

Course Assessment– Part B: Your Results & Analysis

#322

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 227 – 1092882 – Chauna Ramsey – Summer 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. *

Rubric for technical documents (Is the document clear, concise, and correct?) indicate 85% of the students who completed the course achieved designated outcomes as described below.

Outcome #1

*

Compose business and technical communications.

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

100%

Outcome #2 *

Design effective business communication documents such as emails, letters, proposals and employment documents.

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

90

Outcome #3 *

Compose documents and communications that are targeted to a specific audience and for a specific purpose.

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

80

ANALYSIS

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

Students were motivated by a desire to do well in WR 227, a class required for entry to the Nursing program at CGCC. Most of my students desire entry into the. Nursing program. Nurses are organized, motivated, and smart. Teaching them is relatively easy and completely fulfilling.

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. *

All students indicated in their class evaluations that their end-of-term mastery of the two outcomes that saved (don't know what happened to the first one) improved throughout the term.

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

Yes, student achievement of outcomes met and exceeded my expectations.

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.)? *

Requiring students to use "Turnitin.com" or some other subscription service for identifying plagiarism before submitting work would improve the course. I'm starting to get friends and relatives of former students in the class, and I suspect some are sharing assignments. I was going to switch to the new edition of the textbook to avoid this, but the new edition is so much more expensive that I am reluctant. I'll probably use more OER next term to vary my assignments in order to avoid potential plagiarism, but with over 100 high-school English students in addition to my CGCC classes, finding the time to do anything is hard.

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

I wish I knew how much turnitin.com (or some other online anti-plagiarism service) is, but I don't have the time to do that research.

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 altered my assignments to make them more specific to Nursing students while allowing (and encouraging) students who are not intending to go into Nursing to modify assignments for their field of study. Students tell me having the freedom to modify the assignments has been helpful, and I believe it results in greater self-advocacy among our students. The work they turn in is, of course, better when they contribute to creating / negotiating the assignments they complete.

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

Course outcomes are in the syllabus. In addition, part of the students' midterm requires them to write a memo to me which argues that they are or are not making progress toward mastering all course outcomes. The memo also requires them to create a hypothetical assignment that would allow them to demonstrate mastery of any outcomes they feel I have neglected to adequately cover in instruction and assessment.

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:

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 #1: I have included an assignment that requires students to assess their own trusted sources of evidence and reflect on their own biases through mediabiasfactcheck.com. They also must organize and present to the class main ideas they learn through interviewing someone working in the field they intend to enter through the "Ideal Job" interview and presentation.

CLO #2: "Student's Position": See above regarding mediabiasfactcheck.com. "Evaluate Potential Solutions": Students must write several documents which not only prove to an audience that a problem exists, but use logic and awareness of audience motivations to propose specific and researched solutions that will appeal to their specific audiences.

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