

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#538

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 swade@cgcc.edu.

ENG 237- American Working Class Literature- Tina Ontiveros- Fall 2021

* **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: All 9 students earned 90% or higher on final project

Outcome 2: While some students had off weeks, they earned 80% or higher on weekly discussion when averaged over the course of term

Outcome 3: Out of nine students who completed course, 8 received 90% or higher on all annotations, one student had 3 missing annotations so their average was only 44%.

* **Outcome #1**

If 80% of students earn 80% or more on final project, this outcome has been successfully met.

All students received 80% or more on final project

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

100

* **Outcome #2**

If 80% of students earn 80% or more on weekly discussions, this outcome has been successfully met.

All students received 80% or higher on weekly discussions when averaged over the term.

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

100

* **Outcome #3**

If 80% of students earn 80% or more on annotations, this outcome has been successfully met.

Out of nine students who completed course, 8 received 90% or higher on all annotations, one student had 3 missing annotations so their average was only 44%.

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

88%

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

Outcome 1: Some students wanted to create non-essay final projects so I allowed students to help shape parameters for final project. They appreciated being allowed to explore other ways to demonstrate their synthesis and analysis of the material. Projects were still rigorous but students seemed to feel more invested and engaged because they were invited to participate in planning process.

*** 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.**

Student perception of their mastery seems clear. Had one student who was anxiously focused on scores and that is always such a barrier to actual engagements

*** 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 have adjusted instructions for weekly discussion grading as one student indicated some confusion.

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

none-done.

*** 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.**

n/a

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

syllabus and weekly "Objectives & Assignments" tab in Moodle

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Already embedded in course design