

# Course Assessment- Part B: Your Results & Analysis

COMPLETE

#476

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 227 - Technical/Professional Writing - 1095936 - Jennifer Hanlon-Wilde - 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.

Outcome 1: Compose business and technical communications.  
>90% of students succeeded at achieving this outcome.

Outcome 2: Design effective business communication documents such as emails, letters, proposals and employment documents.

100% of students succeeded at this outcome

Outcome 3: Revise and edit documents to increase clarity and to create simple, effective documents.

100% of students succeeded at this outcome.

**\* Outcome #1**

Compose business and technical communications.

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

90

**\* Outcome #2**

Design effective business communication documents such as emails, letters, proposals and employment documents.

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

100

**\* Outcome #3**

Revise and edit documents to increase clarity and to create simple, effective documents.

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

100

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

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Students succeeded when they put in the time, interacted with one another, read my comments and revised their work accordingly. They told me that using exemplars was very helpful, so I included several. Assignments which featured an exemplar earned higher grades, so I think this contributed to success. When students did not succeed, I often emailed to ask them why, and usually there was a personal or family situation that took their attention from their schoolwork.

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**\* 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 tended to rate them higher than they rated themselves. They sometimes seem to think that if an assignment is not done perfectly, that means they haven't mastered the material. This might be because academic essays of the kind expected in most writing classes are supposed to be polished and error-free. However, professional writing is almost always a work in progress and goes through many revisions in the workplace. When they successfully created a document of a type they had never seen before, such as an SBAR, a cover letter, or a SWOT analysis, I judged that a success and gave a passing grade as long as it was essentially correct in terms of audience, purpose, message, tone, and format. Students are asked weekly to self-evaluate on a scale of 1-5 and reflect in writing on their performance in the class, and I let them know if I disagree with their own evaluation.

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

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Yes.

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

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No specific adjustments are warranted, but it would be satisfying to teach this class with a synchronous component so that students can ask questions in real time of our guest lecturers. Currently they are exposed to the lecturers in prerecorded videos called the "real-world writing chats".

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

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A scheduled time once a week, a Zoom class. I don't know what that would cost.

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**\* 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.**

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I added exemplars and an extra "real world writing chat" and students responded well to both of these interventions. Here is what one student told me about that:

I think the assignments that helped me the most were the note taking on the video chats. It is helpful for me to hear as well as write things down. It has a much better chance of sinking into my brain that way. The real-world chats also helped in other ways. It was interesting to hear that the way we are typically taught to write in college, with fluffing up with words, is not really how we are going to be writing in the real world. The real world is busy and it for the most part needs more direct language and outlines the most important information.

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

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It is present in the syllabus and on some of the weekly summaries I explain which outcomes the week's assignments are designed to help students achieve.

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"

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CLO 1: Communication: We did not use sources and evidence, but we spend a lot of time on organization and presentation through assignments in document design and formatting. Several of the guest lecturers talk about organization when they make slides, write papers and create posters.

CLO 2: Critical thinking/problem solving: Emphasis on technical communication as a tool to define, inform and explain, which is very different from persuading. Therefore, rhetoric is not appropriate in most professional writing

CLO 3: Quantitative literacy: We go over the use of visuals, such as graphs, and how they can be used to highlight or de-emphasize certain data.

CLO 4: Cultural awareness: The course starts out with a lesson on intercultural communication and students write a written reflection about culture and ethics.

CLO5: Community and Environmental Responsibility: Students hear from professionals in a variety of fields, including science, engineering, business, and nutrition, and gain an understanding of these and their own roles in the community. There is also an emphasis on ethics in technical writing.