Discipline	Course Number	Title
English	181	ENG 181 08/21/2017- African-American Literature
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Kimberly Jones
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Read works by major authors of African descent in the Americas.

- Assessment Plan

    o Assessment Tool: Once in each 3-year cycle, the department will evaluate a formal, analytical, literary essay based on selected course readings.

    o Assessment Date: Winter 2010

    o Course section(s)/other population: all

    o Number students to be assessed: sample of 20% of students

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o 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		2016

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

# of students enrolled	# of students assessed
131	42

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.

> Our assessment plan indicates an assessment of a sample size of 20% of the students. 20% of 131 would have been 26 students. This report represents 32% of the students who took courses at that time.

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.

> 16 students were DL and 26 students were on campus.

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

> We use a departmentally-developed rubric to assess a literary analysis essay. It includes 8 evaluative criteria:
>
> - o Clear introduction
> - o Clear thesis statement
> - o Appropriate use of examples from the literature
> - o Proper use of literary terminology
> - o Evidence of observation, explanation, and interpretation of the literature
> - o Standard written English
> - o Standard essay format
> - o Logical conclusion
>
> These criteria are scored using a checklist of two options: "C" or better OR "C-" or better.

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
>
> This tool does not assess the author of the texts discussed in the literary analysis essay. However, since all texts used in the courses were written by African

Americans and students were only able to use those specific texts, this standard is met.

Ultimately, we plan to remove this as an outcome for the future Master Syllabus revision. It will be moved into the objective category.

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

All students read works written by major authors of African descent, so this outcome was met in 100% of students assessed. This means we are meeting our goals here.

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.

There is no need for improvement here.

Outcome 2: Use literary vocabulary to analyze African-American literature in an academic essay.

- Assessment Plan

  - Assessment Tool: Once in each 3-year cycle, the department will evaluate a formal, analytical, literary essay based on selected course readings.

  - Assessment Date: Winter 2010

  - Course section(s)/other population: all

  - Number students to be assessed: sample of 20% of students

  - 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		2016

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

# of students enrolled	# of students assessed

131	42

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.

> Our assessment plan indicates an assessment of a sample size of 20% of the students. 20% of 131 would have been 26 students. This report represents 32% of the students who took courses at that time.

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.

> 16 students were DL and 26 students were on campus.

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

> We use a departmentally-developed rubric to assess a literary analysis essay. It includes 8 evaluative criteria:
>
> o Clear introduction
>
> o Clear thesis statement
>
> o Appropriate use of examples from the literature
>
> o Proper use of literary terminology
>
> o Evidence of observation, explanation, and interpretation of the literature
>
> o Standard written English
>
> o Standard essay format
>
> o Logical conclusion
>
> These criteria are scored using a checklist of two options: "C" or better OR "C-" or better.

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
>
> The assessment plan indicates that 75% of students will score a "C" or better on the essay. However, this is an unclear/immeasurable goal, given the tool we use to

assess the essays. The tool wasn't designed to include an overall grade, so it would be better stated as "75% of students will score a "C" or better on 6 of the 8 evaluative criteria." (We plan to adjust the Master Syllabus to reflect this.)

Using this standard, 83% of the 42 students assessed met the goal. In Spring/Summer, 100% met the goal. There were only 7 students to assess, but 6 out of 7 received 8/8 on the rubric. In Fall, 28 out of 35 students met the goal. Those that did not meet the goal ranged in scores of 4/8 (3) and 5/8 (4). None were below 4/8. The areas where students received "C-" or less as a score were:

Intro (3)

Examples (4)

Observation, Evaulation, and Interpretative (3)

Format (5)

Conclusion (2)

Literary Terminology (5)

Thesis (5)

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

When reviewing the data, it shows that the proper use of literary terminology is an area that 31% of students did not score "C" or better, or it was not applicable, meaning they did not use literary terminology at all.

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.

