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PS 202- US Government II- Jarett Gilbert- Part B- Winter 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 was assessed in Week 6's Individual Assignment. 7 students earned an 85% or higher on their assignment, while 4 earned a lower score (1 C, 2 D, 1 F). This represents an average of 64% of students achieving the outcome as determined by my measure.

Outcome 2 was assessed in Week 10's Group Assignment. 8 students earned an 85% or higher on their assignment, while 3 earned a lower score (2 lower Bs, 1 F). This represents an average of 73% of students achieving the outcome as determined by my measure.

Outcome 3 was assessed by the weekly Forum Activities. 7 students earned an 85% or higher on their assignment, while 4 earned a lower score (1 lower B, 2 Cs, 1 F). This represents an average of 64% of students achieving the outcome as determined by my measure.

#### \* Outcome #1

Reason quantitatively and qualitatively to address national problems with public administration within US bureaucratic institutions, including various management styles.

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

73%

#### \* Outcome #2

Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding a wide range of domestic public policy issues in the US.

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

91%

#### \* Outcome #3

Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies.

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

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91%

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

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Overall, I was pleased by my students' learning success. In hindsight, I feel as though I may have set my outcome thresholds (85%) a bit too high for a first run through the course. Additionally, I really wish I would've included the Final Project Paper as a measure of learning, because the students really did a great job on those, demonstrating their learning on a number of course outcomes. Students who took advantage of office hours, email communication, and extra credit opportunities to review data sources and review writing structure tended to perform well; some students seemed to thrive working in pairs, which tells me that collaborative or group learning might be something to explore further.

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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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I am pleased as punch that so many students feel that they advanced in proficiency from the start of course:

Outcome 1 (Individual Assignment): 7>1 Beginning, 2>4 Developing, 1>4 Proficient.

Outcome 2 (Group Assignment): 1>0 None, 6>1 Beginning, 2>4 Developing, 1>4 Proficient.

Outcome 3 (Forum Activities): 1>0 None, 6>1 Beginning, 2>4 Developing, 1>4 Proficient.

These self-evaluations definitely parallel the growth I observed of class learning. Although I still am noodling on which assignments are best for what outcome, and how I would retoggle certain assignments, I am overall in agreement about their growth.

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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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Generally speaking, yes; although, I would like to play around with teaching to and assessing the quantitative outcome.

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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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I want to nod to the student feedback. I am grateful that 10 of my 11 active students provided feedback. In the future, I would like to meet that request by a student for Zoom lectures/classes, perhaps recording them for a HyFlex or dual-delivery modality. I would also try to increase the visuals and activities that I use to reach students -- audio, static and dynamic visual, news articles, games. I think each week could have a little flourish or flair and help advance the learning. I also think I need to spend more time on APA 7th edition for the students earlier on. I think if there is a way, I would become even more efficient in my assignment guides. Finally, I will almost certainly create a few more highly-encouraged or incentivized contact points with the students for proactive guidance, and/or to college resources.

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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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Time, thought partnership

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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

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

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I tried to embed that rationale into each assignment guide, but truthfully, I think I would create a video providing a little metatextual commentary for the students in my next go-round!

**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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This was my first time teaching, and my first time teaching online asynchronous. To ensure our students were learning towards ILO #3, which is what I was assessing this term, I scaffolded the learning in this manner: Weekly forum posts required APA 7th edition citation, with an earlier-on focus on simple attribution of a data source, and a focus on analysis over summary. The first Individual Assignment was their first foray into using quantitative data in sources to support a claim. The next Group Assignment was a collaborative project that really graded heavily on citation and use of data sources, and required more sources to support a stance. Finally, by the final Project Paper, citation was not as important, but connecting learning to the course overall was. Students naturally cited the course material and other items to demonstrate their learning (although quantitative wasn't at play). Overall, I think the scaffolding worked well, so I would lean into that.