

Annual Assessment Report

Every department and school must submit an Annual Assessment Report to its Dean each year by June 1. A copy of the report is also submitted to the Office of Institutional Effectiveness. This report summarizes progress in carrying out the Department/School assessment plan, analyzing key findings, and making program improvements.

The Annual Assessment Report should use the following format:

**Literature (Concentrations in LIT-LIT & LIT-EE)
Annual Assessment Report
Department of Literature, Journalism, and Modern Languages:
2010-11**

Assessment Plan Description:

1. **Expanded Statement of Purpose or Program Mission Statement:** *This section includes the program mission statement or expanded statement of purpose.*

We do not have a mission statement drafted at this time. We will be doing this piece of assessment work in fall 2011.

2. **Program Learning Outcomes (PLOs):** *In this section list all the learning outcomes for the program. Keep in mind that these are the PLOs that will be submitted for catalog copy. (Where possible, show alignment to PLNU Institutional Learning Outcomes [ILOS]).*

Students who complete the program in Literature will be able to

1. **demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world. (ILO 1, 2 & 3)**
 2. **identify and articulate the relationships among literary-historical periods, dates, styles, and authors. (ILO 1)**
 3. **demonstrate knowledge of major literary-theoretical perspectives and terminology. (ILO 1)**
 4. **articulate the difference between a traditional linguistics and a modern linguistics notion of language. (ILO 1 & 2)**
 5. **employ strong rhetorical, literary, and analytical skills in their writing. (ILO 1)**
 6. **identify and evaluate effective use of higher and lower order thinking and writing skills. (ILO 1)**
3. **Curriculum Map:** *This section identifies where the learning outcomes align with the curriculum (where students encounter opportunities in the curriculum to gain knowledge and skills pertinent to the designated outcomes, I= Introduce, D=Developed, M=Mastered). Please include supporting documentation.*

Please see both the Curriculum and the Assessment Maps attached. The Assessment Map may need to be re-evaluated or adjusted to take into account the minimally scaffolded nature of our course trajectories.

4. **Multi-Year Assessment Plan:** *This section identifies the learning outcomes and the years in which they will be assessed. Please attach appropriate documents(s). If you have not yet created this Multi-Year Assessment Plan, please let the Office of Institutional Effectiveness know – we can schedule a session for you at the beginning of the Fall, 2011 semester. This is not a long process and will be completed very quickly.*

We have not yet created our Multi-Year Assessment Plan for Literature. We will be doing this assessment work in 2011-12 and would like to schedule a session with the OIE to create our plan.

Assessment Activities: *This section will be completed annually for each PLO measured during this Academic Year (as described in your Multi-Year Assessment Plan).*

5. **Methods of Assessment and Criteria for Success:** *This section describes how student learning was assessed for each PLO during this Academic Year (AY) according to your Multi-Year Assessment Plan.*
How do you know students are learning and to what degree you have been successful. What measures were used, direct and/or indirect? Also attach copies of any rubrics that were used.
When was the assessment conducted and by whom?
What were the criteria for success, the performance targets selected for each learning outcome assessed this Academic Year.

Please attach any necessary documents.

While we do not have our Multi-Year Assessment Plan created, we did conduct an early assessment in LIT 250: Introduction to the Study of Literature, the gateway course to the literature major. It was a 4-5 page, analytical, research essay required as the final writing assessment for both fall and spring sections of LIT 250. The assessment was conducted by Dr. Bettina Tate Pedersen in December for LIT 250 (Fall 2010 term) and by Dr. James Wicks in May for LIT 250 (Spring 2011 term). Please see the attached assignment and rubric.

Portfolios are also gathered in LIT 495: Literary Theory and Scholarship consisting of three papers from students' major classes. Grades for these portfolios are recorded and kept by Dr. Carol Blessing.

We also conducted a culminating assessment in giving the ETS Literature Field Exam to our literature majors in one final class session of LIT 495: Literary Theory and Scholarship.

Assessments in LIT 495: Literary Theory and Scholarship are conducted by Dr. Carol Blessing.

6. **Summary of Data collected:** *This section should discuss the results of the assessment process for the designated SLO.*
- *What information/data was collected?*
 - *How was it data analyzed?*

Formal data for early assessment was gathered in the form of individual grades for the 4-5 page, analytical, research essay in LIT 250: Introduction to the Study of Literature. This

data has not been compiled in one place or document nor has it been formally analyzed in comparison with any similar data gathered in previous years. Grades for these assessments are recorded and kept by Dr. Bettina Tate Pedersen and Dr. James Wicks.

Formal data for capstone assessment was gathered in the form of portfolios in LIT 495: Literary Theory and Scholarship. These are recorded in the grading records for LIT 495. Further capstone assessment data was also collected and analyzed through the ETS Literature Exam for the academic year 2010-11. A report of this data was analyzed by simple comparison of the current academic year with previous academic years since 2006. Please see attached report of the ETS results for our literature students.

7. Use of Results: How did you use what you learned from assessment of your PLO? *If everything went as planned – have a party! If it didn't go as planned, then **Close the Loop**. This section should include the following information:*

- *Describe any improvements your program has made in the past 12 months as a result of your assessment efforts*

We have designed new Department Learning Outcomes, new Program Learning Outcomes, and are in process designing new Course Learning Outcomes for all our literature courses. We have completed the CLOs for LIT 201, 202, 203 & 250. We plan to complete the design of CLOs for all literature courses and to work on designing new or aligning current assessment tools with our learning outcomes.

We are beginning the process of revising our Exit Survey to gather data that is more specifically aligned with our new DLOs, PLOs, and CLOs.

- *Describe how the results of the assessments were disseminated and to whom*

An annual comparative report for our graduating seniors' scores on the ETS Literature Field Test is compiled by Edie Chapman, one of our departmental assistants, and is shared first with Department Chair who then shares it with the faculty in the opening meetings of the following academic year.

- *What is the program's process for reviewing the results? What is your process for discussing the implications of the results?*

We do not have a formal process of review at present; instead we confer at the opening meeting of the academic year to express our concerns or satisfaction about the results of the ETS Literature Field Test. These deliberations continue more specifically in the Literature section meetings throughout the academic year. We are open to considering a more formal review process if need be.

- *Based on your findings, what do you plan to do now?*

We plan to continue using the early assessment essay in LIT 250, the capstone ETS Literature Field Test assessment in LIT 495, and the Exit Survey for our majors. As part of our 2011-12 assessment work, we also plan to consider where a mid-program assessment might occur and what that assessment vehicle might be.

We plan to consider creating a single or multiple reports that collect and compare the results gathered with our early, mid, and capstone assessments.

We also plan to take an even more specific look at the ETS Literature Field Test so that we might more closely and meaningfully link our Program and Course Learning Outcomes to the exact content of that exam.

- *If applicable – discuss program modifications, changes and timeline for implementation of changes.*

We have created two new courses based on student input informally and formally on annual exit surveys:

LIT 209 (2 units): Great Works in a Literary Genre: Film (GE)

LIT 371 (3 units): World Cinema

- *Also, if applicable – discuss any budgetary implication(s) resulting from the program modifications or changes.*

None at this time