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WR 121- College Composition- Jessie Herrada-Nance- Spring 2023

**\* 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.

Overall Performance: 86.6% of students passed the class with a "C" or better.

Outcome 1 Goals: If 80% of students' documents reflect their understanding of the form and content requirements for the SAR essays, then this outcome has been met.

Results: 78% on average students passed the SAR Essays as a whole. For SAR Essays 1 and 2, 80% of students passed each assignment. For the third SAR, 73% passed.

Outcome 2 Goals: If 80% of the students have a clear focus for each paper and can tailor writing and evidence to fit each assignment's audience and context, then this outcome has been met.

Results: 81% of students on average passed the four major essays (Narrative, Profile, Argument, and Reflection).

Outcome 3 Goals: If 80% of students write essays with focused, complex thesis statements and demonstrate a logical development of ideas, using evidence as support, then this outcome has been met.

Results: 81% on average students passed the four major essays (Narrative, Profile, Argument, and Reflection).

## \* Outcome #1

If 80% of students' documents reflect their understanding of the form and content requirements for the SAR essays, then this outcome has been met.

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

78%

## \* Outcome #2

If 80% of students have a clear focus for each paper and can tailor writing and evidence to fit each assignment's audience and context, then this outcome has been met.

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

81%

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### **\* Outcome #3**

If 80% of students write essays with focused, complex thesis statements and demonstrate a logical development of ideas, using evidence as support, then this outcome has been met.

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

81%

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

Outcome 1: On SARs 1 & 2, students scored at expectations. I attribute this success to the following:

1. the guidelines they received walking them through the expectations and the examples illustrating how the essays should look,
2. the number of students who arranged conferences during the weeks leading up to these assignments,
3. and the practice of letting students who received a No Credit grade on the assignments read my feedback and revise and resubmit those assignments for credit.

SAR 3 was quite a bit more complicated, and the pass rate fell a bit, slightly bringing down the overall percentage pass rate. I attribute the drop in their performance to a couple of things:

1. Students who received a No Credit grade did not take me up on my offer to revise based on my feedback and resubmit their work for credit; and
2. In the final weeks of class, not many students took advantage of the conferences to get one-on-one help from me (which have both synchronous and asynchronous options).

Outcomes 2&3: On all but the Argument Essay, students scored quite high. I attribute the success on these assignments to the following factors:

1. Narrative & Profile: For each of these essays, I offered a "Revise and Resubmit" option. Students who did not pass the second draft of the essay could take my feedback and revise accordingly and resubmit the work to address my concerns.
2. Reflection Essay: The reflection essays asked students to write a thesis that talked about their experience in the class (i.e. how they grew and what they struggled with) and how they might apply this knowledge to future classes. Since this assignment pulled from their experiences, students were more confident in writing complex thesis and logical support for this essay.

On the Argument Essay, student performance dipped quite a bit. This is probably because the essay was a bit more complex than they had previously done. Additionally, though, because this essay was due so close to the day final grades are due, students receiving a No Credit grade were not able to revise and resubmit their work.

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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.**

In the final reflection essays, most cited how much they grew as writers over the course of the term. I would wholeheartedly agree with their assessments. Each student who finished out the term made gains in their writing ability.

Some students who struggled to reach the outcomes admitted that they didn't spend time watching the required weekly lessons or arranging to get help in one-on-one conferences. Some also recognized that other responsibilities or things in life pulled them away from performing how they wanted in the class. I would argue that these students demonstrated maturity in their assessment of their performance. They took responsibility for their learning and thought of ways to improve in future classes.

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

Mostly, their performance in the assignments held steady until the SAR 3 and Argument Essay.

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

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Student performance waned during the last few weeks of class, resulting in lower scores for SAR 3 and the Argument Essay. To combat this in future classes, I will do the following:

1. Provide more guidance and explanation for SAR 3. I currently have a comprehensive guideline sheet that walks them through the higher expectations for this assignment, but I will supplement with a specialized video.
2. Encourage students to arrange one-on-one synchronous or asynchronous conferences with me in the final weeks of class by either making the conference mandatory or offering extra credit.
3. Require students to get feedback on their Argument Essay drafts from me or a tutor. Previously, this was \*highly\* encouraged, but making it mandatory will make sure students have a meaningful experience with revision. Next time around, I'll make it mandatory and have students write a list of things they need help with and, after they get my feedback, a list of things they will revise.

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

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Having consistent help at the Writing Desk would be very helpful!

**\* 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've never done an assessment for this class before but I have taught WR 121 quite a bit. This year, I implemented more complex SAR assignments to assess reading comprehension and analytical skills, and that has been successful.

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

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My Moodle Shell is arranged in weekly sections (with all the work for each week organized under one topic heading). The first link in each weekly section is a "Weekly Objectives and Tasks" page that highlights what our weekly goals are and what we will do to achieve those goals.

Additionally, in individual recorded lessons, I begin by explaining what objectives the lesson addresses, how the lesson builds on previous objectives, and how what we will cover prepares students to achieve future objectives.

**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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"**

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(No response)