

General Education Assessment Results: Literature

1. Total number of courses offered in spring 2009: 11 courses (MCL, ENGL and PHIL) by 39 faculty members
2. Total number of students enrolled: 1,402 individuals; 1,060 enrolled in ENGL 201
3. Student survey respondents: 295 (21%)
4. Total number of courses/sections selected: 9 sections of ENGL 201 and 5 other courses
5. Total portfolios collected: 12 faculty members (including 8 sections of ENGL 201), teaching 417 students
6. Total reviewers: 8 (each portfolio got at least 2 ratings)
7. Total student work samples reviewed: 49

Learning Outcomes

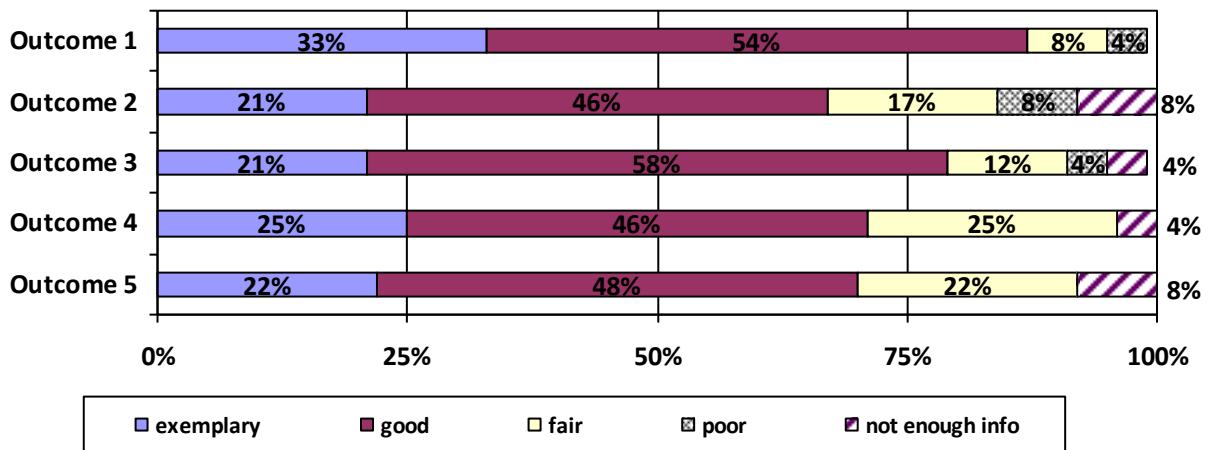
Upon completing a general education literature course, students will be able to:

- Read for comprehension, detail and nuance
- Identify the specific literary qualities of language as employed in the texts they read
- Analyze the ways specific literary devices contribute to the meaning of a text
- Identify and evaluate the contribution of the social, political, historical and cultural contexts in which a literary text is produced
- Evaluate a critical argument in others' writing as well as one's own

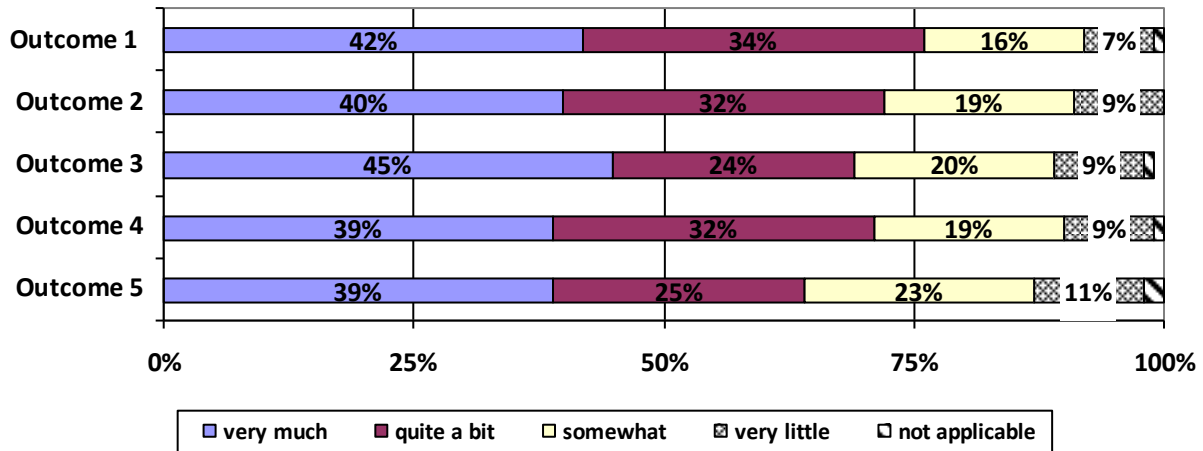
1. Which gen ed learning outcomes does the faculty member intend to address in the course/section?

