

Course Assessment– Part B: Your Results & Analysis

#461

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.

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. Out of the three WR 248 students, all three met outcome for leadership in class discussions by leading at least one discussion of published work and leading in peer workshop at least once. Out of three WR 248 students, two students turned in all four annotations and achieved 80% or higher on all. One student only turned in two annotations (50%) but received over 80% on both. This student had outside circumstances and made a conscious choice to miss those assignments.

Outcome 2. All three students turned in all three rough drafts. All three students received 80% or higher on all three rough drafts.

Outcome 3. All three WR 248 students submitted written peer feedback that met critical standard all term (9 times). All three WR 248 students led class discussions of published works as well as peer work.

Outcome #1

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Outcome 1: Read a diverse range of established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques, reflect on cultural content, and lead class discussion of literature

note:100% successfully achieved outcome for verbal discussion and leadership. Because one student did not complete annotations, and the sample was so small, only 66% successfully achieved the outcome for written annotations. Averaging these two percentages =83% met

% of students who successfully achieved the outcome (C or above) * 83

Outcome #2 *

Outcome 2: Write and revise original creative nonfiction that effectively uses self-reflection, research, and advanced elements of craft.

% of students who successfully achieved the outcome (C or above) * 100

Outcome #3 *

Use critical thinking, problem solving, and knowledge of craft to critique peer writing and lead discussion in workshop community

% of students who successfully achieved the outcome (C or above) * 100

ANALYSIS

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

The workshop structure creates a sense of community that really compels students to do all the work--because it is all shared and discussed with their peers. There were also 6 WR 240 students in same class and they did not miss any assignments so really we only had one

outlier in the 248 group. This student simply faced too many pressures this term and made a thought-out choice to get a lower grade. I still believe she met the outcome in terms of understanding the material and was always able to discuss it with understanding, intelligence, and relevant terminology.

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 think the responding students had a fairly good perception of their mastery. This is the advanced version of the course and these students have all committed to this study and material over the course of multiple terms. They also participate in the CGCC literary community outside of class.

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

Yes. While one student did not meet the benchmark I set at start of term, she made the difficult (but informed) choice to cut her losses and not finish some work because she is a single parent and also in nursing program.

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

It's hard to say because the challenges of remote teaching/pandemic did not really allow me to conduct the course the way I normally would. One positive outcome of remote teaching is that I would like to offer all creative writing with a synchronous Zoom component in the future, even when we are back in classroom.

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

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.

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

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