
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.

ENG 260- Introduction to Women Writers- Leigh Hancock- Part B- Winter 2024

*** 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 out of 7 scored 80% or better (71%)
Outcome 2 - 5 out of 7 scored 80% or better (71%)
Outcome 3 - 6 out of 7 scored 80% or better (86%)

*** Outcome #1**

7 out of 7

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

100

*** Outcome #2**

7 out of 7

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

100%

*** Outcome #3**

7 out of 7

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

100

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

This was a high achieving class, with 100% of students achieving 70% or better on all assessments. Only 7 students stayed in the class to the end, and with one possible exception, they were committed, hard workers who took responsibility for their learning. They also supported and challenged each other .

*** 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.**

Of the six students who completed the course, 2 assessed their achievement as "expert", 3 as "Proficient" and 2 as "Developing" for Outcomes 1&2, which directly correlates with my data).

Of the six students completing the assessment for Outcome 3, 3 assessed themselves as "Expert," 2 as "Proficient" and 1 as "Developing." This closely aligns with my assessment, which had 3 students assessed as Expert, 3 as Proficient and 1 as Developing.

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

Yes. This small class was spot on in successfully achieving outcomes.

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

This data would not encourage me to do anything differently, as the results are quite strong. There are, however, several changes I plan to make before teaching this course again. I plan to do more recorded lectures or slide shows. I also plan to hold earlier mandatory student conferences (I waited until Week 7 to schedule). I also plan to integrate ethical AI use into the next class I teach.

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

I'm trying to get all the training I can in AI.

*** 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.**

One big change I made this time was diversifying the types of assessment tools I used, to incorporate more creative, non-written options. Two or three students took advantage of the creative writing assessments, to great effect. I was surprised that only one student did a non-essay for her final project

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

They are listed in my syllabus. At the top of each week, I clearly state the Objectives/Outcomes for the week and the assignments students will follow to achieve them. I also base my assessments on the course outcomes.

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. 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"

This course always requires substantial communication and critical thinking skills. I increased the cultural awareness aspect of this course by increasing the % of materials from marginalized populations AND incorporating LGBTQ texts into the course, with exploration of how LGBTQ writers face many of the same challenges as women writers (and historically, many women writers were in fact LGBTQ+)