

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#475

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WR 122 - English Composition - 1095933 - Katy Jablonski - 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.

In my WR 122 course, I assign three major essays—Aristotelian Essay, Toulmin Essay, Rogerian Essay. I used a modification of the Writing and Communication CLO rubric to assess these assignments. To measure success of each of my outcomes, I looked at how students scored on the following criteria across the three assigned essays.

To assess outcome 1: Articulate their own position on complex topics with multiple points of view, contributing to the academic conversation through writing and discussion. I looked at the criterion for Audience, Context and Purpose.

Audience, Context, and Purpose

Aristotelian Essay- 10 students completed the assignment. 7 students scored 100% on this criterion and 3 students scored 75% on this criterion.

Toulmin Essay-10 students completed the assignment. 6 students scored 100% on this criterion and 4 students scored 75% on this criterion.

Rogerian Essay- 10 students completed the assignment. 5 students scored 100% on this criterion and 5 students scored 75% on this criterion.

To assess outcome 2: Write persuasive essays that demonstrate a logical development of ideas and incorporate reasonable, credible evidence in support of a thesis. I looked at the criterion for Content and Development and Organization and Presentation.

Content Development

Aristotelian Essay- 10 students completed the assignment. 4 students scored 100% on this criterion, 4 students scored 75% on this criterion, and 2 students scored 50% on this criterion.

Toulmin Essay-10 students completed the assignment. 3 students scored 100% on this criterion, 2 students scored 88% on this criterion, 2 students scored 75% on this criterion, and 3 students scored 63% on this criterion.

Rogerian Essay- 10 students completed the assignment. 1 student scored 100% on this criterion and 5 students scored 88% on this criterion, 1 scored 75% on this criterion, and 3 scored 63% on this criterion.

Organization and Presentation

Aristotelian Essay- 10 students completed the assignment. 2 students scored 100% on this criterion, 1 student scored 88% on this criterion, 5 students scored 75% on this criterion, and 2 scored 50% on this criterion.

Toulmin Essay-10 students completed the assignment. 5 students scored 100% on this criterion, 2 students scored 88% on this criterion, 1 student scored 75% on this criterion, and 2 students scored 63% on this criterion.

Rogerian Essay- 10 students completed the assignment. 5 students scored 100% on this criterion, 2 students scored 88% on this criterion, 1 scored 75% on this criterion, and 2 scored 63% on this criterion.

To assess outcome 3: Locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity. I looked at the criterion for Sources and Evidence.

Sources and Evidence

Aristotelian Essay- 10 students completed the assignment. 5 students scored 100% on this criterion, 2 students scored 88% on this criterion, and 3 students 50% on this criterion.

Toulmin Essay-10 students completed the assignment. 6 students scored 100% on this criterion, 1 student scored 75% on this criterion, and 3 students scored 63% on this criterion.

Rogerian Essay- 10 students completed the assignment. 5 students scored 100% on this criterion, 3 students scored 75% on this criterion, and 2 scored 63% on this criterion

*** Outcome #1**

Articulate their own position on complex topics with multiple points of view, contributing to the academic conversation through writing and discussion.

Aristotelian Essay- 100% of students successfully achieved the outcome at a C or above. Toulmin Essay- 100 % of students successfully achieved the outcome at a C or above. Rogerian Essay- 100% of students successfully achieved the outcome at a C or above.

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

100

*** Outcome #2**

Write persuasive essays that demonstrate a logical development of ideas and incorporate reasonable, credible evidence in support of a thesis.

Aristotelian Essay- 80% of students successfully achieved the outcome at a C or above for both Content and Organization. Toulmin Essay- 70 % of students successfully achieved the outcome at a C or above for Content and 80% of students achieved the outcome at a C or above for Organization. Rogerian Essay- 70 % of students successfully achieved the outcome at a C or above for content and 80% of students achieved the outcome at a C or above for Organization.

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

73

*** Outcome #3**

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

Aristotelian Essay- 70% of students successfully achieved the outcome at a C or above Toulmin Essay- 70 % of students successfully achieved the outcome at a C or above Rogerian Essay- 80 % of students successfully achieved the outcome at a C or above

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

73

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

A few things contributed to their success. For outcome 1 I did something different this year. I created an assignment where students had to analyze the writing prompt. This ensured that they understood what they had to do completely before beginning their writing. I also broke down each essay assignment into manageable steps and provided a lot of feedback along the way. For outcome 2, I provided example essays of strong writing. We studied the sample papers and looked at content development and organization. For outcome 3, I created several lectures dedicated to teaching students how to locate reliable information. They had to demonstrate how to evaluate sources. I taught students that research is a tiered activity. Preliminary research is a like a google or Wikipedia search. Intermediate research is when you conference with a librarian and start using tools like Google Scholar. Advanced research is when you access databases. By the end, my expectation is that all students would use advanced research strategies.

*** 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.**

Most students explained that the Toulmin structure was most difficult for them. It is true we didn't spend as much time on this mode. Also, I didn't really have a great sample essay to show them. I will continue to work on finding better resources for this unit. I was happy to see that all students felt more competent in their ability to fulfill all the outcomes after completing the course.

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

Yes. Of course, there were a few students who struggled throughout the class. Even with extra zoom meetings, the quality of their final product never measured up.

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

There was one student in particular who should not have been in WR 122. Because of Covid-19 there was not a reliable way to place students last fall. She worked hard and was never absent, but she lacked the skill set needed to succeed in WR 122. As a department I would like us to do some norm reference grading so that our expectations of what students know and can do after completing WR 121 are standardized.

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

Well, we would need buy in from all the writing teachers and we would need funding for our time.

*** 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 been working to help students with the CLO Sources and Evidence. I think their ability to locate reliable research is improving.

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

I include course outcomes on the syllabus and refer to them when a particular assignment assesses one.

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"

I worked on sources and evidence by creating many lectures about how to locate reliable information. Also, I created lectures about how to evaluate information. I also had many individual conferences during the term and this one on one instruction with hugely beneficial in helping students organize their thoughts.