

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
English	224	ENG 224 09/27/2018- World Literature II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	Carrie Krantz
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Identify major genres, themes, and techniques from selected works of Western World Literature since the Renaissance.

- Assessment Plan
  - Assessment Tool: Formal essay
  - Assessment Date: Winter 2018
  - Course section(s)/other population: All
  - Number students to be assessed: Random sample of 20% of all students with a minimum of one full section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of students will score "Meets Requirements or Higher"
  - Who will score and analyze the data: Departmental faculty

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)
2017		

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

# of students enrolled	# of students assessed
9	6

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.

Three of the nine students enrolled in the course did not complete the literary analysis essay.

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 sample is the students who were registered for one section of the course that was offered Fall 2017. This is a course that runs infrequently and is not due to appear again until at least Fall 2019. Due to the infrequent nature of the course being offered, the course is being assessed with the only data available to us at this time.

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

The tool is a formal out-of-class essay of 750-1250 words. It was scored using a departmentally-developed rubric:

Student learning outcome #1: Identify major genres, themes, and techniques in the selected literary work(s).

Exceeds requirements: 2 points

Description: Essay includes more than four correct identifications of genre, theme, or technique.

Meets requirements: 1 point

Description: Essay includes four correct identifications of genre, theme, or technique.

Does not meet requirements: 0 points

Description: Essay includes fewer than four correct identifications of genre, theme, or techniques.

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>No</u>
Results:
Scoring 2 points (exceeds requirements): 2 essays (33%)
Scoring 1 point (meets requirements): 2 essays (33%)
Scoring 0 points (does not meet requirements): 2 essays (33%)

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

Two-thirds of the students were able to identify the major genres, themes, and techniques, which is less than our standard. The ones who were successful in outcome performed very well. I'm reluctant to say that this is a problem with the course because the sample size is so small. When we assess this course again, we will have to look at these results in conjunction with the next assessment results.

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.

Again, due to the small sample size, it's difficult to say that this was as problematic as the results would suggest. To improve student performance for this outcome, instructors should provide students with frequent opportunities to learn how to identify the major genres, themes, and techniques. This could be in the form of spot quizzes or short written activities.

Outcome 2: Apply literary vocabulary to selected works of Western World Literature since the Renaissance.

- Assessment Plan
  - Assessment Tool: Formal essay
  - Assessment Date: Winter 2018
  - Course section(s)/other population: All
  - Number students to be assessed: Random sample of 20% of all students with a minimum of one full section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of students will score "Meets Requirements or Higher"

- o Who will score and analyze the data: Departmental faculty

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)
2017		

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

# of students enrolled	# of students assessed
9	6

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.

Three of the nine students enrolled in the course did not complete the literary analysis essay.

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 sample is the students who were registered for one section of the course that was offered Fall 2017. This is a course that runs infrequently and is not due to appear again until at least Fall 2019. Due to the infrequent nature of the course being offered, the course is being assessed with the only data available to us at this time.

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

The tool is a formal out-of-class essay of 750-1000 words. It was scored using a departmentally developed rubric:

Student learning outcome #2: Apply literary vocabulary to analyze selected literary work(s).

Exceeds requirements: 2 points

Description: Essay includes more than four correct identifications of genre, theme, or technique.

Meets requirements: 1 point

Description: Essay includes four correct applications of literary vocabulary to analyze the selected work(s).

Does not meet requirements: 0 points

Description: Essay includes fewer than four correct applications of literary vocabulary to analyze the selected work(s).

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

Results:

Scoring 2 points (exceeds requirements): 2 essays (33%)

Scoring 1 point (meets requirements): 2 essays (33%)

Scoring 0 points (does not meet requirements): 2 essays (33%)

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

Two thirds of the students met or exceeded the requirements for this outcome. While this falls short for our standard of success, the limited sample size makes drawing conclusions difficult. Most instructors present the "literary vocabulary necessary to discuss and analyze works of literature" early in the term. This allows for a common language to conduct classroom discussions that analyze and interpret the literature, and it's something that is reinforced throughout the term. Given this, it makes sense that two-thirds met the outcome. However, since the sample size was so small, I'm reluctant to make any recommendations other than for instructors to continue to use the terminology and to reinforce it throughout the term.

