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ENG240- Native American Literature- Jessie Herrada Nance- 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.

The results below are for the "Tracing Themes Assignment Parts 1 & 2." These assignments were due in Weeks 5 and 8, respectively.

I designed this specific assignment to show students how authors from different times and with different genres/modes took up and addressed common themes in Native American Literature. The results of my assessment for this assignment are below.

Despite two students not doing well on this specific assignment, all students passed the course with a "C" or better.

#### **\* Outcome #1**

Analyze a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.

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

66

#### **\* Outcome #2**

Identify and trace the distinctive literary forms--including oral traditions, novels, plays, poems, film, and manifestos--and/or recurring themes of Native American literature from historical through contemporary texts.

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

66

#### **\* Outcome #3**

Explain how various perceptions of identity shape Native American literature and scholarship.

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

66

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

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This was a very small class of just six students. Out of those six, two consistently performed well and at a high level. They responded to feedback positively, and I saw an improvement in their analytical skills.

One student performed well but struggled with outside influences that impacted their performance in the class. With work and support, this student consistently improved and finished the course successfully.

Another student struggled academically but consistently turned in work and received feedback, both written and verbal. Throughout the term, I saw how this student applied the feedback to their work, which improved quite a bit from the beginning of the term to the end.

Finally, two students consistently struggled with due dates and following directions. They received offers of support, consistent feedback on their work, as well as offers to revise and resubmit assignments that received below a "C."

One student did not respond to any of these attempts at intervention on this specific assignment. The other responded but did not follow directions on the resubmission of the assignment. This student also did not read or apply the feedback on the first draft of their assignment to their revision.

To specifically answer this question: having consistent due dates and assignments helped students know and understand the expectations.

The discussion forums leading up to the completion of both versions of this assignment included prompts that had students practice the skills they would need to complete the Tracing Themes work.

With regular practice and weekly feedback from me, they were able to build the analytical and reading skills they needed to be successful on this assignment. For those who struggled, getting support emails and check-ins from me seemed helpful. Despite this, there were two students who struggled to pass the assignment.

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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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The evaluations were consistent with my findings above. Most of the students did well and had a positive experience in the class.

It was great to see how much they learned over the course of the term. Of the four evaluations that were submitted, each student showed that their growth and understanding of Native American Literature grew exponentially over the course of the term.

One student wrote, "This course gave me the opportunity to see common themes amongst Native American culture and literature." This was one of the goals of the Tracing Themes assignment.

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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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Mostly, though a bit lower than I would have liked.

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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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On this assignment in particular (The Tracing Themes assignment), I'd like to offer a student example to future classes. I didn't have that this time around, and I think it would help students to see a model for how to complete the assignment. I also want to clarify instructions for the assignment.

As a whole, the students responded well to the pacing and content of the course. I was a little apprehensive about having two novels, but they enjoyed both quite a bit. I might add in more of the readings that I had scheduled for the midterm (nineteenth-century autobiographies). These were underrepresented in the current course, and a couple of students mentioned wanting more from these authors.

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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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(No response)

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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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This is the first time I've taught the course.

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

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I integrate the outcomes into my assignments and objectives for each week. I don't explicitly state them for the students, but I borrow and adapt the wording for different assignments and readings.

**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"**

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(No response)