Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
Liberal Arts				
Anthropology	1998/99	Tests, writing assignments, student course evaluations pertaining to learning objectives, senior exit interviews, IMIR data (survey of graduates and current majors), evaluation by external organizations, practicum advising and evaluation, evaluation of oral presentations, evaluation of research projects, oral feedback from students, alumni survey	Reviewed sequencing and offerings of the upper level courses in the major	
	1999/00	Tests, writing assignments, student course evaluations pertaining to learning objectives, senior exit interviews, IMIR data (survey of graduates & current majors), evaluation by external organizations, practicum advising and evaluation, evaluations of oral presentations, evaluation of research projects, oral feedback from students, alumni survey	Developed a capstone experience; developed more supplementary course evaluations; development of course in applied anthropology A201; revision of major	

Changes Based on Assessment Findings at IUPUI

School	Year	Methods Used	Changes Made	Impact of Changes
	2000/01	Tests, writing assignments, student course evaluations pertaining to learning objectives, senior exit interviews, IMIR data (survey of graduates & current majors), evaluation by external organizations, practicum advising and evaluation, evaluations of oral presentations, evaluation of research projects, oral feedback from students, alumni survey	Development of capstone course, course evaluations tailored to specific learning objectives, review of course sequencing of upper level courses	The Critical Inquiry (CI) participants in the Anthropology A104 linked section received higher content course GPA's than their non-participant peers during the Fall 2000 semester. This first CI Anthropology project was piloted by Barbara Jackson as the discipline instructor and Gayle Williams as the CI instructor. As a result of its initial success, the CI program was expanded to include other section of A104. During the Fall 2001 semester, the CI participants, who were conditionally admitted students, again outperformed their non-participant peers in A104, receiving higher content course GPA's (2.47 vs. 2.33). The comparison of overall GPA for that semester given these two

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
				groups of students demonstrate a similar result (2.57 vs. 2.40, excluding the CI course grade).
	2001/02	Tests, writing assignments, student course evaluations pertaining to learning objectives, senior exit interviews, IMIR data (survey of graduates & current majors), evaluation by external organizations, practicum advising and evaluation, evaluations of oral presentations, evaluation of research projects, oral feedback from students, alumni survey	Capstone course developed, revised major to include the developmental nature of the curriculum, supplemental course evaluations created, senior practicum revised, reviewed and revised the sequencing and offerings of the upper level courses in the major, instituted alumni survey, senior seminar developed, considering development of student portfolios	The Fall 2001 results also illustrate the success of a unique set of CI participants who had also engaged in a Summer Bridge program, an intensive, two-week program geared toward college preparation prior to the start of the semester. This section of A104 demonstrated dramatic results, especially given their status as conditionally admitted. The average GPA in the content course for the CI Bridge participants was 2.76; the average overall GPA,

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
				excluding the CI course grade, was 3.02. Gateway course in cultural anthropology has been linked with 'Critical Inquiry' (U112). Students in the first year of this experiment did one letter grade better than control group on average (students in the same anthropology section but not linked to U112).

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
	2002/03	Tests, writing assignments, student course evaluations pertaining to learning objectives, senior exit interviews, IMIR data (survey of graduates & current majors), evaluation by external organizations, practicum advising and evaluation, evaluations of oral presentations , evaluation of research projects, oral feedback from students, alumni survey	Offered first Capstone or Senior Seminar (only one student); Revised contents of threshold course to include orientation to program curriculum and mention of the goals of the Senior capstone. In response to concern that our retention through graduation could be improved, we began working on revising oversight and direction of senior projects. Revisions include better tracking of student progress, better coordination with outside sponsor, and more clearly delineated expectations for final student report.	The focus on the senior project over the last two years may in part account for increased number of graduates (as many as fifteen in the 2002-03 cycle) but we will need to demonstrate this effect over a longer term to be certain.

