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ENG 106- Introduction to Literature- Poetry- Leigh Hancock- Winter 2023

**\* 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 and Final Essays:

42% of students scored an A

7% of students scored a B

14% of students scored a C

21% scored a D

28% scored an F

Several others withdrew or disappeared.

#### \* Outcome #1

Recognize the multiple possibilities of interpretations of poems and the validity thereof.

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

64

#### \* Outcome #2

Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc.

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

64

#### \* Outcome #3

Explicate poems in writing and speech and provide adequate support/evidence for such explications.

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

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64

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

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This was a really interesting class. Forty two percent of students got an A--a very high percentage for this class. These students worked hard, challenged each other, built community and grew a lot in their skills and appreciation of poetry. One student got a B and two students got a C; of those two, both would have gotten at least Bs except that they had personal difficulties about halfway through the course that caused them to lose focus.

The Ds were well deserved, indicating students who never put forth the required minimum effort. One of the F's would have been a C but the student didn't hand in the final essay.

Several students dropped or disappeared, despite my emails and referrals to PASS.

My sense is two-fold: 1) "life" seems to be increasingly getting in the way of success for many of my students, and 2) a number of students lack basic time management and study skills that make it almost impossible for them to sustain college level effort and work.

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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.**

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Only seven students responded to the eval, perhaps because I was given the wrong link, and only realized that when a student emailed me on Wednesday of the last week. I don't know which half of the students completed the survey, so it's hard to compare that half with the whole. Students' self perceptions showed them making steady progress from "none/beginning" to "developing/proficient."

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**\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

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Half of the students exceeded my expectations with their achievements, while the other half did not meet expectations...in a sort of inverted ball curve, with the majority of students at either end and very few in the middle.

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

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I'm not sure; I need to learn more about inverted bell curves.

On my own, I made and will continue to make adjustments to ENG 106 including: more group work (very successful this term); more marginalized voices; more creative assignments, where students student and then try to replicate seemingly simple forms; more instructor presence (videos, optional Zooms); more early and required conferencing; and so on.

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

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Time. It would be wonderful, after an instructor has taught a class for a number of terms or years, to be paid a credit or two to do a major revision.

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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.**

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I haven't taught this course in several years, so I can't remember if I made any adjustments due to the assessment. But #6 outlines some of the adjustments I made and will continue to make.

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

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In this online course, I list them in the Syllabus. Then I list the relevant course outcomes at the beginning of each week, above the assignments that help students achieve the outcomes. I also talk about the outcomes, often in informal language, in lectures and assignments.

**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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"**

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IOL1: always coming up with new questions, formats and strategies for engaging students in discussions.  
ILO2 and 4: Had students work in groups to develop wiki pages for Black poets  
ILO4 and 5: Did a unit on Poetry of Social Justice and Protest. Very powerful.