

Course Assessment– Part B: Your Results & Analysis

#301

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. MEC 122 – Mechanical Power 2 – 1092541 – Tom Lieurance – 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. *

Students were tested on the material presented in class, on line, and in the book. Testing was done using written and hands on lab methods.

Outcome #1

*

For some odd reason there is nothing listed for this outcome so I'll use one of the outcomes not already listed. The CCOG's on the website do not include MEC122.
Outcome one dealt with personal and corporate safety in the lab.

% of students who successfully achieved the outcome (C or above) * 91

Outcome #2 *

Assemble and disassemble a commercial wind turbine as part of a team

% of students who successfully achieved the outcome (C or above) * 91

Outcome #3 *

Use hand and power tools safely and appropriately

% of students who successfully achieved the outcome (C or above) * 91

ANALYSIS

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

Contribution to student success: Attending lab on a weekly basis, contributing to the task at hand (not just being there but doing what is asked), contributing to solution of the task at hand, no horseplay, critically evaluating the task at hand in the lab and in tests. Students also had to understand personal and corporate safety in the labs.

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. *

In the evaluation results the students said they understand the mechanical systems better than they had before the class and labs. Mostly, the formative testing showed me that students understood the material.

5. Did student achievement of outcomes meet your expectations for successfully 80% or more students received a C or higher

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.)? *

None, the course will not be offered again. A course called MEC123 will be offered. It will be a combination of both MEC120 and 122 in one quarter. Much material needs cut from the class to concentrate on only the core elements.

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

None, the course will not be offered again

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

No last assessment of this course available.

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

Moodle had a full listing of subject matter and expectations, feedback from tests and homework.

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).

Course was laid out on Moodle this time. Students were required to work together as a team with no one just standing around. Jobs were given according to what I perceived they needed to learn while mechanically seasoned students gave guidance. This class is about project based learning and how does a person use the intellectual tools from class to assemble and disassemble mechanical systems in the lab. Think about what and why you are doing or could be doing.

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