

Course Assessment– Part B: Your Results & Analysis

#402

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.

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. *

Based on student response to questions, the vast majority showed at least 2 steps of improvement from before the class and after the class. This shows that there was significant progress made during the class towards learning these outcomes.

Outcome #1

*

The success rate of this class was 100%, which is the same for all of the outcomes below. While this may seem like a significant achievement, Math 253 is the 3rd term of a year long sequence and therefore normally has a success rate of 100% (or very nearly). Students already know what to expect; those aren't going to be able to succeed have generally already stopped taking the sequence.

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

100

Outcome #2 *

See above

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

100

Outcome #3 *

See above

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

100

ANALYSIS

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

While there are always things for me as the instructor to consider or worry about, student success in this class – and all other classes – always comes down to student effort outside of class. If we as instructors are to be praised for anything, it is in motivating students to do those things they already know are necessary. We also succeed by getting students to realize that they can, in fact, succeed. After all, 15 or 20 hours of studying is not going to seem worth it if you don't think that it will help you succeed.

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

As mentioned above, student perception of their own understanding moved significantly up the scale.

student achievement of the three outcomes.

*

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.)? *

The first time I taught Math 253 at CGCC, student success of chapter 8 was quite poor (all of outcome 1 above and part of the other 2 as well). Subsequently I have allotted a larger portion of class time (roughly half the term) to that topic. I am increasingly concerned that this may be artificially elevating the importance of the topic over all in the class. It also deviates strongly from my usual practice of dropping the lowest test score. I may well go back to the old structure this coming spring term when I teach the class again.

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

None

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

I seem to be getting better at explaining infinite series to students, or at least improving at getting them to focus much less on the infinite part (which in my experience only tends to make a person dizzy, and for not one single good reason)

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

I don't. They know why they are there (widely varying reasons typically), and I tend to show them why what they are learning might be useful to them. And not all of it really is useful to them, but at least they know of it's existence in case they ever need more.

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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