

Course Assessment– Part B: Your Results & Analysis

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Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu. WR 121 – 1093036 – Kristy Towell – Fall 2018

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 1: Argument Essay--

Outcome 2: Narrative Essay

Outcome 3 Summary Analysis Response Essay

Outcome #1

*

Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis.

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

81% of the class completed the assignment . 68% of the completed assignments scored 75% or higher

Outcome #2 *

Write and revise coherent essays using MLA format

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

86% of students completed. 81% passed with C or better.

Outcome #3 *

Read closely to determine a writer's purpose and perspective.

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

95% completed assignment. 68% passed with a C or better.

ANALYSIS

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

Notably, the assignment measuring outcome 2, came in the final weeks of the term. The outcome with the lowest success rate was only the 2nd writing assignment of the term. I think that it is clear that most students gain skill and confidence as the course progresses.

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. *

While I didn't give the students official college evaluations, their final exam was a 2 page self/course evaluation that included discussion of how they met or didn't meet one of the course outcomes.. Students were thoughtful and honest. For example: "This quarter, I learned how to argue. My first big writing assignment this term was the Argument Essay, which forced me to clearly and confidently state my opinion. In the past, I had a habit of expressing my feelings passively – on and off paper because I was afraid of offending people. This class has taught me to say what I believe without talking down to the reader. Learning to argue well matters because doing so helps me craft good essays, and convince my professor that I deserve a good grade."

5. Did student achievement of outcomes meet your expectations for successfully yes

teaching to each outcome (question 4 from Part A) *

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

I need to make sure that I have students complete the college student evaluations at the end of the term even when I am super busy and distracted :)

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

All good

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

I've noticed that the students in WTG 121 are getting younger-- especially Fall term. This is inspiring me to adjust assignments and lecture styles etc to meet their needs/expectations/interests

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

We discuss course outcomes the first day of class. As the term progresses I take time to tie specific assignments to specific outcomes to remind them why we are practicing certain skills. As part of the final, students discuss how they met/didn't meet a particular outcome on a particular assignment

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

We spend a week on plagiarism and source analysis. We do freewrites at the start of class to identify and analyze problems. We read critically from a variety of essays, articles, blogs, videos, poems etc from a variety of backgrounds and try to make connections

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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