Course Assessment- Part B: Your Results & Analysis

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

WR 115- Introduction to Expository Writing- Jessie Herrada-Nance- Part B- Fall 2024

* 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.

88.2% of students successfully completed the course with a "C" or better.

* Outcome #1

Read to determine a writer's purpose and perspective.

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

88

* 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)

88

* Outcome #3

Write coherent essays that develop ideas in support of a thesis.

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

88

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

I maintained constant contact with students and helped both in class and during office hours. I provided all class materials on Moodle before class meetings so students could prepare for the material in advance. They could also reference the materials as needed throughout the term.

The early weeks of class helped students master structure and focus in single paragraphs before moving to full essays at midterm. In evaluations, students noted structure and focus as being skills they felt more confident with at the end of the term.

A couple of students were registered for the co-requisite lab. They benefited greatly from the one-on-one support they received from Leigh Hancock during those labs. Other bilingual students benefited from working with the new writing tutor (who started in Week 4).

* 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.

Students' assessment of their skills and progress were accurate. They noted feeling more confident and seeing a notable improvement in their writing skills. This was reflected in the quality of their work, which improved steadily throughout the term.

* 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 students would benefit if they registered for the lab. Some come in needing more one-on-one help than instructors can provide during class, especially in a class as big as this one. Despite encouragement, only a few students came to office hours.

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

(No response)

* 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.

None. This is the first time I've assessed this course.

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

(No response)

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)