

Course Assessment– Part B: Your Results & Analysis

#464

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. *

Outcome #1: 80% of the students that complete the class will have a passing score(70%) for one Document, Slide, Presentation project. This term this class met this outcome 100%.

100% of the students that complete the class will be able to share their completed work through Google Drive.

70% of the students that complete the class will pass the final project. This term this class met b both parts at 100% (a few times the share link had to be fixed, but they all got it on the second try, when it was needed). Outcome #3:

Outcome #3 is critical for doing the Google Drive class. Without those skills the students will not be able to do the class. Therefore, any student that completes the class with a passing grade will be able to do the skills of outcome #3. Again, 100%.

Outcome #1 *	Use Google applications to create documents,spreadsheets, and digital presentations.
% of students who successfully achieved the outcome (C or above) *	100
Outcome #2 *	Use Google Drive as a collaboration tool.
% of students who successfully achieved the outcome (C or above) *	100
Outcome #3 *	Apply knowledge of Google Drive file management to upload, store, share and convert files to alternate formats for download.
% of students who successfully achieved the outcome (C or above) *	100
ANALYSIS	
3. What contributed to student success and/or lack of success? *	Two things. This class was very success oriented and wanted to do well. There was no late work all term. If someone had a problem, corrections were quickly completed. So, one that they contributed to their success was that they were all focused and dedicated students. Second, the class was developed to be very objective focused. The activities all apply directly to the learning outcomes of the objectives for the course.
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	One student still rated herself as developing, but I would have given them all proficient.

student achievement of the three outcomes.

*

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

Yes, even more than expected!

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

At this point I only would add a video about the fact that Google is always changing their software (seems weekly at times) and how to work around that.

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

I just need to create the video and Tori will upload it to YouTube and give me the link.

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. *

NA

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

I created a video that I used in one of my other class shells. That video could be added to CAS 134 for next year.

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"

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

Since CLO #1 is the focus of this year CAS 134 is already designed to support this outcome. Almost every assignment addresses communication, either written or visual (Google Slides and graphs/charts in Google Sheets).

These are the student comments about communication using Google programs:

I can do collaborative work with more confidence.

I don't have to ask someone how to use google docs

I feel confident in using Google Drive as a way to communicate.

My ability has increased as to how to share documents.

I will be able to share information quickly and efficiently.

My ability to communicate using Google Drive has improved a great deal!

Created
2 Jan 2021
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