

Course Assessment– Part B: Your Results & Analysis

#324

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. (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 – 13/13/ students scored a 12/15 or above earning a B or above on the Library Scavenge Hunt demonstrating their skill at utilization of library resources for information.

9/13 students scored a 9.6/12 or above (B or above) on the Cite Your Sources quiz demonstrating their skill at locating sources using MLA and APA citations. 10/13 scored above an 8.4 demonstrating skills above a C level. 3/13/ students scored below a grade of C.

88% of students met this outcome

Outcome 2 – 10/13 students scored a 45/45 total for all assignments in this unit. 3/13/ students scored a 44.5. 100% of students earned a B or above by demonstrating that they can upload a completed weekly schedule and term schedule as part of a time management journal; research various tools/techniques for time management and share them with the class; and create a plan to deal with procrastination.

Outcome 3 – 11/13 students scored a 30/30 on the unit assignments used to assess this outcome (quiz on different note taking techniques and upload a set of lecture notes using one of those techniques). 13/13 students earned a 25/30, above the 24/30 required to earn a B (80% or better) on the assignment. 100% of students met this outcome.

Outcome #1 *	Utilize library resources for information and research.
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% of students who successfully achieved the outcome (C or above) *	88%
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Outcome #2 *	Design a study schedule and choose strategies to manage procrastination.
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% of students who successfully achieved the outcome (C or above) *	100%
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Outcome #3 *	Apply note taking strategies.
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% of students who successfully achieved the outcome (C or above) *	100%
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ANALYSIS

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

Outcome #1 – Utilize library resources for information and research – Student achievement of this outcome is always low. I have updated the resources and the scores have gone up from last assessment from 74%, most likely as a result of "tightening" up the content and resource material to align better with the outcome and the quiz. It seems to be referencing that students struggle the most with, however this is not surprising given that this skill takes time to

master. I also think this unit's placement in the course may contribute to lack of student success. This is one of the last units and students are often behind and/or "done" with the course.

Outcome #2 – I am not surprised by student achievement of this outcome. The alignment between resources, assessment and outcome achievement is strong, and it's the beginning of term and students are usually enthusiastic.

Outcome #3 – I try to make the activities and assessment useful for students. One of the assignments is to upload notes from any class they are taking that demonstrates one of the techniques. Students find this to be a useful exercise because it demonstrates that they already have good note taking skills, or that they have implemented what they have learned from this class and applied it to their high school or college course. They also have many excellent resources that demonstrate various note taking techniques.

<p>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. *</p>	<p>Outcome #1 – 88.88% of students indicated that they have a very good to excellent grasp of library resources and information. Outcome #2 – 100% of students indicated that they have a very good to excellent understanding of how to design a study schedule and manage procrastination. Outcome #3 – 100% of students indicated that they have a very good to excellent understanding of how to take effective notes. Student perception of their end of term understanding is comparable to my assessment of student achievement of all three outcomes.</p>
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<p>5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *</p>	<p>Yes for Outcome 2 and Outcome 3. No for Outcome #1 (however I am not surprised by the results)</p>
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<p>6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *</p>	<p>I might think about changing the placement of the library research unit so that it occurs earlier in the course. This unit doesn't require any scaffolding of earlier skills so could be placed almost anywhere.</p>
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<p>7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?</p>	<p>None, just time.</p>
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<p>8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *</p>	<p>I improved the videos and powerpoints for the library unit, which greatly contributed to student achievement of that outcome.</p>
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<p>9. Describe how you explain information about course outcomes and their relevance to your students.</p>	<p>Each course outcome is addressed as a unit (ie. Apply note taking strategies is addressed in the unit on Note Taking Strategies), so the connection is constantly made between material and activities and how they contribute towards student success on the assessments and achievement of the course outcomes.</p>
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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"

CL#1 – Source and Evidence – Students were required to complete a forum post discussing the validity of a controversial

claim.using the CRAAP method.

CLO#2 – Evaluate Potential Solutions – Students were required to complete a forum post discussing the validity of a controversial claim.using the CRAAP method. The rubric requires students to :

2. Gather your information: you will be expected to find evidence to either support the claim or reject the claim (4 sources total).
3. Apply the information (ask critical questions, explain how you came to your conclusion and why the sources you've consulted are credible using CRAAP)
- 4 . Consider the implications (what are the effects of your position?)
5. Explore other points of view. (Discuss the opposing point of view and whether there is any validity to it)

Created 20 Dec 2018 7:55:27 AM	
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