

Department of Literature, Journalism and Modern Languages								
Bachelor of Arts in Literature - Concentration: Literature								
Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes	
1998-1999 and 2004-2005	1. TEACH: Majors will demonstrate an acceptable knowledge of historical literary periods, terms, genres and a body of literature	website, syllabi	Senior exit exam (identify periods, terms, genres or specific works)	A majority of students will score 80% correct; students on average will score at least 50% on each area	2001-2006, yearly, senior capstone	2001 50% scored above 80%, none scored below 50% on any one area; 2002 25% scored above 80%, none scored below 50% on any one area; students did best on literary criticism and worst on schools of criticism	Improvement of skill transfer from one class to another; improvement of testing methods to identify genres	
	2. TEACH: Majors will be capable of writing a critical essay competent in development of thought, use of language, and handling of writing mechanics	website, syllabi	Portfolio of at least 3 pieces of analytical writing	80% will receive B or better in mastery (restatement, analysis, evaluation) by a jury of professors	2002-2006, yearly, senior capstone	2002 One student exhibited mastery on all 3 pieces; 66% exhibited mastery in 2 of 3 pieces	Improvement in ways of moving students through program in a coherent way in the development of skills in analysis and expository writing	
			Exit exam essay	70% of students will write at a proficiency level C or better	2001-2006, yearly, senior capstone	2001 50% scored C or better; 2002 75% scored C or better		
	3. SHAPE: Majors will report the favorable effect of literary studies on their personal lives and relationships to others	website, syllabi	Senior exit survey	70% of seniors will indicate that literary studies have had a favorable effect; no more than 5% will report an unfavorable effect	2002-2006, yearly, senior capstone	2002 100% students reported literature had favorable effect on life; 50% reported no effect on spiritual life	Discussion of meaning of the disconnect between literary studies and personal faith	
			Survey of alumni 5 years out	70% of alumni will indicate that literary studies have had a favorable effect; no more than 5% will report an unfavorable effect	2002-2006, administered annually	2002 83% reported favorable effect on life; 0% reported very unfavorable effect		Results are within program goals
	4. SEND: Majors will be prepared to go on to graduate school or for post-graduate professional degrees	website, syllabi	Senior survey	80% of seniors will rate themselves as well prepared for graduate school or teaching (4.5 or higher out of a 6 point scale)	2002-2006, yearly, senior capstone	2002 83% of seniors rated themselves as well prepared, although they felt less prepared in literary theory and terms	Correction of important flaw in program with respect to lack of clear progressions which makes it hard to build upon acquired knowledge	
			Survey of alumni 5 years out who are in graduate or professional school	70% of alumni will report skill preparation for graduate school to be good; none report poorly prepared	2002-2006, administered annually	2002 92% reported preparation at least good; 68% rated preparation as very good or excellent; none reported being poorly prepared; weakest area of preparation was breadth of coverage of non-canonical authors		Focus on more coherent and consistent preparation for graduate school in program review process
			Survey of alumni 5 years out who are in graduate or professional school	50% of graduates will have entered graduate or professional program within 5 years of graduation	2002-2006, administered annually	2002 67% of graduates had entered graduate or professional school		Improvement in ways to prepare students for graduate school earlier in the program
	5. SEND: Majors will develop an ongoing, meaningful relationship with literature and literary activities	website, syllabi	Survey of alumni 5 years out	50% of alumni will report reading at least 10 books a year	2002-2006, administered annually	2002 94% of alumni reported reading at least 10 books a year; 56% reported reading 16 or more books a year	Journalism majors read the most books; find ways to intentionally increase students' commitment to reading	
			Survey of alumni 5 years out	50% of alumni will relate to literature in at least 4 of the 7 ways listed	2002-2006, administered annually	2002 89% of alumni related to literature in 5 of the 7 ways listed		
			Survey of alumni 5 years out	70% of alumni will indicate that literature is very important or extremely important in their lives	2002-2006, administered annually	2002 94% of alumni indicated that literature was very important or extremely important in their lives		
			Survey of alumni 5 years out	40% of alumni will report engaging in 3 of the 5 para-literary activities listed; no more than 10% will report engaging in none	2002-2006, administered annually	2002 44% of alumni reported engaging in at least 3 para-literary activities; 17% reported engaging in none		Discussion of ways to develop stronger cultural commitment through a cultural requirement in the major