LITERATURE ASSESSMENT PLAN 2012-13

Guidelines Drawn from Assessment Manual (pp. 31-38)

I. Key Assignments:

a. <u>Final Exam</u> from LIT 250
b. <u>Writing Pedagogy Essay</u> from WRI 370 (LIT-EE Majors)

Senior Portfolio: Items in Discussion

c. <u>Final Literary Analysis</u> from LIT 250
d. <u>Linguistics Essay</u> from LIN 312 or 365
e. <u>Upper Division Major Paper</u> from one LIT 3xx or 4xx course or WRI 370
f. <u>LIT 495 Major Paper</u>
g. <u>Reflective Essay</u> on the influence that reading literature has had on the student's faith life/journey CREATE ASSIGNMENT WITH STUDENT FOCUS GROUP IN 2013-14

SELECTED COURSES	KEY ASSIGNMENT	PORTFOLIO	2011-12	2012-13	2013-14
LIT 250	LIT 250 Final Exam	N/A	N/A	X	
LIT 250	Final Paper Literary Analysis	Yes	N/A	X	
WRI 370	Final Paper	N/A	N/A	N/A	
LIN 312/365	Linguistics Essay	Yes	N/A	N/A	
LIT 3xx or 4xx	Research Paper	Yes	N/A	X	
LIT 495	Major Research Paper	Yes	X	X	
LIT 495	ETS Major Field Test—Literature in English	N/A	X	X	
Special Meeting	Reflective Essay	Yes	N/A	N/A	

II. Rubrics for Key Assignments: [University Assessment Plan and Program Review](#)

COURSE and/or KEY ASSIGNMENT	LIVE TEXT	RUBRICS
LIT 250 Final Paper Literary Analysis	Uploaded	Local Rubric
LIN 312/365/404 Linguistics Essay	2013-14	Local Rubric
LIT 3XX or 4XX Research Paper	Uploaded	AAC&U Information Literacy AAC&U Written Communication
LIT 495 Major Research Paper	Uploaded	AAC&U Critical Thinking AAC&U Written Communication
Reflective Essay	2013-14	AAC&U Reading
LIT 250 Final Exam	N/A	N/A
ETS Major Field Test—Literature in English	N/A	N/A

III. Criteria for Success: Performance Targets
(See 2011-12, 2012-13 Annual Assessment Reports)

KEY ASSIGNMENT	CRITERIA OF SUCCESS
Final Examination from LIT 250	70% or higher
Final Literary Analysis from LIT 250 …	3% improvement over score on first Literary Analysis
Linguistics Essay from LIN 312 or 365 …	Forthcoming 2013-14—PHIL will set targets
Upper Division Major Paper from one LIT 3xx or 4xx course or WRI 370	Minimum Average Score of 80% on AAC&U Rubrics: Information Literacy, Written Communication
LIT 495 Major Paper …	Minimum Average Score of 83% on AAC&U Rubrics: Critical Thinking, Written Communication
ETS Major Field Test—Literature in English	5 Points above the National Mean in the Total Score and at or above the National Mean in each Sub-category of the field test
Reflective Essay on influence reading literature had on the student's faith life	Forthcoming 2013-14—Minimum Average Score of 85% (?) on AAC&U Rubric: Reading

IV. Summary of Data Collected from Key Assignments:
When:
1. Fall and Spring in LIT 250 Introduction to the Study of Literature final course assignments: Final Exam and Final Literary Analysis—Major Paper.
2. Senior Portfolio collected every spring in LIT 495 Literary Theory and Scholarship
3. ETS Major Field Test—Literature in English given every spring in LIT 495 Literary Theory and Scholarship; results received in the fall and added to Annual Assessment Report at that time.

Where: All data is collected by the instructors in designated classes. Data is reported to Literature Section Head and Department Chair and included in Annual Assessment Report publicly posted on Assessment Wheel. Some assessment data is also stored in LIVE TEXT (See prior Section II "Rubrics for Key Assignments" above.)

Methods: Meet as a section during or just following Finals week, calibrate rubrics, and evaluate the Senior Portfolios using AAC&U Rubrics and criteria for success.

Results in Major: Will be reported in ETS data for the ETS Field Test in Literature when we receive it each year. Will be reported in LIVE TEXT stored Senior Portfolios and rubric scores.

Results in Broad Range of Liberal Arts: N/A

V. Analysis of Assessment Data, Review Results and Conclusions:
How shared with department, program faculty, staff, students to determine necessary action? How summarized in Annual Assessment Report? How describe system for storing, managing, and accessing data?

Data and results will be shared with the Literature section and the department in the Annual Assessment Report which is posted on the Assessment Wheel and is available publically 24-7.

