

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT**

<b>Course Title and Number:</b> ENL 202: English Literature since 1800	<b>Academic Term and Year of Assessment Activity:</b> Spring 2019 and Spring 2020
<b>Report Submitted By:</b> Curtis Hakala	<b>Number of Students Assessed:</b> 8 (5 students in Spring 2019 & 3 students in Spring 2020)
<b>Date Report Submitted:</b> 1-11-21	<b>Number of Sections Included:</b> 2
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web-based, VDL, traditional section, hybrid course, etc.):</b> Web-based	

**Course Role in the Curriculum**

**Provide a description of the role the course serves in the curriculum (i.e., general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.**

ENL 202 is a Humanities general education elective course; it gives students a historical and analytical understanding of 19<sup>th</sup> and 20<sup>th</sup> Century English literature.

**Previous Assessment Reports and Results**

**Date of Previous Assessment:** N/A

**List of Outcomes Not Met:** N/A

**Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".**

No previous Course Assessment report has been completed for ENL 202: English Literature since 1800.

**Assessment Methods**

**Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.**

English Literature since 1800 (ENL 202) course outcomes have yet to be assessed at Eastern although the course has only been offered on three previous occasions since 2016: Summer 2016, Spring 2019, and Spring 2020. To assess ENL 202 learning outcomes, student responses to quiz questions were examined every week throughout the semester. Only eight students were included in this sample, and results were compiled for each indicator denoting the percent of students who answered the exam questions correctly. The following four learning outcomes were assessed:

**Outcome #1:** Have a basic understanding of the historical contexts, cultural influences, and major themes informing English literature from the Romantic period to the present

**Outcome #2:** Have a basic understanding of English literature and literary movements from the Romantic period to the present, including the influence of major and minor writers

**Outcome #3:** Identify literary narrators, literary genres, and literary conflict

**Outcome #4:** Recognize literary symbolism, literary tone, and literary themes

Course Level Assessment Summary of Outcomes, Indicators and Results			
Add additional rows to table if necessary			
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1:	<p>5. What British writer and philosopher wrote <i>Common Sense</i>, which supported America in its revolution and was luckily saved from the guillotine by accident? a.) Thomas Paine b.) Sir Walter Scott c.) Richard Price d.) Thomas Carlyle <b>Answer: a</b></p> <p>12. What massacre occurred in Manchester, England in 1819, when the British Cavalry charged into a crowd of 60,000 -- 80,000 (killing 11,injuring 400-700) that had peacefully gathered to demand political reform? a.) Massacre of Glencoe b.) Bolton Massacre c.) Peterloo Massacre d.) Massacre of St. George's Fields <b>Answer: c</b></p> <p>13. Britain outlawed slavery in: a.) 1863 b.) 1796 c.) 1821 d.) 1834 <b>Answer: d</b></p>	100% (24/24)	YES
Outcome 2:	<p>3. What poetic manifesto did Wordsworth and Coleridge write and publish together? a.) <i>Lyrical Ballads</i> b.) <i>The Prelude</i> c.) <i>Paradise Lost</i> d.) <i>The Thorn</i> <b>Answer: a</b></p> <p>6. Which of the following is Elizabeth Gaskell's famous novel about the grim reality of industrial misery? a.) <i>Jane Eyre</i> b.) <i>Mary Barton</i> c.) <i>North and South</i> d.) <i>Middlemarch</i> <b>Answer: b</b></p> <p>1. James Joyce was born in 1882 and died in 1941. He shares these dates with which other prominent modernist author? a.) T.S. Eliot b.) Ezra Pound c.) Samuel Beckett d.) Virginia Woolf <b>Answer: d</b></p>	79% (19/24)	YES
Outcome 3:	<p>8. <i>Prufrock</i> is an example of which kind of poetry? a.) Villanelle b.) Blank Verse c.) Free Verse d.) Sonnet <b>Answer: c</b></p> <p>35. "Shooting an Elephant" is written in the _____. a.) first person b.) second person c.) third person objective d.) third person limited <b>Answer: a</b></p> <p>21. What kind of literary form does Rushdie often employ? a.) Minimalism b.) Magical Realism c.) Metafiction d.) New Criticism <b>Answer: b</b></p>	92% (22/24)	YES
Outcome 4:	36. According to the audio lecture, a lily is often associated with or	92%	YES

	<p>symbolizes _____.</p> <p>a.) Purity b.) evil c.) jealousy d.) love</p> <p><b>Answer: a</b></p> <p>5. What is one of the central themes of Shelley's "Ozymandias"?</p> <p>a.) Both are and empires are timeless b.) Empires endure while art crumbles c.) Art survives while empires fail d.) Noble empires and beautiful art survive</p> <p><b>Answer: c</b></p> <p>23. In literature, eyes are often associated with _____.</p> <p>a.) the soul b.) moral vision c.) deceit d.) decay</p> <p><b>Answer: a</b></p>	(22/24)	
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\* Please note if using a different minimum performance standard.

<b>Assessment Results</b>	
<p><b>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".</b></p>	
<p>Based on the existing data, all four tested outcomes were met at the 75% minimum performance standard. Five students missed a question connected with Outcome #2, which might require more instruction on the Industrial Revolution in this course. Successful outcomes will continue to be examined in upcoming course assessments to ensure proper emphasis is maintained.</p>	

<b>Conclusion</b>	
<p><b>Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".</b></p>	
<p>In conclusion, this course level assessment of ENL 202 finds that all four tested outcomes were met at the 75% minimum performance standard. With such a limited sample size, the extraction of useable data is limited.</p>	

<b>Action Plan and Date for Reassessment</b>	
<p><b>Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".</b></p>	
<p>Future assessments of ENL 202 should focus on assessing students' essay writing skills and include a writing rubric as part of the assessment. Writing assignments for the course are plentiful, so future ENL 202 instructors should focus on assessing short essay assignments and research papers, which will allow for more detailed understanding to be shown by students.</p>	
<p><b>Date for reassessment: Spring 2022</b></p>	

<b>Assessment Committee Recommendation/Approval (To be posted by Assessment Committee Chair)</b>	
<p><input checked="" type="checkbox"/> Approved as presented</p> <p><input type="checkbox"/> Approved with recommendations for future reports (Explanation Required)</p> <p><input type="checkbox"/> Resubmission Required. Reason for Resubmission:</p>	
<p><b>Date: 1/25/21</b></p>	