

**Review of Assessment Report
Assessment Review Committee (ARC) – Dean’s Report**

Academic Program: **Literature (of Languages and Literature)**

Date: **October 2019**

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Exemplary	Comments from Assessment Review Committee
SLOs	The Student Learning Outcomes (SLOs) establish the critical components of student learning that define the program and articulate the knowledge and abilities expected of program graduates in ways that are observable and measurable.			X		The department is commended for their clearly defined student learning outcomes. That factor combined with the course matrix that identifies which learning outcomes are assessed within each course, is highly beneficial.
Evidence of Student Learning	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form).			X		It is appreciated that this report took the time to go through each individual assignment, which demonstrates how the degree of difficulty increases as students’ progress through their respective academic program.
Meaningful Rubrics	Criteria for successful performance are provided through rubrics or other specific descriptions.		X			Rubrics are utilized in such a fashion that provide meaningful evidence of student learning. I recommend that the anchors for those categorical options (e.g. proficient) clearly defined. Also, add % breakdowns to results.

Additional Comments:

I commend the assessment work that Language and Literature has completed this past academic year; many of “next steps” that were suggested over prior years have been implemented. I am very thankful to the faculty for the significant amount of work the Literature Faculty have put into the process. The rubrics are utilized in such a fashion that provide meaningful evidence of student learning and are applicable across both lower and upper courses.

Next Steps:

- 1— If not completed, please discuss your assessment report with your department so all faculty are contributing to the assessment of student learning.
- 2 – Explicitly incorporate operational definitions of your assessment (e.g. proficient) categories and add % breakdowns within the results.
- 3 – Remove student identifying information from the report and only report information in aggregate form.
- 4—Continue to collect evidence of student learning according to your LO Matrix and modify rubrics accordingly.