

## Course Assessment– Part B: Your Results &amp; Analysis

#165

Your Email \*

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ENG 237 – American Working Class Literature – Leigh Hancock – Fall – 2016

## 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. \*

For each outcome, one student achieved true mastery (A); 3 students achieved a good or solid mastery (B) and 1 student achieved a fair mastery (C). One student achieved poor adequacy (D), mostly because she did not do all the assignments. One student took an Incomplete.

## Outcome #1

\*

Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience AND apply this analysis to personally held beliefs about class.

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

71% (5 out of 7 students)

## Outcome #2 \*

Identify and explain significant themes within working-class literature and analyze ways these themes relate to real issues of family, gender and the politics of work AND identify these themes and their influence in one's own life

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

71% (5 out of 7 students)

## Outcome #3 \*

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

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

71% (5 out of 7 students)

## ANALYSIS

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

Students who did the readings, discussions, mini essays and final essay to the required level succeeded. Students who neglected to do assignments or participate in class discussions had less success.

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. \*

Only 4 of the 7 students completed the end of term eval, so it's a bit difficult to draw any valid conclusions. Those who did do the eval seemed to show good progress in raising their level of mastery of course outcomes.

5. Did student achievement of outcomes meet your expectations for successfully

I had hoped for 80% achievement.

teaching to each outcome (question 4 from Part A) \*

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

I don't plan to make any changes based on the analysis above. However, based on my formative, ongoing evaluation during the semester, I plan to adjust the curriculum, spending more time on some texts and less time on others . I believe everything else worked quite well.

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

Just time.

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

Yes. Student assessments mirrored what I observed in the class and--to the extent that I can tell-- student perceptions.

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

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