

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#474

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 122 - English Composition - 1095932 - Jenn Kamrar - 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.

88% of students were successful for each outcome specifically and as a whole.

* Outcome #1

Read closely and analytically to determine an author's purpose, perspective and use of rhetorical strategies.

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

88%

* Outcome #2

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

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

88%

* Outcome #3

Write for a variety of clearly defined purposes, audiences and contexts with control of key rhetorical strategies.

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

88%

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

Write for a variety of clearly defined purposes, audiences and contexts with control of key rhetorical 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.

N/A

* 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.)?

It's hard to say what more we can do when teaching in a pandemic. Fall term was hardest on my newest students. Indeed, two student withdrew from this class in the first two weeks. With limited budgets, I understand that we can offer wraparound supports like we'd like to in the best of circumstances. That said, I know I would feel most supported by having additional emotional/life coaching supports for students as the non-cognitive challenges they face are often the most crippling to my students' success across the board.

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

Money.

* 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 got over course outcomes when I review the syllabus at the beginning of the term and encourage my students to familiarize themselves with the outcomes addressed each week on Moodle.

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"

All of my classes are always evolving; as they evolve, I always creatively seek to address cultural awareness, communication, critical thinking, and community- and environmental responsibility. Indeed, each of these runs through the veins of all of my curriculum, class design, and more deeply my pedagogy.