

Course Assessment– Part B: Your Results & Analysis

#389

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.

PC RD & WR I & II – Reading & Writing I & II – 1094070 –Tricia Losee – Spring 2019

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. *

Vocabulary words were entered 88.64% of the time.
Average score for complete sentence quiz = 96.8%
Average score for point of view quiz = 65%

Outcome #1

*

Students will increase their knowledge of academic vocabulary as applied to the topics of science, language arts, and social studies.

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

100

Outcome #2 *

Students will improve their ability to write complete sentences.

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

100

Outcome #3 *

Students will evaluate written information to determine the author's point of view and purpose.

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

50

ANALYSIS

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

I think that when the students are showing up ready to learn and do the work, then they are being successful. I do my best to make some sort of connection with each student and learn about them so that I know how best to motivate them to continue to come to class and work towards their GED.

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. *

I do not currently have the student evaluations available to me.

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

Yes

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.)? *

I plan on incorporating more worksheets and working together as I think this will help students to be successful.

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

Finding worksheets that pertain to what we are working on; I do have them available to me.

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

NA; this is the first course assessment I have participated in.

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

I explain that everything we do in class directly relates to either passing the GED tests or achieving higher scores on college placement tests.

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:

I ask for open feedback from my students and they have been comfortable to share with me what they feel would help them more. I encourage communication quite often.

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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