

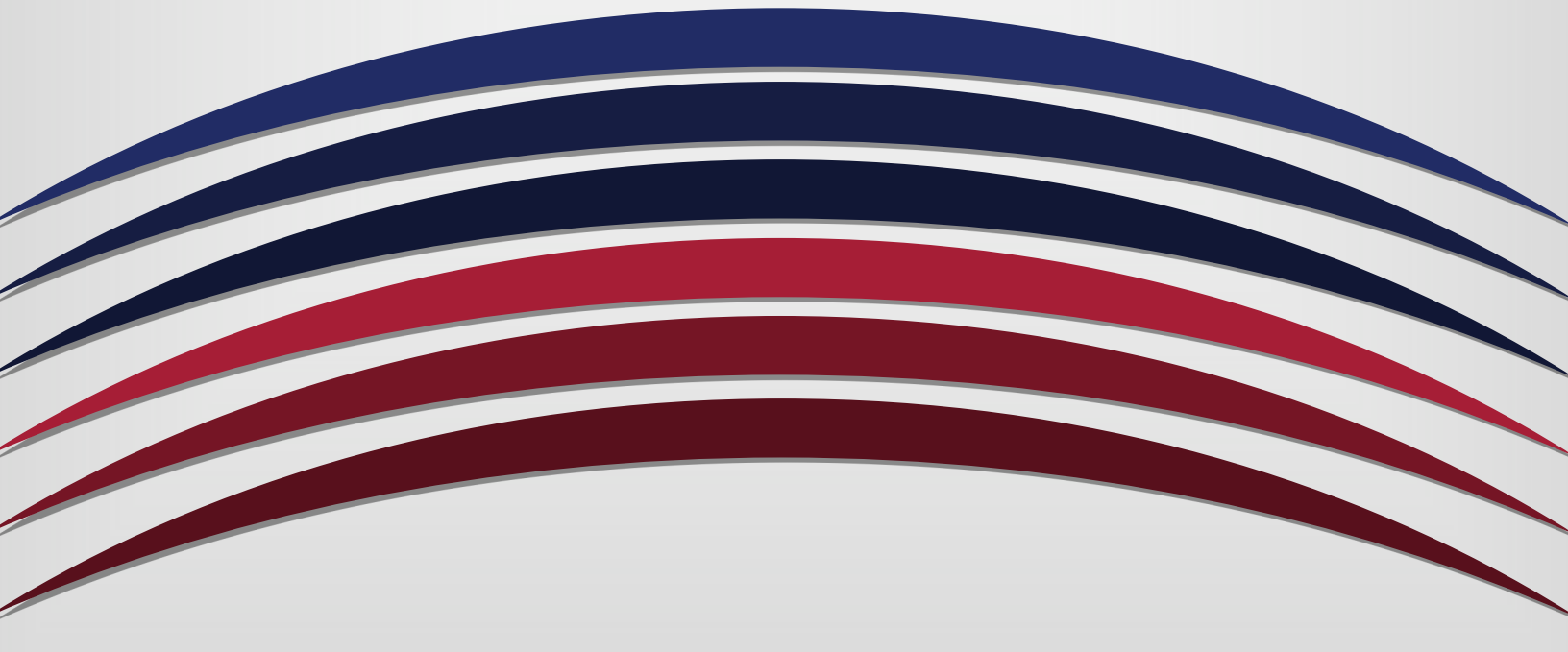
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: American Literature**

**ENGL 2335 and 2336**

**Academic Year: 2021-22**



1. Name of course: American Literature from Beginning to 1865 and from 1865 to Present
2. Name of individual(s) compiling report: Leslie M. O'Malley
3. Date of submission: Sept. 1, 2022
4. Academic year: 2021-2022

## Course-Level Learning Outcomes

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

In both American Literature courses, students 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.

### 2. Which CLOs were addressed for the academic year?

In both courses, students wrote at least one interpretive paper (CLO 4). Within this assignment, students also illustrated how literature reflects culture and society (CLO 3).

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

The same CLOs (3 and 4) will be assessed in 2022-2023.

### 4. How does this report connect or map to program-level or institutional-level outcomes?

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p><b>Assessment Methods-</b> How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>Students across all sections of American Literature completed at least one interpretative paper. Instructors evaluated the papers with a departmental rubric to determine proficiency in understanding how literature reflects culture and society (CLO 3).</i></p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>Student scores strong or adequate on the rubric category for Knowledge of Literary Context.</i></p>	

How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	At least 70% of students in the courses achieve success on the CLO assessment measure	
How many students completed the assessment, and how many were successful?	<b>Fall</b> 25 students assessed 23 successful (92% success rate)	<b>Spring</b> 52 students assessed 46 successful (88% success rate)
Academic Year Total (add the numbers from Fall and Spring)	77 students assessed 69 successful (89.6% success rate)	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No



<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>Students across all sections of American Literature completed at least one interpretative paper. Instructors evaluated the papers with a departmental rubric to determine proficiency in interpreting literature and writing a critical literary analysis (CLO 4).</i></p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes</p>	<p>No</p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>Student scores strong or adequate on the rubric category for Critical Thinking.</i></p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>At least 70% of students in the courses achieve success on the CLO assessment measure</i></p>	

How many students completed the assessment, and how many were successful?	<b>Fall</b> 25 students assessed 18 successful (72% success rate)	<b>Spring</b> 52 students assessed 44 successful (84.6% success rate)
Academic Year Total (add the numbers from Fall and Spring)	77 students assessed 62 successful (80% success rate)	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

## 5. What is your analysis of the findings?

*For CLO 3. Illustrate how literature reflects culture and society.*

*Both semesters show a pass rate of over 70 percent for all methods of course delivery. The average for the year was almost 90 percent.*

*In the fall, the course was only taught online, and the students scored better in Knowledge of Literary Context than all students in the spring (92 percent compared to 88 percent).*

*In the spring, the course was taught both face-to-face and online.*

*Out of 19 face-to-face students, 15 students (79 percent) scored adequate or higher.*

*Of the 33 online students, 31 students (94 percent) scored adequate or higher.*

*For CLO 4. Write at least one interpretive paper.*

*Both semesters show a pass rate of over 70 percent. The average for the year was 80 percent.*

*However, only 18 students in the fall scored adequate or higher on Critical Thinking. This was 72 percent of the students assessed, and all of the students took the course online.*

*In the spring, 16 of the 19 face-to-face students (84 percent) scored adequate or higher.*

*Of the 33 online students, 28 students (85 percent) scored adequate or higher.*

*Although all groups met the 70 percent benchmark, the data shows that the online*

*students scored better in Knowledge of Literary Context both semesters. It would be worthwhile to compare the deliveries of course content to see if any strategy from the online delivery could be incorporated into the face-to-face delivery.*

*The online students may also need more support on the critical thinking and writing of the analysis. This support could include more conferences or other feedback during the writing of the analysis.*

## 6. What is the action plan for the upcoming academic year?

### Explain.

*For both CLO 3 and 4, American Lit instructors will meet with the other literature instructors during the spring semester for norming activities and to discuss any possible changes to the assessment plan.*