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
Communication Studies	1998/99	Tests, writing assignments, oral presentations, alumni surveys, exit interviews, electronic portfolios, public presentations, oral performances, public debates, role play activities, performances, original research projects, case studies, application journals	Consistently reexamine curriculum to maintain excellence, integrating technology into classroom on regular basis; integration of discussion of relationship between culture and communication; continued assessment of capstone experience; continue to integrate oral performance opportunities; seeking creative ways to integrate performing arts into curriculum and provide students with opportunities to practice performance arts; continue to integrate discussions about listening in all courses; continue to provide opportunities to conduct research in class; continue to include discussion of ethics in relation to communication	
	1999/00	Tests, writing assignments, oral presentations, alumni surveys, exit interviews, electronic portfolios, public presentations, oral performances, public debates, role play activities, performances, original research projects, case studies, application journals	R110 now includes PowerPoint instruction; improved departmental and curricular structures	

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
	2000/01	Labs, small groups, self-assessment, oral presentations, online assessments, written presentations,	Curriculum reexamined, increased integration of technology in the classroom, expanded opportunities in distance learning, video presentations, and internet education, integrated discussions of the relationship between culture and communication in courses, addressed historical dimensions of the discipline and insure that all majors complete courses within this area, continued assessment of capstone course, increased opportunities for students to participate in performing arts, continued use of independent research, continued integration of oral performance opportunities, continued discussions of ethics and communication	
	2001/02	Lectures, class discussions, written and oral assignments, role plays, interviews, written analytical assignments, capstone course, public presentations, group projects	Continued to integrate oral performance opportunities into classes, examined possibility of offering C180 as a required course, explored possibility of including formal service learning units in certain courses, included discussion of ethics in communication studies	
	2002/03	Lectures, class discussions, written and oral assignments, role plays, interviews, written analytical assignments, capstone course, public	Continued to integrate oral performance opportunities into classes. Revision of minors.	

Changes Based on Assessment Findings at IUPUI

School	Year	Methods Used	Changes Made	Impact of Changes
		presentations, group projects		
Economics	1998/99	Tests, alumni surveys, senior seminar reflection assignment, common final	The next step up in effort and expense for evaluating our majors could be an exit interview or an examination required for graduation	
	1999/00	Tests, alumni surveys, senior seminar reflection assignment, common final	We draw on an examination of a common final to evaluate the quality of instruction in different sections of various courses, to restructure major and revise courses.	
	2000/01	Tests, alumni surveys, senior seminar reflection assignment, common final	The next step up in effort and expense for evaluating our majors could be an exit interview or an examination required for graduation	
	2001/02	Lectures, readings, class discussions, focused writing assignments. In-class experiments with auctions and simulated markets. Small groups on problem sets. Senior Seminar papers	Used results on common final exam to determine which adjunct faculty and lecturers to retain. The in-class experiments with Auctions and simulated markets did note work well because it required much more independence than our students were able to provide. Problem sets experiment proved ineffective based upon common final scores.	Dropping low performing faculty has resulted in fewer sections that have scores way below the department mean. Common final scores are used in the tenure process to recommend changes in teaching.

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
			In 2000-01 we reported "The next step up in effort and expense for evaluating our majors could be an exit interview or an examination required for graduation" After discussion the department determined that they do not have the expertise within the department to conduct these interviews and they do not have the resources to hire someone who does.	
	2002/03	Lectures, readings, class discussions, focused writing assignments. Integration of active learning in E101 Papers from senior seminar collected and will be analyzed in external review.	Used results on common final exam to determine which adjunct faculty and lecturers to retain. New senior seminar developed.	Fewer sections have scores well below the department mean.
English	1998/99	Written assignments - critical analysis, reflective papers, analysis of conversation and texts, major research project, capstone course, capstone portfolio, oral and written assignments, poster demonstrations	Revision of curriculum to focus on five tracks: literature, writing, creative writing, film, and linguistics.	Renewed sense of collegiality and purpose in the department.

Changes Based on Assessment Findings at IUPUI

School	Year	Methods Used	Changes Made	Impact of Changes
	1999/00	Written assignments - critical analysis, reflective papers, analysis of conversation and texts, major research project, capstone course, capstone portfolio, oral and written assignments, poster demonstrations, tests, projects, portfolio analysis, sensitive to language in class discussions, consider attention to the rhetorical context in grading written work, appropriate integration of public and personal voice in creating and responding to text	Faculty associated with each track generated course goals for their set of courses. New courses to be developed were identified. Inter-track groups reevaluated the gateway and the capstone courses. Same as before here	Each track clarified its major goals and thus was able to create coherent tracks that clearly address these goals. Students felt empowered by the department's recognition of their problems with the current curriculum.
	2000/01	Written assignments - critical analysis, reflective papers, analysis of conversation and texts, major research project, capstone course, capstone portfolio, oral and written assignments, poster demonstrations, tests, projects, portfolio analysis, sensitive to language in class discussions, consider attention to the rhetorical context in grading written work, appropriate integration of public and personal voice in creating and responding to text	The single gateway course--E201--was replaced by track specific gateway courses. Each track created one or more new courses to enhance students' work on the Principles of Undergraduate Learning. **For a more specific account of course creation and revision, please see the English Department's report on the Program Review and Assessment Web Site (http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/english.html).**	Each track clarified its major goals and thus was able to create coherent tracks that clearly address these goals.

