Course Assessment– Part B: Your Results & Analysis   #217

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ENG 250 – Introduction to Folklore and Mythology – Kristie Towell – Winter 2017

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. *

Outcome 1: a 8 paragraph essay
Outcome 2: written summaries and analysis of a myth, a legend and a folktale
Outcome 3: analysis of a critical essay, then use the critical perspective presented in the essay to analyze a fairy tale.

Outcome #1
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Write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style

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

79%

Outcome #2 *

Interpret examples of major narrative folk genres such as myth, legend and folktales

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

83%

Outcome #3 *

Evaluate the ways in which collection, transcription and scholarship constantly reinterpret an oral tradition

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

91%

ANALYSIS

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

The majority of the assignments that were below a C grade were simply not submitted. I think that the structure of the assignments-- expectations clearly set forth, and the time given to complete the assignment--1 week, help students' succeed. Because of the highly structured and consistent organization and set of expectations for an online class, each student knows what to expect in terms of the work load each week and they are able to budget their time accordingly.

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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. *

Not really sure what I should say here

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

Absolutely

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6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	Once again I noticed that students who fail to complete assignments at the beginning of the term continue to do so throughout the term and usually end up failing the class. I need to reach out to those students earlier to find out why they are struggling.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	None. I just need to be nosier. I always hope that people will fall in love with the curriculum and start completing assignments out of sheer joy but that just doesn't happen because this is college, not a Montessori preschool
8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *	Yes, I think so. I'm happy about the way this class has evolved over the past 10 years.
(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?	Much as I struggle against the confines of completely online classes, I love what the structure has done for this particular class. It's been a huge learning experience for me to have the class absolutely laid out in front of me for the entire term before the term even starts. I feel like it's essential to respond to each individual class's needs in terms of skills and interests and I allow for a lot of flexibility in my writing classes BUT for this literature class the structure of the online framework has been really beneficial.

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