

Course Assessment– Part B: Your Results & Analysis

#63

Your Email *

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

ENG 260 Introduction to Women Writers – Hancock

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

20 students total (4 quit coming to class during the semester but did not officially drop the class).

Discussion forums: 10 scored 90% or higher; 4 scored 80% or higher; 1 scored 70% or higher; 1 scored 60% or higher.

Mini Essays: 1 scored 90%+; 0 scored 80% +; 5 scored 70%+; 5 scored 60%+; 8 scored below 60%.

Final Essay: 1 scored 90%+; 6 scored 80%+; 7 scored 70%+; 1 scored 60%+; 5 scored below 60% (4 of this 5 did not do the assignment).

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Identify and discuss the role of gender in shaping texts as a product of a culture and or historical moment.

Outcome #1 *

Out of 20 students, 16 scored 70% or better on a combination of forums, mini essays and final essays.

% of students who successfully achieved the outcome: *

80

Outcome #2 *

Challenge cultural norms and limits of analysis to create a richer experience of the texts, including multiple interpretations.

Out of 20 students, 16 scored 70% or better on a combination of forums, mini essays and final essays.

% of students who successfully achieved the outcome: *

80

Outcome #3 *

Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Out of 20 students, 14 scored 70% or higher on the final essay, 2 scored lower than 70% and 4 did not complete the assignment because they had left the course.

% of students who successfully achieved the outcome: *

70

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

Overall, this course met my objectives for student success, with at least 70% of students gaining mastery of course content. It is interesting to me that students did noticeably better in the discussion forums (where over half scored 90% or better), than in the mini essays or final essay. This is at least in part due to the fact that many students enter ENG 260 without adequate writing skills. It would be better if WR 121 were a pre-requisite for ENG 260, rather than the current requirement that allows them to take WR 121 concurrently.

I have known this for a long time, and try to address this inadequacy through 5 mini essays, given weekly at the beginning of the term. Through these 6-point assignments, I try to teach them how to write about literature. These assignments exhibit the lowest student grades, although if you look over the entire course, you can see that most ME grades improve from first to last. This is also why, I believe, the FINAL ESSAY grades are better than the ME grades....i.e. students have actually learned how to write about literature

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

Given this analysis, I'd love to see WR 121 become a pre-requisite for all literature classes.

I'd also like to have time and perhaps training or mentoring on how to get more meat into my discussion forums....so that students engage in more analysis and critical thinking skills in forums, as they are required to do in written assignments.

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

Here's my idea: once an instructor has taught the same course for 3 years or 6 terms, he or she should be paid to update and revise the course. The pay should be equivalent to half the fee paid for teaching the course (in the case of adjunct faculty). There should be certain criteria that must be stated and met for the work.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

I believe they were, although the number of students completing the eval was too small to provide good evidence.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Created 5 Jan 2016 11:16:38 AM		Updated 7 Jan 2016 10:11:44 AM
PUBLIC		COLUMBIAGORGECC