

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

FYE 100- College Planning and Survival Skills- Mandy Webster- 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.**

Outcome #1: Evaluate CGCC Pathways and degree options to determine their potential for employment or further study. (G2A - 10 students received credit for the assignment. Grades are credit/no credit for this course.)

Outcome #4: Communicate verbally and in writing in academic and professional settings. (A 11 - 6/10 submitted. All earned credit.)

Outcome #5: Operate CGCC technology. (I Changed the way I evaluated this. I just used their participation in the first two weeks of the course when everyone submitted correctly. 100%)

#### **\* Outcome #1**

Outcome #1: Evaluate CGCC Pathways and degree options to determine their potential for employment or further study.

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

100

#### **\* Outcome #2**

Outcome #4: Communicate verbally and in writing in academic and professional settings. (A 11 - 6/10 submitted. All earned credit.)

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

60

#### **\* Outcome #3**

Outcome #5: Operate CGCC technology.

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

100

---

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

---

Students who engaged in the coursework and completed it were successful. I believe that the students who were not successful had other life circumstances that made balancing the class difficult. I know that because they emailed me and said that specifically life circumstances were making the ability to participate in school challenging.

**\* 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.**

---

Excellent. They were on target in assessing their own progress.

**\* 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.)?**

---

I think continuing to support students with other resources. I do think that we should examine what the biggest challenges are for students in terms of academics and also focus on that as an intervention -- critical reading ability, writing, etc.

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

---

None.

**\* 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.**

---

This was my first time teaching the class.

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

---

I usually explain this at the beginning of each term to my classes. This course shell was already created, but I do think that it was clear in the beginning what they were supposed to learn.

**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"**

---

None.