

Course Assessment– Part B: Your Results & Analysis

#318

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. *

Students orally explained how they applied reading strategies to a variety of literary samples.

Students wrote well-organized paragraphs and essays.

Students used effective spelling, punctuation and capitalization in their writing (75%).

Outcome #1

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Outcome 1 – On successful completion of Pre-College Language Arts, student will have –

- (Lang Arts I) learned and practiced a variety of active reading strategies, such as identifying unknown words, generating questions, and making connections to life experiences.

- (Lang Arts II) applied active reading strategies, such as the skills noted above, as well as making predictions and using contextual clues.

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

100%

Outcome #2 *

Outcome 2 – On successful completion of Pre-College Language Arts, student will have –

- (Lang Arts I) written a well-organized summary paragraph.

- (Lang Arts II) written a well-organized paragraph and essay.

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

100%

Outcome #3 *

Outcome 3 – On successful completion of Pre-College Language Arts, student will have –

- (Lang Arts I & II) used effective spelling, punctuation and capitalization.

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

75%

ANALYSIS

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

While students worked well in class, there was a great deal of absenteeism. Although students were regularly encouraged to work on Moodle and other educational sites at home, this rarely happened. I would credit the time of year and the fact that all these students have children for the low participation. This is not saying that there was some success and a move toward higher GED-R scores. There is just more success during the school year.

4. Helping students to realistically self-assess and reflect on their understanding

Unfortunately, there were only three responses to the questions. They actually mirror my impression of learning, based on attendance. For

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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example, I carefully go over the syllabus with students, because of low responses to Question #1 in the past. As class progresses and students drift in several days (or two weeks) late, I often resort to showing late students the syllabus on Moodle and asking them to review it on their own. All students were orientated according to the demands of class time, but, despite my efforts, some students still don't remember the syllabus.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *
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Actually, the students all showed a level of improvement, especially those who turned in work. I regularly encourage students to do written assignments, and I give them class time to do this. Some, though, still avoid written work.

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

There are many times, in class, that I give students a choice. They are encouraged to determine, themselves, what they most need to work on. I'm re-thinking this strategy. Perhaps I'll give them less choices, at various times, and require them to work specifically on essays and paragraphs.

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

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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The main adjustment to this course is going synchronous. While I struggle to connect with students that I can't see face-to-face, it appears that this method hasn't negatively affected student achievement.

9. Describe how you have shared information about course outcomes with your students.

I've asked students to read over the course out-comes on their own, and briefly refer to them during class time. Special emphasis was placed on reminding the students that reading and learning reading strategies was an important part of the class.

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).

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