

# Course Assessment– Part B: Your Results & Analysis

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Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu. BA 111 – 1092850 – Pam Ritzenthaler – Summer 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. \*

85% of students that completed the course earned an A in the course. Therefore, 85% of students earned over 80% scores on their tests, quizzes, and homework.

### Outcome #1

\*

Explain the conceptual foundation of the double-entry accounting model. 100% of students that completed this course earned a C or above on assessments measuring this outcome. 100% of students who filled out the course evaluation reported that they achieved this outcome.

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

100%

### Outcome #2 \*

Comprehend the basic steps in the accounting cycle.

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

100%

### Outcome #3 \*

Communicate effectively using basic accounting terminology.

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

100%

## ANALYSIS

Participation, attendance, completing and keeping current with the homework, preparing for tests.

3. What contributed to student success and/or 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. 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. \*

I was disappointed that some students answered incorrectly the last question in the Course Evaluation. 3 of the 9 respondents for the define Debits and Credits in simplest terms did not answer completely correctly. They did answer it correctly in class, so I wonder if they just didn't explain the nuances well in the course evaluation. We discussed it as a class after they filled out the course evaluation, and I am sure they all now understand the nuances.

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

Yes

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.)? \*

I will include more time for students to work together in class to explain to each other the concepts covered each week. This way they can show if they've learned the material well enough to explain it.

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

none

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

Last year I thought I would require students to be active with student study groups. I found this year that it is difficult to require that of shy, introverted students that work full time. They seem unwilling to find the time to meet with study groups. Next year I'll require that they check in with the study group or that they check in with me every week.

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

Via the syllabus and during daily lectures.

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:

Each class I teach includes efforts to include these learning outcomes. I did suggest that students mark the page from their textbook that they found the answers to quiz questions (on open-book quizzes) so they could provide Source Evidence.

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).

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