

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#706

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.

ECE222-Relilience & Wellness for Eductors- Susan Witt- Part B- Fall 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.

Please see below:

*** Outcome #1**

Week 8 Resiliency Goals: One student did not complete this project- the student indicated that she and her therapist decided it would be too much to complete the project. 23 students earned full credit on the project, and two students earned a C.-missed two points.

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

93 %

*** Outcome #2**

Action Plans in week 4: one person did not complete the assignment, 23 earned full credit, and 3 earned a B(88%)

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

96 %

*** Outcome #3**

Students will write a mission statement for their teaching practice. Students will learn and practice regulation skills for themselves and the students in week 4 and comment in their forum.

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

78%

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

Most students completed their mission statement, but there was some confusion about how to submit their refined version. Multiple students commented that their mission statement will guide their practice and help them be more resilient.

*** 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.**

Here are a couple of quotes from students:

"One success that I feel I've experienced after implementing my Action Plan these past few weeks would be in giving myself that pause when a new idea is brought to the table. I know that sometimes I can react from a place of emotion and anxiety rather than a place of logic, and so the idea of pausing, taking a deep breath, and then actually thinking before speaking really has helped me."

"I think that the readings and videos will influence my work life and personal life in many ways. I think that it makes me think about my self-care more and understand it is a vital part of being a better teacher for my students. I think that I struggle with this, but with small steps can make 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.)?**

Students seem better able to write college-level work this term. I think I will adjust my rubrics to reflect a deeper ability to think critically about the material instead of focusing on the RACE response system, which focuses on writing complete paragraphs. The students seemed to respond best to situations where they could apply their learning to real-life situations. I will work to help students who are not working in the field apply the materials.

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

It would be beneficial to have this as a hybrid class. Students learn a great deal from being able to discuss these topics in real time. It would also help build rapport in the classroom.

*** 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.**

I decreased the number of assignments and structured the class differently. I would likely continue to reduce assignments and find ways to foster discussion among the students. I will make directions for the submission of mission statements more concrete in the next class.

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

I use a rubric, announcements, and embed the importance in my instructions throughout 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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Intercultural Knowledge and Competence. 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 - "Assumptions"

We focused on personal bias and how it affects teaching; students were able to receive extra credit for meeting with this writer, and students put a plan in place to help students in their lives accomplish a goal at school/home. They reflected on the success of their plan and how they would change it in the future.