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ENG 254- Survey of American Literature from 1865 to present- Leigh Hancock- Part B- Winter 2025

**\* 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 - 5 students received A, 1 student received a C and 1 received an F on discussions

Outcome 2 - 3 students received A, 3 students B, and 1 student D

Outcome 3 - 5 students received A, 2 students received B

#### \* 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)

88

#### \* Outcome #2

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

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

88

#### \* 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)

100

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

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This was a very successful class! It was small and I feel that most students self-selected into the class because of their deep interest in the topic (self reported in journals). Of the two students who fell below this metric, one had a very slow start with poor time management and completion. After a conference around Week 3, this student totally changed course and finished strong.

The other student had sporadic attendance and participation all along due to job and other conflicts. Despite conferences, they were not able to sufficiently alter their study habits

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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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Students generally assessed themselves lower than I did on all three outcomes--which is really interesting, as this has rarely been the case in my classes. My hunch is that 3-4 of these students were very high achieving--and in my experience, high achieving students tend to hold higher standards for themselves than the general student body.

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

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This was a very successful course. While I always make changes to my courses due to a whole range of factors, I can't think of any warranted changes right now.

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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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n/a

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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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not sure

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

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We go over them in the Syllabus review in generally. Each week I post the relevant outcome (often in specific language) under Objectives and Assignments so that students know exactly what they are learning and why. I frequently use language from the outcomes in specific assignmentILO

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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 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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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ILO 4: I made a huge effort this term to increase the presence of marginalized voices and views in my materials.