

Course Assessment– Part B: Your Results & Analysis

#336

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 170 – 1092956 – Eric Greene – 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. *

Fourteen students took the final exam. One failed, two students received a C, four students received C, seven student received a grade of A.

Outcome #1

*

Create personal and/or business spreadsheets following current professional and/or industry standards.

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

71%

Outcome #2 *

Use critical thinking skills to design and create spreadsheets.

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

71%

Outcome #3 *

Communicate in a business setting using spreadsheet vocabulary

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

71%

ANALYSIS

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

It appeared to me that this group of students did not study the text and seemed to work on the text assignments as a way of learning the material. It appeared to me that several students including those who dropped out had trouble applying Excel functions because they did not have a good understanding of high school math concepts such as the meaning of and how to calculate average or percents.

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. *

It appears the students' perceptions found in the student evaluations were done by those students who received the highest grades in the class.

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

71% of the class met my expectations for successful teaching

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.)? *

Students should be screened for math skills. More emphasis should be put on preparing high school graduates to apply basic mathematical concepts such as percent, average, ordering lists, and working with abstract concepts such as those found in elementary algebra.

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

A more vigorous evaluation of students prior to enrolling in CAS 170

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

I put more emphasis on the need to read the text book throughout the course as it became apparent that some students were not reading the material efficiently

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

I refer the students to the syllabus where they can find the grading matrix

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"

clo#1 no change – this is a technical course similar to computer programing with emphasis on financial reporting.
 clo#2 no change – this is a technical course similar to computer programing with emphasis on financial reporting.
 clo#4 no change – this is a technical course similar to computer programing with emphasis on financial reporting.

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