

Course Assessment– Part B: Your Results & Analysis

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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. RD 115 - 1093022 - Jennifer Kamrar - Fall 2018

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: Read independently for multiple purposes, including scholarly research (e.g. peer-reviewed journal articles, use of online scholarly databases, etc.).

85% of students (minus withdrawals and incompletes) were successfully in achieving this outcome.

Outcome 2:

Read increasingly complex and diverse college-level texts using active analytical and critical reading skills.

85% of students (minus withdrawals and incompletes) were successfully in achieving this outcome.

Outcome 3: Student will read, annotate, and respond (in essay and seminar) to a variety of college-level articles and essays.

85% of students (minus withdrawals and incompletes) were successfully in achieving this outcome.

Outcome #1

*

Read independently for multiple purposes, including scholarly research (e.g. peer-reviewed journal articles, use of online scholarly databases, etc.).

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

85% of students (minus withdrawals and incompletes) were successfully in achieving this outcome.

Outcome #2 *

Read increasingly complex and diverse college-level texts using active analytical and critical reading skills.

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

85% of students (minus withdrawals and incompletes) were successfully in achieving this outcome.

Outcome #3 *

Student will read, annotate, and respond (in essay and seminar) to a variety of college-level articles and essays.

% of students who successfully achieved the

85% of students (minus withdrawals and incompletes) were successfully

outcome (C or above) *

in achieving this outcome.

ANALYSIS

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

Student success, as always, came from a supportive classroom environment alongside a supportive environment for students outside the classroom. I think that student success was also shaped by even more in-depth self-reflection and assessment this term.

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. *

For each project, including for their final grade, I had students submit annotated self-assessment rubrics. This meant that for each larger assignment, they had to thoughtfully reflect on each aspect of their work (that I was then going to assess). Not only did they have to assign value to each section, they also had to explain why they thought they earned what asserted. In addition to reflection, I also asked that the students think of their academic futures (broadly and acutely); they were asked to reflect on what they could improve upon while also envisioning how they could ensure they would achieve their goals.

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.)? *

I will be introducing self-assessment rubrics earlier on in the term, and hopefully at the beginning of each project in need of one. They were revolutionary in terms of increasing the quality of work received and also served as a more accurate assessment (my own, and that of my students).

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

No resources beyond what I already use, and thus, no budget implications.

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

Again, I think the introduction of the annotated self-assessment rubric has been the most beneficial new tool I've implemented in years.

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

Outcomes are clearly noted on the first pages of each syllabus. Additionally, each week's assignments (for hybrid classes) note the outcomes addressed in that week.

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" –

I appreciate that we are being asked to think about curiosity from an institutional angle. However, I am perpetually asking pushing the frontier of teaching critical thinking in the classroom. Since that is mainly what I teach, it is an ever-evolving process that is often centered on opening ourselves to other worlds outside of ourselves -- be that of other individuals or, more broadly, cultures. My teaching is not static, and while that creates more work for me, I am always changing, shaping, and adding to my instruction, curriculum, and assessment.

Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

Created 7 Jan 2019 12:15:41 PM		Updated 8 Jan 2019 7:59:02 AM
PUBLIC		COLUMBIAGORGECC