Course Assessment- Part B: Your Results & Analysis   COMPLETE   #551

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 swade@cgcc.edu.

OS 240-Filing and Records Management-Andrea Ware-Spring 2022

* 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 was assessed using the Alphabetic Filing Test which is a culmination of the concepts covered in the first three weeks of class. Of the 7 students enrolled for Spring 2022, 1 did not complete the exam, 4 earned an A, 1 earned a B, and 1 earned a C bringing the class average to 91.7%.

Outcomes 2 and 3 were assessed using the final practical exam which uses real-life scenarios to test the students' grasp of the concepts covered through the term. Of the 7 students enrolled for Spring 2022, 2 did not complete the exam while 5 earned an A, bringing the class average to 97%.

* Outcome #1

Apply basic filing rules to manage records efficiently through their life cycle including their retention, transfer and disposition.

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

100

* Outcome #2

Enter and sort data in an electronic database using alphabetic, numeric, geographic and subject filing procedures.

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

100

* Outcome #3

Apply ethical and legal rules and principles compatible with ARMA (Association of Records Managers and Administrators, Inc.) to the management of records.

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

100

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

The assignments leading up to the filing test and final exam are smaller stakes, formative assessments that allow students to grapple with the concepts prior to applying that learning to a larger examination. In my feedback, I often give them a heads up when certain concepts will appear again in the course. Additionally, this course is set up with optional self-check exercises and required quiz-style study guides that can be re-taken to study through the term with only the highest score being recorded, so there is ample opportunity to check their learning.

* 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.

The student's perceptions of their understanding both pre- and post-course is consistent their results. Most students go into OS240 not quite realizing the complexity of the concepts involved with filing and record management in a business setting. We cover a lot of ground in the 11 weeks the course is in session, so I am pleased to see that they feel fairly confident in their proficiency of the outcomes.

* 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.)?

Based on the analysis, I wouldn't be likely to make large changes to the course. However, OS 240 recently underwent a revision to broaden the scope of the concepts and update them to reflect modern business practices. The next offering will reflect these revisions and require some adjustments to assignments and materials, but I plan to model the course after the current version using relevant formative assessment leading up to larger exams.

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

I will be updating the course using the most current edition of the text.

* 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.

Since the last assessment of OS 240, I have made few changes other than regular updates as the results from the course in its current form have been positive. It should be noted that I have taught this course regularly over the past 14 years and have had ample time to fine-tune the design and delivery which has benefited student achievement of the outcomes.

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

I try to make course outcomes come to life for my students. For all of my courses, I communicate how the outcomes for the course align with specific assignments and serve as a sort of "checklist" of observable skills students need to demonstrate in order to successfully complete the course.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

When I revise this course for Spring 2023, I plan to include a more robust representation of the ILOs wherever practical.