

Course Assessment– Part B: Your Results & Analysis

#377

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BA 256 – Income Tax – 1093565 – Stephen Shwiff – Winter 2019

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. *

One student failed due to a lack of work to attend class, complete or even attempt assignments, and non-responsiveness to outreach by me. 86% achieved a grade over 75%.

Outcome #1

*

Complete a basic set of forms and schedules for an individual taxpayer.

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

86%

Outcome #2 *

Understand and apply current tax rules and regulations.

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

86%

Outcome #3 *

Calculate the correct amount of tax using tax tables and/or tax formulas provided by the government.

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

86%

ANALYSIS

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

The collaborative classroom where instructor and students work together on a series of tax scenarios, 8 mandatory, several more optional, to prepare for the volunteer sessions where as certified tax preparers, each student is responsible for their own client with their own taxes. Students took the class seriously as preparation for a real world scenario and prepared for class and worked hard in class, even staying 30 minutes after class was over to fully understand a scenario.

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 feel the single evaluation found the same as I did above in the preparation and the value of the volunteer time with Tax-Aide.

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

Yes

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

Always in this class, with so much material and so many rabbit holes students could fall into, organizing the material is preeminent. I plan to examine the practice questions necessary for tax certification and break them into more manageable pieces. As one student suggest, a document highlighting what they should read and understand for each assignment, while already in the material, might help direct them better to specific training.

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

None, focus on the Open resources Tax-Aide provides.

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

The longer classroom time before volunteering and the focus on tax scenarios in a cooperative classroom setting seemed to prepare students better to meet the outcomes.

9. Describe how you explain information about course outcomes and their relevance to your students.

The course outcomes are in the syllabus and are discussed in the first class. They are so broad that they are easily invoked throughout the term.

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).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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