



Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu.

EET181-Industrial Computing-Daniel Changar-Part B-Winter 2026

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 Achievement Data

On the final Exam, 13/14 students received over 90% credit.

On the final Practice Assignment, 12/14 received over 90% credit.

On the final Network exercises assignment, 5/14 received over 90% credit (100% of students who completed the assignment)

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

Demonstrate an understanding of spreadsheet application by utilizing a spreadsheet program to create and manipulate worksheet data to calculate and plot properties of electro-mechanical systems.

Percentage (%) of students who successfully achieved the outcome (C or above) 86%

Outcome #2

Demonstrate an understanding of word processing and presentation creation software by being able to communicate technical data and create uncomplicated presentations.

Percentage (%) of students who successfully achieved the outcome (C or above) 93%

Outcome #3

Demonstrate an understanding of networks by being able to identify basic operations of computer networks and apply networking

concepts and standards.

Percentage (%) of students who successfully achieved the outcome (C or above) 37%

Analysis

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

Two of the three primary learning objectives showed strong overall success this term. Students who consistently engaged with the course materials and completed the related assignments generally demonstrated solid understanding and achievement of those outcomes. The course structure, supplemental resources, and flexibility appeared to support success in these areas.

The third objective showed lower overall achievement, primarily due to participation. Every student who fully completed the related assignment successfully demonstrated the outcome, but the majority of students did not participate or fully complete the activity. There was some confusion surrounding the assignment this term, and I made several efforts to clarify expectations, adjust the structure, and reduce barriers to completion. While those adjustments helped some students, participation remained lower than expected, indicating that further revision and simplification of the assignment may be needed in future terms.

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.

Student perceptions of their end-of-term understanding generally aligned with my assessment of achievement across the three outcomes. Most students appeared to accurately recognize their level of success based on their participation and engagement in the course. Students who consistently completed assignments and participated in course activities typically reported stronger understanding and also demonstrated higher achievement of the outcomes. Likewise, students who struggled with participation, particularly related to the third outcome, often appeared aware that their understanding and mastery in that area was lower. This suggests that most students were able to realistically self-assess their progress and connect their level of engagement to their overall success in the course.

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

Yes, the majority of students achieved an 80% or better.

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

Recommendations for future course adjustments include continuing to simplify and clarify the networking-related materials, which students appeared to struggle with more than other course topics. Potential improvements include reducing the overall amount of required reading, incorporating more structured outlines and guided notes, breaking larger concepts into smaller sections, and providing additional examples or walkthroughs tied to real-world applications. During the term, several of these adjustments were already implemented in response to student feedback, including added clarification, revised instructions, supplemental explanations, and efforts to reduce barriers to completion. While these changes appeared to help some students, further refinement and organization of the networking content may improve engagement, participation, and overall student success in future offerings of the course.

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

None, this would simply be adjusting formatting and developing additional instructor tools and materials

for student review.

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

Course outcomes and competencies are broken out each week in the Moodle course, aligned with the material to be covered.

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"

I spent significant time throughout the term adjusting instructional content, assessments, and overall course flow to better support student achievement of the CGCC Institutional Learning Outcomes. Changes focused primarily on improving clarity, communication, and critical thinking within course materials, particularly in the networking-related units where students experienced more difficulty. I reduced barriers by simplifying instructions, adding outlines and supplemental explanations, restructuring content into more manageable sections, and providing additional real-world examples to support problem-solving and evidence-based thinking. I also maintained an open-door approach to student feedback, encouraging students to share questions, concerns, and suggestions throughout the term. This openness helped identify areas of confusion and allowed for live adjustments to instruction and assessment during the course to better support student understanding, participation, and engagement.