

Course Assessment Report  
Washtenaw Community College

Discipline	Course Number	Title
English	213	ENG 213 02/23/2020- World Literature I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	Carrie Krantz
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes  Assessed in Fall 2011
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2. Briefly describe the results of previous assessment report(s).

Students met the learning outcomes of critical thinking, observation, explanation, and interpretation. Some students didn't document their sources.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Instructors were directed to make documentation a requirement in the essay assignments.
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**II. Assessment Results per Student Learning Outcome**

Outcome 1: Critically analyze literary works from the time of ancient Greece through the Renaissance.

- Assessment Plan
  - Assessment Tool: A formal, analytical, literary essay based on selected course readings
  - Assessment Date: Winter 2021
  - Course section(s)/other population: All
  - Number students to be assessed: Random sample of 20% of students

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 75% of students will score 73% or better.
- Who will score and analyze the data: Full-time English Department 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)
2019, 2018		

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

# of students enrolled	# of students assessed
34	29

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.

Not all students completed the assignment, or they withdrew from the course.

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.

This course is only offered during the day, and it's only offered once a year, typically the Fall term.

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

Formal, academic literary analysis essays were collected for all students in the two sections being assessed. Students were assessed using a departmentally-developed rubric using a scoring range of 0-2 for the three major learning outcomes.

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  
 For learning outcome 1, identify major genres, themes, and techniques in selected literary works, 86% (25/29) of the students met or exceeded the standards for this outcome.

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

For this outcome, 86% of the students met the outcome. In the case of the 14% who did not, those essays reflected a lack of development, and students did not identify four or more genres, themes, or techniques correctly.

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 will work to standardize the directions of the essay assignment that notes that at least four examples be correctly identified.

Outcome 2: Use literary vocabulary to analyze world literature in an academic essay that includes MLA documentation.

- Assessment Plan
  - Assessment Tool: A formal, analytical, literary essay based on selected course readings.
  - Assessment Date: Winter 2021
  - Course section(s)/other population: All
  - Number students to be assessed: Random sample of 20% of students
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of students will score 73% or better.
  - Who will score and analyze the data: Full-time English Department 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)
2019, 2018		

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

# of students enrolled	# of students assessed
34	29

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.

Not all students submitted the assignment, or they withdrew from the class.

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.

This course is only offered during the day, and it's only offered once a year, typically the Fall term.

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

Formal, academic literary analysis essays were collected for all students in the two sections being assessed. Students were assessed using a departmentally-developed rubric using a scoring range of 0-2 for the three major learning outcomes.

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

For learning outcome 2, apply literary vocabulary to analyze selected literary works, 96% (29/30) of the students met or exceeded the standards for this outcome.

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

For this outcome, 96% of the students were able to use literary vocabulary to analyze the selected works of literature.

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 will continue to emphasize the importance of teaching this vocabulary to all instructors who may teach the course.

Outcome 3: Evaluate world literature using critical thinking skills of observation, explanation and interpretation.

- Assessment Plan
  - Assessment Tool: A formal, analytical, literary essay based on selected course readings.
  - Assessment Date: Winter 2021
  - Course section(s)/other population: All
  - Number students to be assessed: Random sample of 20% of students
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of students will score 73% or better.
  - Who will score and analyze the data: Full-time English Department 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)
2018, 2019		

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

# of students enrolled	# of students assessed
34	29

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.

Not all students completed the assignment, or they withdrew from the course.

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.

This course is only offered during the day, and it's only offered once a year, typically the Fall term.

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

Formal, academic literary analysis essays were collected for all students in the two sections being assessed. Students were assessed using a departmentally developed rubric using a scoring range of 0-2 for the three major learning outcomes.

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

For learning outcome 3, apply critical thinking skills of explanation and interpretation to evaluate selected literary works, 86% (25/29) of the students met or exceeded the standards for this outcome.

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

For this outcome, 86% of the students were able to apply critical thinking skills of explanation or interpretation to evaluate the selected literary works.

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 we met the standards for success, there is room for improvement in this area. Emphasis will be placed on modeling this type of analysis in the classroom discussions and in supplemental handouts.

### **III. Course Summary and Intended Changes Based on Assessment Results**

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

All of the essays submitted contained the proper attribution and documentation that was required.

2. 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?

Although the course successfully meets the needs of our students, the department is considering merging World Literature I and World Literature II into one course that will be called Literature of the Western World. Due to low enrollments, many of the literature classes have been cancelled in the past, so we would like to reduce the number of different courses being offered without losing the content, thus the merging of the two.

