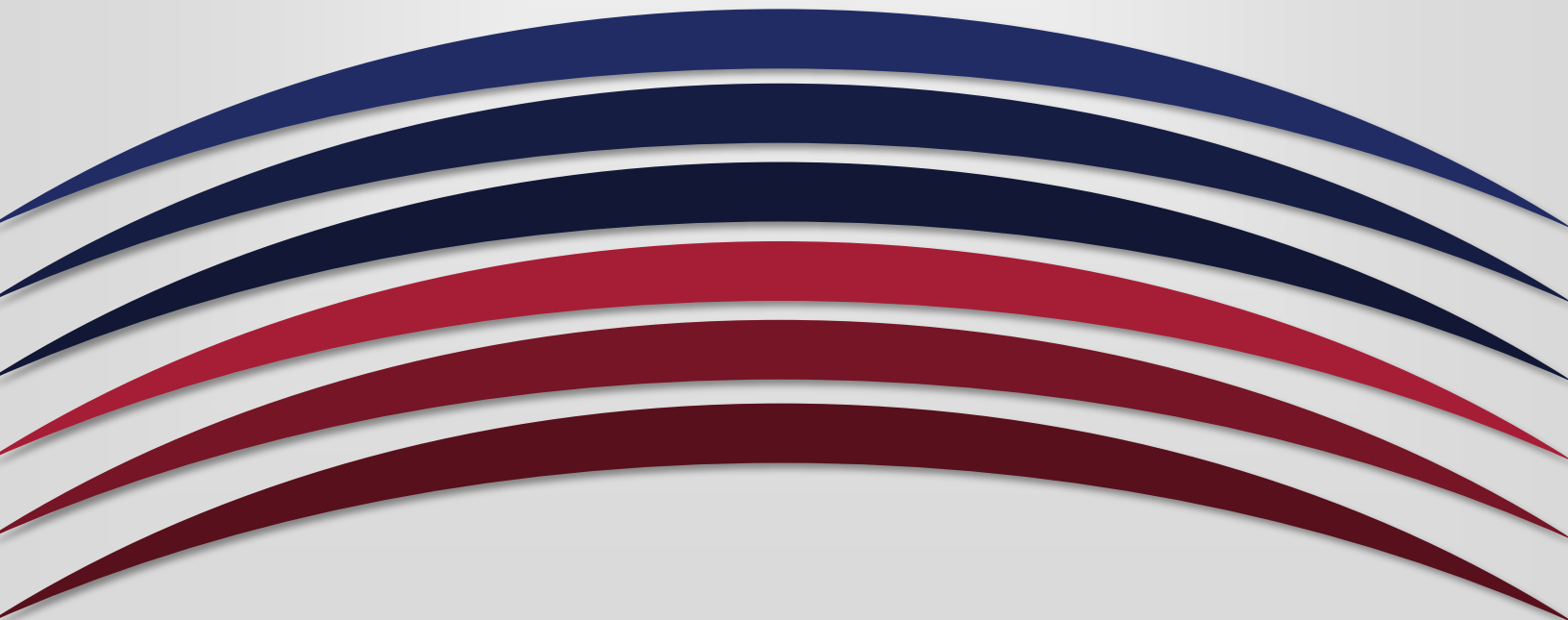


UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

**ENGL 2335/2336 – American
Literature**



1. Name of individual compiling report: Leslie Lovenstein

2. Date of submission: 01 September 2020

3. Is the assessment plan (*Check or highlight one*)

☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. **Read, Analyze, and Interpret Literary Works** Students will read, analyze, and interpret works by representative American writers.
2. **Techniques, Methods, and Ideas** Students will identify various literary techniques, methods, and ideas.
3. **Culture and Society** Students will illustrate how literature reflects culture and society.
4. **Interpretive Paper** Students will write at least one interpretive paper.

2. Which CLOs were addressed for this academic year? (2019-2020)

Type your response here. All of the CLOs were addressed and assessed; however, only CLOs 3 **Culture and Society** and 4 **Interpretive Paper** were reported for the 2019-2020 academic year.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

We will assess all CLOs during the 2020-2021 academic year, but we will only report on CLOs 3 **Culture and Society** and 4 **Interpretive Paper**.

4. Explain the assessment cycle.

We started a new three-year cycle for 2019-2020. We are considering plans on how we are going to report CLOs 1 and 3 at a later point in this assessment cycle.

5. What are the assessment methods? Are they direct or indirect?

Students in ENGL 2335 are assessed using the course and learning outcomes below.

The student will:

1. Read, analyze, and interpret works by representative American writers.
2. Identify various literary techniques, methods, and ideas.
3. Illustrate how literature reflects culture and society.
4. Write at least one interpretive paper.

