

Course Assessment– Part B: Your Results & Analysis

#384

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ENG 254 – American Literature from 1865 – 1093984 – Leigh Hancock – Spring 2019

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 essay: Out of 8 students who completed the course, 8 got 75% or better on final essay.

Mini essays: Out of 8 students who completed the course, 5 got 75% or better on mini essays. 5 got 75% or better on discussion forums.

Outcome #1

*

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

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

75

Outcome #2 *

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

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

75

Outcome #3 *

Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.

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

75

ANALYSIS

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

The course is designed to contribute to student success by offering readings, discussions, mini essays and final essay topics that support students in achieving the course outcomes. All of these did what they were supposed to do.

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. *

Only one student completed the end of term eval. Since I'm pretty sure I know which student it was, she nailed her perception of her achievement and full mastery of the three outcomes.

5. Did student achievement of outcomes meet your expectations for successfully

For the Final essay, yes! Students really gained good skill in articulating their analysis of a piece of literature--and basing that analysis on

teaching to each outcome (question 4 from Part A) *

course core content. Students were slightly under my expectations for the Discussion forms and Mini Essays

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

This course was primarily (75% or more) high school students (RS, etc.). They require more scaffolding and encouragement to operate on their own (as they are used to being told what to do, used to worksheets not discussions, used to reports not analysis). I am still thinking about how to more efficiently bring them up to speed on these skills.

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

I would like to visit some other schools and observe instructors teaching this course, especially to younger students. This would involve travel reimbursement and potential use of non-instructional days.

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 made adjustments to this course since teaching it last year, but they were based on my assessments (classroom observations, individual conferences with students, intuition as a veteran instructor, etc.). Those included: teaching fewer novels; adding more lecture time; and expanding readings of marginalized groups.

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

They are listed in the Syllabus and they are woven into how I teach, but I rarely address them directly.

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"

This course is solidly based on all three CLO's, so it's hard for me to answer this question except by saying that every pedagogical choice I make in designing or delivering this course is based on one or more of these CLOs.

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