

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
English	170	ENG 170 07/06/2017- Introduction to Literature: Short Story and Novel
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Hava Levitt-Phillips
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Read short stories and novels by major authors both classical and contemporary.

- Assessment Plan
 - Assessment Tool: a formal analytical essay on one or more of the course readings
 - Assessment Date: Fall 2008
 - Course section(s)/other population: all
 - Number students to be assessed: 20% of students from all sections
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	53

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

I assessed all of the essays from all three sections -- one DL & two face-to-face sections. Students who did not submit essays were not assessed. The number we were able to collect for assessment exceeds the 20% of students enrolled in the class that is called for.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

We assessed all students who completed the essay.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

53 essays were read & scored against a common English rubric approved by the department for assessment of the course. The rubric measures whether students' work demonstrated "a C or better" in a literary analysis essay on 6 out of 8 evaluative criteria. See attachment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All essays analyzed readings (short stories and/or novels) from the relevant sections' reading lists.

The department rubric evaluates each essay for demonstration of a "C or better" competency on the following criteria: clear introduction; clear thesis statement; appropriate use of examples from the literature; proper use of literary terminology; evidence of observation, explanation, and interpretation of the literature; standard written English; standard essay format; logical conclusion.

Out of 53 essays, only one failed to meet the standard on 6 out of 8 criteria (clear intro, clear thesis, use of literary terminology). Out of 50 that did meet the standard on 6 out of 8 criteria, only 10 failed to meet the standard on all 8 criteria. Four essays failed to meet the standard for a "clear thesis," three failed to meet the standard for "proper use of literary terminology," two failed to meet the standard

for a "clear introduction," and just one failed to meet the standard for "evidence of observation, explanation, and interpretation of the literature."

Overall, these were really solid essays, with many demonstrating excellent rhetorical values and thorough, thoughtful, disciplined analysis of the literature. Many also made insightful connections between the literature and issues in our world today. I'm definitely impressed.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most of the essays I read for this assessment looked at connections between multiple short stories and/or novels from the relevant section's reading list. Generally, folks did a really great job of showing their familiarity with the texts in question. A few writers decided to focus on just one literary work & offer an extended analysis of it, rather than dip less deeply into two or three. Here, the level of work was generally very good -- graceful integration of evidence from the texts, generous explanation of the significance of evidence in the writer's interpretation, etc.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I genuinely don't really have any insight about how we might productively change things around this learning outcome. The reading lists for these sections are robust, with historically varied offerings in diverse genres, and authors from a wide variety of social/cultural/ethnic/gender backgrounds are represented.

Outcome 2: Use a literary vocabulary to understand, appreciate and analyze literature, in informal and academic-style writing and in class discussions.

- Assessment Plan
 - Assessment Tool: a formal analytical essay on one or more of the course readings
 - Assessment Date: Fall 2008
 - Course section(s)/other population: all
 - Number students to be assessed: 20% of students from all sections
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	53

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

I assessed all of the essays from all three sections -- one DL & two face-to-face sections. Students who did not submit essays were not assessed. The number we were able to collect for assessment exceeds the 20% of students enrolled in the class that is called for.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

We assessed all students who completed the essay.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

53 essays were read & scored against a common English rubric approved by the department for assessment of the course. The rubric measures whether students' work demonstrated "a C or better" in a literary analysis essay on 6 out of 8 evaluative criteria. See attachment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All essays analyzed readings (short stories and/or novels) from the relevant sections' reading lists.

The department rubric evaluates each essay for demonstration of a "C or better" competency on 8 criteria, one of which is the proper use of literary terminology.

Out of 53 essays, only four failed to meet the standard for "proper use of literary terminology." Within the 49 who met the standard, I saw a lot of variety. Many students integrated literary terminology fully into their analysis of the reading(s) they were attending to, which is impressive. A good number used one or two literary terms to name the kind of analysis they were doing, but used popular language for the bulk of their essays. I see this as a very healthy rate of adoption of professional, field-specific language by first- & second-year college students, most of whom tend not to be majors in our field.

Overall, these were really solid essays, with many demonstrating excellent rhetorical values and thorough, thoughtful, disciplined analysis of the literature. Many also made insightful connections between the literature and issues in our world today. I'm definitely impressed.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, almost all of the essays I read for this assessment employed at least some literary terminology correctly. Some of the essays made use of a variety of terms in the correct contexts, while others used only one term. Basically, I saw good literary interpretation overall, with some folks using the language of literary criticism fluently, and some folks using it pretty minimally.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I have mixed feelings about the way I see students using literary terminology in these essays. I'm not hugely invested in ensuring whether my first- and second-year college students, most of whom are non-majors, use literary terminology in their analytical work.

It's generally way more important to me that they write what they think and why they think it, as generously & patiently as possible. I want to see them offering evidence from the readings to help me see where their interpretations are coming from. I want to see them making connections between the meaning-making we're doing together and the worlds they live in beyond the classroom.

It's not uncommon for writers who are new to college to have a harder time writing all their ideas out successfully if they're also trying to perform what feels like alien jargon, and then submitting their ideas for evaluation by a teacher. It's a bit like making an English instructor do algebra in front of her boss, but also making her tap dance at the same time. So for me, it's more of a bonus than a baseline achievement that this batch of essays is doing a pretty solid job of using field-specific professional language.

That being said, my discipline & department have excellent reasons why developing a facility with literary terminology can empower students to read in more critical, analytical ways, both in classes & beyond.

