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1-1-2012

Academic Learning Compact : English: Literature and Cultural Studies [Effective 2012]

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Academic Learning Compacts
ENGLISH: LITERATURE and CULTURAL STUDIES
2012 – 2013
Due: May, 2013

Signature Page for Academic Program

Academic Program: LITERATURE AND CULTURAL STUDIES

Chair/Coordinator: Morgan Gresham (Chair); Julie Armstrong (Coordinator)   **Date**: May 2013

Summary Statement – Academic Program Performance in 2012-13

Provide a summary statement about academic program performance over the previous year including high points and low points.

Improvements to be made for next assessment cycle:
- Encourage students to include work done for other courses and their own chosen works in the portfolios; include more types of writing in portfolios to reflect diversity of genres and issues—introduce this practice in the Introduction to the English Major course and encourage throughout the major courses.
- Encourage students to work on portfolio design to better reflect/display their work.
- Have students self-identify in portfolios/assignments which concentration of the major they are working toward and self-identify the ALCs in their portfolio texts and reflections.
- Identify LIT and WS students in intro course; compare LIT to LIT intro/senior portfolios; WS to WS intro/senior portfolio.

Further, we had our departmental self-study and external review in AY 12-13, and VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:
- Putting ALCs in line with vocabulary that uses Bloom's taxonomy
- Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

Summary Statement – Impact of Changes Made in 2011-12

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2011-12 and the positive/negative impact of the changes that were made.

Fall 2012 is the first semester of our significantly revised English major, with two concentrations. In addition to changing the major, we changed our assessments to add assessment of an entering course, ENG 3445, Intro to the English Major and an existing course, ENG 4590, Portfolio, where we can track student progress over time in both English majors in addition to course-level, instructor determined ALC assessment.

Academic Program: Literature and Cultural Studies

Person Responsible: Morgan Gresham (chair) / Barbara Jolley (assessment committee)

Mission of Academic Program (include URL): http://www.usfsp.edu/coas/vva/ The undergraduate program in Literature and Cultural Studies prepares students to be excellent communicators and researchers, whether they move forward into careers or into graduate and professional schools. The program highlights three areas of study – American, British, and World Literatures – focusing on specific kinds of skills: reading deeply and analytically, writing critically and creatively, thinking conceptually and contextually, and using multiple research tools from the archives to the Internet. Literature and Cultural Studies considers how language works in a variety of historical, rhetorical, and artistic contexts. Students who graduate from this program are both well situated and expected to be excellent, multifaceted users of language in the global communities they inhabit.

List Program Goal(s) / Objective(s):
Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.
[Please note impact of any changes that were made as a result of 2011-2012 assessment]
Fall 2012 is the first semester of our significantly revised English major, with two concentrations. In addition to changing the major, we changed our assessments to add assessment of an entering course, ENG 3445, Intro to the English Major and an existing course, ENG 4590, Portfolio, where we can track student progress over time in both English majors in addition to course-level, instructor determined ALC assessment. Program goals include developing a rigorous liberal arts culture by involving our students in open discussions, fostering critical and creative thinking, and demanding well written researched projects. VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1) Putting ALCs in line with vocabulary that uses Bloom's taxonomy; and 2) Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs.

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement

I. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
1.a Demonstrate knowledge of genre in a range of historical periods through critical engagement with diverse modes of expression, including traditional literature, film, and new media	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio; instructor determined criteria met/not met	Across the classes, 85% of students demonstrated mastery for ALC 1.a; Assessed 3 times across 17 classes in the major	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:

	Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	Intro course sets baseline; score 1-5	32 students completed the Intro course in AY 12-13; the average score of 1.a in the Intro portfolio was 2.85 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.a. were 3.83 with an average gain of 1 point	1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
1.b. Demonstrate knowledge of the literary or artistic conventions, rhetorical or metaphorical figures, or forms characteristic of specific modes, genres, or traditions.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	Score of 3 or better on portfolio; instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 86% of students demonstrated mastery for ALC 1.b; Assessed 8 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 1.b in the Intro portfolio was 3.13 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.b. were 3.83 with an average gain of 1.33	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
1.c. Demonstrate knowledge of interdisciplinary theoretical paradigms and prevalent contemporary literary approaches, as well as the conventions and history of the field itself.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	Score of 3 or better on portfolio; instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 87% of students demonstrated mastery for ALC 1.c; Assessed 2 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 1.c in the Intro portfolio was 2.37 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.c. were with an average gain of 1.33	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
1.d. Demonstrate a knowledge of a diverse range of literatures, including not only canonical but also non-canonical works, literature by historically marginalized groups (such as women, ethic minorities), as well as texts not	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio; instructor determined criteria met/not met Intro course sets	Across the classes, 92% of students demonstrated mastery for ALC 1.d; Assessed 3 times across 17 classes in the major 32 students completed the Intro course	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:

	Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	baseline; score 1-5	in AY 12-13; the average score of 1.d in the Intro portfolio was 2.96 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.d. were 3.83 with an average gain of .33 points	1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
initially written in English.				
1.e. Demonstrate a knowledge of historical and cultural movements, particularly before 1800, including British and American traditions along with major movements in world literature.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	Score of 3 or better on portfolio; instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 85% of students demonstrated mastery for ALC 1.e; Assessed 3 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 1.e in the Intro portfolio was .61 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.e. were 3.00 with an average gain of 3.67 points	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
1.f. (shared outcome with Writing Studies) Analyze how language works in a variety of historical, rhetorical, and artistic contexts.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	32 students completed the Intro course in AY 12-13; the average score of 1.f in the Intro portfolio was 3.35 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.f. were 4.00 with an average gain of 1.00 points	Identify additional means of assessment for shared ALCs so that there are multiple assessments rather than just the intro/senior portfolios VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

II. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

(shared outcome with Writing Studies) Write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 83% of students demonstrated mastery for ALC 2.a; Assessed 2 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 2.a in the Intro portfolio was 3.69 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2.a. were 4.50 with an average gain of .67 points	Identify additional means of assessment for shared ALCs so that there are multiple assessments rather than just the intro/senior portfolios VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
2.b Access and evaluate library holdings, develop a research protocol that effectively utilizes appropriate scholarly resources (including electronic, print, and other materials); assess the quality of traditional as well as non-academic sources; conduct research that involves relevant primary materials; and identify the terms of an ongoing critical argument and situate writing within that dialogue.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 90% of students demonstrated mastery for ALC 2.b; Assessed 2 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 2.b in the Intro portfolio was 2.60 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2.b. were 3.67 with an average gain of .67 points	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
2.c Communicate ideas, support interpretations, and/or explore the oral or theatrical traditions of literature effectively through oral presentations, debates, or performances.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 77% of students demonstrated mastery for ALC 2.c; Assessed 1 time across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 2.c in the Intro portfolio was .57 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2c. were .67 with an average gain of 3.00 points	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

| 2.d Apply rhetorical knowledge of grammatical systems in writing and oral communication. | Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable | Score of 3 or better on portfolio instructor determined criteria met/not met

Intro course sets baseline; score 1-5 | Across the classes, 77% of students demonstrated mastery for ALC 2.d; Assessed 1 time across 17 classes in the major

32 students completed the Intro course in AY 12-13; the average score of 2.d in the Intro portfolio was 3.28

Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2.d. were 3.67 with an average gain of .33 points | VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:

1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy
2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs |

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

III. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
3.a. Actively engage with primary theoretical texts utilizing representative critical models, analyze critical texts, and/or explore theoretical issues or questions.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 90% of students demonstrated mastery for ALC 3.a; Assessed 3 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 3.a in the Intro portfolio was 2.56 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.a.were 3.50 with an average gain of .67 points	Identify additional means of assessment for shared ALCs so that there are multiple assessments rather than just the intro/senior portfolios VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

3.b. Interpret figurative meanings of texts and analyze their formal effects within appropriate aesthetic, literary, or historical/cultural contexts.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 86% of students demonstrated mastery for ALC 3.b; Assessed 8 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 3.b in the Intro portfolio was 3.09 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.b. were 4.33 with an average gain of 1.00 point	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
3.c. Examine the manner in which power is embedded in language and literature (and in the field of literary study itself) by analyzing literary and artistic texts within their historical/cultural contexts, including that of their own production, and by examining the ways in which intellectual, political, cultural, and social forces shape oral and written texts.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 93% of students demonstrated mastery for ALC 3.c; Assessed 4 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 3.c in the Intro portfolio was 3.49 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.c. were 4.50 with an average gain of -.33 points (loss, not gain)	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

| 3. d. (shared outcome with Literature and Cultural Studies) Generate ideas and questions; pose problems; gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate discoveries in ways suitable to broader academic conversations. | Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable | Score of 3 or better on portfolio instructor determined criteria met/not met

Intro course sets baseline; score 1-5 | Across the classes, 85% of students demonstrated mastery for ALC 3.d Assessed 1 time across 17 classes in the major

32 students completed the Intro course in AY 12-13; the average score of 3.d in the Intro portfolio was 3.13

Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.d. were 3.67 with an average gain of .67 points | VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:

1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy
2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs |

IV. Civic Engagement:				
Goals/Objectives	**Means of Assessment/ Corroborating Evidence***	**Criteria for Success**	**Findings**	**Plan for Use of Findings in 2013-14**
(shared outcome with Literature and Cultural Studies) Demonstrate awareness and/or advocacy of social justice, civic, or community concerns.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	32 students completed the Intro course in AY 12-13; the average score of 4.a in the Intro portfolio was 2.55 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 4.a. were 3.33 with an average gain of 1.33 points	VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs