LITERATURE ASSESSMENT PLAN 2017-18

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

I. Key Assignments & Other Assessment Tools:

FORMATIVE & DEVELOPING MEASURES:
1. <u>Final Exam</u> from LIT 250 (for introductory benchmark only)
2. <u>Final Literary Analysis</u> from LIT 250 (for introductory benchmark only)
3. <u>Linguistics Final Exams and/or Essays</u> from LIN 312 or 365
4. <u>Upper Division Major Papers</u> from LIT 3xx or 4xx courses

SUMMATIVE MEASURES: Senior Portfolio, Culminating Experiences, External Benchmarks
1. <u>Major Research Paper</u> from LIT 495
2. <u>Reflective Essay</u> on integration of literature studies and student's faith life/journey
3. <u>Oral Presentation of a Major Paper</u> at annual *LJML Literary Scholarship on Point* event
4. <u>ETS Major Field Test in Literature</u> (externally benchmarked exam)
5. <u>Literature Program Survey</u> sent out every five years to alumni from the past decade or so.

See following table.

Course	Key Assignment	Formative or Summative	Portfolio	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
LIT 250	LIT 250 Final Exam	F	N/A	N/A	X	N/A	N/A	N/A	N/A					
LIT 250	Final Literary Analysis	F	No	N/A	X	N/A	N/A	N/A	N/A					
LIN 312 LIN 365	Linguistics Essay	F	No	N/A	N/A	X	X	X	*Superseded by assessment of Sr. Portfolio-Major Research Paper, AAC&U Written Communication, GENRE & DISCIPLINARY CONVENTIONS and CONTROL OF SYNTAX AND MECHANICS Criteria*					
LIT 3xx or 4xx	Research Paper	F	Yes	N/A	X	X	X	X	*Discontinued-not needed*					
LIT 495	Trends in Literary Canon…		In 2015	N/A	N/A	N/A	pilot	*Discontinued-not required*						
LIT 495	Major Research Paper	S	Yes	X	X	X	X	X	X					
LIT 495	Reflective Essay	S	Yes	N/A	N/A	X	X	X	X					
Dept Event	Oral Presentation	S	No	N/A	N/A	N/A	X	--	X					
LIT 495	ETS Major Field Test—Literature in English	S	N/A	X	X	X	X	X	X					
Focus Group	**Assessment Tool**			2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20		
Alumni	Literature Program Survey				X	X					X			

II. Rubrics for Key Assignments: [Assessment Resources](#)

Course and/or Key Assignment	F/S	Live Text	Rubrics	WASC Core Competency
LIT 250 Final Exam	F	N/A	N/A	N/A
LIT 250 Final Literary Analysis	F	X	Local Rubric	*N/A*
LIN 312/365 Linguistics Essay/Exam	F	Optional	Local Rubric and/or Exam Key	*N/A*
LIT 3XX or 4XX Research Paper	F	Optional	Variable & Optional	IL, WC, CT
LIT 495 Major Research Paper	**S**	**X**	**AAC&U Critical Thinking** **AAC&U Written Communication**	**WC, CT, IL**
Reflective Essay	**S**	**X**	**AAC&U Integrative Learning** **AAC&U Lifelong Learning**	**INTL, LFL**
Oral Presentation	**S**	**X**	**AAC&U Oral Communication**	**OC**

III. Criteria for Success: Performance Targets
(See Annual Assessment Reports beginning 2011-12 and continuing to the present)

Key Assignment	F/S	Criteria of Success
Final Examination from LIT 250	F	70% or higher
Final Literary Analysis from LIT 250 …	F	≥3% improvement over local rubric score on first Literary Analysis
Linguistics Essay from LIN 312 or 365	F	Variable as determined by professor of record for course
Upper Division Major Paper from one LIT 3xx or 4xx course or WRI 370	F	Variable as determined by professor of record for course
LIT 495 Major Paper …	**S**	**Minimum Average Score of 85% on AAC&U Rubrics: Critical Thinking, Written Communication, Information Literacy**
Reflective Essay	**S**	**87.50% on four criteria of AAC&U Rubric: Integrative Learning** **81.25% on two criteria of AAC&U Rubric: Lifelong Learning**
Oral Presentation	**S**	**80% on AAC&U Rubric: Oral Communication**
ETS Major Field Test— Literature in English	**S**	**5% above national mean in each subcategory**

