

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#542

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 253-Survey of American Literature to 1865-Leigh Hancock-Winter 2022

*** 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: Four out of five students completed the course. All four students earned C+ or higher on the Discussions. When students submitted Mini Essays, they all scored C+ or higher. However, one of the students only turned in 2/4 Mini Essays, which impacted her achievement.

Outcom 2: Four out of five students completed the course. All four students earned C+ or higher on the Discussions. When students submitted Mini Essays, they all scored C+ or higher. However, one of the students only turned in 2/4 Mini Essays, which impacted her achievement.

Outcome 3: Four out of five students completed the course. All four students earned C+ or higher on the Discussions. When students submitted Mini Essays, they all scored C+ or higher. However, one of the students only turned in 2/4 Mini Essays, which impacted her achievement.

*** Outcome #1**

Outcome 1: 4/4 (1 student did not complete the coursework)

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

100

*** Outcome #2**

Outcome 2: 4/4 (1 student did not complete the coursework)

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

100

*** Outcome #3**

Outcome 3: 4/4 (1 student did not complete the coursework)

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

100

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

Students who stuck with the course, doing the assignments on time, all succeeded in this course. Non-academic events severely impacted 3/5 students: loss of a family member; struggles with severe anxiety and new anti-anxiety medicine, and family's loss of home, which necessitated student to find more paid work. Two of these three students were able to make up work missed; one was not.

*** 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.**

Overall, I would agree with students' self assessment, except that I think one student achieved proficiency throughout, but is too self-effacing to rate herself that highly.

*** 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 plan to offer more recorded videos in the future.

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

None. I have all I need to make recorded videos.

*** 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 substantially every semester, although not often in response to these assessments. This term, for example, I greatly increased the number of marginalized voices in my curriculum, from around 30% to over 70%. The result was a much more well-rounded view of our early literature and culture. Students loved the additions, many of which were really eye opening!

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

Outcomes are posted in the Syllabus and we refer to them from time to time in lectures and discussions. My final this year was an individual oral exam of each student, where I asked them to address each outcome, drawing upon specific authors and texts to do so. (They knew in advance that this was what I was going to ask them to do.)

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"

ILO #4: See answer #8