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
	2001/02	Written assignments - critical analysis, reflective papers, analysis of conversation and texts, major research project, capstone course, capstone portfolio, oral and written assignments, poster demonstrations, tests, projects, portfolio analysis, sensitive to language in class discussions, consider attention to the rhetorical context in grading written work, appropriate integration of public and personal voice in creating and responding to text	The new English curriculum was approved and instituted.	Our new curriculum has not been in place long enough for us to have done extensive evaluation of its effectiveness. Already, however, both students and faculty are expressing their belief that the new system is more coherent and more comprehensible. We are in the process of creating grids for each track, to emphasize both goals and our means of evaluating our and our students' success in reaching those goals.
	2002/03	Please see attached	Please see attached	Please see attached

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
Foreign Languages	1998/99	Oral proficiency interview (nationally developed test), oral exercises in class, oral and written tests, simulated situations, evaluations of appropriate interactions during study abroad programs, portfolios, capstone courses		
	1999/00	Oral proficiency interview (nationally developed test), oral exercises in class, oral and written tests, simulated situations, evaluations of appropriate interactions during study abroad programs, portfolios, capstone courses, oral proficiency tests	Improvement of program offerings and adjustments in curricular structure in Spanish and German, Capstone Course	Greater curricular flexibility for German and Spanish major, improved oral proficiency at all levels, closer student-advisor relationship
	2000/01	Oral proficiency interview (nationally developed test), oral exercises in class, oral and written tests, simulated situations, evaluations of appropriate interactions during study abroad programs, portfolios, capstone courses, oral proficiency tests	Introduction of undergraduate translation certificate in three main programs adding new interlinguistic focus to language learning New graduate program MAT in Spanish	Improved academic-professional articulation of programs, resulting in improved career preparation for language graduates
	2001/02	Written and oral examinations, quizzes, papers, reflective essays, portfolios, individual and group projects, capstone experience, oral presentations, research papers, translation and interpretation projects, community evaluation of	Language proficiency measured at beginning and end of major, overall program assessment needed in addition to already existing course evaluation, increased opportunities for interaction and involvement with the language speaking community	Improved oral and intercultural competence

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
		performance, standardized tests		
World Languages	2002/03	Standardized tests, written and oral examinations testing language and culture areas, oral proficiency interviews, oral presentations in target language, simulated situations, research papers in target language, personal narratives in target language, short question and essay examinations, translation and interpretation projects, study abroad intercultural projects	Improved monitoring of Foreign Language Placement Test Introduction of individualized major in Classics and Japanese Modification to first-year curriculum to better integrate language and culture study New dual degree integrating language study with Engineering Improved capstone course in French, German and Spanish Modifications to Translation certificate exit requirements and MAT entrance requirements	Improved oral and intercultural competence
Geography	1998/99	Exams, term papers, critical analysis of scientific literature, essays, oral presentation exercises, individual research projects, group research projects		

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
	1999/00	Exams, term papers, critical analysis of scientific literature, essays, oral presentation exercises, individual research projects, group research projects	Revised and strengthened the major, especially in light of new technologies	
	2000/01	Exams, term papers, critical analysis of scientific literature, essays, oral presentation exercises, individual research projects, group research projects, student self and peer evaluation	Integration of tools of spatial analysis in classes at all levels of curriculum, greater number of field trips/experiences at all levels of coursework, more active learning	
	2001/02	Exams, term papers, critical analysis of scientific literature, essays, oral presentation exercises, individual research projects, group research projects, student self and peer evaluation, in-class exercises	Greater integration of tools of spatial analysis in classes at all levels of the curriculum, active learning increased in all classes, increased numbers of field trips/experiences	
	2002/03	Exams, term papers, critical analysis of scientific literature, essays, oral presentation exercises, individual research projects, group research projects, student self and peer evaluation, in-class exercises	Continued to enhance integration of tools of spatial analysis in classes at all levels of the curriculum Active learning increased in all classes, Increased numbers of field trips/ experiences	Greater student satisfaction Higher rates of graduation and placement

