

Course Assessment– Part B: Your Results & Analysis

#407

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 a total of 7 online discussions over the course of the term. Out of 10 students, 3 earned 90–100% credit on discussion posts, 2 earned 70–80%, 1 earned 60–70%, 2 earned 50–60%, and 2 earned below 50%. One audit student asked to opt out of Moodle portion of class due to technical issues. All students participated actively in face-to-face discussions of reading.

Outcome 2: Out of 11 students, 10 turned in all assigned rough drafts (3) over the course of the term. 1 student turned in only 1. Out of 11 students, 9 turned in their revisions and earned a score of 80% or higher, 2 students did not turn in revisions.

Outcome 3: Out of 11 students, 10 turned in written peer comments consistently. 1 student did not turn in written peer comments but gave active verbal comments in workshop. Out of 11 students, 9 turned in full revisions that earned 80% or higher.

Outcome #1 *	50% of students earned a C or above on online discussion posts. All students did the reading and participated actively in face-to-face discussions of reading.
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% of students who successfully achieved the outcome (C or above) *	50%
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Outcome #2 *	90% of students earned full credit on rough drafts. 81% of students earned 80% or higher on revision assignment.
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% of students who successfully achieved the outcome (C or above) *	81 & 90%
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Outcome #3 *	All students participated actively in peer critique. 90% earned 80% or higher on peer reviews. 81% of students earned 80% or higher on revision assignment.
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% of students who successfully achieved the outcome (C or above) *	81 & 90%
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ANALYSIS

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

I am pleased with Outcomes 2 & 3. Students were active and enthusiastic about workshop because they want to help one another and develop as writers. The community they form motivates them.

Achievement of Outcome 1 was disappointing. Students prefer face to face interaction in creative writing. While they

clearly did all the reading and were able to discuss in person, they were unenthusiastic about the online portion of class and sometimes missed cut-off. I had to remind them often that discussion posts are graded.

There were other factors that make assessment of Outcome 1 difficult. Two students had mental health issues arise this term. Both got the help they needed but struggled to keep up in their classes, including this one. They both attended F2F sessions but participated very little online. I also had a student with chronic issues with Moodle and because she was an audit she just didn't bother with online portion. These 3 students made a big impact on Outcome 1.

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.

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I think they all had a solid perception of their mastery. Even the low achievement in Outcome 1 does not actually correlate to their mastery. They read the material and could discuss it effectively, some just didn't like making online posts and did the minimum to get the points they needed.

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

Outcome 1-no. Outcome 2-yes. Outcome 3-yes.

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

The most simple answer is teaching face to face. Creative writing courses tend to be a very community based. Students are making it clear that they'd rather drive in an extra day each week than participate online.

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. *

It is difficult to compare because last time the course was F2F and this time it was a hybrid. While the online discussion did somewhat create a communal responsibility to other students, the online format can also feel isolating. They think they can just get to it whenever they have time.

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

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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