comments, and looking at the other comments for the class from other students, verifying the student lack of contacting the instructor, I feel that while I am concerned this student was not happy with the class, I do not feel it was due to any types of things that need to be modified since this student's concerns are not reflected in any other comments from other students from this term, or previous terms of this class using the same format.

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.)? *

At this point I do not feel any course changes are needed. The format seems to be working pretty well for most students. When updates are done the next time, there may be some adjustments made.

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

We need to have the budget to allow for prompt updates of the courses that use Microsoft. This includes the need for the software for student access in the commons in Hood River and the library in The Dalles.

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

None at this time.

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

The course outcomes (objectives) are found on the course syllabus, opening area of Moodle, and in each weekly area. This course has meet Quality Matters standards, so this area has been evaluated and met QM standards.

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).

#1: Communication: in this course the students have to create assignments to communicate with the instructor. Three assignments specifically require critical thinking (buying a computer, buying a digital camera, and control panel). In these assignments the students have to apply their learning on the topic to their personal situation and think about what would be best for them personally.

2: Critical Thinking/Problem Solving: From week 3 through 11/12 the students do a journal reflecting on their learning during the week. This assignment requires critical thinking about the week's learning. Also, for weeks 3-9 the students have to create a Word document that goes with an application assignment. The questions that go with it require critical thinking about how they applied their learning, the choices they made with the projects, how problems were solved (and why they picked that solution).

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