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

This information will be shared at a department meeting with full-time instructors. In addition, this information will be shared at Fall Part-time faculty department meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Standardize the directions of the essay assignment used to assess Outcome 1.	To ensure consistency and clarity in the assessment tool across sections.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Additional emphasis on modeling critical thinking skills (explanation, interpretation) through classroom discussions and in supplemental handouts (Outcome 3).	Although we met the standard of success for this area, there is room for improvement.	2020
Other: Emphasis on course material	Continue to emphasize the importance of teaching the literary vocabulary assessed in Outcome 2.	Continuous improvement.	2020
Other: Merge World Lit I and World Lit II	We would like to merge World Literature I and II into one course to reduce the total number of literature courses offered without losing the content.	Low enrollments in literature sections, frequent course cancellations, and offering too many different courses is driving this decision.	2021

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

There was one additional essay submitted that was missing pages. What was there was very good and exceeded expectations; however, it was incomplete.

### III. Attached Files

[ENG 213 Rubric](#)

**Faculty/Preparer:** Carrie Krantz **Date:** 02/23/2020

**Department Chair:** Carrie Krantz **Date:** 02/24/2020

**Dean:** Scott Britten **Date:** 02/25/2020

**Assessment Committee Chair:** Shawn Deron **Date:** 03/13/2020

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ENG 213  
 Course Title: World Literature I  
 Division/Department Codes: HSS/ENG

2. Semester assessment was conducted (check one):

- Fall 2011
- Winter 20\_\_
- 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): Literary analysis essay

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.  
 No change

5. Indicate the number of students assessed and the total number of students enrolled in the course.

18 students assessed  
 29 total enrolled students

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

For all literature courses, the department assesses 20% of students enrolled in all sections, and only one section per year is offered of ENG 213.

**II. Results**

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

This is the first year that the department is assessing this course.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

By writing a standard, academic essay, students will demonstrate the ability to:

- A. Read works by authors from the time of ancient Greece through the Renaissance.
- B. Use literary vocabulary to analyze world literature in an academic essay.
- C. Apply critical thinking skills of observation, explanation, and interpretation to evaluate world literature.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

75% of the students will score a "C" or better on the essay.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. ***In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.***

See attachment

**COURSE ASSESSMENT REPORT**

- Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: All of the essays demonstrated critical thinking skills of observation, explanation, and interpretation in the analysis of the literature using appropriate literary terminology.

Weaknesses: Not all of the students included a formal works cited page at the end of the essay to document the sources.

**III. Changes influenced by assessment results**

- If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

Because students forget that a works cited page is necessary for academic writing that takes place in a non-composition class, instructors will be asked to include this aspect as a requirement on literary analysis assignments for their students.

- 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.

- Outcomes/Assessments on the Master Syllabus

Change/rationale:

- Objectives/Evaluation on the Master Syllabus

Change/rationale:

- Course pre-requisites on the Master Syllabus

Change/rationale:

- 1<sup>st</sup> Day Handouts

Change/rationale:

- Course assignments

Change/rationale: Require students to include a works cited page for all literary analysis essays.

- Course materials (check all that apply)

Textbook

Handouts

Other:

- Instructional methods

Change/rationale:

- Individual lessons & activities

Change/rationale:

- What is the timeline for implementing these actions?

Instructors will be asked to include the requirement beginning Spring 2012.

**IV. Future plans**

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

Assessment tool and scoring rubric were effective for our purposes.

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

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

All   X   Selected       

**Please return completed form to the Office of Curriculum & Assessment, SC 247.**

Revised July 2011

**COURSE ASSESSMENT REPORT**

If "All", provide the report date for the next full review: Winter 2015

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_

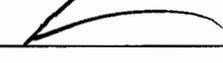
**Submitted by:**

Print: Carrie Krantz  
Faculty/Preparer

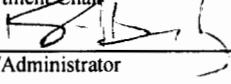
Signature 

Date: 2/9/12

Print: Carrie Krantz  
Department Chair

Signature 

Date: 2/9/12

Print:   
Dean/Administrator

Signature Bill Abernethy

Date: FEB 08 2012

## Assessment Summary for ENG 213, World Literature I

Literary analysis essays were collected during the Fall 2011 semester for assessment purposes. The department offers this course once a year, usually in the Fall semester. Students were asked to write a literary analysis based on a limited selection of topics (see "Essay #1" attachment). Copies of the student essays were submitted without instructor comments to the department for assessment at the end of Fall 2011 and were evaluated using the department's "Literary Analysis Rubric."

Overall, the essays were of high quality with very few exceptions. A couple of the essays demonstrated that the student did not fully engage in editing the final draft, but the drafts were all within the "C" range or above. The primary weakness was the lack of documentation in some of the essays. Students often forget to provide a works cited page when the only source consulted is the primary source (the literary piece being analyzed). The department will ask all instructors teaching literature courses to require the documentation of all sources, including primary sources, by the use of a works cited page following MLA style.