Course Assessment– Part B: Your Results & Analysis   #42

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WS 101 – Hancock-Webster

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

We proposed to look at data concerning % of students who earned passing grades on journals, discussion forums, final exam, & final essay project. Although we had 14 students registered, we are going to look at the data of only 13, as one student disappeared early in the semester and never returned.

Altogether 8 out of 13 students got 70% or better in total points. That is 61%...quite a bit shy of the 80% we hoped for.

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

Outcome #1 *

Communicate skillfully by writing, speaking, and collaborating.

We had 6 out of 13 students or 46% earn 70% or better on the journals and final essay. This is sobering. Five of the 7 students who earned less than 70% did so because they plagiarized their final essay and therefore received a zero. This is despite ample talk, information and exercises on plagiarism.

% of students who successfully achieved the outcome: *

46

Outcome #2 *

Articulate ways that systems of power, privilege and oppression are created and maintained by social cultural forces

Students did somewhat better on this outcome, although still short of our target of 80% pass rate.

% of students who successfully achieved the outcome: *

69

Outcome #3 *

Identify and analyze social processes that construct gender roles.

Students did somewhat better on this outcome, although still short of our target of 80% pass rate.

% of students who successfully achieved the outcome: *

69

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. *

Thirteen students is perhaps too small a group to provide truly valid data. Of the 5 students who failed, 4 plagiarized their final essay, causing them to lose 20 out of 100 points total. This was enough to cause them not to pass the course.

Why did so many students plagiarize? We don't know. We provide info about plagiarism in our syllabus and exercises in our course. We also discuss it in class. My guess is that students plagiarize because they don't think their best effort will be good enough....or they don't have time to make their best effort.

Only 8 students completed the evals--perhaps the eight who passed? The evals show a consistent self-perceived mastery of course outcomes, with all 8 reportees saying that they had a fair or better mastery of all course outcomes (most rated themselves as good to excellent).

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *	I believe we need a campus-wide discussion, initiative and policy on plagiarism that is strictly enforced, as it is (in my experience) rampant.
What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	THis could begin as a conversation at the IC, but also needs air time via department. Clearly some disciplines are more prone to plagiarism than others, though my guess is that none are immune.
Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?	As I stated above, the cases of plagiarism skewed all data, including our assessment methods, esp. with such a small group. I think our assessment tools are still valid and relevant.
(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?	Mandy and I are constantly updating and revising this course, in response to student interaction and achievement, as well as current events and updates in Women's Studies.

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