Outcomes Data: Literature

2018-19

In Fall 2018, Mattie Burkert and Shane Graham of the Literature Area Committee met to evaluate 11 essays by 8 graduating Literature students. The essays are from the Fall of 2017 and the Spring of 2018. The two readers evaluated each essay in light of three learning objectives.

Direct Measures

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	2	8	10
Learning Objective 2: Weigh **alternative systems** of thought or approaches,	0	2	7	11

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
recognizing their assumptions and implications				
Learning Objective 3: Communicate ideas effectively through writing.	0	2	11	7

Indirect Measures

The Literature faculty met with a focus group of 6 graduating seniors in April 2019. The seniors first discussed the strengths and weaknesses of Literature curriculum and coursework without faculty present, and then shared their collective assessment with the faculty. In sum:

Strengths:

Faculty support for student research

Faculty passion for subject matter

Faculty availability for office consultation

High but fair grading standards

Coherence of the curriculum

Emphasis on liberal arts knowledge and skills

Range of authors, genres, and periods

Discussion-based classrooms

Recommendations:

Offer more courses beyond British and American literature

Offer more courses that focus on narrower sets of texts

Publish course descriptions sooner and more consistently

Develop a stronger sense of community in the emphasis

Provide training in employment paths and career development

2017-18

In Fall 2018, Mattie Burkert and Shane Graham of the Literature Area Committee met to evaluate 11 essays by 8 graduating Literature students. The essays are from the Fall of 2017 and the Spring of 2018. The two readers evaluated each essay in light of three learning objectives.

Direct Measures

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	3	11	8
Learning Objective 2: Weigh **alternative systems** of thought or approaches,	0	1	9	12

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
recognizing their assumptions and implications				
Learning Objective 3: Communicate ideas effectively through writing.	0	3	13	6

<u>Indirect Measures</u>

The Literature faculty met with a focus group of 5 graduating seniors in April 2018. The seniors first discussed the strengths and weaknesses of Literature curriculum and coursework without faculty present, and then shared their collective assessment with the faculty. In sum:

<u>Strengths:</u>

Encouragement and support for undergraduate research

Accessibility of professors for individual help

Variety/diversity of course offerings

Balance between "coverage"/survey courses and more in-depth courses

<u>Recommendations:</u>

More career orientation, preparation for job market; continue to develop internship program

Use Digital Commons and Special Collections in coursework more often.

Assign more long papers (10+ pages)

Incorporate literary theory and new technologies into more classes

2016-17

In November, 2017, Paul Crumbley and Phebe Jensen of the Literature Area Committee met to evaluate the work of 10 graduating Literature students. The essays are from the Fall of 2016 and the Spring of 2017. The two readers evaluated each essay in light of three learning objectives.

DIRECT MEASURES

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	1	13	6
Learning Objective 2: Weigh **alternative systems** of thought or approaches, recognizing their assumptions and implications	0	1	14	5

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 3: Communicate ideas effectively through writing.	0	1	16	3

INDIRECT MEASURES

The Literature faculty met with a focus group of 7 graduating seniors in April 2017. The seniors first discussed the strengths and weaknesses of Literature curriculum and coursework without faculty present, and then shared their collective assessment with the faculty. In sum:

Strengths:

Quality of courses overall

Lively, open discusssions

Challenging, provocative writing assignments

Accessibility of professors for individual help

Recommendations:

Continue to make curriculum more flexible

Increase diversity of courses

Organize career panels of English alumni

Revise ENGL 2600 as a bridge to upper-level courses

2015-16

<u>DIRECT MEASURES</u>

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	0	3	7
Learning Objective 2: Weigh **alternative systems** of thought or approaches, recognizing their assumptions and implications	0	0	3	7
Learning Objective 3: Communicate ideas effectively through writing.	0	0	3	7

<u>INDIRECT MEASURES</u>

The Literature faculty met with a focus group of 5 graduating seniors in April 2016. The seniors first discussed the strengths and weaknesses of Literature curriculum and coursework without faculty present, and then shared their collective assessment with the faculty. In sum:

Strengths:

Accessible professors who take an interest in individual students

Careful attention to writing skills; lots of specific feedback

Variety and range of British and American literary texts

Clear progression of course objectives from level to level

Weaknesses:

Requirements too rigid: would like more choice and electives

Not enough world literature in curriculum

Need more emphasis on translating critical into career skills

2014-15

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Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	1	7	2

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Learning Objective 2: Weigh **alternative systems** of thought or approaches, recognizing their assumptions and implications	0	1	6	3
Learning Objective 3: Communicate ideas effectively through writing.	0	2	7	1

<u>2013-14</u>

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	0	8	2

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 2: Weigh **alternative systems** of thought or approaches, recognizing their assumptions and implications	0	1	5	4
Learning Objective 3: Communicate ideas effectively through writing.	0	0	7	3

2012-13

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	5	5	2
Learning Objective 2: Weigh **alternative systems** of thought or approaches, recognizing their assumptions and implications	0	1	10	1
Learning Objective 3: Communicate ideas effectively through writing.	0	1	9	2

2011-12

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	2	8	2
Learning Objective 2: Weigh **alternative systems** of thought or approaches, recognizing their assumptions and implications	0	1	8	3
Learning Objective 3: Communicate ideas effectively through writing.	0	0	7	5

2010-11

Common Learning Objectives in Literature	Unacceptable: Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete	Marginal: Evidence that the student has mastered this objective is provided, but it is weak or incomplete	Acceptable: Evidence shows that the student has generally attained the objective	Exceptional: Evidence demonstrates that the student has mastered this objective at a high level
Learning Objective 1: Reach **compelling conclusions** through the development of critical arguments, professional documents, or creative texts	0	3	6	5
Learning Objective 2: Weigh **alternative systems** of thought or approaches, recognizing their assumptions and implications	0	2	7	5
Learning Objective 3: Communicate ideas effectively through writing.	0	1	8	5