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
History	1998/99	Class discussion, written assignments, quizzes, tests, written exams, exit survey, faculty analysis of written assignments, research projects, presentations, alumni surveys		
	1999/00	Class discussion, written assignments, quizzes, tests, written exams, exit survey, faculty analysis of written assignments, research projects, presentations, alumni surveys	On-going evaluation of major and revision of courses	
	2000/01	Class discussion, written assignments, quizzes, tests, written exams, exit survey, faculty analysis of written assignments, research projects, presentations, alumni surveys		
	2001/02	Class discussion, written assignments, quizzes, tests, written exams, exit survey, faculty analysis of written assignments, research projects, presentations, alumni surveys	Increased production of student papers, greater attention given in class to judging interpretations, proposed discussion on how to revise data collection techniques, creation of exit surveys	
	2002/03	Class discussion, written assignments, quizzes, tests, written exams, exit survey, faculty analysis of written assignments, research projects, presentations, alumni surveys	Further attention to student papers, greater attention given in class to judging interpretations	Improved understanding of the discipline, improved career preparation

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
Philosophy	1998/99	Tests, written assignments, longitudinal assignment (paper), alumni survey, oral & written exercises, scoring rubrics for grading longitudinal paper, oral presentation		
	1999/00	Tests, written assignments, longitudinal assignment (paper), alumni survey, oral & written exercises, scoring rubrics for grading longitudinal paper, oral presentation	Evaluation of course offerings	
	2000/01	Tests, written assignments, longitudinal assignment (paper), alumni survey, oral & written exercises, scoring rubrics for grading longitudinal paper, oral presentation		

Changes Based on Assessment Findings at IUPUI

School	Year	Methods Used	Changes Made	Impact of Changes
	2001/02	Tests, written assignments, longitudinal assignment (paper), alumni survey, oral & written exercises, scoring rubrics for grading longitudinal paper, oral presentation	Continued use of objective testing, introductory philosophy now offers equal coverage of Eastern and Western philosophy, increased number of handouts, course expectations clearly articulated at the beginning of each course, students prepare potential test questions to help prepare for exams, new courses added: legal ethics, medical humanities, Asian philosophy, African American philosophy, American Indian philosophy, encourage strong students to elect honors option, essay questions distributed in advance, students required to write position papers pre and post ethics course, courses now incorporate philosophical material on terrorism, war and Islam, increase use of writing center, faculty have increased office hours	
	2002/03	Instructors assess the performance of individual students by tests, writing assignments, in-class exercises, and class discussions. The performance of individual instructors is assessed by	The many changes reported for 2001-02 are continuing.	It is too early to judge the full impact of the extensive changes made last year. But the preliminary indications are positive.

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
		student evaluations and peer reviews. The curriculum as a whole is assessed through the faculty's ongoing discussion of the curriculum, through the faculty's observations of the strengths and weaknesses of students nearing completion of a major in philosophy, and through structured assessments of representative samples of student work, such as the one conducted and reported during Spring 2002.		Among the impacts reported so far: Improved attendance, but also some resentment, in courses experimenting with a strict attendance policy; better term papers resulting from the requirement that outlines and first drafts be completed earlier in the semester; a more diversified curriculum resulting from the regular offering of Eastern philosophy, American Indian philosophy, and special sections of Introduction to Philosophy devoting as much time to Eastern philosophy as to Western philosophy; improved student evaluations for an instructor who introduced group exercises; mixed results from the increased emphasis on including objective questions on

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
				exams (short-answer questions seem to be working better than multiple-choice questions); mixed results from the increased use of Oncourse (complaints from students who can't readily access it, increased work for instructors, but higher quality written work when the work must be posted for all to read).
Political Science	1998/99	Capstone course, tracking academic progress	Requirements for major were changed	
	1999/00	Capstone course, tracking academic progress	Revision of courses	
	2000/01	Capstone course, tracking academic progress	Addition of courses in political theory or comparative politics and American politics	
	2001/02	Research projects, capstone course, certification of each student prior to graduation		

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
	2002/03	Exams with a significant written element, term papers, critical analysis of politics, class discussions, integrated major, capstone course, senior seminar exit interview, tracking academic progress.	Constant review of course offerings to ensure relevance, recent changes to major and minor.	Improved understanding of the discipline, improved career preparation.
Religious Studies	1998/99	Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar		
	1999/00	Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar	Need more emphasis on role of religion in human history, need stronger emphasis on the interdisciplinary work at lower level, more attention to connect Religious Studies with other academic fields, more emphasis on argumentation before capstone	
	2000/01	Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar	Increased emphasis on religion in human history, continued emphasis on religion and humanities, increase emphasis on interdisciplinary work in lower-level curriculum, attention given to connection between religious studies and other academic fields	

