

Course Assessment– Part B: Your Results & Analysis

#298

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CAS 230 – Design Principles – 1092517 – Grace Windsheimer – Spring 2018

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. *

I used weekly forum, journal and lesson questions related to design principles and weekly projects based learning (PBL) assignments will be used for this assessment.

92% completed forum questions with a C or higher

91% completed journal questions with a C or higher

92% completed lesson questions with a C or higher

96% completed projects (PBL) with a C or higher

Outcome #1

*

Weekly forum questions related to design principles and weekly projects based learning (PBL) assignments will be used for this assessment.

92% completed forum questions with a C or higher

96% completed projects (PBL) with a C or higher

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

94%

Outcome #2 *

Weekly journal questions related to design principles will be used for this assessment

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

91%

Outcome #3 *

Students will be able to save their documents into specific formats depending on their use in print or web.

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

96%

ANALYSIS

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

A few students have taken other classes related to design, this helped them from the start. For those that were new to designing with a computer, they picked things up quickly because I don't require a project until the 4th week of the term. The first 3 weeks are all developing what design principles are without having to design anything. I also use OER resources to help student with terms, concepts and ideas. Students are able to use what they already know, to design their projects while learning about design principles.

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

Students weren't able to access the online evaluation this term.

student achievement of the three outcomes.

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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Students achievement of outcomes were way above the 80th percentile. Since this is a project based learning class, they all presented projects that fit their own style of design while learning new principles along the way.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	At this time I will be making no adjustments, my last term teaching at the college.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	None at this time
8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	This is the first time this course has been evaluated as it is a new course.
9. Describe how you have shared information about course outcomes with your students.	Sharing feedback with students is easy in Moodle through the feedback information for each assignment. I also give feedback in forums and send out weekly grade updates so students know where they are in the class after each week. I do a 3,2,1 journal after each project. 3 objectives or outcomes for the projects, 2 questions they might have, 1 way they can use the weeks information at home, school or work. The questions part of the journal helps me connect with students, I've found it to be very useful in my classes.
<p>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:</p> <p>CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"</p> <p>and</p> <p>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).</p> <p>CLO#1 communications is key in an online class. I use and help students use Moodle messages, Moodle chats, Zoom Virtual Office Hours and weekly feedback on assignments and grades. I use OER resources to help student with terms, concepts and ideas. I keep all communications in Moodle for record keeping.</p> <p>CLO#2 This class is about critical thinking with project based learning; reading the specific directions and then relying on the beginning Moodle OER lessons, course reference book and past experiences to design a project. Students are able to use what they already know to design their projects while learning about design principles.</p>	
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