

**Literature, Journalism, Writing and Languages**  
**Literature General Education Assessment**  
**2018-2019**

**Learning Outcome:**

2b. Students will understand and appreciate diverse forms of artistic expression

**Outcome Measures:**

A common essay assignment is given to students in all sections of general education literature courses. A sample of these essays are scored using the Critical Thinking Value Rubric and two categories from the Reading Value Rubric (“Comprehension” and “Interpretation”).

**Assignment Prompt:**

Instructions: Choose one work from our course readings that has impacted your understanding and appreciation of cultural perspectives to some degree and write a response to the prompt below.

Prompt: In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) **impacted** your cultural perspectives, AND what **connections** have you made between this work and other university courses and/or your own life experience?

Specifications: Your essay response should be thesis-driven, elaborated by reasons, and supported with textual evidence properly cited with MLA style from the work itself. Length of essays should be 2-3 double-spaced pages in 12-point font type. Essays earning highest marks must address both aspects (impact, connections) of the prompt.

**Criteria for Success:**

The total score of the essays scored in each section of General Education Literature will average at least a 3.00 in all categories.

**Longitudinal Data:**

In Fall 2014, the General Education Learning Outcomes were revised, and it was determined that the Critical Thinking and Reading Value Rubrics would be used to assess student artifacts. The scores below reflect data gathered by taking a random sample of the students in each section of each course.

**Critical Thinking Value Rubric - Average Student Scores:**

Course	Semester	N	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and related outcomes	Average Score
LIT 201	Spring 2015	11	3.45	3.55	3.27	3.45	3.55	3.45
LIT 203	Spring 2015	23	3.39	3.39	3.30	3.26	3.39	3.35
LIT 208	Spring 2015	11	3.09	2.82	2.64	2.45	2.45	2.69
LIT 325	Spring 2015	10	2.90	3.20	3.60	3.40	2.70	3.16
LIT 200	Fall 2015	56	2.75	2.61	2.82	2.66	2.66	2.70
LIT 352	Fall 2015	19	3.21	3.37	3.21	3.16	3.21	3.23
LIT 353	Fall 2015	19	3.42	3.42	3.26	3.11	3.00	3.24
LIT 200	Spring 2016	93	3.30	3.35	3.34	3.32	3.31	3.33
LIT 350	Spring 2016	33	3.48	3.24	3.33	3.12	3.24	3.28
LIT 353	Spring 2016	19	3.79	3.47	3.16	3.47	3.68	3.52
LIT 200	Fall 2016	42	3.33	3.08	3.13	3.10	3.10	3.16
LIT 353	Fall 2016	23	3.17	3.00	3.04	2.91	3.35	3.10
LIT 200	Spring 2017	50	3.18	3.24	3.12	2.94	3.06	3.11
LIT 350	Spring 2017	20	3.60	3.55	3.50	3.55	3.75	3.59
LIT 351	Spring 2017	20	3.45	3.60	3.65	3.20	3.45	3.47
LIT 353	Spring 2017	22	3.55	3.23	3.73	3.59	3.82	3.58
LIT 350	Fall 2017	12	3.17	2.67	3.00	2.67	2.83	2.87
LIT 352	Fall 2017	24	3.71	3.17	3.04	3.29	3.17	3.28
LIT 353	Fall 2017	24	3.58	3.21	3.38	3.21	3.54	3.38
LIT 351	Spring 2018	20	3.60	3.40	3.65	3.70	3.65	3.60
LIT 352	Spring 2018	20	3.15	3.35	3.05	3.35	3.70	3.32
LIT 353	Spring 2018	23	3.65	3.43	3.57	3.70	3.65	3.60
LIT 353	Summer 2018	21	3.48	3.19	3.38	3.48	3.52	3.41
LIT 350	Fall 2018	10	3.60	3.30	3.10	3.60	3.50	3.42
LIT 352	Fall 2018	20	3.30	3.45	3.35	3.35	3.56	3.40
LIT 353	Fall 2018	22	3.68	3.41	3.41	3.55	3.68	3.55
LIT 350	Spring 2019	19	3.47	3.42	3.21	3.32	3.47	3.38
LIT 351	Spring 2019	19	3.58	3.84	3.84	3.89	4.00	3.83
LIT 353	Spring 2019	61	3.46	3.28	3.54	3.31	3.52	3.42