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.

In order to improve student performance for this outcome, I suggest that instructors consider giving shorter writing assignments throughout the term that requires the use of the literary terminology. If the students had multiple opportunities to practice this analysis in written format, then they may perform better on the final essay of the term that requires such vocabulary.

Outcome 3: Apply critical thinking skills of explanation or interpretation to evaluate selected works of Western World Literature since the Renaissance.

- Assessment Plan
  - Assessment Tool: Formal essay
  - Assessment Date: Winter 2018
  - Course section(s)/other population: All
  - Number students to be assessed: Random sample of 20% of all students with a minimum of one full section
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of students will score "Meets Requirements or Higher"
  - Who will score and analyze the data: Departmental faculty

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)
2017		

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

# of students enrolled	# of students assessed
9	6

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.

Three of the nine students enrolled in the course did not complete the literary analysis essay.

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 sample is the students who were registered for one section of the course that was offered Fall 2017. This is a course that runs infrequently and is not due to appear again until at least Fall 2019. Due to the infrequent nature of the course being offered, the course is being assessed with the only data available to us at this time.

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

The tool is a formal out-of-class essay of 750-1250 words. It was scored using a departmentally-developed rubric:

Student learning outcome #3: Apply critical thinking skills of explanation or interpretation to evaluate selected literary work(s).

Exceeds requirements: 2 points

Description: Essay does not simply retell the plot of the selected work(s) but instead includes more than four instances of explanation or interpretation to evaluate the selected work(s).

Meets requirements: 1 point

Description: Essay does not simply retell the plot of the selected work(s) but instead includes four instances of explanation or interpretation to evaluate the selected work(s).

Does not meet requirements: 0 points

Description: Essay does not simply retell the plot of the selected work(s) but instead includes fewer than four instances of explanation or interpretation to evaluate the selected work(s).

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

Results:

Scoring 2 points (exceeds requirements): 2 essays (33%)

Scoring 1 point (meets requirements): 2 essays (33%)

Scoring 0 points (does not meet requirements): 2 essays (33%)

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

Two-thirds of the students performed well on this outcome. They were able to identify significant scenes/passages from the literature, quote it within the essay, and then critically analyze and interpret the quote. Again, while this didn't meet our standard for success, it's difficult to say that this is a problem for one-third of our students.

- 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.

Students who didn't perform well on this outcome were ones who tended to simply summarize the plot of the piece of literature without offering insight into the work's meaning through critical interpretation. This is a difficult skill for some students, so I recommend that students be given more frequent opportunities to practice doing this analysis in writing. With feedback from the instructor and from peers, students can learn to read and interpret the literature more critically.

## II. Course Summary and Action Plans Based on Assessment Results

- 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?

This course is one that is not offered frequently, approximately once every two years. This particular section was also very low enrolled, which accounts for the low numbers as well as the poor results in meeting our standard of success. The course meets student needs for Liberal Arts transfer and is a mainstay of any English department in the country.

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

The results will be shared at a department meeting. Additionally, the instructor who taught the course will receive a copy of the assessment report. Finally, the results will be made available to the instructor who teaches the class in the future.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Based on this assessment, future instructors will be given the	Based on the essays submitted, it seems like there was a disconnect between	2019



	<p>assessment rubric for the literary analysis essay and be asked to use the rubric as a foundation for the minimum requirements that are outlined in the literary analysis essay assignment.</p> <p>Furthermore, I recommend that we assess the course when it is offered in 2019 and add the data collected from that assessment to this data to ascertain a better measurement for success. Six students out of nine leads to inconclusive findings for the overall success of the course.</p>	<p>the department's standards of success based on the assessment rubric and the individual instructor's standards for the assignment.</p>	
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4. Is there anything that you would like to mention that was not already captured?

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### III. Attached Files

[Literary Essay Assessment Rubric](#)

**Faculty/Preparer:** Carrie Krantz **Date:** 10/01/2018

**Department Chair:** Carrie Krantz **Date:** 10/10/2018

**Dean:** Kristin Good **Date:** 10/10/2018

**Assessment Committee Chair:** Shawn Deron **Date:** 11/05/2018