

Literature, Journalism, Writing and Languages
Literature Foundational Explorations (FELO) Assessment
2019-2020

FE Learning Outcomes:

Fall 2019: 2b. Students will understand and appreciate diverse forms of artistic expression

Spring 2020: 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts).

Outcome Measures:

Each semester, a common essay assignment is given to students in all sections of 30XX General Education (now known as “Foundational Explorations”) literature courses.

Assignment Prompt:

Instructions: Choose one work from our course readings that has impacted your understanding and appreciation of cultural perspectives to some degree and write a response to the prompt below.

Prompt: In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) **impacted** your cultural perspectives, AND what **connections** have you made between this work and other university courses and/or your own life experience?

Specifications: Your essay response should be thesis-driven, elaborated by reasons, and supported with textual evidence properly cited with MLA style from the work itself. Length of essays should be 2-3 double-spaced pages in 12-point font type. Essays earning highest marks must address both aspects (impact, connections) of the prompt.

Criteria for Success:

The total score of the essays scored in each section of Foundational Explorations Literature will average at least a 3.00 in all categories.

Longitudinal Data:

In Fall 2014, the General Education (FE) Learning Outcomes were revised, and through Fall 2019, it was determined that the Critical Thinking and two categories from the Reading Value Rubric (“Comprehension” and “Interpretation”) would be used to assess student artifacts. Beginning in Spring 2020, with the move to assess General Education (FE) Learning Outcome 2.c, student artifacts were assessed using the Intercultural Knowledge and Competence Value Rubric. Artifacts will no longer be assessed with the Critical Thinking or Reading AAC&U Value Rubrics.

The following scores reflect data gathered by taking a random sample of the students in each section of each course.

Intercultural Knowledge and Competence Value Rubric - Average Student Scores:

Course	Semester	N	Cultural Self-Awareness	Cultural Worldview	Empathy	Verbal/Non Verbal Communication	Curiosity	Openness
LIT 3050	Spring 2020	20	3.50	3.25	3.20	3.25	3.45	3.50
LIT 3051	Spring 2020	19	4.00	4.00	3.95	3.32	4.00	4.00
LIT 3052	Spring 2020	35	3.86	3.80	3.86	3.09	3.80	3.83
LIT 3053	Spring 2020	18	3.50	3.22	3.50	3.78	3.33	3.61
LIT 3053	Spring 2020	4	3.75	3.50	3.50	3.75	3.75	3.75

Critical Thinking Value Rubric - Average Student Scores:

Course	Semester	N	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and related outcomes
LIT 201	Spring 2015	11	3.45	3.55	3.27	3.45	3.55
LIT 203	Spring 2015	23	3.39	3.39	3.30	3.26	3.39
LIT 208	Spring 2015	11	3.09	2.82	2.64	2.45	2.45
LIT 325	Spring 2015	10	2.90	3.20	3.60	3.40	2.70
LIT 200	Fall 2015	56	2.75	2.61	2.82	2.66	2.66
LIT 352	Fall 2015	19	3.21	3.37	3.21	3.16	3.21
LIT 353	Fall 2015	19	3.42	3.42	3.26	3.11	3.00
LIT 200	Spring 2016	93	3.30	3.35	3.34	3.32	3.31
LIT 350	Spring 2016	33	3.48	3.24	3.33	3.12	3.24
LIT 353	Spring 2016	19	3.79	3.47	3.16	3.47	3.68
LIT 200	Fall 2016	42	3.33	3.08	3.13	3.10	3.10
LIT 353	Fall 2016	23	3.17	3.00	3.04	2.91	3.35
LIT 200	Spring 2017	50	3.18	3.24	3.12	2.94	3.06
LIT 350	Spring 2017	20	3.60	3.55	3.50	3.55	3.75
LIT 351	Spring 2017	20	3.45	3.60	3.65	3.20	3.45
LIT 353	Spring 2017	22	3.55	3.23	3.73	3.59	3.82
LIT 350	Fall 2017	12	3.17	2.67	3.00	2.67	2.83
LIT 352	Fall 2017	24	3.71	3.17	3.04	3.29	3.17
LIT 353	Fall 2017	24	3.58	3.21	3.38	3.21	3.54
LIT 351	Spring 2018	20	3.60	3.40	3.65	3.70	3.65
LIT 352	Spring 2018	20	3.15	3.35	3.05	3.35	3.70
LIT 353	Spring 2018	23	3.65	3.43	3.57	3.70	3.65
LIT 353	Summer 2018	21	3.48	3.19	3.38	3.48	3.52
LIT 350	Fall 2018	10	3.60	3.30	3.10	3.60	3.50
LIT 352	Fall 2018	20	3.30	3.45	3.35	3.35	3.56
LIT 353	Fall 2018	22	3.68	3.41	3.41	3.55	3.68
LIT 350	Spring 2019	19	3.47	3.42	3.21	3.32	3.47
LIT 351	Spring 2019	19	3.58	3.84	3.84	3.89	4.00

