Course Assessment– Part B: Your Results & Analysis   #451

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.	WR 227 – Technical and Professional Writing – 1095118 – Jennifer Hanlon-Wilde – Winter 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. *

Students performed adequately at the following assignments
Outcome 1: Compose business and technical documents.
Students wrote resumes, job descriptions, abstracts, and instructions as class assignments.
Outcome 2: Compose documents and communications that are targeted to a specific
audience and for a specific purpose.
Students successfully wrote summaries of a technical article for a general audience, as well as a cover letter and an instructional sheet.
Outcome 3: Design effective business communication documents such as emails,
letters, proposals and employment documents.
Students wrote memos, emails, and job descriptions. Students emailed professionals in the community in order to arrange interviews.

Outcome #1 *	Compose business and technical communications
% of students who successfully achieved the outcome (C or above) *	97% (1 out of 32 did not.)
Outcome #2 *	Compose documents and communications that are targeted to a specific audience and for a specific purpose.
% of students who successfully achieved the outcome (C or above) *	97%
Outcome #3 *	Design effective business communication documents such as emails, letters, proposals and employment documents.
% of students who successfully achieved the outcome (C or above) *	97

ANALYSIS

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

Lack of success: Students' personal life struggles resulted in some attrition from the class. Some students had difficulty with conventions of writing in English, especially if English was their second or third language.
Success: Students had many chances to catch up as one short assignment was due every week. No one assignment was weighted excessively, so failure on one assignment could be compensated by success in others. There was a large amount of communication among students on the forums, and between students and me, often via email. Students' questions and concerns were answered promptly.

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 sometimes judged themselves and their work more harshly than I did. They evaluated themselves weekly using a rubric I gave them. When the disagreement worked the other way, it was often a question of style – for example, they liked to use a photo or bright colors on their resume, even though I said it was unprofessional.
5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Yes, most of them achieved a grade over 80%.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I think that I should weight the workload differently and give them more to do in the early weeks so that on finals week, they have less written work to turn in. I should also record more short videos as overviews of the week – students really like seeing their instructors' face.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	Nothing. I just need more hours in my day.
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 revised two assignments so that the instructions were more clear, and provided an example of a successful student assignment . (Job description and interview.) This seems to have improved the quality of that particular assignment.
9. Describe how you explain information about course outcomes and their relevance to your students.	Outcomes are listed on the syllabus.

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 #1: I taught them to communicate more clearly and concisely, and to organize their information effectively in short documents.

CLO #2: Because the assignments used an online open source textbook and they had the ability to choose which assignments to do in certain weeks, they were compelled to make decisions. They also were required to provide feedback to one another and help each other with assignments.

CLO #4: The first week is dedicated to intercultural communication issues.

CLO #5: Students had to apply their own knowledge in written form and upload it along with visual aids. I am not sure this helped them understand global systems.

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