

Course Assessment– Part B: Your Results & Analysis

#326

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.

CAS 101 – 1092948 – Andrea Ware – Fall 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. *

Outcome 1: Unit 2 Journal.

Outcome 2: Reference Manual.

Outcome 3: Website Evaluation

For all three outcomes, 100% of the students met the achievement threshold.

Outcome #1

*

Demonstrate an understanding of role, job skills and tools for Web Design & Development.

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

100

Outcome #2 *

Recognize and identify current software and technology tools using web design and development terminology.

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

100

Outcome #3 *

Evaluate web page quality, usability and accessibility.

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

100

ANALYSIS

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

The course material and teachings are straightforward as this is a course that introduces students to the field and jobs within the field. The nature of the class lends itself to student success. The students who stuck with it and finished did well on their assignments, following directions and providing what was asked for.

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. *

Their responses reflect a deeper understanding of the concepts and confidence in the field at the end of the course than what they reported at the beginning of the course.

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

Yes, 100% of the students met the goals.

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.)? *

This class was completely rebuilt for this term, and the changes seem to have been effective. Unless changes to the outcomes or content is made, I plan to make some minor adjustments (clarifications, updates, etc.), but beyond that I plan to stick with the course as it is currently designed.

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

None. These will be made when I complete my regular updates when the class is next offered.

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. This was my first term teaching this course.

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

I explain the purpose of the course outcomes, and tie them in with the weekly instructions. They are generally broken down within the assignments as goals. Essentially, I explain that the outcomes/objectives/goals are the concepts they need to prove competence in within their submissions. I also grade most assignments against a 3 level mastery rubric that assesses the level at which they demonstrated that outcome/objective/goal. The three scoring levels have points tied to them and are as follows: competent, developing and needs improvement. I believe this method of assessing student work helps to drive the idea home that while an A-F grading scale is important, demonstrating their grasp of the concepts (via outcomes) is the goal.

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: Organization and Presentation. Materials that increase awareness of key points in web content creation and how they are presented to the WWW.

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #4: My Web courses all have a large focus on accessibility and universal design which captures not only users with potential accessibility barriers, but also considerations across cultures.

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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