

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#557

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.

WR 121- College Composition- Mandy Webster- 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.

Achievement data.

70% - C or better on all assignments was the goal This was achieved in that 70% of students achieved a C or better on all assignments.

*** Outcome #1**

Read closely to determine a writer's purpose and perspective.

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

70% 13/19

*** Outcome #2**

Write for a variety of clearly defined purposes, audiences, and contexts.

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

84%

*** Outcome #3**

Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis.

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

80%

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

Not all students completed all assignments, but I would say that the outcome #1 was the biggest struggle. And anecdotally, this seems to be an issue that our students struggle with in general: reading closely -- breaking down arguments, and understanding difficult concepts from within increasingly complex college-level texts. This feels like a change from previous years. I will focus more on breaking down arguments: summary and analysis in future classes.

*** 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.**

I found that students have been struggling more in the last few years since the pandemic. Mental health seems to be a significant barrier for students in having their basic needs met in order to focus on their academics.

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

Yes.

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

More focus on reading skills -- breaking down arguments and analysis.

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.**

I am always working to improve my courses. I do think that our students change, and their needs change, so it is a constant re-evaluation of what is needed to meet the needs of our current students.

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

Course outcomes are incredibly important. I base my class around these outcomes, knowing that students need to master these (earn a C or better) to be successful in the next course (WR 122). The final exam involves their reflection on their progress on the outcomes.

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"

Critical thinking -- analysis of increasingly difficult concepts and college-level texts. I will continue to focus on this.