UA Rich Mountain
Assessing Student Learning
Course Outcomes Report
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1. **Purpose**
The Course Outcomes Report supplies information each semester regarding student learning on the course level. This report must be submitted to your division chair by the last day of the semester. Data from this report will be integrated into the annual Program Review. The Strategic Goals aligned with this report are Strategic Goal Three: Provide High Quality Education and Strategic Goal Four: Continuous Quality Improvement.

2. **Course Details**
Course Name: Composition I Course #: ENG113

3. **Assessed Outcome**
Course Outcome: A beginning college-level course that includes an in-depth review of grammar, punctuation, syntax, and paragraph development relating to written composition. Introduction to the five-paragraph structured essay with emphasis on thesis statement and organization. A step-by-step approach to more mature writing, progressing from sentence structure to paragraph development to structured essay.

Related Program Outcome: Rhetorical Knowledge & Purposeful Writing Student work demonstrates an understanding of the rhetorical nature of writing and language use and successfully addresses academic and non-academic audiences by adopting clear and consistent purposes, as well as appropriate organization, tone, and format, according to genre. Revision and Writing Process Students produce multiple drafts. Student writing demonstrates careful revision in response to commentary from peers (when relevant) and the instructor. Argument & Analysis Students write persuasively and analytically. Student writing contains convincing arguments and is supported with evidence. Critical Reading Students read to inquire, learn, think, and communicate. Student writing demonstrates understanding of assigned readings, and when requested, incorporates outside readings. Research Student writing evidences understandings of citation and website validity, and avoids plagiarism. At the intermediate level, student writing integrates credible academic research. Technology & Multimodality Students function in electronic writing spaces, and use technology to compose, revise, and present their writing. At the intermediate level, students analyze and/or produce visual, audio, and online texts, while working half-time in computer classrooms.

Related GELO category (choose one):
- ☐ Thinking critically
- ☒ Communicating effectively
- ☐ Using technology
- ☐ Conducting relevant research

4. **Evidence of Student Learning**
Describe the classroom activity/tools related to the **course** objective (project, discussion, essay, quiz, etc.): This is an essay example. After discussing different modes of discourse, students had to write a 300+ word essay answering a given prompt.

5. Course Data

Number of students in your course(s) who met the course objective: 8

Total number of students in your course section(s): 10

Percent (%) of students achieving this course objective: 80

6. Response to Data

Will you change how you teach as a result of this assessment?

☒Change(s) needed. I would provide a more in-depth example of the type of writing I expect. With a compare/contrast paper, I found that many of the students grasped the concept, but two struggled with the way to write a true compare/contrast and instead of focusing on a thesis statement, they focused on the differences and similarities only, with no analysis.

☐No change(s) needed. *Type explanation here.*

***Attach <u>anonymous</u> student samples of each activity along with the grading rubric/scale.**
****Attach any meeting minutes associated with this assessment.**

Anonymous Example:

I grew up as a young kid playing Xbox and PlayStation. I have seen the competition between the two since the first edition of each brand. Both are the top contenders for the role of best console. Both have categories in which they outperform their rival. Today I am going to compare and contrast the consoles to each other to reveal where they triumph over the other.

I am relatively biased to which console I prefer. I grew up mostly with Xbox; therefore, I know how to use it much better than PlayStation. At the same time, I can recognize which categories that PlayStation outshines Xbox in. For most the most part, PlayStation and Xbox are nearly the same. Their graphics, run speed, and durability are almost equal. The main differences in the variation of games that are only available for one of consoles. For example, the Forza series is only available on Xbox and the God of War series is only available on PlayStation. So, it is essentially a question of which games does a person prefer that dictates which console they'd purchase.

While the graphics of both consoles is very close, PlayStation is the most efficient. PlayStation did a better job of putting power in the right places for the actual gameplay. Xbox is produced by Microsoft, and PlayStation is produced by Sony. Both companies that produce these consoles are hugely successful in the video game and only industry.

My Feedback:

You had me hooked, but I don't feel like there is a strong conclusion here. You tell me that you're going to show me which one triumphs over the other, but I don't feel like I had that pay off. This essay just kind of petered out at the end. If you would like to raise your grade and redo it, adding in a conclusion with what you consider to be the better console, that would be great!

Things to consider: discuss each console in terms of categories. For example, games, graphics, controllers, price range, availability, etc. Also, are you comparing the companies or are you comparing specific consoles (xBox to Playstation, xBox One to Playstation 3, etc.)?

Example rubric attached separately.