



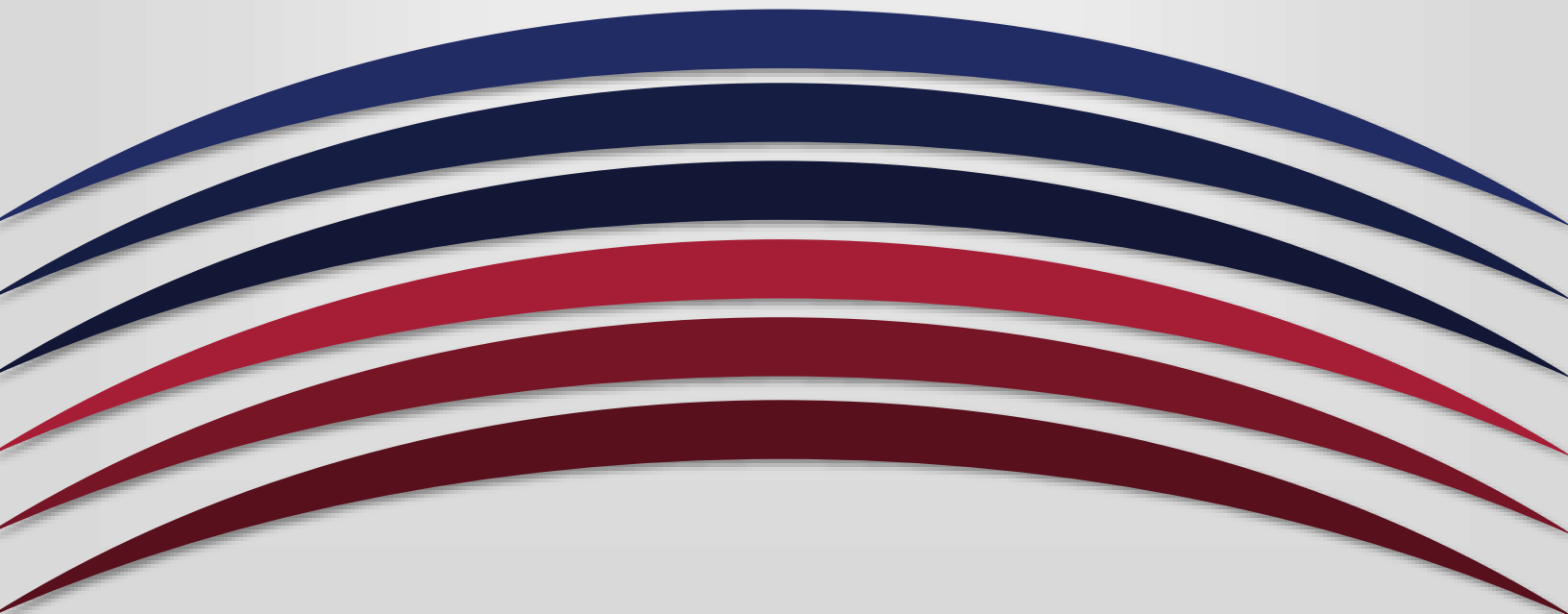
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ENGL 2337

Academic Year: 2020-2021

**Due to Chair/Program Director and Faculty Assessment Chair by
September 4**



1. Name of course: World Literature to 1650
2. Name of individual(s) compiling report: Joan Dudley
3. Date of submission: September 4, 2021
4. Academic year: 2020-2021

Course-Level Learning Outcomes

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

ACTS #ENGL 2113

The student will:

Understand significant literary and cultural developments in world civilizations.

Understand the interaction of various literary and cultural traditions.

Achieve familiarity with enduring expressions of human thought by studying major texts of world literature, including the study of literary techniques, forms, and ideas.

Complete a significant analytical writing component.

2. Which CLOs were addressed for the academic year?

All of the CLOs were addressed and assessed; however, only CLO 4 the analytical writing component was reported for the 2020-2021 academic year.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

The department implemented a new assessment plan in Fall 2019 including a new rubric and standard assignment. This is the second year of this plan measuring only literary analysis and knowledge of literary context so we will need to begin to consider which new objectives to measure after the next cycle.

4. Explain the assessment cycle.

The 2020-2021 academic year was the second year of a three-year cycle using the newly developed rubric for the literary analysis. After the next cycle, new methods will need to be developed to more explicitly measure the other two outcomes.

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

Students will study a minimum of four works. Each of the following three periods must be covered—including at least one non-Western literature selection, a minimum of three genres overall, and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections: 1) beginnings to A. D. 100; 2) 100 to 1500 A.D.; and 3) 1500 to 1650. 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 prepared a 4-6 pages of literary analyses/research papers that articulated thesis statements, used supporting examples from primary and secondary sources to generate critical, well-organized, clearly written arguments through the use of those sources, and demonstrated a mastery of both MLA formatting, citation and documentation, and Standard American English in the construction of the piece. The paper is a direct assessment method.

