

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:

- 1st 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: _____

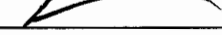
Submitted by:

Print: Carrie Krantz
Faculty/Preparer

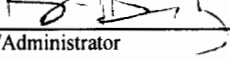
Signature 

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.