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
	2001/02	Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar	Increased emphasis on religion in human history, continued emphasis on religion and humanities, increase emphasis on interdisciplinary work in lower-level curriculum, attention given to connection between religious studies and other academic fields	
	2002/03	Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar	Increased emphasis on religion in human history, continued emphasis on religion and humanities, increase emphasis on interdisciplinary work in lower-level curriculum, attention given to connection between religious studies and other academic fields	
Sociology	1998/99	Exams, essay papers, class participation, group projects, oral presentations, discussions, capstone experience, written responses to instruction	Enhanced writing component in R100 to try to reduce rates of D/F/W; implementation of new capstone experience for majors	
	1999/00	Exams, essay papers, class participation, group projects, oral presentations, discussions, capstone experience, written responses to instruction	Enhanced writing component in R100 to try to reduce rates of D/F/W; implementation of new capstone experience for majors; increased internships & research assistantships. Reviewed theory offerings with the possibility of honors emphasis	

Changes Based on Assessment Findings at IUPUI				
School	**Year**	**Methods Used**	**Changes Made**	**Impact of Changes**
	2000/01	Exams, essay papers, class participation, group projects, oral presentations, discussions, capstone experience, written responses to instruction, internships, research assistantships	Detailed assessment of R100, link of R100 with W131. Continued work on implementation of capstone experience. Implemented peer mentoring program for R100.	D/F/W rate for R100 dropped from 38.8% in Fall 1996 to 33.3% in Fall 2000.
	2001/02	Quizzes, multiple choice tests, short answer tests, essay tests, papers, group projects, oral presentations	Enhanced writing component in R100 with efforts to reduce rates of D/W/F, detailed assessment of R100, redesign of R100 with W131 link and new technologies. Developed Handbook for majors, continued developing capstone experience for majors. Expanded peer mentoring program to include courses required for major.	D/F/W rate for R100 dropped from 27.48% in Fall 2001.

Department of English – Liberal Arts Assessment Report

General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors can critically assess spoken language, written texts, and visual representations (Principle 1 and 2)	Write critical analyses of text or film Participate in discussions that critique text or film	Students are explicitly taught the techniques of critical analysis in all literature classes, in film studies classes, and in many writing classes	All literature, film and creative writing classes classes	Written assignments that require a critical analysis of a text or film	While students did improve (often dramatically) in their analytical ability, we realized that our integrated major did not offer students an in-depth study of literature and film	We have redesigned our major to have five tracks, three of which--literature, film studies, and creative writing--will offer students a coherent plan for developing their analytical skills in much greater depth. With the aid of a 21st Century Teachers grant, a committee chaired by an English faculty member and including representatives from the School of Education, collaborated on a revision of the English Education curriculum. Revision of E450 (English Capstone); Revision of W396 (Writing Fellows Seminar) ; Gateway project examining assignments in 5 writing courses (W132, W290, W210, W313, and W400), representing all undergraduate academic levels and their relationship to the Core Communication Principle of Undergraduate Learning to articulate learning expectations across levels of proficiency in writing and literacy courses, leading to a more coherent and meaningful course of study for all students in writing.

Department of English – Liberal Arts Assessment Report

General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors can understand relationships between reading and writing processes (Principles 1 and 2)	Apply the analytical and critical processes of reading to revising their own written work; Apply heuristics and other invention strategies of composing to their reading of literary texts Develop criteria by analyzing websites and then critique their own using the same criteria.	Faculty explicitly draw attention to the interrelationship of these processes Faculty require ungraded exercises with feedback followed by graded work	E450; W315	Reflective papers on how students apply certain writing processes while reading and certain reading processes while writing	While these ideas were emphasized in our gateway and capstone classes, we were not able to develop this skill in our other classes because the integrated major did not encourage students to take courses in logical order.	Again, the redesign of the major will allow students to see a coherent plan to their concentration, and their developing skills will emphasize the connections between reading and writing.

