

Course Assessment– Part B: Your Results & Analysis

#426

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Pre-College – Reading & Writing II (Synchronous) – 1094602 – Kristen Booth – Fall 2019

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. *

I had 5 students at the end of the term. 3 of the 5 passed the GED test (all 4 tests). The two that did not pass the text, had very close to passing on the GED practice test. My outcomes were to have my students be able to determine the purpose for writing, develop and organize their ideas, and use standard English conventions. These goals were achieved by 3 out of 5 and almost achieved by the other two. This conclusion can be drawn from a passing grade on the GED writing portion.

Outcome #1

Determine the purpose of writing

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

100%

Outcome #2 *

Develop and organize ideas and information to serve the writing purpose.

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

90%

Outcome #3 *

Use the English language conventions in order to increase reader comprehension and meet the writing purpose.

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

90%

ANALYSIS

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

Writing daily and more often increased my students' success. I increased the small writing assignments, and this had a positive change in their results. We also looked at poorly written paragraphs and essays and discussed their weaknesses.

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. *

In the answers from the class survey, the students stated that they increased their knowledge of their basic writing skills. I feel that my students' perception changed because the continually had to correct and identify their errors in their writing. This helped them to identify and learn how to correct their errors.

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 would like to add homework, but it seems like they never do it. Or they miss class and they are too far behind.

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

none

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

I have increased the amount of reading that the class does. I feel that this helps a lot of students.

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

I tell them that they should be able to do this by the end of class. However, in pre-college some students are much lower and it is not realistic that they will reach the CLO. The students stay in the class, hopefully, and I am able to continue to teach them another term or two.

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

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