LIT 353	Spring 2019	61	3.46	3.28	3.54	3.31	3.52
LIT3050	Fall 2019	9	3.56	3.67	3.44	3.44	3.44
LIT3052	Fall 2019	19	3.32	3.21	3.32	3.32	3.53
LIT3053	Fall 2019	20	3.40	3.35	3.40	3.20	3.40

Reading Value Rubric - Average Student Scores:

Course	Semester	N	Comprehension	Genres	Relationship			Reader's Voice
					to Text	Analysis	Interpretation	
LIT201	Spring 2015	11	3.64	NA	NA	NA	3.55	NA
LIT203	Spring 2015	23	3.57	NA	NA	NA	3.52	NA
LIT208	Spring 2015	11	3.09	NA	NA	NA	2.73	NA
LIT325	Spring 2015	10	3.40	NA	NA	NA	3.60	NA
LIT200	Fall 2015	56	2.31	NA	NA	NA	2.5	NA
LIT352	Fall 2015	19	3.21	NA	NA	NA	3.16	NA
LIT353	Fall 2015	19	3.37	NA	NA	NA	3.26	NA
LIT200	Spring 2016	93	3.52	NA	NA	NA	3.45	NA
LIT350	Spring 2016	33	3.27	NA	NA	NA	3.27	NA
LIT353	Spring 2016	19	3.79	NA	NA	NA	3.67	NA
LIT200	Fall 2016	42	3.31	NA	NA	NA	3.23	NA
LIT353	Fall 2016	23	3.17	NA	NA	NA	3.30	NA
LIT200	Spring 2017	50	3.42	NA	NA	NA	3.12	NA
LIT350	Spring 2017	20	3.60	NA	NA	NA	3.70	NA
LIT351	Spring 2017	20	3.20	NA	NA	NA	3.75	NA
LIT353	Spring 2017	23	3.77	NA	NA	NA	3.73	NA
LIT350	Fall 2017	12	3.25	NA	NA	NA	2.67	NA
LIT352	Fall 2017	24	3.38	NA	NA	NA	3.29	NA
LIT353	Fall 2017	24	3.67	NA	NA	NA	3.58	NA
LIT351	Spring 2018	20	3.75	NA	NA	NA	3.55	NA
LIT352	Spring 2018	20	3.45	NA	NA	NA	3.40	NA
LIT353	Spring 2018	23	3.74	NA	NA	NA	3.70	NA
LIT353	Summer 2018	21	3.48	NA	NA	NA	3.57	NA
LIT 350	Fall 2018	10	3.60	NA	NA	NA	3.50	NA
LIT 352	Fall 2018	20	3.30	NA	NA	NA	3.55	NA
LIT 353	Fall 2018	22	3.59	NA	NA	NA	3.67	NA
LIT 350	Spring 2019	19	3.47	NA	NA	NA	3.32	NA
LIT 351	Spring 2019	19	3.84	NA	NA	NA	3.68	NA
LIT 353	Spring 2019	61	3.45	NA	NA	NA	3.56	NA
LIT3050	Fall 2019	9	3.78	NA	NA	NA	3.44	NA
LIT3052	Fall 2019	19	3.47	NA	NA	NA	3.42	NA
LIT3053	Fall 2019	20	3.40	NA	NA	NA	3.35	NA

Conclusions Drawn from Data:

The results collected from the Spring Semester 2015 through the Fall Semester 2019 demonstrate that upper-division student essays on the relationship between literature, cultural perspectives, and the connections they make to their lives outside of the classroom consistently exceeded expectations in terms of their ability to explain relevant issues, interpret relevant texts, provide evidence, consider the influence of context and assumptions, state their position, and present a convincing conclusion.

Beginning with the Spring Semester 2020, LJWL shifted from assessing FELO 2b to assessing FELO 2c. This move was made to support the development of the Intercultural Pathways program and the university's overarching desire to better assess students learning related to the complex issues faced by diverse groups in global and/or cross-cultural contexts. The random sample taken from the five sections of upper-division literature courses reveals that students met the criteria for success in all instances.

Changes to be Made Based on Data:

None at this time. Moving forward, we will continue to collect data related to FELO 2c.

Rubric Used:

SP20: Intercultural Knowledge and Competence Value Rubric (AAC&U). See below

Rubrics Used

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC



	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Knowledge: Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge: Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills: Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview
Skills: Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes: Curiosity	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitude: Openness	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment

			judgment and expresses a willingness to change	
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Rubrics Used

CRITICAL THINKING VALUE RUBRIC

For more information, please contact value@acu.org



Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion);	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

		(consequences and implications) are identified clearly.	some related outcomes (consequences and implications) are identified clearly.	
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READING VALUE RUBRIC_REVISIED FOR LJWL ASSESSMENT



Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Interpretation <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.