

Course Assessment– Part B: Your Results & Analysis

#439

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. *

BA 226 – Business Law I – 1095018 – Jean Sheppard – Winter 2020

The case problem scores went from approximately 7 out 10 at the beginning of the course to 8.5

The quiz scores went from 35–40 out of 50 to 45

The average final exam score was 83

Outcome #1

*

Students were to demonstrate an understanding of the legal environment of business.

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

100

Outcome #2 *

Students were to apply basic legal knowledge to business transactions.

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

100

Outcome #3 *

Students were to effectively employ standard business and legal terminology.

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

100

ANALYSIS

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

All of the case problems, quizzes and exams were open book so with adequate reading and preparation the tools were available to all. In class we reviewed all of the case problems so that students could learn where they misinterpreted some of the legal reasoning.

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. *

In a university setting this class is a year long class so in one term we only skim the highlights. The majority of the students felt that they were progressing towards proficiency but did not totally master the subject matter. I think their assessment is realistic; it is impossible to master this topic after only one term of study.

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

Yes, the pre-test and post-test results indicated that most students were completely unfamiliar with any of the terminology or concepts at first but at least gained a modicum of understanding by the end of the course.

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

I would upgrade from the 12th edition of the textbook to the 14th edition as it is easier to read and provides more relevant examples. I had one student drop the class because of difficulty reading the material.

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

Making the textbook available for a lower fee through Cengage.

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. *

This is my first assessment.

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

I explained the purpose of the pre-test and post-test. I also explained that they would gain an understanding and familiarity with important concepts like judicial review; business torts; contracts and interstate commerce; however, an in-depth knowledge of these issues was beyond the scope of the course.

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"
 CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

This course relates most closely to CLO #2, Critical Thinking/Problem Solving. Many times the answers to the case problems are not what a lay person without any knowledge of business law would expect. I encouraged students to think critically and not be swayed by their "heart strings." I also suggested to several that they would benefit from taking Writing 121 before taking this class since I tried to teach them to write concise, logical and persuasive arguments using the IRAC method of legal analysis which breaks each case into its Issue, Rule of Law, Application and Conclusion. When correcting their work I would encourage them to describe the relevant facts of the case; identify the issue at the core of the dispute; correctly define and explain the relevant rule of law; apply the rule to the facts at hand and come to a conclusion that was logically supported by each of the prior building blocks of their argument.

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