Students will study a minimum of four works. Each of the following three periods must be covered—including a minimum of three genres overall and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections: 1) literature to 1620; 2) early American literature, 1620-1820; and 3) American literature, 1820-1865. The class will require students to read and discuss primary and secondary sources critically, with an awareness of cultural and historical significance. Students will write a minimum of 10 pages total in analytical assignments that will be divided between a number of shorter writing assignments and at least one longer literary analysis essay that will incorporate multiple critical sources and discuss historical and cultural connections. Students will demonstrate good scholarship by using the conventions of MLA style and documentation. Midterm/final/unit tests will cover content of selected readings, general factual knowledge of history and culture for each period, and some interpretation of excerpts from the readings.

Students in ENGL 2336 are assessed using the course and learning outcomes below.

The student will:

1. Read, analyze, and interpret works by representative American writers.
2. Identify various literary techniques, methods, and ideas.
3. Illustrate how literature reflects culture and society.
4. Write at least one interpretive paper.

Students will study a minimum of four works. Each of the following four periods must be covered—including a minimum of three genres overall and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections: 1) American literature from 1865-1914; 2) American literature between the World War I and World War II, 1914-1945; 3) American prose since

1945; and 4) American poetry since 1945. The class will require students to read and discuss primary and secondary sources critically, with an awareness of cultural and historical significance. Students will write a minimum of 10 pages total in analytical assignments that will be divided between a number of shorter writing assignments and at least one longer literary analysis essay that will incorporate multiple critical sources and discuss historical and cultural connections. Students will demonstrate good scholarship by using the conventions of MLA style and documentation. Midterm/final/unit tests will cover content of selected readings, general factual knowledge of history and culture for each period, and some interpretation of excerpts from the readings.

6. What are the assessment goal(s)?

The goal for this assessment is for 70% of the students to demonstrate adequate or higher proficiency in the Content and Development area on their literary analyses papers.

A standard rubric will be used to assess demonstration of literary analysis (Content and Development) in the paper according to the following levels of proficiency - Superior, Strong, Adequate, Weak, or No Proficiency.

7. What were the findings for this academic year? (2019-2020)

During the Spring 2020 semester, 88% of ENGL 2335 students achieved adequate or higher proficiency on the Culture and Society CLO whereas 12% of students did not. A further breakdown reveals that 100% of traditional students achieved adequate or higher proficiency for this CLO whereas 71% of online students achieved the same. During the same semester, 82% of ENGL 2335 students achieved adequate or higher proficiency on the interpretive paper CLO whereas 18% of students did not reach adequate proficiency. A further breakdown shows that 90% of on campus students reached adequate or higher proficiency for this CLO but only 71% of online students did.

In ENGL 2335, 100% of on campus students achieved adequate or higher proficiency on the Culture and Society CLO on their literary analysis paper assignment during Fall of 2019, whereas 72% of online students achieved adequate or higher proficiency on the same course learning outcome. Altogether 88% of ENGL 2335 students achieved adequate or greater proficiency in knowledge of literary context during the Fall 2019 semester. 100% of ENGL 2335 students scored adequate or higher proficiency on the Interpretive Paper CLO during the Fall 2019 semester.

79% of ENGL 2336 students in the Spring semester of 2020 reached adequate or higher proficiency on the Knowledge of Context Course Learning Outcome whereas 21% of ENGL 2336 scored weak or lower on the same learning outcome.

68% of ENGL 2336 students achieved adequate or higher proficiency on the Critical Thinking Course Learning Outcome on their interpretive paper assignment whereas 32% of students did not achieve adequate proficiency on this CLO

During the Fall 2019 semester, 73% of ENGL 2336 students were successful in the Knowledge of Literary Context component on their interpretive paper. 75% of on campus students achieved adequate or higher proficiency in this area whereas 72% of online students achieved adequate or higher proficiency in this area.

78% of students achieved adequate or higher results on the critical thinking component of the interpretive paper assessment. 75% of on campus students achieved adequate or higher results in this area while 80% of online students achieved the same.

8. What is your analysis of the findings?

Overall, students in American Literature courses at UA-PTC show high levels of proficiency on the Culture and Society and Interpretive Paper Course Learning Outcomes. It does seem that on campus students show slightly higher proficiency on these outcomes. Students showed lower proficiency on the CLOs during the Spring 2020, which might be attributed to the rapid changes and various challenges UA-PTC students faced due to the onset of the COVID-19 pandemic.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Just like in previous years, all CLOs will continue to be assessed through a variety of assignments during the 2020-2021 academic year. The literary analyses/ research papers will continue to be the primary assessment method used for reporting.

Furthermore, reporting will continue to focus on CLOs **3 Culture and Society** and **4 Interpretive Paper**.

ENGL 2335 and 2336 instructors will refer students to online tutoring and utilize an embedded librarian in all online courses to support remote learners—particularly since more students are working remotely due to the COVID-19 pandemic.

Finally, Milestones, UA-PTC's journal of outstanding academic writing, has been expanded to include a greater variety of genres in order to maximize use as a teaching and learning tool throughout the semester in all ENGL courses, and the editor of Milestones is working to offer the journal online. The model essays provided in Milestones directly support the English Course Learning Outcomes for ENGL 2335 and ENGL 2336.

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