Literature, Journalism, Writing and Languages
Literature General Education (GELO) Assessment
Fa2023 – Sp2024

GE Learning Outcome 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	Syntax and Mechanics	Curiosity	Openness
LIT 3050	SP 2020	20	3.50	3.25	3.20	3.25	3.45	3.50
LIT 3051	SP 2020	19	4.00	4.00	3.95	3.32	4.00	4.00

Course	Semester	N	Cultural Self-Awareness	Cultural Worldview	Empathy	Syntax and Mechanics	Curiosity	Openness
LIT 3052	SP 2020	35	3.86	3.80	3.86	3.09	3.80	3.83
LIT 3053	SP 2020	18	3.50	3.22	3.50	3.78	3.33	3.61
LIT 3053	SU 2020	4	3.75	3.50	3.50	3.75	3.75	3.75
LIT 3050	FA 2020	19	3.58	3.53	3.47	NA	3.37	3.58
LIT 3052	FA 2020	19	3.79	3.58	3.58	NA	3.58	3.68
LIT 3053	FA 2020	20	3.65	3.25	3.80	NA	3.55	3.75
LIT 3053	SM2021	6	3.67	2.50	3.67	2.50	2.50	2.83
LIT 3051	SP2021	18	4.00	3.78	4.00	3.11	3.94	4.00
LIT 3052	SP2021	28	3.71	3.36	3.36	3.07	3.43	3.50
LIT 3053	SP2021	19	3.68	3.58	3.63	3.11	3.58	3.68
LIT 3050	FA 2021	23	3.87	3.61	3.87	3.57	3.43	3.65
LIT 3052	FA 2021	18	3.39	3.28	3.44	3.00	3.61	3.78
LIT 3053	FA 2021	20	3.60	3.55	3.95	3.45	3.60	3.85
LIT 3051	SP 2022	21	3.43	3.86	3.95	3.48	3.90	4.00
LIT 3052	SP 2022	19	3.63	3.63	3.63	3.32	3.53	3.63
LIT 3053	SP 2022	19	3.79	3.37	3.58	3.00	3.53	3.53
LIT 3050	SP 2023	NA	NA	NA	NA	NA	NA	NA
LIT 3051	SP 2023*	20	3.65	3.55	3.60	3.25	3.65	3.80
LIT 3052	SP 2023*	20	3.60	3.65	3.70	3.15	3.65	3.70
LIT 3053	SP 2023*	25	3.52	3.52	3.76	3.40	3.76	3.84
LIT3050	FA 2023	7	3.71	4.0	4.0	3.57	3.71	3.71
LIT3052	Fall 2023	19	3.58	3.42	3.32	3.42	3.42	3.42
LIT3053	Fall 2023	20	3.35	3.10	3.75	3.70	3.20	3.30
LIT3050	Spring 2024	30	3.00	2.90	3.07	3.23	2.83	3.20
LIT3052	Spring 2024	20	3.50	3.15	3.40	3.00	3.15	3.50
LIT3053	Spring 2024	21	3.86	3.81	3.90	3.33	3.76	3.90

LIT305X was not assessed in FA22 while university transitioned to a new Assessment Management System

Conclusions Drawn from Data:
With the exception of Summer 2021, all the results collected from the Spring Semester 2020 through the Spring Semester 2024 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.

The random sample taken from 26 sections of upper-division literature courses reveals that students met the criteria for success in all instances in 24 of 26 sections. Data from Summer 2021 and Spring 2023 appear to be anomalies.

The 2021 summer section of LIT 3053, held in January after the fully remote Fall 2020 COVID semester shows that the six students comprising the random sample did not meet our goal in all criteria. They met the goal in only two of the six rubric criteria. The data from this summer 2021 sample is perhaps more of an indicator of the COVID stress and fatigue students were experiencing than of their actual skill in mastering the learning outcomes. This random sampling is also too small to be statistically significant for summer 2021 (6 students) or for summer 2020 and 2021 combined (10 students). Further, we did not collect data from a random sampling of all summer LIT 305X courses offered during those summer sessions, nor do we routinely collect data from our summer session LIT 305X courses.

Changes to be Made Based on Data:
None at this time. We will continue to collect data related to FELO 2c.

Rubric Used:
LJWL Intercultural Knowledge and Competence Rubric (modified AAC&U)

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
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
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 judgment and expresses a willingness to change	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