

Course Assessment– Part B: Your Results & Analysis

#256

Your Email *

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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. *

*Data will omit assignments that counted towards the one drop assignment rule. Statistics will also be rounded up or down.

Outcomes 1&2 Data:

Assignment 1: Completion Rate = 100% ; Average Score of Completed = 86%

Assignment 2: Completion Rate = 89% ; Average Score of Completed = 90%

Assignment 3: Completion Rate = 91% ; Average Score of Completed = 88%

Assignment 4: Completion Rate = 90% ; Average Score of Completed = 94%

Assignment 5: Completion Rate = 70% ; Average Score of Completed = 89%

Assignment 6: Completion Rate = 83% ; Average Score of Completed = 91%

Assignment 7: Completion Rate = 67% ; Average Score of Completed = 95%

Research Paper: Completion Rate = 75% ; Average Score of Completed = 77%

Political Letter: Completion Rate = 75% ; Average Score of Completed = 100%

Total Average Completion Rate = 82% ; Total Average Score of Completed = 90%

Outcome 3 Data:

Political Letter: Completion Rate = 75% ; Average Score of Completed = 100%

Moodle Participation: Completion Rate = 70% ; Average Score of Completed = 70%

In Class Participation: Completion Rate = 81% ; Average Score of Completed = 81%

Total Average Completion Rate = 75% ; Total Average Score of Completed = 84%

Total Data:

Total Full Class Average Completion Rate = 79%

Total Full Class Average Score of Completed = 87%

Outcome #1

*

Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people, cultures, and social institutions.

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

67%

Outcome #2 *

Identify and evaluate the impact that social phenomena (i.e. ideology and technology) and interaction (i.e. diffusion) have had on social change.

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

67%

Outcome #3 *

Participate within societies as informed members on social change, demonstrating respect for diversity, critical thinking, and collaboration

% of students who successfully achieved the outcome (C or above) * 75%

ANALYSIS

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

Like many courses this course is set up to assess learning through multiple outcomes. It requires students to be diligent and put the work into the course in order to be successful. It also tailors to students' diverse learning styles by offering multiple assessments (in this case: assignments, research paper, political letter, and various participation assessments). I believe this contributes to student success. What leads to lack of success is if students are unwilling or too overloaded to be able to put adequate work into the course. Also, deciding to all of sudden not come to class or do work generates lack of success.

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. *

On questions 3–5 on the student evaluations students reported an increase in the amount of understanding and ability to apply/evaluate sociological perspectives/phenomena. Additionally, they reported higher abilities to act as informed members in society at the end of class. In comparison to the course assessments of outcomes and comparing the success of the course this is to be expected.

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

Yes, read below.

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

This term showed some lower than normal completion rates. This is due to primarily two things. Class size and three students who essentially disappeared from the class. Only one student of the students who stayed active in the course only scored high enough for completion of one of the outcomes. All other active students completed all three outcomes. Students being adults have autonomy to make decisions, and unfortunately, that sometimes means that they decide to stop coming to class and/or stop doing work. Due to three students doing this and the smaller class size, this hurt rates.

Of the students who remained active, completion rates were high, and overall reports from those active students appear to be positive. A few students voiced preference concerns, i.e. one wanted quizzes instead of written assignments. There was also mention of more active group participation/discussion. This is something that I leave up to the class, I give ample chances and time for students to discuss and participate in class, however, this particular class set a culture of being more quiet and attentive.

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

I am considering changing my teaching methodology on participation and may switch to actively calling on students instead of allowing them to be autonomous adults and decide. This would not impact budget.

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

N/A

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

We go over course outcomes in the beginning of the term day one. I then periodically bring outcomes into the conversation when the class is

your students.

learning something or there are assignments that are tailored to them.

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).

I have taken part in the CLOs and have used and or created assignments for these assessments. The course is set up foster communication already, and the research paper aids in helping an understanding of source and evidence. They most present their political letters as well.
=CLO #1

For CLO #2, critical thinking and problem solving is a core base in my courses. Like CLO #1 there are multiple assignments, discussions, etc. that include the need for critical thinking and problem solving.

Created
6 Jan 2018
7:13:39 PM

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