Course Assessment– Part B: Your Results & Analysis   #458

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 104 – Introduction to Literature–Fiction – 1095883 – Leigh Hancock – Fall 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. *

Outcome 1: Student Self–Assessments, Mini Essays and Final Essays, all of which
access this outcome. A–6, B–10, C–4, D–1, F=3
Outcome 2: Student Self–Assessments and Mini Essays. A–6. B–10. C–4. D–1, F=3
Outcome 3: Student Self–Assessments, Mini Essays and Final Essays, all of which
access this outcome. A–6, B–10, C–4, D–1, F=3

Outcome #1
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Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning.

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

83

Outcome #2 *

Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment

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

83

Outcome #3 *

Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation.

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

83

ANALYSIS

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

Student lack of success in 75% of students was due to students not completing all the work during the course, but failing to formally withdraw.
Students who did the work faithfully and participated in online discussions were 100% successful in meeting outcomes.

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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. *

Only 12 of 21 students completed the survey monkey. As we have no way of knowing which students did or didn't complete the assessment, comparing 12 random students' assessment to my assessment of 21 students is not very useful. The 12 students who did the survey reported a general trend toward increased knowledge which is heartening although not statistically meaningful.

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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.

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

I was concerned that 23% of reporting students thought the "course syllabus or other orientation materials provide clear standards for grading of assignments, quizzes, and tests" was fair or poor. Having used the same materials as last year, without this result, makes me think that this high percentage is unique to this semester. This was an unusually large literature class and i experimented with different groupings to try and make discussions more manageable and participatory. This caused some logistical issues I hadn't anticipated, which were confusing to students. I will continue to think about other things that were different this term as far as materials went.

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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 that I can think of.

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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 adjust my courses every single term, although not frequently on the basis of these assessments. This year's adjustments included: using small groupings for class discussions to encourage more participation and socialization among students; more tests by BIPOC; and a different final essay assignment, which I wound up not working well.

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

this is an online class. Course outcomes are listed in the Syllabus. Targeted outcomes are listed at the beginning of each week under "Objectives and Assignments.:

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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"
CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"

CLO #1: Switching to small groups for discussions
CLO#$: Using more texts by BIPOC authors.

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