

Millikin University
College of Arts & Sciences
English Literature Major Assessment Report

22 June 2009

In addition to the learning goals of the core curriculum requirements of all English majors, the English Literature major has the following specific four learning outcome goals.

Goals and Mission of the English Literature Major

among them graduate studies in English literature, publishing and editing, and virtually any

collaborate on a final research project, a substantial casebook. Students come to learn the fundamental methodologies of the discipline.

Literature majors fulfill all English core requirements in the traditions courses: Medieval/Classical Traditions, Major British Authors I & II, Shakespeare, American Literature to 1900, and 20th

Artifact 1: genre essays Related goal: L1	Green (3) Portfolio includes essays that clearly present knowledge of the inherent and established features of literary genres.	Yellow (2) Portfolio includes some essays that present knowledge of genre features and methods of literary genres.	Red (1) Portfolio includes essays that have difficulty discussing fundamental genre distinctions
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avg	2	3	2	2	
L4	Yellow 2	Yellow 2	Green 3	2	1.89
	Red 1		Red 1	2	
	Yellow 2		Yellow 2		

concepts related to the goals (or simply lack of understanding of the goals themselves), it also reveals that student selection of artifacts can be misleading. The committee came up with some options for artifact assembly and collection:

A. Begin the process in the 1-credit required EN 105 (Introduction to Millikin English

instruct them to post every paper that they write to that repository.

B. Transform the selection process in one of the following ways:

1. Transform EN 420 into a 1-hour capstone directed study. The course, as it stands, is simply another literature course, since it must be cross listed with one of our 300-level studies course. The 1-hour capstone would be a true capstone, which would fill in knowledge gaps, provide a forum for students to revise quality work already done, and allow them to judge their best work and assemble a portfolio.

2. Have students choose their portfolio artifacts in consultation with their advisors. This would provide much-needed faculty input into which artifacts fulfill the particular goals, while still permitting students to select artifacts.

3. Simply require students to submit the 3-4 artifacts that they believe best represent the quality of their work, without pairing the artifacts to goals. Then the

The assessment committee has now moved to a numerical evaluation. Because Millikin University as an institution insists on using the inadequate 3-point scale in its overall assessment, the Literature Program cannot, at this point, move to the better 5-point scale.

Programmatic change must be delayed for a number of reasons. First, many of the suggestions made in this and previous reports will need to involve a discussion of the full English Department, not just the literature program, since changes to be made to the goals, and by extension, the program, will impact all three English majors. As this report indicates, we do not have enough data from which to generalize, so making large-scale changes would be misinformed. Finally, the financial state of the University would make any programmatic changes dependent upon the financial health of the institution. At present, the turnover of faculty in the Department has placed several faculty lines in jeopardy.