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. Collected in LIT 250 and shared with Literature Section Head who updates annual data grids. (Formative data for internal use only.)
2. Linguistics Data assessed in LIT 495 Major Research Paper with AAC&U Written Communication rubric scores, especially the GENRE & DISCIPLINARY CONVENTIONS and the CONTROL OF SYNTAX & MECHANICS. Collected in LIT 495 Sr. Portfolio assessed annually.
3. Senior Portfolio collected every spring in capstone course (LIT 495 Literary Theory and Scholarship) and in Culminating Experiences during senior year (Reflective Essay, Oral Presentation-*Literary Scholarship on Point* annual event).
4. ETS Major Field Test—Literature in English given every spring in LIT 495 Literary Theory and Scholarship; results received in the summer and added to annual report and templates then.

Where: All data is collected by the instructors in designated classes and/or in LIVE TEXT. (See prior Section II "Rubrics for Key Assignments" above.) Data is reported to and compiled by Literature Section Head, included in Annual Assessment Report & Templates, sent to Assessment Coordinator and/or Department Chair, and publicly posted on Assessment Wheel.

Methods: Section meets during or just following Finals week to calibrate rubrics (as needed), assess documents submitted to the Senior Portfolios, confirm performance targets, and discuss results to determine if key assignments are effective and performance targets are appropriate.

Results in Major: Will be reported in Literature Annual Assessment Report, in data for the ETS Field Test in Literature from ETS, and in LIVE TEXT stored Senior Portfolios and rubric scores.

Results in Broad Range of Liberal Arts: The GE Core Curriculum has established its Assessment Wheel (Mission Statement, Program Learning Outcomes, Curriculum Maps, and Assessment Plans), collected data, and reported results. Currently, we are administering a key assignment in our upper division GE Literature courses, gathering that data, and posting data reports on our Assessment Wheel Evidence page. Conclusions about the broad range of the Liberal Arts may be determined from results of our GE curriculum data. We are following the DQP as the framework for demonstrating the Meaning, Quality, and Integrity of our program.

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 posted on the Assessment Wheel and shared in print copies at the opening department meeting of the academic year.

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/or 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 may use student focus groups to give us feedback about the Exit/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 in 2013-14	Elizabeth Lambert, Paige Farestveit, Cody Jung, Dillon Kane, Chelsie Oren, Kendra Pittman

2017-18 Alumni Advisory Board (per MOU from our Program Review)

Alumni on Advisory Board	In process…

VIII. CLOs in Syllabi:
- All CLOs have been aligned to PLOs
- CLOs are posted on our Assessment Wheel at Student Learning Outcomes
- Four of five WASC Core Competencies have been embedded in PLOs (Quantitative Reasoning is assessed only in university-wide GE Core Competency testing)
- Bloom's Taxonomy has been indicated in all CLOs: **Knowledge**, **Comprehension**, **Application**, **Analysis**, **Synthesis**, **Evaluation**
- All CLO's are listed/posted/communicated to students in course syllabi (ongoing in various formats in course syllabi; see LIT 255 sample below)
- All CLO's are aligned to PLOs in course syllabi (ongoing in various formats in course syllabi; see LIT 255 sample below)

IX. Course Assignments Align to CLOs

Aligned to PLOs in course syllabi (ongoing in various formats in course syllabi; see LIT 255 sample below)

SAMPLE—LIT 255: BRITISH WRITERS II

ALIGNMENT OF PROGRAM LEARNING OUTCOMES & COURSE ASSESSMENTS

Program	Course	Assessments	WASC CC
PLO 2 Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation. **PLO 3** Develop and support close readings of texts using literary theory and terminology. **PLO 4** Employ strong research, rhetorical, linguistics, literary, and analytical skills in their writing.	**CLO 1** Closely read and critically analyze texts in their original languages and/or in translation.	Analyses	CT WC IL
PLO 2 Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation. **PLO 3** Develop and support close readings of texts using literary theory and terminology. **PLO 4** Employ strong research, rhetorical, linguistics, 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	CT WC IL
PLO 1 Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world. **PLO 5** Present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work	**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.	Integrating Lit & Online Res. Presentations Midterm Exam Final Exam	CT OC
PLO 2 Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation. **PLO 3** Develop and support close readings of texts using literary theory and terminology. **PLO 4** Employ strong research, rhetorical, linguistics, 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	CT WC IL