With 69% of students using literary terminology in their essay, the 75% benchmark has not been met. We plan to share the rubric with those teaching the course to ensure that we focus on including this standard in our essay assignments. It may be that faculty are not emphasizing formal usage of literary terminology in essay guidelines, so students may have the skill to discuss it but do not because they are not specifically asked to do so.

Outcome 3: Apply critical thinking skills of observation, explanation and interpretation to evaluate African-American literature.

- Assessment Plan

    - Assessment Tool: Once in each 3-year cycle, the department will evaluate a formal, analytical, literary essay based on selected course readings.

    - Assessment Date: Winter 2010

    - Course section(s)/other population: all

    - Number students to be assessed: sample of 20% of students

    - 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		2016

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

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131	42

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.

Our assessment plan indicates an assessment of a sample size of 20% of the students. 20% of 131 would have been 26 students. This report represents 32% of the students who took courses at that time.

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.

16 students were DL and 26 students were on campus.

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

We use a departmentally-developed rubric to assess a literary analysis essay. It includes 8 evaluative criteria:

- o Clear introduction
- o Clear thesis statement
- o Appropriate use of examples from the literature
- o Proper use of literary terminology
- o Evidence of observation, explanation, and interpretation of the literature
- o Standard written English
- o Standard essay format
- o Logical conclusion

These criteria are scored using a checklist of two options: "C" or better OR "C-" or better.

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: <u>Yes</u>
The assessment plan indicates that 75% of students will score a "C" or better on the essay. However, this is an unclear/immeasurable goal, given the tool we use to assess the essays. The tool wasn't designed to include an overall grade, so it would be better stated as "75% of students will score a "C" or better on 6 of the 8 evaluative criteria." (We plan to adjust the Master Syllabus to reflect this.) Using this standard, 83% of the 42 students assessed met the goal. In Spring/Summer, 7 students (100%) met the goal. There were only 7 students to assess, but 6 out of 7 received 8/8 on the rubric. In Fall, 28 out of 35 students met the goal. Those that did not meet the goal ranged in scores of 4/8 (3) and 5/8 (4). None were below 4/8. The areas where students received "C-" or less as a score were: Intro (3) Examples (4) Observation, Evaulation, and Interpretative (3) Format (5)

Conclusion (2)

Literary Terminology (5)

Thesis (5)

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

Only 17% of students did not receive a "C" or better in this category. In addition, 97% of the students are able to effectively show their ability to observe, evaluate, and interpret literature. They all provided specific examples to support them.

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.

We are doing well in this area and need no improvement here.

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?

It surprised me to see how many students are not using formal literary terminology. It is imperative that we bridge the gap here. Students should not leave a literature course not demonstrating this skill.

Additionally, several of the essays (66%) did not follow standard essay format. Most (61%) were missing proper in-text citation and lists of sources. Only 5% didn't use proper paragraph separation. These are also important skills that students should master by the end of a literature course. Incorporating more specific guidelines on citation and essay structure into our assignments in literature courses can help.

Finally, reviewing the Master Syllabus (MS) in conjunction with the assessment tool revealed that the MS needs some revision. We need to move an assessment outcome into the objective area. We also need to clarify our assessment goals by changing what we identify as success: 75% of students will receive a "C" or better in 6 of the 8 evaluative criteria. This is what we indicate on the rubric, but it is not clarified on the MS. In addition, we need to add an outcome related to essay

format in the assessment plan of the MS. We indicated evaluative criteria area on the rubric that are not indicated in our assessment plan. These two should align.

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

We will discuss these issues at our next department meeting. Instructors of ENG 181 will share course essay assignment sheets and make changes to ensure they align with departmental goals regarding literary terminology and essay format.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Students will demonstrate their ability to write a literary essay using standard essay format and standard written English.	We score this on our literary analysis rubric, but don't indicate it in our current assessment plan.	2018
Objectives	We will move the outcome "Read works by major authors of African descent in the Americas" to the objectives category.	We don't assess it on the rubric. In addition, it seems redundant. It's an African American literature course. What else would they read???	2017
Course Assignments	Faculty will be encouraged to include statements requiring their students to use formal academic essay format and include specific usage of literary terminology in their formal essays.	Many students are not meeting this evaluative criteria. It may be due to miscommunication in assignment details.	2018

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

5.

