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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](mailto:swade@cgcc.edu).

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WR121Z-Composition I- Jessamyn Duckwall- Part B- Summer 20224

**\* 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.

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Grades on Essays, Writing Activities, and Self-Evaluations were on a Credit/No Credit scale.  
For the overall course:

33% earned an A  
67% earned a C

**\* Outcome #1**

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Apply rhetorical concepts through analyzing and composing a variety of texts:

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

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100

**\* Outcome #2**

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Engage texts critically, ethically, and strategically to support writing goals.

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

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100

**\* Outcome #3**

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Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.

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

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100

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

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Success: Meaningful 1-on-1 support with students, demonstrating concepts through a variety of different concrete examples, making sure that plenty supplemental materials were available via Moodle.

**\* 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.**

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Not many students filled out the evaluations, but the one who did claimed that they had a baseline understanding of many of the concepts presented in class, but through applied work in the class, grew to feel proficient in these areas.

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

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Yes. Generally speaking, I could say that (even though grades on assignments were Credit/No Credit) students who got C grades at the end of term were writing C papers. The students who got As worked hard to write A-worthy papers.

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

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Offer an even greater variety of texts for students to analyze, spend more time doing in-class critical thinking activities and group work.

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

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I don't think I need additional materials or equipment to make those changes. No budget implications.

**\* 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.**

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I restructured the order of the three major essays from the first time I taught the class, to what I feel was a positive response and what seems to be a success. The first time I taught the course, I began with a descriptive narrative, then moved to an analytical essay (on literature) and ended on a persuasive research paper. This time I ordered the essays: 1. analytical 2. persuasive research 3. descriptive narrative. This gave me more of a chance to really work with students on research and allowed them to feel less burnt out by the end of term.

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

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I try to make it clear that all these course outcomes are not just about reading and writing--rather, the goal of these course outcomes is to help students develop and sharpen critical thinking skills, which will be useful in all other classes as well as life beyond college.

**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"**

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ILO #1: Sentence-level revision lecture (Control of Syntax and Mechanics)

ILO #2: Library Research Guide and Media Bias Lecture (Critical Thinking)

ILO #3: SAR mini essays as writing activities (Application/Analysis)

ILO #4: Assign texts written by a wide variety of writers & thinkers of marginalized identities (Openness)

ILO #5: Encouraging students to write about local issues relevant to their lives (Community and Environmental Responsibility)