I guess I'd say my plan for continuous improvement, or improvement generally, would be to start some new conversations with my department (full-time, adjunct, and part-time colleagues, as relevant to teaching load/interests) about this issue. I think it would be useful for us to revisit the overall question of field-specific terminology, as well as clarifying which areas of the professional language of literary work we feel are most useful for first- & second-year college students, especially non-majors.

Outcome 3: Develop critical thinking skills of observation, explanation and interpretation that will enable them to evaluate a work of fiction, but will also facilitate problem-solving in their futures.

- Assessment Plan
 - Assessment Tool: a formal analytical essay on one or more of the course readings
 - Assessment Date: Fall 2008
 - Course section(s)/other population: all
 - Number students to be assessed: 20% of students from all sections
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	53

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

I assessed all of the essays from all three sections -- one DL & two face-to-face sections. Students who did not submit essays were not assessed. The number we were able to collect for assessment exceeds the 20% of students enrolled in the class that is called for.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

We assessed all students who completed the essay.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

53 essays were read & scored against a common English rubric approved by the department for assessment of the course. The rubric measures whether students' work demonstrated "a C or better" in a literary analysis essay on 6 out of 8 evaluative criteria. See attachment.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All essays analyzed readings (short stories and/or novels) from the relevant sections' reading lists.

The department rubric evaluates each essay for demonstration of a "C or better" competency on 8 criteria, including a clear introduction; clear thesis statement; appropriate use of examples from the literature; evidence of observation, explanation, and interpretation of the literature; & a logical conclusion.

Out of 53 essays, five essays failed to meet the standard for a "clear thesis," three failed to meet the standard for a "clear introduction," and just one failed to meet the standard for "evidence of observation, explanation, and interpretation of the literature."

Generally, I'm very pleased with the evidence I saw in these essays that folks were approaching the readings critically & analytically. Consistently, I saw essays that presented introductions & thesis statements that helped me focus in immediately on what they found important in the reading they'd done. More importantly, I saw most of the student-writers offering detailed, relevant examples & quotes from the stories/novels they were analyzing to show where their ideas were coming from. Many of the student-writers pointed to the limits of their own claims, as well. For me, the fact that many of these essays made explicit connections between the

meaning they were making with the literature and the worlds we all live in demonstrates the connection forward toward employing these critical practices when "problem-solving in their futures."

Overall, these were really solid essays, with many demonstrating excellent rhetorical values and thorough, thoughtful, disciplined analysis of the literature. Many also made insightful connections between the literature and issues in our world today. I'm definitely impressed.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

I'm very pleased with what I saw in the essays I read in regard to critical thinking, observation, and analysis. Generally, I saw folks offering engaging, insightful interpretations of the works they'd read. They mostly offered relevant, focused evidence from the readings to show how they came to think what they thought. In many cases, they used more than one reading to look at an issue in different ways. They also often connected their analysis of readings from the course to larger issues they have confronted personally and/or to larger issues they identify our society grappling with.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Although most of the essays I read did a pretty solid job of offering a thesis statement that helped focus me as a reader on their ideas, I think we can always help students grow in allowing more time for their writing process. If they give themselves time to write big & sloppy and really just to figure out what they think, first, then they can go back after a brief break, and revise to make their ideas even more accessible to their reader/audience. This is the kind of thing our department is already always working on getting better & better at.

Outcome 4: Students will increase their self-reported appreciation of and ability to understand literature.

- Assessment Plan
 - Assessment Tool: a student opinion survey
 - Assessment Date: Fall 2009
 - Course section(s)/other population: all
 - Number students to be assessed: 20% of students from all sections
 - How the assessment will be scored:

- Standard of success to be used for this assessment:
- Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2016		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	0

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The department decided to drop this outcome, because it wasn't academically measurable.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The department decided to drop this outcome, because it wasn't academically measurable.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The department decided to drop this outcome, because it wasn't academically measurable.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No
 The department decided to drop this outcome, because it wasn't academically measurable.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The department decided to drop that outcome, because it wasn't academically measurable.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The department decided to drop that outcome, because it wasn't academically measurable.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I've taught this course in almost every semester since I've been teaching at WCC. Originally, I taught it face-to-face, which is my favorite way to teach anything, but in the past couple years, I've been teaching the DL section. In my capacity as instructor, I definitely see this course serving students' needs.

They grow in their confidence as interpretive practitioners, their ability to engage in collegial dialogue across difference of opinion, cultural background, etc. They tend to grow both as writers and in their confidence as writers, and they make meaningful connections between their prospective fields & the work we do together with stories & novels -- a better eye for detail, for patterns, for interesting absences, and greater creative control over the meanings they make & the ways they're impacted by the texts that enter their lives.

My assessment of the course this time around confirms that experience. These essays show me students who are engaged in close, analytical interpretation not only of the literary works we read together, but also of the social/historical contexts of those works. If anything surprised me, I suppose it was just how strong most of these essays were, and that all of them but one hit the "C or better" mark. Our students always show me what a wonderfully alive, possible world it is, though, so perhaps this shouldn't be such a surprise ;)

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I'll bring the results of this assessment to my full-time colleagues at our next department meeting (Sept. 2017), and I'll also arrange to meet with my adjunct colleagues who regularly teach the course to share the results & see if they want to collaborate to enrich the course further.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?

No thank you :)

III. Attached Files

[English Dept. Literary Analysis Rubric](#)
[ENG170 Assmt Data F16 HLP](#)

Faculty/Preparer: Hava Levitt-Phillips **Date:** 08/04/2017
Department Chair: Carrie Krantz **Date:** 08/07/2017
Dean: Kristin Good **Date:** 08/14/2017
Assessment Committee Chair: Michelle Garey **Date:** 10/24/2017