

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#524

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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.

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RD 115- Critical Reading- Jenn Kamrar- Fall 2021

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\* **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.

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\* Outcome #1

Read independently for multiple purposes, including scholarly research (e.g. peer-reviewed journal articles, use of online scholarly databases, etc.). 82% passed their first annotation of a scholarly journal article.

\* Outcome #2

Use a variety of vocabulary-building strategies to discern the meaning of unfamiliar or disciplinespecific words in increasingly complex college-level texts. 82% passed their vocabulary-building annotation of a general audience/magazine article.

\* Outcome #3

Demonstrate ability to critically examine and synthesize multiple texts (e.g. analysis, interpretation, inference, evaluation, explanation, and self-reflection). 82% passed their scholarly journal term project.

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\* **Outcome #1**

Read independently for multiple purposes, including scholarly research (e.g. peer-reviewed journal articles, use of online scholarly databases, etc.).

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

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82

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\* **Outcome #2**

Use a variety of vocabulary-building strategies to discern the meaning of unfamiliar or discipline specific words in increasingly complex college-level texts.

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

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82

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\* **Outcome #3**

Demonstrate ability to critically examine and synthesize multiple texts (e.g. analysis, interpretation, inference, evaluation, explanation, and self-reflection).

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

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82

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

I think that it was very helpful to be back in the classroom. My students reported being really helped out by supported in-class research time in the computer lab.

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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.**

While only two students completed their assessments -- and the reviews ran the gamut -- I do think there's a truth hiding between the two narratives. One student claimed mastery, the other claimed to still be developing their scholarly research abilities. I think each student reflection isn't entirely accurate. I think the student claiming mastery is likely still developing their skills. I think the student claiming unease with their work is far more developed than they give themselves credit for.

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

Yes

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

As ever, I tweak and adjust my classes each term. I will continue to utilize the computer lab to support their research.

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

A classroom set of laptops would be truly life-changing.

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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.**

N/A

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

When review the syllabus, I ask my students to think about what they think the course is all about. Then, we read the course outcomes. From there, I take any questions or concerns they have regarding what the outcomes mean and explain how they guide our coursework.

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**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

Again, I'm always sculpting my classes to be the best they can be through my own pedagogy; indeed, this does line up with improving communication, critical thinking, cultural awareness, environmental responsibility, and quantitative literacy -- but it is, indeed, a personal reflective pedagogical practice instead of based on outcome alone.