Course Assessment– Part B: Your Results & Analysis   #435

Your Email *

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ENG 253 – American Literature to 1865 – 1095061 – Leigh Hancock – Winter 2020

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. *

Self Assessments, Mini Essays, Final Essay and Final Exam assessed all three outcomes. On these assessment tools, cumulatively, out of the nine students who completed ENG 253:
4 scored 90% or above
3 scored 80-89%
2 scored 70-70%

Outcome #1
*

Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from its earliest days through the mid 1800s.

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

100

Outcome #2 *

Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature

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

100

Outcome #3 *

Identify and address the issues, conflicts, preoccupations, and themes of early American literature.

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

100

ANALYSIS

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

I run this class as a seminar. Students are required to bring in questions and quotes from the readings to guide the discussion. Every student must participate and every student is responsible for his/her learning. Class engagement was very high and I saw great growth and achievement in this class.

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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. *

OF the five students who completed the self-assessment, every one stated that they had grown at least 2 and sometimes 3 levels in their understanding of the various outcomes. This seems accurate to me with my assessments of student growth and mastery.

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5. Did student achievement of outcomes

Yes.

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meet your expectations for successfully
teaching to each outcome (question 4 from
Part A) *

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

Students had some great suggestions which I plan to implement:
1) HOld office hours directly before the class in case students have
questions.
2) Clarify what it takes to receive full points on an assignment
3) Host a Zoom discussion class in lieu of a written discussion forum (I
will try this on certain weeks)

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

None.

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

I'm not sure about adjustments from the last assessment, but I do make
substantial adjustments each time I teach this class based on students
achievement and engagement. For example, this term, I made numerous
changes in content, including adding a slave narrative by a female
writer; adding two works by suffragist Margaret Fuller; adding "Common
Sense" by Thomas Paine, and so on. I haven't made many adjustments to
the structure of this course because I think it's well designed and
working successfully.

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9. Describe how you explain information
about course outcomes and their relevance
to your students.

I share it in the Syllabus and point students to it on the first day.
each week students to to the "objectives and assignments" page to see
what objectives we're covering and what assignments they're doing.
My final exam is drawn directly from the outcomes--and I tell the
students this ahead of time.

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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"
CLO #5: Community and Environmental
Responsibility. The area that faculty are
focusing on are: "Applying Knowledge to
Contemporary Contexts" and "Understanding
Global Systems"

I've been teaching pretty consistently to all four of these for the past
three years that I've taught this class, so I can't describe any changes.

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