**Reading Value Rubric - Average Student Scores:**

Course	Semester	N	Comprehension	Genres	Relationship to Text	Analysis	Interpretation	Reader's Voice	Total
LIT201	Spring 2015	11	3.64	NA	NA	NA	3.55	NA	3.59
LIT203	Spring 2015	23	3.57	NA	NA	NA	3.52	NA	3.54
LIT208	Spring 2015	11	3.09	NA	NA	NA	2.73	NA	2.91
LIT325	Spring 2015	10	3.40	NA	NA	NA	3.60	NA	3.50

LIT200	Fall 2015	56	2.31	NA	NA	NA	2.5	NA	2.40
LIT352	Fall 2015	19	3.21	NA	NA	NA	3.16	NA	3.18
LIT353	Fall 2015	19	3.37	NA	NA	NA	3.26	NA	3.32
LIT200	Spring 2016	93	3.52	NA	NA	NA	3.45	NA	3.49
LIT350	Spring 2016	33	3.27	NA	NA	NA	3.27	NA	3.27
LIT353	Spring 2016	19	3.79	NA	NA	NA	3.67	NA	3.73
LIT200	Fall 2016	42	3.31	NA	NA	NA	3.23	NA	3.31
LIT353	Fall 2016	23	3.17	NA	NA	NA	3.30	NA	3.24
LIT200	Spring 2017	50	3.42	NA	NA	NA	3.12	NA	3.27
LIT350	Spring 2017	20	3.60	NA	NA	NA	3.70	NA	3.65
LIT351	Spring 2017	20	3.20	NA	NA	NA	3.75	NA	3.48
LIT353	Spring 2017	23	3.77	NA	NA	NA	3.73	NA	3.75
LIT350	Fall 2017	12	3.25	NA	NA	NA	2.67	NA	2.96
LIT352	Fall 2017	24	3.38	NA	NA	NA	3.29	NA	3.33
LIT353	Fall 2017	24	3.67	NA	NA	NA	3.58	NA	3.63
LIT351	Spring 2018	20	3.75	NA	NA	NA	3.55	NA	3.65
LIT352	Spring 2018	20	3.45	NA	NA	NA	3.40	NA	3.43
LIT353	Spring 2018	23	3.74	NA	NA	NA	3.70	NA	3.72
LIT353	Summer 2018	21	3.48	NA	NA	NA	3.57	NA	3.52
LIT 350	Fall 2018	10	3.60	NA	NA	NA	3.50	NA	3.55
LIT 352	Fall 2018	20	3.30	NA	NA	NA	3.55	NA	3.43
LIT 353	Fall 2018	22	3.59	NA	NA	NA	3.67	NA	3.61
LIT 350	Spring 2019	19	3.47	NA	NA	NA	3.32	NA	3.39
LIT 351	Spring 2019	19	3.84	NA	NA	NA	3.68	NA	3.76
LIT 353	Spring 2019	61	3.45	NA	NA	NA	3.56	NA	3.52

#### Conclusions Drawn from Data:

These results demonstrate that upper-division student essays on the relationship between literature, cultural perspectives, and the connections they make to their lives outside of the classroom are currently exceeding expectations in terms of their ability to explain relevant issues, interpret relevant texts, provide evidence, consider the influence of context and assumptions, state their position, and present a convincing conclusion.

#### Changes to be Made Based on Data:

None at this time. Moving forward, we will continue to collect this data.

# CRITICAL THINKING VALUE RUBRIC

For more information, please contact [value@aacu.org](mailto:value@aacu.org)



**Definition:** Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

# READING VALUE RUBRIC \_REVISED FOR LJWL ASSESSMENT



## Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From [www.rand.org/pubs/research\\_briefs/RB8024/index1.html](http://www.rand.org/pubs/research_briefs/RB8024/index1.html))

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Comprehension</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>Interpretation</b> <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.