

Course Assessment– Part B: Your Results & Analysis

#257

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ENG 260 – Intro to Women Writers – 1091659 – Leigh Hancock – Fall 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. *

Forums: 4 A's; 10 B's; 4 C's; 5 F's (4 students did not finish course)
 Mini Essays: 2 A's; 11 B's; 4 C's; 3 D's; 4 F's
 Final Essay: 2 A's; 8 B's; 8 C's; 5 F's
 19 students finished the course.

Outcome #1 *

Outcome: 80% of students will score 70% or higher on discussions, mini essays and essays.

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

89%

Outcome #2 *

successful in your efforts to teach this outcome? *
 80% of students will score 70% or higher on discussions, mini essays and essays

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

89%

Outcome #3 *

80% of students will score 70% or higher on mini essays and essays.

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

92%

ANALYSIS

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

This was a pretty successful class if we look at students who actually finished the course. Assignments supported learning goals and students formed a strong learning community. The mini essays allowed students to practice writing about literature, so that they had the skills to be successful on their final essay.

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. *

Student comments closely mirrored my assessment data

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

Yes

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

This was a successful course. I don't think the data warrants any changes. I will make changes the next time I teach it due to other factors: my desire to include more Asian writers, for example, or different discussion questions or texts. But overall, this is a solid course.

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

Time.

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 revise my courses every single time I teach them, based on my instincts and observations, whether I go through this Assessment process or not. SO I can't really articulate what changes I made three years ago.

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

Course outcomes are shared in the Syllabus. They are also repeated, in more specific form, in the Weekly Objectives and Assignments. My texts and assignments arise and align with Course Objectives.

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:

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

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).

Both of these outcomes are cornerstones of my literature classes, so I did not make any changes to incorporate them.

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