A standard rubric will be used to assess demonstration of literary analysis and specifically critical thinking and knowledge of literary context in the paper according to the following levels of proficiency - Superior, Strong, Adequate, Weak, or No Proficiency.

6. What are the assessment goal(s), including benchmarks?

The goal is for this assessment is for 70% of students to demonstrate adequate or higher proficiency in both categories of measurement (Critical Thinking). A standard rubric

will be used to assess demonstration of literary analysis (Knowledge of Literary Context) in the paper according to the following levels of proficiency - Superior, Strong, Adequate, Weak, or No Proficiency.

7. What were the findings for the academic year?

Spring 2021: In ENGL 2337, World Literature to 1650, data was gathered from two of the six criteria of the literary analysis paper used for assessment. For Critical Thinking 63% of traditional students scored adequate or above and 88% of the students taking this course online scored adequate or above. Overall, 75.5% of students scored adequate or above in the Critical Thinking area of the literary analysis essay. The second measurement assessed Knowledge of Literary Context. The results were 87% of traditional students scored adequate or above and 88% of online students scored adequate or above. Overall 87.5% of students scored adequate or above.

Fall 2020: In ENGL 2337, World Literature to 1650, data was gathered from two of the six criteria of the literary analysis paper used for assessment. For Critical Thinking 76% of traditional students scored adequate or above and 85% of the students taking this course online scored adequate or above. Overall, 80.5% of students scored adequate or above in the Critical Thinking area of the literary analysis essay. The second measurement assessed Knowledge of Literary Context. The results were 80% of traditional students scored adequate or above and 85% of online students scored adequate or above. Overall 82.5% of students scored adequate or above.

Three online courses were given the option to submit a final project instead of a paper. In one section 4 of 11 submissions were projects instead of papers with Critical Thinking scores at 100% and Knowledge of Literary Conventions at 88%. Another section had 14 of 18 project submissions with Critical Thinking scores at 83% and Knowledge of Literary Conventions at 95%, and in the third section 9 of 19 with Critical Thinking scores at 82% and Knowledge of Literary Conventions at 79% (These numbers were factored in to the total scores above).

8. What is your analysis of the findings?

In Spring 2021, both traditional and online classes the measured objectives either met or exceeded the goal of 70% of students scoring adequate or above with the exception of one course. Numbers were submitted for only one traditional course (most switched online because of Covid-19), so this is a very small sample from which to draw assumptions.

In Fall 2020, both traditional and online classes the measured objectives either met or exceeded the goal of 70% of students scoring adequate or above.

9. What is the action plan for the upcoming academic year?

Explain.

The department continued to use a variety of assignments during the 2020-2021 to measure CLOs. The literary analyses/ research papers will continue to be the primary assessment method used for reporting using a rubric updated in 2020. Three online sections of ENGL 2337 were offered the option to submit a project instead of a paper measuring the same two objectives. This semester two additional sections of ENGL 2337 will offer students the option to choose a project instead of a paper for the final assessment project measuring Critical Thinking and Knowledge of Literary Conventions.

More discussion needs to take place among literature instructors about offering an alternative to the final paper to measure objectives. Another recommendation is for instructors to offer students a number of assignments over the course of the semester to measure the objectives required in the final assessment. For example, short essay quizzes or something similar asking students to use the tools (like finding the literary context and impact on culture/history) should be assessed and receive helpful feedback well before the final assignment.

The department should examine how traditional and online courses are structured and if students are receiving comparable instruction in both formats. Instructors should share strategies for incorporating useful online tools/information to support the students in their work. Blackboard shells should be a useful resource for both traditional and online students.

The department needs to examine the discrepancies in performance between fall and spring semesters and discuss ways to address these. One strategy could be to have more important assignments and deadlines earlier in the semester.

The department should continue to participate in norming workshops to improve the consistency of grading across the department, and workshops should be held with part-time instructors to also ensure consistency with them. And also we should meet more informally on a regular basis to discuss assessing strategies and share ideas about what is working.

More work needs to be done to address diversity and implicit bias in course material offerings and grading policies. All instructors should be encouraged to participate in workshops to address these issues.

All English instructors will hold one-on-one writing conferences with students shortly after the first major assignment is submitted and shortly before the final assignment is to be submitted. Instructors will complete early alert forms for those students who are in danger of following below passing in the class due to low grades or a high number of absences.

Instructors should continue to utilize online tutors and embedded librarians to assist literature students in their coursework. More information should be made available to instructors about the best way to use these resources.

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. The model essays provided in *Milestones* directly support the English Course Learning Outcomes for ENGL 2337.