

# Course Assessment– Part B: Your Results & Analysis

#453

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. \*

PHL 202 – Introduction to Philosophy: Elementary Ethics – 1096128 – Ray Kempf – Summer 2020

PET Project – an explanation of the students Personal Ethical Theory at this point in light of what we covered in class. 9 or 11 students turned in the paper – of the two who did not one turned in nothing all term – the other was spotty with weekly forums – getting worse as the term progressed – and missed two tests as well as the paper – both students received a failing grade.

Of the students who turned in the paper these were the results:  
 Explanation of theory – all 9 B or better  
 Application of Theory – 8 of 9 B or better – 1 C  
 Defense of Theory – all 9 B or better  
 Practical Considerations – all 9 B or better

### Outcome #1

\*

Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.

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

100% of students who completed the assignment

### Outcome #2 \*

Apply cognitive competence of the major philosophical thinking on ethical behavior

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

100% of students who completed the assignment

### Outcome #3 \*

Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

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

100% of students who completed the assignment

## ANALYSIS

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

All students who completed the assignment (and passed the class) succeeded. The students who failed the class did not fail to achieve outcomes – they failed to submit anything (which is a different problem.). I believe the weekly forum posts, discussion and feedback helped students to learn content, develop skills and be attentive to the right types of details. I think this was mostly a case of students being well prepared in previous practice for the specific types of demonstration being asked for. I guess program design helped as well as the practice, feedback, improvement, repeat nature of forum posts as a response and assessment method.

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

I think student assessment and my assessment are in agreement. Students seemed too feel overwhelmingly better prepared to meet outcomes as a result of the course. I believe this can be simply attributed to the fact that most students had very little background in Ethics prior to the course and the course provided an intermediate level

end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

exposure to new ideas – so the learning curve was steep, and the mastery developed fairly significant, comparing before and after.

\*

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.)? \*

More direct interaction with me and or resources for scaffolding information would be helpful. Perhaps through short introductory or review videos or content outlines?

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

I basically have no idea how to make videos longer than 2 minutes that can be actually uploaded to Moodle or housed elsewhere. Also these items would seem to me to be my intellectual property so I'm not sure how to handle that.

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. \*

In previous incarnations this was a live course. As an online course Moodle is new, as is online delivery, Tests are very different (essay/written response based rather than containing T/F type elements) and the forum post/feedback model is very different. Overall I am pleased with the product and it's application – it seems to be a popular and effective class – fun to teach and provides a solid foundation that meets student needs.

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

Not sure I really do. They are in the syllabus..... but the outcomes themselves, in practice, are generally communicated in nearly everything I do, functionally – but not as “CGCC mandated course outcomes” but more as useful skills, course expectations, and content required practices. So I'm not sure how to best answer...

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"

Communication: I moved this term from the previous more static Moodle page to providing an introductory paragraph or two of content introduction, preview, and clarification as well as grading status updates and upcoming deadlines. I updated this at least weekly – sometimes twice in a week – at the very top of my Moodle page as ANNOUNCEMENTS: This was an attempt to communicate more personally, provide more ongoing reason to check Moodle, and provide more personal connection and encouragement.

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