

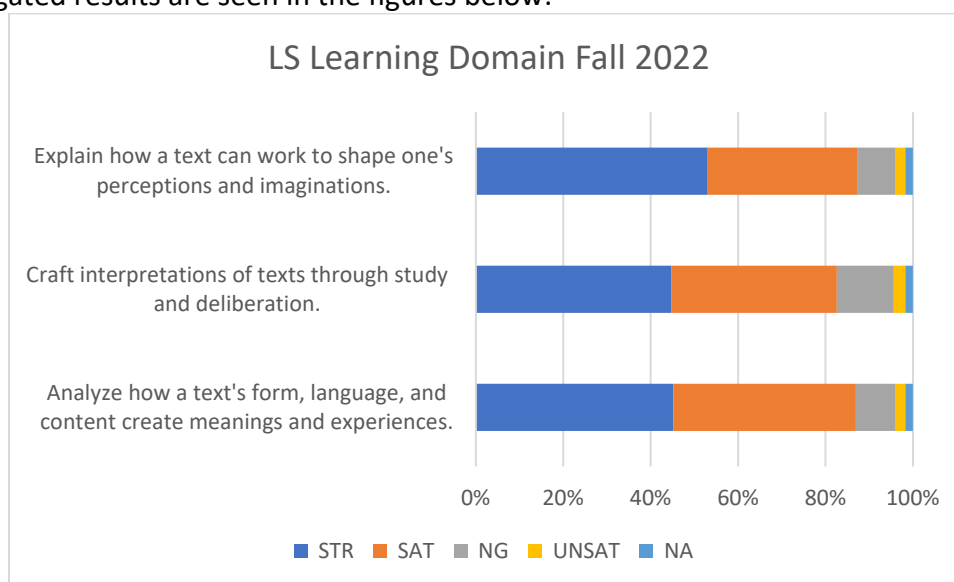
For the 2022-2023 academic year, the College collected assessment data for the three learning goals associated with the Literary Studies Learning Domain.

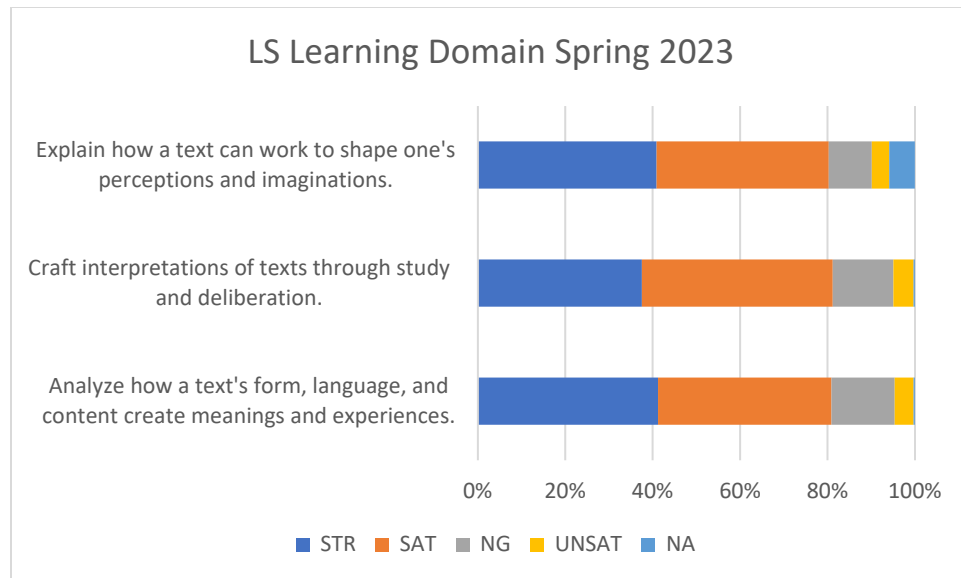
- Analyze how a text's form, language, and content create meanings and experiences.
- Craft interpretations of texts through study and deliberation.
- Explain how a text can work to shape one's perceptions and imaginations.

The survey was distributed to all professors who taught a course coded with LS during the 2022-2023 academic year through the online assessment application. In the fall semester, 19 such courses were offered and assessment information was provided for 15, producing a 78.9% response rate. In the spring semester, 33 such courses were offered and assessment information was provided for 24, producing a 72.7% response rate. Each response included professor assessment of student attainment of each learning goal on a Likert scale whose categories included “Strong”, “Satisfactory”, “Needs Growth”, and “Not Applicable”. Responses provided assessment results for 230 students (observations) in the fall and 325 students (observations) in the spring, for a total of 555 students (observations) across both semesters.

### ***Direct Assessment Results***

The aggregated results are seen in the figures below:





This data suggests that across the three learning goals 80% of students or more are meeting “Strong” and “Satisfactory” levels of achievement with the remainder being split between “Needs Growth” and “Unsatisfactory”. A very small number of students (0%-2%) were “Not Applicable,” with the notable exception of a single class in the spring semester where 18 students (6%) were marked “Not Applicable” for the *Explain how a text can work to shape one’s perceptions and imaginations* learning goal.

In addition to fundamental student performance, information was provided on whether the assessment tools used included “Graded Assignments”, “Papers”, “Presentations”, or “Exams”. All classes used papers as an assessment tool, but there was variation across classes for each of the other tools across both semesters. In the fall 13 out of 15 used grades, 6 out of 15 used presentations, and none used exams. In the spring 19 out of 24 used grades, 9 out of 24 used presentations, and 7 out of 24 used exams.

Finally, respondents were given the opportunity to identify “Other” assessment tools. Responses here included class discussions, conferences with students, and formal feedback on scaffolded and/or low-stakes writing assignments.

### ***Indirect Assessment***

Students were asked to complete feedback forms at the end of each semester for each class. Those results were unavailable to the Curriculum Chair at the time of writing this report.