

## Literature and English Education Program

### Learning Outcome: PLO 1

Literature/ English Education Outcome #1: Students who complete the program will be able to integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.

### Outcome Measure

A reflective essay to be completed by graduating seniors sometime during their final year of study and submitted to Live Text in the Senior Portfolio.

### Criteria for Success

An average score of 87.5% on the AAC&U Integrative Learning Rubric and a score of 81.25% on the AAC&U Lifelong Learning Rubric.

### Aligned with DQP Learning Areas (circle/highlight one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data: Percentage of Class Meeting Targets for PLO #1

	2014	2015	2016	2017	2018	2019
AAC&U Integrative Learning	80%	67%	100%	100%	100%	100%
AAC&U Lifelong Learning	100%	100%	100%	100%	100%	100%
# of Students	5	6	6	9	7	11

### Conclusions Drawn from Data

The small data sample of students makes drawing broad conclusions about the effectiveness of the program difficult to determine. We will need additional years of data before reasonable conclusions can be drawn.

### Changes to be Made Based on Data

No changes were made based on the data.

### Rubrics Used

- 1) AAC&U Integrative Learning (*only Criteria #1-Connections to Experience, 2-Connections to Discipline, 3-Transfer, 5-Reflection and Self-Assessment*)
- 2) AAC&U Foundation Skills for Lifelong Learning (*only Criteria #4-Transfer; #5-Reflection*)

## Literature and English Education Program

### Learning Outcome: PLO 2

Literature/English Education Program Outcome #2: Students who complete the program will be able to identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.

### Outcome Measure

The ETS Field Test in Literature.

### Criteria for Success

Our target performance on the ETS Literature Field Test is to have our students scoring at least 5 points above the national average in their knowledge of the subcategories as designated by the ETS Test:

- Literature Pre-1900
- Literature 1901 and Later
- Literary Analysis
- Literary History and Identification

These subcategories correspond to our PLOs 2 and 3 (literary-historical periods, dates, styles, authors; major literary-theoretical perspective and terminology; and literary terms).

### Aligned with DQP Learning Areas (circle/highlight one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning,
5. Civic and Global Learning

### Longitudinal Data: Student Scores in Relation to the National Mean

	2018	2019	National Mean 2011-17	Lit. Program Targets
Pre-1900	48	58	52.9	57.9
1901 and Later	57	58	53.5	58.5
Literary Analysis	49	56	52.9	57.9
Literary History and Identification	49	60	53	58

### Conclusions Drawn from Data

The 2018 group of students did not reach the program goals; however, they did surpass the national mean in one of the four categories. The 2019 students met 2 of the 4 program goals and surpassed the national mean in all four categories.

### Changes to be Made Based on Data

The sample size remains small, so no changes have been made based on this data.

### Rubric Used

No rubric is required.

## Literature and English Education Program

### Learning Outcome: PLO 3

Literature/English Education Program Outcome #3: Students who complete the program will be able to develop and support close readings of texts using literary theory and terminology.

### Outcome Measure

Senior Portfolio Major Researched Essay written in the capstone course LIT 495 Literary Theory and Scholarship.

### Criteria for Success

An average assessor score as indicated in the table below on the designated AAC&U Rubrics.

### Aligned with DQP Learning Areas (circle/highlight one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data: Capstone Research Paper

Capstone Research Essay	2017	2018	2019	Lit Program Targets
Information Literacy	78%	91%	91%	85%
Written Communication	78%	86%	89%	85%
Critical Thinking	78%	87%	90%	85%

### Conclusions Drawn from Data

Although the program targets were met the last two years, the performance numbers are highly variable from year to year, especially because we test so few students at a time. We will need to gather additional years of longitudinal data before reasonable conclusions may be suggested.

### Changes to be Made Based on Data

No changes are planned based on the data.

### Rubric Used

AAC&U Rubrics: Information Literacy, Written Communication, Critical Thinking

## Literature and English Education Program

### Learning Outcome: PLO 4

Literature/English Education Program Outcome #4: Students who complete the program will be able to employ strong research, rhetorical, linguistics, literary, and analytical skills in their writing.

### Outcome Measure

Senior Portfolio Major Researched Essay written in the capstone course LIT 495 Literary Theory and Scholarship.

### Criteria for Success

An average assessor score as indicated in the table below on the designated AAC&U Rubrics.

### Aligned with DQP Learning Areas (circle/highlight one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data: Capstone Research Paper

Capstone Research Essay	2017	2018	2019	Lit Program Targets
Information Literacy	78%	91%	91%	85%
Written Communication	78%	86%	89%	85%
Critical Thinking	78%	87%	90%	85%

### Conclusions Drawn from Data

Although the program targets were met the last two years, the performance numbers are highly variable from year to year, especially because we test so few students at a time. We will need to additional years of longitudinal data before reasonable conclusions may be suggested.

### Changes to be Made Based on Data

No changes are planned based on the data.

### Rubric Used

AAC&U Rubrics: Information Literacy, Written Communication, Critical Thinking

## Literature and English Education Program

### Learning Outcome: PLO 5

Literature/English Education Program Outcome #5: Students who complete the program will be able to present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

### Outcome Measure

A formal oral presentation of literary scholarship completed as part of the Senior Portfolio.

### Criteria for Success

An average score as indicated in the table below on the designated AAC&U Rubrics.

### Aligned with DQP Learning Areas (circle/highlight one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data: Capstone Oral Presentation

	2017	2018	2019	Lit Program Target on the AAC&U Rubric
Percentage of Students Meeting Target	100%	100%	100%	80%

### Conclusions Drawn from Data

Students are meeting the program objectives.

### Changes to be Made Based on Data

No changes are planned based on the data.

### Rubric Used

AAC&U Rubric: Oral Communication