

# Course Assessment– Part B: Your Results & Analysis

#394

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.

## 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: Students were assigned critical annotations over the course of the term. Out of a total of 39 annotations due, 14 earned 100% credit, 4 earned 90%, 6 earned 80%, 4 earned 70%, 2 earned 60%, 6 earned 50%, 1 earned 30%, and 2 were never turned in.

Outcome #2: Students were expected to turn in original short stories. Out of a total if 39 short story drafts due over the course of the term, 35 earned 100% credit, 3 earned 90%, 1 earned 80%.

Outcome #3: Students were expected to turn in a revised short story and peer comments. Out of 13 revisions due, 5 earned 100% credit, 1 earned 95%, 3 earned 90%, 2 earned 85%, 2 earned 80%. Out of 13 peer responses, 3 earned 100% credit, 2 earned 90%, 3 earned 85%, 2 earned 80% 3, earned 75%.

### Outcome #1 \*

Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).

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

71% of annotations earned a C or better. All students earned C or better in class discussion.

### Outcome #2 \*

Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story.

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

All students earned C or better.

### Outcome #3 \*

Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction.

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

All students earned C or better on revisions. All students earned C or better on peer review/response.

### ANALYSIS

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

Students were enthusiastic about their own writing and about reading the work of their peers. They were committed to the class community so always had their stories and reading done on time. Students read all assigned reading and were eager to discuss in class, but some were intimidated by annotation assignments. Four students turned in all annotations late, which automatically reduced scores. Most annotations that scored low were turned in late.

4. Helping students to realistically self-assess and reflect on their understanding

Overall, the students had a fairly a realistic view of their mastery. Even the low annotation scores don't reflect their understanding of the

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.

reading. They lost credit because they were late, not because they did not display careful analysis of reading and understanding of terms of fiction.

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

In every aspect except critical writing/annotations.

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

I am planning to adjust the annotations assignment to include some peer interaction. Students were careful to turn in other assignments on time because late work disrupted the class workshop schedule. In the future, I'll try a sample workshop of a critical piece of work in class, and then have annotations undergo peer review so students are accountable to one another to get them done on time.

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

None—just adjustment to syllabus and lesson plans.

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

N/A

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

I don't discuss the Course Outcome Assessment process with my students but I do explain to them that critical writing is a necessary component if they want to develop as creative writers.

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 #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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