

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#558

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WR 115- Introduction to Expository Writing- Katy Jablonski- Summer 2022

*** 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.

For outcome #1, I wanted students to read to determine a writer's purpose and perspective. The method I used to assess this outcome was to develop written assignments designed to promote integration of class material with personal reflection and experience. The assignment I used for this was a SAR mini-essay. With this activity, students had to read a non-fiction article and summarize, analyze and respond to it. Each of these skills was taught during class.

For outcome #2, Paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers' ideas with one's own, I assigned essays about the texts students read/viewed/listened to in class. These essay assignments asked students to formulate a thesis and then paraphrase, summarize and synthesize details from the text to support their assertion. I encouraged them to become part of the great conversation by furthering their own thoughts with confidence and evidence.

Write coherent essays that develop ideas in support of a thesis. All writing assignments whether they were multi-paragraph essays or one paragraph essays required students to develop a thesis/ assertion and support that assertion with details from the text. A main focus of the class was to introduce three paragraph frameworks: (Point and Support, PEAS, TRIAC). Students practiced these paragraphs in isolations before integrating these structures into longer essays.

*** Outcome #1**

Read to determine a writer's purpose and perspective

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

100

*** Outcome #2**

Paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers' ideas with one's own.

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

100

*** Outcome #3**

Write coherent essays that develop ideas in support of a thesis

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

100

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

This was small class. I was able to provide individualized instruction to every student. Additionally, the contract grading framework "awards labor and places grades in the hands of the students. This system encourages learning and process (instead of points and final products) and helps to create a space in which students can take risks." Student were motivated to rework assignments that they received no-credit on. They were invested in the learning process.

*** 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.**

The one student who completed the student evaluations felt like they understood the course outcomes and their progress toward them.

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

Yes 100% of my students received credit for 2 out of 3 SAR mini-essays. 100% received credit for 2 out of 3 essays. and 100% received credit for 5 out of 8 paragraphs.

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

Nothing at this time.

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

None.

*** 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.**

Not at this time.

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

I tie every lesson to the course outcomes. The course outcomes are on the syllabus, also.

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"

ILO #1: For content development, I teach writing as process. We also read several examples of the types of reading students are going to practice. For control of syntax and mechanics, as necessary I correct their work and offer them extra support if they have deficiencies in syntax and mechanics.

ILO #2: Critical Thinking/Problem Solving. All the prompts require critical thinking and use of evidence to support an assertion. I model for the students how to support an idea with details from the text and give them opportunities to demonstrate their understanding.

ILO #4: Cultural Awareness. Students were exposed to writing from author's whose cultural backgrounds were different from their own. For example, when studying satire, we watched several skits by Key and Peele. These skits related the black experience in a way that was comedic, but also a social commentary. Some of my students had never considered lived experience of a BIPOC person.