



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

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Please select your course and name from the drop-down menu.

WR122Z-Composition 1- tina ontiveros-Part B-Spring 2026

### 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 Achievement Data

Outcome #1 If 70% of students earn "credit" scores on 70% of the SR assignments, this outcome has been successfully met.

Outcome #2 If 70% of students earn "credit" scores on 70% of the Annotated Bibliography assignments, this outcome has been successfully met.

Outcome #4 If 70% of students earn "credit" on both essay revisions, this outcome has been successfully met.

**2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)**

#### Outcome #1:

#1 Yes-out of 130 total SR assignments, 114 received full credit (88%). Out of the total class (13 students) twelve (12) students earned credit on 7 (70%) or more SR assignments.

**Percentage (%) of students who successfully achieved the outcome (C or above)** 88%

#### Outcome #2

#2 Yes-out of 26 total annotated bibliography assignments, 25 earned full credit. So 96% of annotated bibliographies earned credit.

**Percentage (%) of students who successfully achieved the outcome (C or above)** 96%

#### Outcome #3

#4 Yes-out of 26 essay revisions, 19 (73%) earned full credit the first time. Five (5) earned credit on second chance. So a total of 24 (92%) earned credit.

**Percentage (%) of students who successfully achieved the outcome (C or above)** 92%

## Analysis

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

The final self assessment in Week 11 asks for student feedback on the course, and invites suggestions. While the class is running, I note places where multiple students expressed confusion or did not earn credit. Before the following term, I try to revise the class based on student suggestions and my own observations.

### 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 have not yet received survey results but will be gone when they arrive. I did ask students about this in their final self assessment. The students gave some great answers. Their answers indicate their understanding and ability to apply concepts in these 3 outcomes. I do think they realistically evaluated their mastery. Some examples:

"I understand research and rhetoric better - I can tell I have a habit of noticing ethos, pathos and logos in various media. And generally, I'm much more in tune with analyzing the structure of arguments, decoupled from their content."

"I have a better understanding between the different types of sources, and how writers use ethos, pathos, and logos in their writing. I am also able to identify them as I read through things, which is something I did not notice or analyze prior."

"One thing I learned about is how resources actually work. As in the difference between articles of gathered empirical data and more informational articles that compile knowledge from different resources."

"I learned how to integrate stakeholders into an essay. Prior to this class I didn't know how important stakeholders were in an essay. Yes, I do believe I understand research and rhetoric better than before."

"While I understood rhetoric before this class I had a harder time identifying it and connecting it to the overall essay I was reading. However by reflecting on the 10 essays we read this term I was able to better tie rhetoric styles to an overall narrative. For research I knew that it was important but I had a hard time finding the things I wanted to research. This class helped me understand that rather than trying to find research on a super specific topic immediately, it's more effective to find a broad topic and narrow down what you want to research from there."

### 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.)?

I am adjusting the first essay assignment. That is where the most students received no credit on their revision (first try). In the fall, I will give them a rubric and put my feedback in that rubric. I did this on the second essay, and they all had more success.

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

Time is the biggest obstacle to my course revisions. It would be great to get release once a year for course revisions.

**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 had to rewrite the research portions of the class. Because CGCC does not have trained research support in the library anymore, our students were missing outcomes related to academic research. The modules in Moodle were build by Dr. Stanek but did not apply anymore as some things in the library had changed.

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

Syllabus. Course Orientation.

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: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others")

ILO #5: Community and Environmental Responsibility.

ILO#3 - Quantitative Literacy - "Assumptions"

Note: My class (WR122Z) was not showing up on the list. I emailed Kristen and she told me to just choose any class and it would be fixed later:)