

Course Assessment– Part B: Your Results & Analysis

#195

Your Email *

Please select your course and name from the list. If your course or name are incorrect or missing, please contact Instructional Services.

WR 115 – Introduction to Expository Writing – Learning Community –
Tim Schell – Winter 2017

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. *

For each outcome, 7 students achieved true mastery (A); 8 students achieved a good or solid mastery (B) and 5 students achieved a fair mastery (C). One student achieved poor adequacy (D), and one student failed because he did not turn in the essays.

Outcome #1 *

Read to determine a writer's purpose and perspective.

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

91% achieved the outcome (20 of 22 students)

Outcome #2 *

Write coherent essays that develop ideas in support of a thesis

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

91% achieved the outcome (20 of 22 students)

Outcome #3 *

Paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers' ideas with one's own

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

91% achieved the outcome (20 of 22 students)

ANALYSIS

Students who did the readings, turned in their essays, and attended class succeeded.

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

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing 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. *

Of the five students who completed the evaluation, three students indicated they had improved their ability and understanding regarding the outcome: however, because of the way the question and answer is formatted, it is not possible to determine if the student who indicated she had a fair understanding at the beginning of the term was a student who had a good, very good or excellent understanding/ability at the end of the term. For example, two students indicated they had an excellent understanding at the beginning of the term and two students indicated they had an excellent understanding at the end of the term. I could guess that they are the same students, but I have no evidence of that.

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

None.

above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

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

None.

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

Yes.

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

Created 2 Apr 2017 10:41:36 AM	
PUBLIC	