III. Attached Files

[Literary Analysis Rubric](#)
[Summary of Data](#)

Faculty/Preparer:	Kimberly Jones	**Date:** 08/21/2017
Department Chair:	Carrie Krantz	**Date:** 08/22/2017
Dean:	Kristin Good	**Date:** 08/24/2017
Assessment Committee Chair:	Michelle Garey	**Date:** 12/10/2017

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:
    Course Discipline Code and Number: Eng 181
    Course Title: African American Literature
    Division/Department Codes: HSS
    ENGD

2. Semester assessment was conducted (check one):
    ☐ Fall 20___
    ☒ Winter 2008___
    ☐ Spring/Summer 20___

3. Assessment tool(s) used: check all that apply.
    ☐ Portfolio
    ☐ Standardized test
    ☐ Other external certification/licensure exam (specify):
    ☒ Survey
    ☐ Prompt
    ☐ Departmental exam
    ☐ Capstone experience (specify):
    ☐ Other (specify):

4. Have these tools been used before?
    ☐ Yes
    ☒ No

    If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
    68 Assessed   112 registered   95 received grades

6. Describe how students were selected for the assessment.
    All students in all sections were asked to complete the survey on one day in the final month of the semester.

II. Results
1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

    N/A

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
    Outcome #3 "Students will increase their self-reported appreciation of and ability to understand literature."
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
    7 of the 9 questions received a positive response (Agree or Strongly Agree) greater than 75% of the students surveyed.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
    The standard of success, as stated in the syllabus is 75%   positive response.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Please return completed form to the Office of Curriculum & Assessment, SC 247.   **1 of 3**
Approved by the Assessment Committee 10/10/06

COURSE ASSESSMENT REPORT

Strengths: The strongest positive response was 94% who self reported that they had "an understanding of the challenges of the human condition and the ways that human beings respond to these challenges" (question #8).

Weaknesses: The weakest response was for question #9, only 64%of the students had a positive response to the question "I regularly read for pleasure."

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

   Since this is a self-reported assessment, it is difficult to plan actions that will alter students' perceptions.
   Certainly these results will be discussed in the department with an eye to paying more attention to the two questions (#4 and #9) that got below 75% positive response. It should be noted that the positive response was above 60% for each question.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

   a. ☐ Outcomes/Assessments on the Master Syllabus
      Change/rationale:

   b. ☐ Objectives/Evaluation on the Master Syllabus
      Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
      Change/rationale:

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. ☐ Course assignments
      Change/rationale:

   f. ☐ Course materials (check all that apply)
      ☐ Textbook
      ☐ Handouts
      ☐ Other:

   g. ☐ Instructional methods
      Change/rationale:

   h. ☐ Individual lessons & activities
      Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   This tool was effective in showing us students' perceptions of literature. In addition it told us how many students take more than one literature course.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

   N/A

3. Which outcomes from the master syllabus have been addressed in this report?

   All _____   Selected **X, #3**

   If "All", provide the report date for the next full review: _____.

COURSE ASSESSMENT REPORT

If "Selected", provide the report date for remaining outcomes: _2008-09 – Outcome #1, 2009-10 – Outcome #2, 2010-11-Outcome #3 (This is a 3 year cycle._____.

Submitted by:

Name: __Ruth A. Hatcher_____ Date: 6/23/2008
      Print/Signature

Department Chair: _____ Date: 7/7/08

      Print/Signature

Dean: _____ Date: JUL 0 8 2008
      Print/Signature

logged 7/9/08 sjv
Please return completed form to the Office of Curriculum & Assessment, SC 247.   **3 of 3**
Approved by the Assessment Committee 10/10/06