

**Assessment Trends Report  
Student Learning Outcomes in English Literature Major**

September 2009

The goal of this report is to evaluate the assessment of student learning outcomes in English Literature Major. The report address four key questions to evaluate the quality of our assessment processes.

**(1) How have we sustained the assessment effort over a multi-year period of time?**

How many years have you completed an annual assessment report?

X  2006     X  2007     X  2008     X  2009

The assessment reports for the English Department Literature Major have been prepared by Michael W. George for the last four years. The reports include data from each set of artifacts, analyses of the data, and recommendations for changes in pedagogy, curriculum, and assessment methods from the assessment committee. Each report is presented in brief to the full Department in the Fall semester. The assessment team consists of the lead report writer and at least one other member of the Literature Program Committee.

**(2) How do we systematically and comprehensively collect and analyze data about student learning?**

To measure student learning, the English Department Literature Major Committee assesses students throughout their four years at Millikin by using as the assessment method a portfolio, the artifacts from which can come from any course that the student has taken. Emphasis is placed on the project produced in the capstone course--EN 420-- where students are expected to produce a project of near-professional quality. The yearly Assessment Team consists of the chair of the Literature Program Committee--who is also the lead report writer--and at least one other member of the Literature Program Committee.

The English Department has used this method for the last four years and has found it to be moderately reliable. Initially, the Major also used an exit survey in addition to the portfolio, but the survey was neither statistically valid nor reliable, and few graduating seniors completed it. As a result, the Major opted for only the portfolio method.

The Literature Assessment Committees reported the following trends in student learning outcomes:

**Learning Goal 1: Advanced Understanding of Literary Genres**

	Green—3 points	Yellow—2 points	Red—1 point
AY 2005-06		1.67	
AY 2006-07		2	
AY 2007-08			1.33
AY 2008-09	2.25		

**Learning Goal 2: Advanced Understanding of Literature's Historical, Intellectual, and Cultural Contexts**

	Green—3 points	Yellow—2 points	Red—1 point
AY 2005-06		2	
AY 2006-07	3		
AY 2007-08		1.67	
AY 2008-09		1.75	

**Learning Goal 3: Application of Literary Criticism & Theory to the Interpretation of Texts**

	Green—3 points	Yellow—2 points	Red—1 point
2005-06		2	
AY 2006-07	3		
AY 2007-08		2	
AY 2008-09		2	

**Learning Goal 4: Near-Professional Project**

	Green—3 points	Yellow—2 points	Red—1 point
2005-06		1.67	
AY 2006-07		2	
AY 2007-08		2	
AY 2008-09		2	

**(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?**

Over the four years that the program has collected assessment data, the program has scored in either yellow or