

# Course Assessment– Part B: Your Results & Analysis

#459

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. \*

For the three outcomes assessed, data was gathered from the following:  
 --Informative Research Paper (which also serves as the final and a culmination of their learning)  
 --a rhetorical analysis  
 --extensive annotated bibliography

### Outcome #1

\*

Read closely and analytically to determine an author's purpose, perspective and use of rhetorical strategies.

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

92

### Outcome #2 \*

Articulate their own position on complex topics with multiple points of view, contributing to the academic conversation through writing and discussion.

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

92

### Outcome #3 \*

Locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.

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

88

## ANALYSIS

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

I have been teaching this class for about a decade which has allowed time for me to fine-tune the assessments and the materials that lead up to each assessment as well as the course structure. Students have multiple opportunities throughout the course to receive feedback and coaching on their progress via scaffolded small stakes assignments that gauge their grasp of the concepts prior to the higher stakes assessments. Students are also given clear instructions, scoring rubrics and a weekly to-do list that states clearly what they need to do and when which helps them to stay organized. Additionally, they have a one-time do-over for any one assignment through the term that allows them to try again for a higher score if they performed poorly. Some students exercised this option for some of the assessments used to gauge these outcomes. Another aspect of the course that seems to contribute to high success is a strict late work policy. Aside from the one "do-over," I do not accept late work which requires students to stay organized and be accountable for their education as well as consume the learning content on schedule and at a reasonable pace which fosters learning. It also prevents them from trying to rush through missed assignments at the end of the term just to earn the points which does not accommodate deeper learning.

<p>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. *</p>	<p>Only about 25% of students completed the survey, but overall the results seemed to align with the assessment data. Because most course surveys are generally of the rate-the-teacher variety, when I sent out the survey information, I explained what they were being asked in that survey and helped them to make connections between the outcomes and the assignments, so they could assess their learning with a better understanding of how those outcomes measure their learning on specific assignments.</p>
<p>5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *</p>	<p>Yes, given that we are in the midst of a pandemic, I used a lower threshold of 80% (I would normally shoot for 85-90% with this class). Across all three outcomes, students exceeded the metric with a range of 88% - 92% achieving the outcome.</p>
<p>6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *</p>	<p>At this time, I do not feel that additional course adjustments are warranted as the approach seems to be working.</p>
<p>7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?</p>	<p>None</p>
<p>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. *</p>	<p>N/A</p>
<p>9. Describe how you explain information about course outcomes and their relevance to your students.</p>	<p>I include weekly learning outcomes that align with the course objectives and try to explain them in simpler terms (if needed) as well as make connections between specific assignments and the course outcomes.</p>
<p>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"</p>	<p>I try to be mindful of the CLOs and bring them to life in the course where possible to encourage student's awareness of how the course fits into the larger picture.</p>

CLO#3 – Quantitative Literacy –  
"Application/Analysis" and/or "Assumptions"

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