

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#478

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 swade@cgcc.edu.

WR 121 - English Composition - 1095931 - Kristie Towell - Fall 2020

* **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.

1. Summary/Response paper

2. Analogy Essay

3. Essay "in the wild"

* **Outcome #1**

Read closely to determine a writer's purpose and perspective

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

86%

* **Outcome #2**

Write and revise coherent essays using MLA format

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

78%

* **Outcome #3**

Research, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.

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

77%

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

Most of the assignments that did not achieve the outcome were simply not turned in, so the reflection isn't on what a student did or learned, but what they didn't do. I had 4 students who were really struggling to complete the work because of difficulties adjusting to online school and Zoom classes.

* 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.

Students submit a written self-evaluation at the end of each week as well as a final self-evaluation essay. I find that students are very honest about their achievements or lack thereof.

* 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 made a lot of major changes to the syllabus once the class started this term because of ZOOM, the pandemic and the age and interest level of the students in the class (They were almost all high school seniors who were opting out of online HS classes) If I could change/adjust anything, it would have been to have somehow been able to "save" the 4 students who just couldn't complete the assignments despite my and PASS program's support.

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

We had a meeting today to discuss ways our department and CGCC in general can help support students

* 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.

Teaching, grading and supporting students this year has been very very different. I added more one on one teacher/student conferencing.

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

I review course outcomes at the beginning of the course and refer to them specifically throughout the term. Part of their final essay is discussion of how they feel they did or did not meet a specific outcome.

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" CLO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

#1 small and large group presentation and discussion

#2 Students wrote a "proposal" essay in which they developed a solution to a problem

#4 Students completed a rhetorical analysis of a charity ad for an international crisis within the frame of "poverty porn"

#5 Students read and analyzed Peter Singer's Essay "Famine Affluence and Morality" which discusses global water shortage and famine

#3 Students used quantitative data as support for their thesis statement in the proposal essay