

# Course Assessment– Part B: Your Results & Analysis

#415

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

75% students showed a mastery of material at 70% or better.

### 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

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#### Outcome #1

Using the T130-XS calculator, apply common math skills to real life problems involving whole and rational numbers.

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

100%

#### Outcome #2 \*

#### Outcome #2

Interpret charts, graphs and data to answer real life mathematical problems.

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

100%

#### Outcome #3 \*

#### Outcome #3

Solve measurement and common geometry problems through the use of mathematical procedures, including technology.

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

Material was covered, but not assessed.

## ANALYSIS

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

Student success – Attendance and review when students were absent or had difficulty with the material.

Lack of success – This term, the majority of this class population had more difficulty, than usual, with the material. Some subjects that were normally covered in one lesson, took two.

In addition, Ms. Harrington was out of class for two weeks, necessitating the use of three subs who were inexperienced with the material. All students, in face-to-face communication and in the mid-term course assessment, reported difficulty understanding lessons as taught by the substitutes. When Harrington returned, it was necessary to re-teach two weeks of lost time.

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

Our assessment agrees

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

yes

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

Several hours of in-class and out-of-class time was devoted, this term, to the use of Moodle, in case the instructor was absent. The hope was that the students could teach themselves, in the computer lab, with minimal help from a sub. However, a series of situations resulted in inexperienced subs teaching material in a class-room setting instead of the lab. While the subs reported that the Moodle site was very helpful to them, students reported being greatly confused.

While my students' suggested remedies were either to fully train my subs or never get sick again, my first remedy is to ALWAYS have the Moodle site completely ready for any emergency at least two weeks in advance. That the site was scrambled on the day I unexpectedly landed in the hospital was a fluke of a perfect storm – and it was unacceptable. It will not happen again.

It is fortunate that all my students met their goals, despite the this debacle, however, I am determined it will not happen again.

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

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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. \*

Not applicable.

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

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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"

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