

# Course Assessment– Part B: Your Results & Analysis

#432

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 115 – Introduction to Expository Writing – 1094336 – Kristie Towell  
– Fall 2019

Part B: Your Results

I'm not sure what goes in this box

## 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

Read to determine a writer's purpose and perspective

\*

Assignment: Summary Analysis Response Paper

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

75%

Outcome #2 \*

Write for a variety of purposes, audiences and contexts

Assignment: Request and Thank You letter

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

92%

Outcome #3 \*

Write coherent essays that develop ideas in support of a thesis

Assignment: Research essay–plastic

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

92%

## ANALYSIS

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

I think a couple issues contributed to the higher success rate of the second two assessments The first assessment came early in the term– week three. It is a difficult assignment that I hadn't given before so I didn't have clear student examples to show as models The second two assessments were given in the second half of the term when the students were more confident in their writing skills AND I had student written examples to review with them.

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

I feel like the student reflections were accurate. This was a great class– most of the students were committed and super comfortable asking questions and communicating with me

student achievement of the three outcomes.

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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	YES
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I think that it is a better plan to assess for the outcomes during the second half of the term, after we have had more practice and instruction
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. *	n/a
9. Describe how you explain information about course outcomes and their relevance to your students.	I review outcomes the first day and have the students pick out which outcome may be most challenging. I mention which course outcomes major assignments are assessing. In the final exam I ask students to identify specific assignments geared toward each outcome and I have them assess their learning.
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"	We talk specifically about critical thinking skills the first day of class and then use the term frequently throughout the course (CLO #2). The final essay assignment is a research paper on ways an ordinary person can help improve problem of plastic waste in the world. (CLO#2 and 5)

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