Data and results will also be presented at the opening meeting of the school year in August annually. At that opening meeting faculty will discuss and evaluate the level of student achievement in meeting our performance targets. We will also deliberate about what changes in key assignments, rubrics, and/or performance targets need to be made over the course of the new academic year as a result of what the data tells us. Any such changes will also be evaluated and made in concert with the ongoing Program

Review cycle. These deliberations and any accompanying decision-making will take place over the course of regular department, section, and program review meetings during the academic year.

Senior Portfolios will be stored in LIVE TEXT.

VI. Determine Improvements, Revisions, and Planned Changes to Curriculum and Program Based on Assessment Information (Recursive Revisions in Assignments, Outcomes, and/or Curricular Maps, Surveys):

What Improvements Made (APC Proposals)? How Results Disseminated and to Whom? How Are Results Reviewed? How Implications of Results Discussed?

Results will be disseminated, reviewed, and discussed in the same way as described in Section V "Analysis of Assessment Data, Review Results and Conclusions" above.

Once any curricular changes have been identified, the appropriate faculty will draft APC proposals for vetting by the section, then the department, before those proposals are submitted to the Academic Policies Committee for review.

We do plan to use student focus groups to help in the design of our reflective essay and in giving us feedback about the Graduating Seniors and Alumni Survey.

VII. Student Involvement in Creating and Using Measurement Tools:
2013-14 Student Focus Group(s) to Help Create Reflective Essay Assignment:

Current Students	Spencer Chestnut, Paige Farestveit, Mallory Grismer, Cody Jung, Dillon Kane, Chelsie Oren, Kendra Pittman
Graduating Seniors 12-13	Adilene Baltazar, Kaitlyn Hagan, Laurel Hasper, Melvin Irizarry, Christina Kilpatrick, Stu Stivers
Alumni	Aimi Ah Sing, Todd Clayton, Schuyler Eastin, Brittany Hale, Amy Kennedy, Katie Manning

VIII. CLOs in Syllabi:
- Listed/Posted/Communicated to Students in course syllabi (ongoing in various formats in course syllabi; see LIT 255 sample below)
- Aligned to PLOs and DLOs in course syllabi (ongoing in various formats in course syllabi; see LIT 255 sample below)
- NOTE: All CLOs have been aligned to PLOs
- CLOs are posted on our Assessment Wheel at Student Learning Outcomes
- NOTE: Bloom's Taxonomy has been indicated in all CLOs: **Knowledge**, **Comprehension**, **Application**, **Analysis**, **Synthesis**, **Evaluation**

IX. Course Assignments Align to CLOs
- Aligned to PLOs in course syllabi (ongoing in various formats in course syllabi; see LIT 255 sample below)
- Aligned to DLOs in course syllabi (ongoing in various formats in course syllabi; see LIT 255 sample below)

SAMPLE—LIT 255: British Writers II

Alignment of Student Learning Outcomes & Course Assessments

Department	Program	Course	Assessments
DLO 1 Demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media. **DLO 2** Display interpretive, analytical, and critical thinking skills developed through close study and analysis of texts.	**PLO 2** Identify and articulate characteristics of literary-historical periods, dates, styles, and authors. **PLO 3** Demonstrate knowledge of major literary-theoretical perspectives and terminology. **PLO 5** Employ strong rhetorical, literary, and analytical skills in their writing.	**CLO 1** Closely read and critically analyze texts in their original languages and/or in translation.	Analyses
DLO 1 Demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media. **DLO 2** Display interpretive, analytical, and critical thinking skills developed through close study and analysis of texts.	**PLO 2** Identify and articulate characteristics of literary-historical periods, dates, styles, and authors. **PLO 3** Demonstrate knowledge of major literary-theoretical perspectives and terminology. **PLO 5** Employ strong rhetorical, literary, and analytical skills in their writing.	**CLO 2** Recall, identify, and use fundamental concepts of literary study to read and discuss texts a. Standard literary terminology b. Modes/genres of literature c. Elements of literary genres d. Literary periods (dates, writers, characteristics, and important developments) e. Contemporary critical approaches f. Extra-literary research	Analyses Midterm Exam Final Exam
DLO 3 Demonstrate knowledge of diverse cultures and literary texts. **DLO 5** Develop ongoing redemptive spiritual engagement through study of languages, texts, cultures, and media.	**PLO 1** Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world.	**CLO 3** Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.	Viewing Assignments Midterm Exam Final Exam
DLO 1 Demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media. **DLO 2** Display interpretive, analytical, and critical thinking skills developed through close study and analysis of texts.	**PLO 2** Identify and articulate characteristics of literary-historical periods, dates, styles, and authors. **PLO 3** Demonstrate knowledge of major literary-theoretical perspectives and terminology. **PLO 5** Employ strong rhetorical, literary, and analytical skills in their writing.	**CLO 4** Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.	Analyses