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CT 105- Wall and Ceiling Framing- Glenn Wood- Winter 2023

*** 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 - Estimate materials required for wall framing project. - Grade on written final exam - 30% got 90 or above, 50% got 80 to 90 and 20% got 70 to 80

Outcome #2 - Identify the main parts of a wall frame and its layout. - Accurately modeling to instructor the process or task - 30% got 90 or above, 50% got 80 to 90 and 20% got 70 to 80

Outcome #3 - Construct and erect wall sections and partitions - Through verbal responses on covering the project or skill - 30% got 90 or above, 50% got 80 to 90 and 20% got 70 to 80

*** Outcome #1**

Estimate materials required for wall framing project.

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

100

*** Outcome #2**

Identify the main parts of a wall frame and its layout.

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

100

*** Outcome #3**

Construct and erect wall sections and partitions

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

100

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

Breaking it into bite sized morsels, then circling back, checking for understanding - a cycle of presenting new material, then reviewing and checking for understanding.

*** 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.**

Students self-perception of their success in meeting the outcomes matched what my assessment of their achievement was.

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

Yes and no. The outcomes are the least of my concern, because that's the easy part. I am looking for a level of commitment to the process and growth.

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

I think my assessment of outcomes is good. I would like to try to work with students in a more linear fashion, varying the tempo to bring along the stragglers. I have students with a variety of learning styles, and coming in with various capabilities, and the challenge is to meet all these differences at the same time, and keep them interested.

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

More trainings and workshops.

*** 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.**

N/A

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

I actually explain what outcomes are to students, as well as the various levels of outcomes. I put the outcomes into goals that we discuss at the start of class. We also have daily objectives.

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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"

All we do all day is problem-solving, orally communicating, quantitative literacy (working with data), As far as cultural awareness, we talk about it in a subtle way so that the environment is safe and inclusive. Community & Environmental Responsibility- every year we do five projects for the community