

# Course Assessment– Part B: Your Results & Analysis

#48

Your Email \*

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WR 115 Intro to Expository Writing – Towell

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

1. Write a 2–3 page Argument essay
2. Write a well–developed paragraph for two distinct audiences
3. Read a newspaper op/ed, summarize it and respond.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Write coherent essays that develop ideas in support of a thesis

## Outcome #1 \*

% of students who successfully achieved the outcome: \*

50% of the students achieved a score of 80% or above

## Outcome #2 \*

% of students who successfully achieved the outcome: \*

Write for a variety of purposes, audiences and contexts

70% earned a score of 80% or above

## Outcome #3 \*

% of students who successfully achieved the outcome: \*

57%

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

If I were to have set a goal of 80% of the students achieving a score of 70% or above on all of these outcomes, the results would have seemed much more successful but because I set the bar at 80%, students fell short. If 70% is a C, which is "average" that is actually not an unrealistic goal to expect. Also, the learning curve in this level writing class can be quite steep, so many students start out low, but gain competence (and earn higher grades) as the course progresses

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

I suppose the easy answer would be to set my outcome goals for writing classes at a score of 70% rather than 80%. There is nothing wrong with a C grade, especially when a student is showing growth/improvement. There are several students in this class who made huge strides in their writing skills this term, but that meant climbing from a barely coherent paragraph, to crafting an "average" essay.

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

None. I used Open Educational Resources for this class for the first time, and I was pleased with the ease with which we accessed a variety of information and instruction.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

I feel like the assessment methods were accurate. I would love to see all of my students able to complete a successful essay/paragraph/summary on their first try, but it's just not going to happen for every student, because it is difficult. If I wanted to raise my percentage of students successfully completing a writing assignment, I would conference with them to review their first or second drafts, and then grade a final draft, rather than assessing the first essay they turn in. HOWEVER, I feel that there are too many students who are arriving into Writing 121 (the next class in this sequence) unprepared. They may have passed Writing 115 with a C, but their skills are not sufficient for Writing 121, so they struggle.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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