Course Assessment- Part B: Your Results & Analysis   COMPLETE   #708

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ENG104- Introduction to Fiction- Liegh Hancock- Part B- Fall 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: 3 As, 4 Bx, 2 Cs, 2 Ds.
Outcome 2: 6 As, 3 Bs, 2 Cs
Outcone 3: 1 A, 6 Bs, 4 Cs
Five students did not complete the course and received W or FA so I did not include them in these outcomes .

* Outcome #1

Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.

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

100

* Outcome #2

2. Identify how literary devices and various formal elements contribute meaning to a text.

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

100

* Outcome #3

3. Build interpretations based on relevant evidence

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

100

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

All three outcomes were achieved by students who stayed in the course and did the work. As mentioned above, 5 students either withdrew or disappeared substantially before the end of the course.

My course is built pretty closely upon outcomes and we discuss them a lot, which contributes to student clarity about what they are learning.
At the midterm, I also queried students about which outcomes they felt least sure about . There was fairly consistent confusion about genres, so I spent extra time in the last few weeks concentrating on that outcome…although it wasn't one assessed here .

* 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.

Ten of the 11 assessed students completed the evaluation. They all indicated moving from "beginning or developing" to "developing, proficient or expert," which pretty closely follows my assessments.

* 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.)?

One thing I would like to do is add more live lectures and/or optional Zoom sessions next time I teach this course. One student mentioned this and I think it would be a strong addition.

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

Time. This year I chose to spend extra curricular ti me introducing more works by marginalized voices. I feel very happ with my reading selection now, so perhaps the next time I teach I can devote that extr time to deveoping more live lectures.

* 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.

More integration of works by marginalized authors

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

In the syllabus
In the Objectives and Assignments block that occurs at the start of each week in Moodle
Via some of the discussion forums, the Mid Term and the Final Project

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: Intercultural Knowledge and Competence. 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 - "Assumptions"

ILO #1: I allow students to choose their format for the Final project: essay, PPT, song, story, painting...
ILO#4: increasing number of works by marginalized, diverse authors