Course Assessment– Part B: Your Results & Analysis   #232

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, please contact Instructional Services. | WR 227 – Technical and Professional Writing – 1091332 – Chauna Ramsey – Spring 2017

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. * | Data gathered included students' cover letters, resumes, and exercises writing emails for a variety of audiences and purposes.

Outcome #1
* | Compose business and technical communications

% of students who successfully achieved the outcome (C or above) * | 90

Outcome #2 * | Design effective business communication documents such as emails, letters, proposals and employment documents.

% of students who successfully achieved the outcome (C or above) * | 80

Outcome #3 * | Revise and edit documents to increase clarity and to create simple, effective documents.

% of students who successfully achieved the outcome (C or above) * | 75

ANALYSIS

3. What contributed to student success and/or lack of success? * | Student success can be mainly attributed to motivation and ability to follow directions. Lack of success can probably be attributed to a lack of motivation, an inability to follow directions, and my own teaching, which became less organized and therefore less effective as the term proceeded.

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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. Consider comparing 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. * | Students' self-assessed understanding of their responsibility for their own learning reflected pretty accurately what I perceive of their understanding and mastery of the course outcomes.

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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, I think so.

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6. Based on your analysis in the questions above, what course adjustments are | Based on my analysis, in the future, I should adjust the lead-time for assignments to allow more time for students to complete work and have

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warranted (curricular, pedagogical, student instruction, etc.)? *	the opportunity to proof read their work before submitting it (and/or time for someone else to proof read their work so they can revise it before submitting).
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	Students would greatly benefit from having access to a quality spell-check and grammar-check program. The better versions of these types of programs are subscription-based (not free). Having access to a quality program would result in either an increased class fee or a fee for CGCC.
8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	I have not assessed this course before (that I can remember . . .).

9. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcome: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

I increased course requirements for linking and citing sources, created a course activity designed to help students determine veracity of online sources, and increased the number of assignments requiring students to identify the best organizational pattern to employ given different audiences and purposes. (Students seemed initially overwhelmed by the number of potential organizational patterns possible--most were aware of just the main four patterns of chronological, compare/contrast, cause/effect, and classification--but they responded well to learning another eight possible patterns and seemed to enjoy the freedom of making a deliberate decision regarding how to organize information as opposed to having the organizational structure predetermined.)

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