

Course Assessment– Part B: Your Results & Analysis

#338

Your Email *

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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. *

Final essays: 93% (14 out of 15) students passed the final essay with a C or better. This is amazing and speaks--I believe--to the efficacy of the Mini Essays in teaching students how to analyze and write about literature.

Mini Essays – 80% of students passed the Mini Essays with a C or better. All 3 students who did not pass this tool nonetheless showed marked improvement from beginning to end, resulting in the high pass rate on the final.

Self Assessments of Discussion: 13/15 students (87%) passed the SAs. Both of the students who did not pass the SAs simply did not have the diligence to post each week. When they did post, they did well....so it was less a matter of understanding the material and more a matter of personal discipline (lots of zeroes or lacking grades). Since it was only two students, I am going to assume that personal issues got in their way. As a result, I don't plan to make any course changes to address this issue.

Outcome #1 *	Appreciate the ways in which the text constructs images of women within diverse cultures and a variety of historical moments.
% of students who successfully achieved the outcome (C or above) *	87
Outcome #2 *	Recognize stylistic choices authors make within given forms and the ways they affect the creation of images of women in literature.
% of students who successfully achieved the outcome (C or above) *	87
Outcome #3 *	Write clear, focused, coherent essays about literature for an academic audience using standard English conventions and style.
% of students who successfully achieved the outcome (C or above) *	87
ANALYSIS	A fairly high number of students who were not willing to put in the time and effort to achieve success dropped out or quit coming to class. Those who remained worked very hard and formed a high-achieving cohort...one of the strongest literature classes I've had in a long time.
3. What contributed to student success and/or lack of success? *	
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	100% of my students rated themselves as fair-to-excellent in achieving all three outcomes. This is a little higher than what actually happened (87%)...but not by too much. I think most student had a pretty good grasp of their mastery of outcomes.

three outcomes (found in student evaluations) to your assessment (above) of 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.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I don't think I would make any major adjustments to this class in the future; it worked really well.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	n/a
8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	n/a
9. Describe how you explain information about course outcomes and their relevance to your students.	I reference the course outcomes in the syllabus and in the weekly objectives, which are directly tied to assignments, so that students know why they are doing each reading, activity and assessment.
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 #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"	No major changes.
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