	Checked		Unchecked	
	Count	Row N %	Count	Row N %
Outcome 1	24	100%	0	0%
Outcome 2	23	96%	1	4%
Outcome 3	23	96%	1	4%
Outcome 4	23	96%	1	4%
Outcome 5	22	92%	2	8%

2. How well are the intended learning outcomes addressed in the course?



3. **Student Perception:** To what extent has this course contributed to your knowledge and skills in the following areas? Please note that some of these goals may NOT be addressed in your course. In those cases, please check "not applicable."

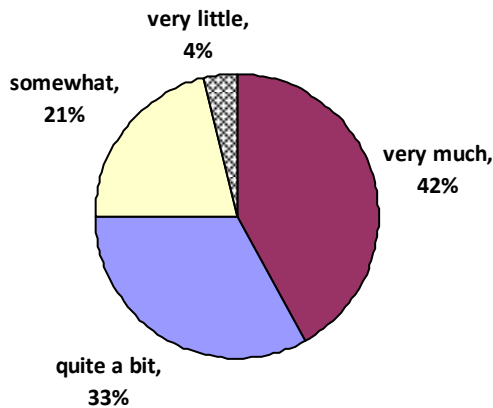


Student Work Samples

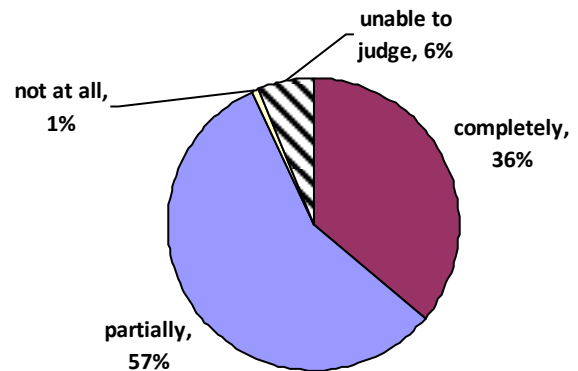
4a. Intended Outcome(s) addressed in the selected assignment

	Addressed in the Assignment	
	Count	Row N %
Outcome 1	18	75%
Outcome 2	12	50%
Outcome 3	16	67%
Outcome 4	14	58%
Outcome 5	10	42%
Unclear outcome	1	4%

4b. To what extent does the assignment give students the opportunity to demonstrate their competence in the intended outcome(s)?



4c. How fully do the student work samples manifest the intended outcomes?

