

Seaver College General Education (GE) Assessment – Human Response to Literature Academic Year 2011-2012

You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

I. Program Learning Outcome

Students will demonstrate close reading skills, will analyze texts through oral and written assignments, and will develop a deeper understanding of literature in relation to its historical and cultural contexts.

II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

Knowledge & Scholarship

Purpose

Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

Faith & Heritage

Purpose

Appreciate the complex relationship between faith, learning, and practice.

Service

Respond to the call to serve others.

Leadership

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

SLO #1	Students will demonstrate critical thinking, reading, and writing skills through rigorous analysis of literary texts.
SLO #2	Students will be introduced to the concept and practice of research.
SLO #3	Students will communicate ideas about literature in its historical and cultural context through writing assignments, oral presentations, and class discussion.
SLO #4	Students will develop a deeper understanding of the ways in which the formal elements of language and genre shape meaning.

IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	SLO #1	SLO #2	SLO #3	SLO #4
Course #1	ENG 325 (D)	ENG 325 (I)	ENG 325 (D)	ENG 325 (D)
Course #2	ENG 326 (D)	ENG 326 (I)	ENG 326 (D)	ENG 326 (D)
Course #3	ENG 380 (D)	ENG 380 (I)	ENG 380 (D)	ENG 380 (D)
Course #4	ENG 315 (D)	ENG 315 (I)	ENG 315 (D)	ENG 315 (D)

V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	Direct Evidence	Indirect Evidence
SLO #1	Essays and exams	Senior GE survey
SLO #2	Research assignments	Click here to enter text.
SLO #3	Written assignments (in class and out of class) and presentation rubrics	Senior GE Survey
SLO #4	Essays, examinations, written assignments, and presentation rubrics	Senior GE Survey

Narrative Description of Assessment Plan: The assessment committee gathered and evaluated a collection of 65 items of representative samples of student work produced from ENG 315, 325, 326, and 380 courses taught in Malibu during the fall and spring semesters of 2011-2012. The committee, consisting of all the faculty teaching these courses coordinated to create a rubric (see below) for assessing student learning in these courses. The committee met on the morning of April 30, and discussed and scored all samples. The committee read each of the samples to determine whether and to what extent the sample in question provided evidence that the 4 SLOs had been achieved. The samples were identified only by the course.

It is important to note that we have not yet assembled a portfolio that includes general education literature courses taught in International Programs or in Seaver summer sessions. There has not been a prior effort to coordinate PLOs and SLOs, so International Programs and Seaver summer sessions have not been operating with the same outcomes. The larger Assessment Plan for the General Education Literature requirement is to bring IP and Seaver summer into line by providing them with the designated program outcomes and to create a portfolio of student work for the 2012-2013 academic year.

VI. Rubrics

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Additional information on rubrics is found [here](#).

	<u>I</u>	<u>D</u>	<u>M</u>
<u>Outcome 1</u>	Beginning to develop reading and writing skills about literary texts	Developing reading and writing skills	High level of proficiency in reading and writing about literary texts
<u>Outcome 2</u>	Introduced to concept of research about literary texts	Presents a clear argument supported with specific, relevant, and well described examples	Evaluates diverse critical approaches to literary texts and uses these as evidence in argument
<u>Outcome 3</u>	Identifies historical and cultural context of literary texts	Understands historical and cultural context of literary texts	Evaluates historical and cultural context of literary texts
<u>Outcome 4</u>	Introductory knowledge of formal elements of language and genre	Developing knowledge of formal elements of language and genre	Evaluates the implication of formal elements of language and genre

VII. Criteria/Benchmarks for Student Achievement / Success

For each assessment SLO, list the criteria or benchmarks established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

The designated criterion/benchmark for adequate student performance in the area of general education literature is that, *for each SLO*, **seventy percent (70%)** of the assessed samples at the designated level for each course: i.e., 70% of ENG 315, 325, 326, 380 sample would be at the introductory level, and so forth.

VIII. Evidence / Data

For each SLO, present in summary form the evidence/data gathered to assess the SLO. *If necessary*, use Appendix C to report raw or original data.

SLO #1: Students will demonstrate critical thinking, reading, and writing skills through rigorous analysis of literary texts.

ENG 315, 325, 326, 380: Slightly more than 90% of the student samples demonstrate knowledge at the introductory level in these Literature courses. **ENG 315, 380:** Nearly 30% of student samples in these courses demonstrate knowledge at the level of developing.

SLO #2: Students will be introduced to the concept and practice of research.

ENG 315, 380: Slightly more than 70% of the student samples demonstrate knowledge of the concept and practice of research at the introductory level. **ENG 315:** 70% of student samples demonstrate knowledge at the level of developing.

ENG 325, 326, and some sections of ENG 380 are not assigning research projects, so this SLO is not being met in these courses.

SLO #3: Students will communicate ideas about literature in its historical and cultural context through writing assignments, oral presentations, and class discussion.

ENG 315, 325, 326, 380: More than 80% of student samples demonstrate knowledge of historical and cultural context at the introductory level. **ENG 315:** More than 80% of student samples demonstrate knowledge at the level of developing.

SLO #4: Students will develop a deeper understanding of the ways in which the formal elements of language and genre shape meaning.

