

LITERATURE ASSESSMENT PLAN 2016-17

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

I. Key Assignments:

- Final Exam from LIT 250 (for introductory benchmark)
- Final Literary Analysis from LIT 250 (for introductory benchmark)
- Linguistics Essay from LIN 312 or 365
- ~~Trends in Literary Canon formation~~ (discontinued)
- Upper Division Major Paper from one LIT 3xx or 4xx course during senior year
- Major Research Paper from LIT 495
- Reflective Essay on integration of literature studies and student's faith life/journey
- Oral Presentation of a Major Paper at LJML Literary Tea for Senior Scholarship
- ETS Major Field Test in Literature

Courses	Key Assignment	Portfolio	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
LIT 250	LIT 250 Final Exam	N/A	N/A	X	N/A	N/A	N/A	N/A
LIT 250	Final Literary Analysis	No	N/A	X	N/A	N/A	N/A	N/A
LIN 312/365	Linguistics Essay	No	N/A	N/A	X	X	X	TBD
LIT 495	Trends in Literary Canon...	In 2015	N/A	N/A	N/A	pilot	discontinued	
LIT 3xx or 4xx	Research Paper	Yes	N/A	X	X	X	X	
LIT 495	Major Research Paper	Yes	X	X	X	X	X	
Live Text	Reflective Essay	Yes	N/A	N/A	X	X	X	
Forum	Oral Presentation	No	N/A	N/A	N/A	X	--	
LIT 495	ETS Major Field Test—Literature in English	N/A	X	X	X	X	X	

Other Key Assessments: We also send out a **Literature Program Survey** that indirectly assesses our entire program. This survey goes out annually to graduating seniors and periodically to alumni from the past decade or so.

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

Course and/or Key Assignment	Live Text	Rubrics	WASC Core Competency
<i>LIT 250 Final Exam</i>	N/A	N/A	N/A
<i>LIT 250 Final Literary Analysis</i>	X	Local Rubric	N/A
<i>LIN 312/365 Linguistics Essay</i>	X	Local Rubric	N/A
<i>LIT 495 Trends in Canon Formation</i>	X	AAC&U Quantitative Reasoning	QR
<i>LIT 3XX or 4XX Research Paper</i>	X	AAC&U Information Literacy AAC&U Written Communication	IL, WC
<i>LIT 495 Major Research Paper</i>	X	AAC&U Critical Thinking AAC&U Written Communication	WC, CT
<i>Reflective Essay</i>	X	AAC&U Integrative Learning AAC&U Lifelong Learning	INTL, LFL
<i>Oral Presentation</i>	X	AAC&U Oral Communication	OC

III. Criteria for Success: Performance Targets

(See 2011-12, 2012-13, 2013-14 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 local rubric score on first Literary Analysis
Linguistics Essay from LIN 312 or 365 ...	80% on Local Rubric
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 85% on AAC&U Rubrics: Critical Thinking, Written Communication
LIT 495 Trends in Literary Canon	Minimum Average Score of 80% on AAC&U Rubric: Quantitative Literacy/Reasoning
Reflective Essay	87.50% on four criteria of AAC&U Rubric: Integrative Learning 81.25% on two criteria of AAC&U Rubric: Lifelong Learning
Oral Presentation	80% on AAC&U Rubric: Oral Communication

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 capstone course (LIT 495 Literary Theory and Scholarship) and in Culminating Experiences during senior year (Reflective Essay, Oral Presentation)
3. 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 Assessment Report 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, sent to 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: Once the GE Core Curriculum has fully established its Assessment Wheel (Mission Statement, Program Learning Outcomes, Curriculum Maps, and Assessment Plans), collected data, and reported results, conclusions about our GE curriculum may be determined about results in the broad range of the Liberal Arts. Currently, we are administering a key assignment in our GE Literature courses, gathering that data, and posting results reports on our Assessment Wheel Evidence page.

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
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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
<p>PLO 2 Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.</p> <p>PLO 3 Develop and support close readings of texts using literary theory and terminology.</p> <p>PLO 5 Employ strong research, rhetorical, literary, and analytical skills in their writing.</p>	<p>CLO 1 Closely read and critically analyze texts in their original languages and/or in translation.</p>	Analyses	CT WC IL
<p>PLO 2 Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.</p> <p>PLO 3 Develop and support close readings of texts using literary theory and terminology.</p> <p>PLO 5 Employ strong research, rhetorical, literary, and analytical skills in their writing.</p>	<p>CLO 2 Recall, identify, and use fundamental concepts of literary study to read and discuss texts</p> <ol style="list-style-type: none"> Standard literary terminology Modes/genres of literature Elements of literary genres Literary periods (dates, writers, characteristics, and important developments) Contemporary critical approaches Extra-literary research 	Analyses Midterm Exam Final Exam	CT WC IL
<p>PLO 1 Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.</p>	<p>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.</p>	Integrating Lit & Online Res. Presentations Midterm Exam Final Exam	CT OC
<p>PLO 2 Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.</p> <p>PLO 3 Develop and support close readings of texts using literary theory and terminology.</p> <p>PLO 5 Employ strong research, rhetorical, literary, and analytical skills in their writing.</p>	<p>CLO 4 Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.</p>	Analyses	CT WC IL