

Course Assessment– Part B: Your Results & Analysis

#264

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EMS 105 – EMT Part I – 1091656 – Marcus Van Laar – Fall 2017

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) *

#1 – Most Students were successfully able to learn and grasp the hands on practical application of EMS skills through in person lab time

#2 – Students performed one weekly quiz per chapter, One exam per section, and a Term final. All but one of my students were able to successfully complete these assignments.

#3 – By Combining the feedback from written quizzes and exams with the feedback from in person lab time, the student's understanding of the material was able to be tracked. All but one of the students successfully completed these tasks.

Outcome #1

*

By conducting in person and hands-on lab time with the students.

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

88%

Outcome #2 *

By administering weekly quizzes, section exams, and a thorough term final written exam.

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

88%

Outcome #3 *

By conducting in person and hands-on lab time with the students. By administering weekly quizzes, section exams, and a thorough term final written exam.

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

88%

ANALYSIS

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

Students who actively studied the text and completed the workbook, as opposed to relying on the Lecture did markedly better than those who did not. Also, time management skills are required to be successful in this class as well.

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. *

I believe that the student perception of understanding is on par with my own. They expressed a fair to good understanding of the material, which at this point in the course is normal, and to be expected.

5. Did student achievement of outcomes meet your expectations for successfully

Yes, all passing students were able to successfully complete the required practical stations

teaching to each outcome (question 4 from Part A) *

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

No changes to the method of instruction, but some prioritization of time in lecture vs time in hands on application may be in order. The students seem to learn from and benefit from hands on time far more than simple lecture.

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

None. Simply planning and time on my part to streamline the process.

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

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

Information regarding course outcomes were shared via the class syllabus

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 - I have tried to remember to move around the room more often and engage different parts of the class to keep them interested and keep the environment fluid.

#2 - I strive to pose questions and engage the students in the lecture. I also try to relate the material being presented to real life situations I have encountered in my career that are relevant to the topic, without being distracted by "war stories" or irrelevant discussion.

Created 12 Jan 2018 1:03:42 AM	
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