Course Assessment– Part B: Your Results & Analysis   #320

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

ENG 106 – 1092858 – Jennifer Hanlon–Wilde – Summer 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. *

Most students earned an A or B. A minority of students earned a C and one student earned a D.

Outcome #1
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Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc

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

90

Outcome #2 *

Recognize the multiple possibilities of interpretations of poems and the validity thereof.

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

80

Outcome #3 *

Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.

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

90

ANALYSIS

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

The course design rewarded students for doing work throughout each week in small increments. This kept them engaged throughout the work week. The assignments were designed to be short and focused. It involved writing short pieces frequently, which meant students were writing almost every day. Frequent practice is beneficial.

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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. 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 student achievement of the three outcomes.
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My students did not fill out end of term evaluations, but they performed a weekly self-evaluation and had to submit that to me along with copies of their forum posts every week. This means I have a good idea of their self-perception. They generally agreed with my assessment of their progress.

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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.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I think it would be helpful to have the students attempt to write poetry as part of their work in reading poetry. This would require them to understand meter, diction, and the forms of poetry in a more internalized way.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	None
8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	not applicable
9. Describe how you have shared information about course outcomes with your students.	The course outcomes are shared in the syllabus.
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).	CLO 1: I required students to write several short essays organized around a thesis. They needed to present their ideas using MLA format, citing their primary sources. CLO 2: Their discussions required them to interact with one another and with challenging, sometimes oppositional ideas. Sometimes they had to synthesize, "problem solving" around how to let contradictory ideas exist at the same time.

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