ENG 315, 325, 326, 380: More than 70% of student samples demonstrate knowledge of historical and cultural context at the introductory level. **ENG 315:** More than 80% of student samples demonstrate knowledge at the level of developing.

Conclusion: **ENG 325, 326, and 380** are meeting expectations of student learning in the area of critical thinking and writing skills, historical and cultural context, and language and genre. **ENG 315** is exceeding expectations; students are in the developing phase of learning outcomes. The one area that is lacking in ENG 325, 326, and 380 is **research**, and faculty will need to adjust their courses to meet this expectation.

The “indirect evidence” of the GE curriculum’s performance with respect to general education literature was gathered by means of a survey conducted by Seaver College to the graduating Class of 2012. The survey asked respondents to answer several questions that relate to the Literature General Education requirement including question 2 (critical thinking), 5 (writing), and 15 (the arts). Questions 2 and 5 would seem to apply to the General Education Sequence generally, but it is relevant that 62% of graduating seniors felt their GE experience contributed sufficiently or considerably to their ability to their skills in critical thinking (62.9) and writing (62.1). Since some literature courses have a focus or partial focus on the “historical, cultural, or technical significance of [music,] theater or [art,] that 64.6% of graduating seniors regarded their GE experience as contributing significantly or considerably to this competence is significant. Question 16 addresses western culture specifically.

The results of the survey administered to 2012 graduating seniors were as follows:

	Very Little	Somewhat	Sufficiently	Considerably	Response Count
16. Literature: the ability to read, interpret and understand literature	9.6 (26)	28.1 (76)	39.6% (107)	23.6% (61)	270

It should be noted that the percentage of students who felt that the GE curriculum contributed sufficiently or considerably to their knowledge, skills, and personal development in this area was 63.2% -- one of **the highest for all the GE** categories and questions. The average reply in this survey of students reporting that the various course areas and learning skills was 57.32%. Student favorable response their learning in the Humanities was thus 5% above the average.

IX. Summary

Based on the evidence reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions. Also, be certain to reference the appropriate evidence / data supporting each finding / conclusion.

1. Are the SLOs being met at the appropriate level of achievement based upon the criteria / benchmarks defined? Stated differently, are students learning at an appropriate level for this component of the GE program?
2. Is the GE requirement as described in the catalog appropriate or does it need to be revised?

Narrative Summary of Overall Findings:

Based on the “direct evidence” compiled in Sect. VIII of this document, the assessment committee found that the Seaver College General Education curriculum currently meets its expectation for student learning in three of the SLO’s, but lacks the research component that is called for in SLO #2. In terms of the knowledge content parameters set by the General Education curriculum for Literature, student samples demonstrated learning that expresses an introductory knowledge of literature. Most students in the samples demonstrate the knowledge and the skills associated with it at or above the level of introduced. The ENG 315 samples demonstrated research skills that met SLO #2.

The GE requirement as described in the catalog is appropriate.

The indirect evidence confirms that students are learning sufficiently or considerably in Literature.

X. Recommendations (Closing the Loop)

What recommendations are necessary to correct weaknesses or improve this area of the General Education program? For each recommendation, reference the supporting evidence and briefly describe the expected outcome. All recommendations should be resource neutral.

Additionally, if you propose revision of the catalog content on pages 77-87 of the 2012-2013 Seaver College catalog (<http://seaver.pepperdine.edu/academics/content/2012seavercatalog.pdf>) indicate the proposed revised content as an action item.

You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.

Action Item #1: Follow-up on the assessment of ENG 315, 325, 326, and 380. Collect samples during the 2012-2013 year to determine if research is now being assigned.

Evidence to support this proposed action: Outcomes from portfolio on SLO 2.

Expected outcome (if the action item is implemented): We will see more research assignments and be able to assess the student learning that is taking place.

Expected timeline: Action will be taken before the fall semester begins.

Type of Action: Resource Neutral Resources Required

Action Item #2

We will assess International Programs and Seaver Summer as part of our assessment plan.

Evidence to support this proposed action: We had no evidence from these courses.

Expected outcome (if the action item is implemented):

We will know if there is continuity.

Expected timeline: PLOs and SLOs will be disseminated before fall. Assessment will take place during the spring term.

Type of Action: Resource Neutral Resources Required

Resource Detail: N/A

XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

Committee Chairperson	Position Title	Academic Division
Maire Mullins	Professor of English	Humanities and Teacher Education Division (HUTE)

Committee Members	Position Title	Academic Division
Cyndia Clegg	Professor of English	HUTE
Victoria Myers	Professor of English	HUTE

APPENDICES**Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome # 1, 2, 3, 4.

- 1) ENG 380.06: Topics in Literature: The Russian Novel 10 final examinations + 10 research papers
- 2) ENG 380.03: Topics in Literature: Crime in Literature 5 longer written assignments + 5 research papers
- 3) ENG 380.01: Topics in Literature: Myth and Religion in Early American Literature 10 final exams
- 4) ENG 315.01: English Studies 10 research papers
- 5) ENG 325.01: Survey of British Literature 10 final examinations
- 6) ENG 326.01: Survey of American Literature 10 final examinations
- 7) ENG 326.02: Survey of American Literature 10 final examinations