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FYE 100- College Planning and Survival Skills- Jessamyn Duckwall- Part B- Spring 2025

**\* 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.

Students who completed the course with a C or above successfully navigated CGCC technology, contemplated social and environmental roles via community-based learning, and an interactive midterm project involving interviewing CGCC staff and faculty to learn about available resources for student success. 67.7% of students passed the class with an A.

**\* Outcome #1**

Operate CGCC technology.

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

67.7

**\* Outcome #2**

Use cultural awareness to constructively address issues that arise in the workplace and community

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

67.7

**\* Outcome #3**

Explore social and environmental responsibility as part of one's chosen Pathway.

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

67.7

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

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Success: Hands-on learning with an engaged instructor; collaborative learning through communication with peers during class; support from Dezi Remington as an additional resource both in and outside of class.

Lack of success: Student who failed had a lot of difficult personal life stuff happening. Staff and faculty from Student Services tried to band together to help this student. Student may have benefitted from formal accommodations perhaps.

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**\* 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.**

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Students who rated their mastery on certain aspects of the course reported a growing or improving relationship to those same aspects at the end of the course. Students who reported a growing/improving mastery level on certain aspects at the beginning of the course often reported mastery by the end of the course.

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

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Yes. Students felt much more comfortable with CGCC technology by the end of the course. Students also reflected on their identities and cultural/environmental responsibility via community learning projects and weekly reflection assignments.

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

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Were I to teach this course again, I'd probably just adjust the way some things were structured in Moodle. Otherwise, I think the curriculum worked well.

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

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No budget implications that I'm aware of. I would just need time to redesign a couple things in Moodle.

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**\* 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.**

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N/A: This was my first time teaching FYE.

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

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In this course, we actually have an entire unit dedicated to course outcomes. Students learn about ILOs, CLOs, and PLOs. They also learn about these things when they create an academic plan.

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**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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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No changes/additions