

Course Assessment– Part B: Your Results & Analysis

#362

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 is: Student are asked to turn in an final annotated bibliography as their final assignment. The annotated bibliography is built week-by week. Most weeks the students turn in an mini- bibliography utilizing sources found in specific medium that they explored that week.

Outcome #2 is: Week 6 has an assignment entitled Evaluate a site in which we ask students to utilize the techniques we talk about in class to investigate and engage in Lateral Reading to evaluate several website's legitimacy. Additionally, the students are tasked with evaluating and critically examining the sources they wish to use in their mini bibliographies.

Outcome #3 is: Students have four discussion posts over six weeks in which we incorporate major themes like plagiarism, the information life cycle, publishing, scholarship as conversation, privacy, security & censorship.

Outcome #1

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The mini-bibliographies. There were 5 mini-bibliographies: Students with a C or Better: Internet sources - $18.48/20 = 92\%$; Books, eBooks, Media - $17.44/20 = 87\%$; Articles #1 - $17.71/20 = 88\%$; Articles #2 - $18.11/20 = 90\%$. Results for the mini-bibliographies = 89.25% overall. The final bibliography - $75.25/80 = 94\%$.

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

$17/26 = 65\%$ of students who successfully achieved the outcome (C or above) *

Outcome #2 *

15/25 -- 60%

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

60%

Outcome #3 *

Weekly discussions: 4 weekly discussions assessed: Information Ethics= $17/25 = 68\%$; Research Process & Citations - $18/25 = 72\%$; The Internet as Resource Tool - $18/25 = 72\%$; Reading Laterally - $20/25 = 80\%$

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

73%

ANALYSIS

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

Substantive Interactive (SI) practice was incorporated more than the previous course assessment (Fall '17) during discussion posts and weekly announcements. Students really responded to tips and study suggestions, and shared

experiences from the point of view of instructors. Of course, you can't absolutely make a correlation between the two, but I think a higher level of engagement demonstrated by the instructor might have helped student engage in the class. Yet, along with a marked increase in enrollment, this class had more disengaged students (more withdraws) than Fall '17 for unknown reasons. A reason could be too many students enrolled with not enough students participating in regular discussion forums. For instance, there was an overall drop in discussion participation quite early in the term, week 3. One might unscientifically call that a snowball effect.

Yet, the Lateral Reading discussion indicated a higher level of engagement. This could be due to a correlating assignment to that discussion, as well, as a Lateral Reading being an emerging practice in information evaluation where students are introduced to a higher level of critical thinking skills.

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.

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The course student evaluation only received one response. I don't think that's enough to determine the self-assessment of the course's students. Although, the one response did indicate improvement in information retrieval skills, and increased understanding of evaluating sources of information. There was also an heightened awareness of database access and multiple keyword search strategies.

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

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Outcome #1 = 65% (bibs) Outcome #2 = 60% (eval a site) Outcome #3 = 73% (discussions) No, the students did not meet the outcomes successfully.

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

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We definitely need to make more adjustments. With the increase in enrollment for this course we also had an increase in the proportion of students who chose not to actively participate. I am wondering if the lack of engagement with students was partly due to the fact that the discussion forums were worth fewer points. I would like to ask students to engage more through providing their our resources and thoughts to share with the class, perhaps we can integrate a discussion with a "sharing resources" theme to it; I would like to think it could bring some of the desperate starting points in the students' experiences together and provide them with some control.

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

We don't anticipate any need for additional budget. We have talked about potentially integrating WikiEDU into the course in a meaningful way -- this is a free service, so the expenses would be in terms of time to test out the tool, and integrate it into t

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

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We updated a few things since last time:
we decreased and redistributed some of the points systems
I believe this helped increase the attention to the discussion posts
We made it easier to calculate their grades and keep up with their scores
we decreased the number of quizzes
This made it more easier for students to mine points in their discussion posts
We updated the course outcomes since Fall 2017 and that change was reflected in the change in assignments & learning objects

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

Each week we provide an announcement for the week's coursework, what to expect, and to what outcomes the week's work ties into. We try to make the announcements thorough and pertinent to the student's understanding of the outcomes.

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"

"Organization and Presentation"-- The course was rearranged and updated from reflecting one WR particular course outline, to better align to how a topic is researched and a evidence found. The mini bibliographies build on one another and the final bibliography is an amalgamation of the work done on these.

"Students Position"--The assignment about Lateral Reading instructs and teaches a series of habits that could be employed (in this case on the Internet) to better evaluate and responsibly consume and disseminate information. One of the intended outcome for this course is to "Understand many of the economic, legal, and social issues surrounding the use of information." In order to better meet this outcome, we ask students to learn about, and keep in mind, some of the barriers that come with the creation and dissemination of information, including how people -- including those as heterogeneous as our student population, seek out information, how it is shared, and how those roles hinder or affirm their biases.

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