

# Course Assessment– Part B: Your Results & Analysis

#204

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WR 90 – Introductory Writing – Scott Stein – 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. \*

I was overall very pleased with this group, as I did a better job of emphasizing learning outcomes identified on the syllabus and helping them see the connection with assignments, tests, etc. during the term. There is still more to do, and I don't want to "teach to the outcomes," but I want students to understand when they are actually achieving some or most of the outcomes listed on the syllabus.

### Outcome #1

\*

Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.

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

60%

### Outcome #2 \*

Recognize and utilize pre-writing steps for composing a good essay.

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

70%

### Outcome #3 \*

Utilize basic word processing in writing

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

75%

## ANALYSIS

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

Lots of grammar review, use of and practice of sentence combining to get to better sentence variety, asking students to report which pre-writing method they used to come up with their topics for each paragraph and the final essay, demonstrating in class basic word processing techniques and settings in grammar check and spell check they could use to improve their final drafts submitted for a grade.

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. \*

I feel like my students perception of their progress is still not integrated with what I observe as their progress in meeting outcome goals. Their evaluations were favorable, but do not reflect a good understanding of their success or lack thereof in successfully meeting the outcomes of the course.

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

No, not entirely. While all made progress in writing skills generally, I still haven't found a way to help them relate their improvements to the outcomes for the course.

6. Based on your analysis in the questions above, what course adjustments are

Somehow, even though I go through them at the beginning and mention them periodically as we work through assignments, practices, tests, and

warranted (curricular, pedagogical, student instruction, etc.)? \*

group activities, I still have to find a way to help them see their growth in closer terms with the expectations set out in the outcomes.

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

No budget implications, unless I can find a professional conference dealing with outcomes and participate in that.

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

They were fairly good at measuring their development of their writing skills, but deficient in seeing the progress they made as a group and individually in successfully meeting the outcomes for the course. The outcomes, as written, are pretty foreign to students at this level = so much educational garbledgook.

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

I need to find a way to translate educational jargonese into understandable goals that students can actually take pride in achieving through the course.

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