

Course Assessment– Part B: Your Results & Analysis

#295

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ENG 250 – Introduction Folklore & Mythology – 1092313 – Kristie Towell
– Winter 2018

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. *

Outcome 1: Oral Tradition and Culture. All students who completed this assignment (30 total) earned a C or above on this assignment examining the power, impact and tradition of storytelling in world cultures

Outcome 2: Identifying common themes and motifs in flood myths from cultures around the world. Most students who completed this assignment (30 total) earned a 75% or higher.

Outcome 3: Essay--most students who wrote this assignment successfully (30 total) earned a score of 75% or higher by demonstrating an intelligent and believable analysis of a folk tale's role within a particular culture. The biggest problem with this assignment was that 5 people did not complete the assignment or turn it in.

Outcome #1

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Appreciate the role of myth and folklore within the cultures that produce them with an understanding of how oral performance shapes the meaning of a story

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

100%

Outcome #2 *

Identify recurring mythological themes and motifs in traditional world myths and modern culture

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

85%

Outcome #3 *

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

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

70%

ANALYSIS

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

The essay was the least successful assignment in terms of completing and student achievement. I think it is because it was a long, detailed assignment. It is the first of 3 essays in the class and I think some people were caught on their heels by not starting their research soon enough.

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

Students were happy and realistic about their scores and final grade in this class. I think it helps that students can access their grades at any time in Moodle and that I also graded their assignments rapidly and provided extensive feedback.

student achievement of the three outcomes.

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

Yes! I started the class with 32 students, expecting a lot of them to drop, but I only lost 2 and the majority of the class ended the term with As and Bs.

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

I think I need to spend more time emphasizing the requirements of first essay so students give themselves enough time to complete it. I might require an outline or a bibliography due during week 3--the week before the final draft is due. Maybe I will make a reading comprehension/organization exercise using the sample essay, too.

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

Just my own time. Which is valuable, of course.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

I don't think I've done an assessment on this course since it became totally online and went through the QM assessment

9. Describe how you have shared information about course outcomes with your students.

As per QM requirements, the outcomes, and how they related to the assignments are posted on when week's moodle module

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

I am making a concerted effort to grade and respond to student submissions promptly. I have also started to reach out to students who are having trouble on moodle messenger and via email sooner, rather than later. I think this helps with student retention.

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

The discussion forums for this class are very student-friendly and evoke interesting responses beyond the basic course requirements for forum posts. I think this is because I keep the topics current and because I respond on the forums with links to current events/articles/photographs/videos that supplement the topic.

and
CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

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