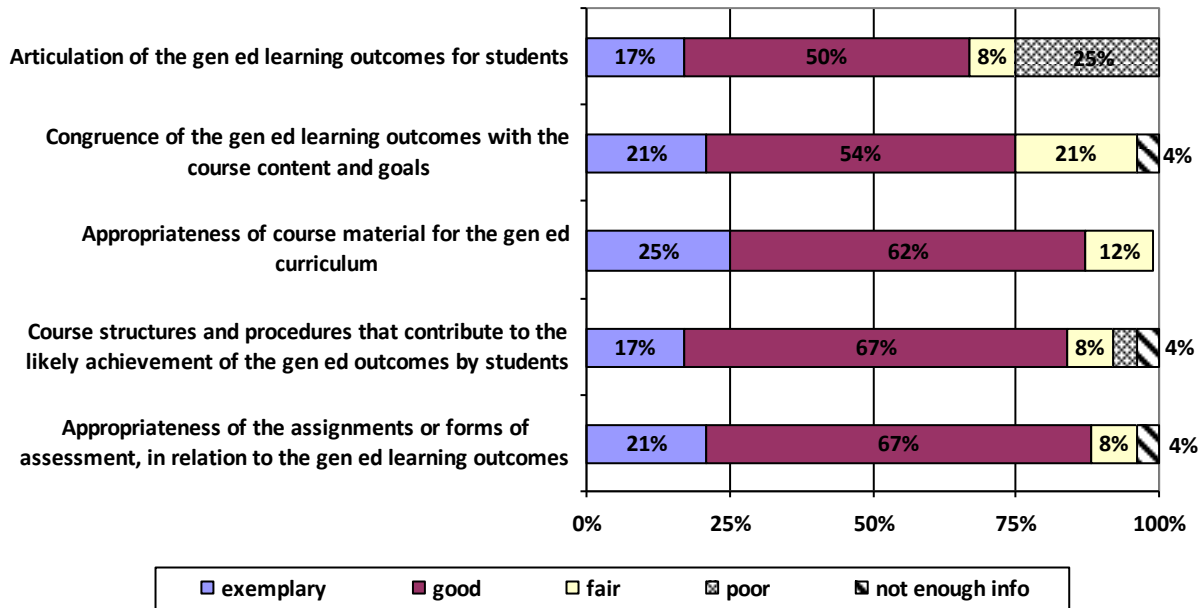


4d. Instructors' Assessment of Student Competence Reflected in the Work Samples

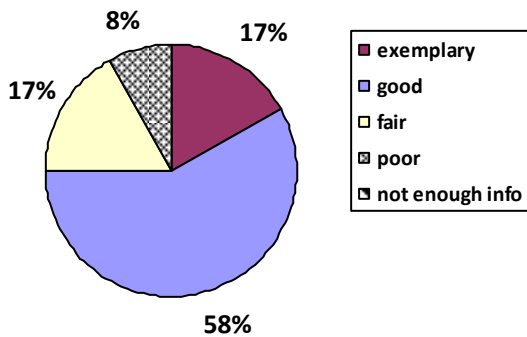
		Highly competent	Competent	Less than competent
Student Work	Count	17	22	10
	Row N %	35%	45%	20%

Overall Ratings

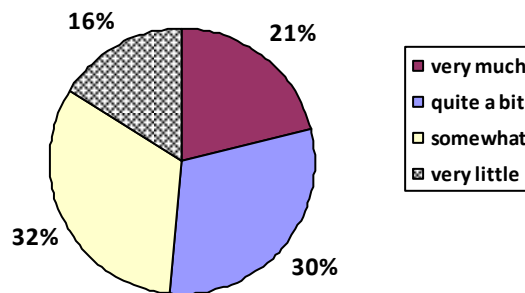
5a. Given the mission of the General Education program, please rate the course in the following categories:



5b. Overall, how well does the course address the intended gen ed learning outcomes for the category?



5c. *Student Perception: To what extent has this course increased your interest in literature?*



Examples of Reviewers' Comments

1. What elements/features from the course would you recommend to other faculty members who also teach gen ed courses in Literature?

- This is a solid course that does a good job of meeting the Learning Outcomes for literature; I particularly like the way the writing assignment is structured and executed and the overall theme of the course does a nice job of focusing inquiry (rather than just addressing a kind of generic approach to all kinds of literature)
- There seems to be great benefit in linking courses that fulfill different general education requirements, such as this one. By linking ENG 201 with a GLOA course, the fourth outcome, that of situating literary works within historical, political and social contexts, was addressed with greater strength and clarity of focus
- I really liked the first sample assignment (writing "an Aristophanic mini-comedy") and the range of learning and evaluative activities (writing assignments [both creative and analytic], discussions, and tests) provide a nice structure that complements the obvious richness and depth of the course content and instruction
- I particularly like the way that the instructor develops a specific approach to teaching that requires students to "grapple with complex cultural issues" -- and she does so through both the organization of the content and the kinds of written assignments she requires. I also think that she is correct in asserting that "giving students challenging works that are not frequently taught stretches their analytical abilities and helps me stress the fact that they are contributing to ongoing conversations rather than simply absorbing the ideas of someone with more mastery."
- Peer review is especially useful for the fifth outcome of evaluating "critical arguments in others' writing as well as one's own."

2. In terms of addressing the intended gen ed learning outcomes, what suggestions would you give to the faculty member?

- I'd like to see the learning outcome addressed in a bit more detail in the syllabus although it comes out much more strongly in the individual assignments (which is definitely valuable)
- I'd like to see outcomes 4 and 5 more explicitly stated/addressed in the syllabus and stressed in the assignments (especially outcome 5). I know that some classes may struggle to get through the first 3 LOs, but I think 5 is particularly important for all of the lit courses (especially in English).
- the instructor needs to make it clearer just which learning goals are being attended in this class
- [the instructor] should include more in the syllabus or in the assignments about how outcomes #2 and 3 are achieved. In other words, the articulated intent to fulfill those outcomes is there, however it is not clear from this assignment exactly how literature language and form are analyzed