Department of English – Liberal Arts Assessment Report

General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors can apply their understanding of the rhetorical context by writing effectively and appropriately within the different areas that comprise the English major (Principles 1 and 3)	Demonstrate consideration of function, audience, and intention in their written work	All the courses in the English major are writing intensive; 100 and 200 level courses provide workshops and discussions on context, while upper-level courses within tracks develop specific skills appropriate to the track.	W131/140; W132/150 and all our other courses, which ask students to consider the disciplinary requirements for academic writing in English	Consider attention to the rhetorical context in grading written work.	The different aspects of English studies have different disciplinary requirements; although many students have done well in this category, many did not ever have enough exposure to any specific set of requirements.	Under our new track system, all students will choose a track (or, with careful faculty supervision, will create an individual track); thus they will be guaranteed enough practice to learn the conventions and audience expectations for their track. Creation of W210 (new Writing Track Gateway); W350 (Advanced Expository Writing) has been replaced by W313 (a course focused on field research and writing) and W400 (a course on theories of writing pedagogy)

Department of English – Liberal Arts Assessment Report

General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors understand how language influences intellectual and emotional responses (Principles 1 and 2)	Demonstrate sensitivity to the inflammatory and persuasive aspects of language	Exercises, field work, course projects	Sociolinguistics classes in particular emphasize this goal, but it is a secondary goal in most English courses. In particular, the various track gateway courses and E450, the capstone address this goal.	Sensitivity to language use in class discussions; Students analyze conversations and texts for language that explicitly elicits certain intellectual and emotional responses.	Because linguistics is often not a part of pre-college English training, we realize that we need to require each ENglish major to take at least one linguistics course at the 300-400 level.	In addition to the major requirement for linguistics, the revised writing & literacy track specifically requires students to take an additional course in dealing with language and society. The Literature track also includes sociolinguistics courses as electives.

Department of English – Liberal Arts Assessment Report

General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors can apply research strategies appropriate to their area(s) of study in the English major (Principles 1, 3, and 4)	Complete a major research project using the conventions of the sub-discipline appropriately and effectively	Exercises, workshops, projects and papers, University Writing Center referrals. Discussions about plagiarism Identification of ways to handle adequate documentation of sources in collaborative work	Many 300-400 level courses in all tracks; W132, L202, E450, emphasize this especially	Assign a major research project during the capstone and other senior level courses	Students often show an inadequate understanding of documentation and citation practices.	We have followed the lead of the SLA in enhancing our presentation of plagiarism and have discussed within our track groups the necessity of making sure that most upper-level courses have a research component. We are working on a plan for guaranteeing that this happens. Creation of topics class on Literature and New Media
Majors can integrate public and personal voice in creating and responding to texts (Principles 1 and 3)	Demonstrate the appropriate conventions for locating their own perceptions, biases, and judgments in their written and oral responses to and creation of texts		Most writing, literature, and film classes address issues of the appropriateness of the personal voice and of its integration.	The appropriate integration of public and personal voice in creating and responding to texts is an explicit part of the evaluation rubric	Students' ability to produce appropriate texts varies widely, with some unwilling to explore personal reactions at all (usually reported by Writing faculty) and others tending to depend too heavily on personal experience for justification of interpretations (literature faculty)	Literature Faculty have developed and shared several different handouts for students on voice and style in specific writing assignments.

Department of English – Liberal Arts Assessment Report

General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors know how texts make meaning within a diversity of cultural contexts, involve readers or spectators, and use, create, or recreate conventions (Principles 1, 2, and 5)	Respond positively to varied and unfamiliar cultural uses of language and discourse conventions, and demonstrate their understanding of how these enrich language and literature and life Identify emerging conventions of hypertextual writing	All writing courses, creative writing courses, literature courses, linguistics courses, and film studies courses explicitly address a wide range of applied, derived, and innovative discourse conventions Critique their own work in terms of function and consider alternatives to conventions	Most English Department courses deal with this skill; courses that offer particular emphasis here are: G014, G310, L207, L370, L373, L374, L378, L379, L382, L385, W315, L406, L411, L440, L460, W396, C390, and all ESL courses	The capstone portfolio provides an opportunity for students to showcase their understanding of this concept. Oral and written assignments throughout the major assess different aspects of this concept. peer review, teacher review, self-assessment	Some of our students are particularly resistant to the experience of diversity.	Revised literature track requires students to explore diverse contexts and voices in literature. Creation of L4??, a course that focuses explicitly on intertextuality and the study of one or more works of literature within a variety of contexts. Revision of C190 (Introduction to Film Studies); Revision of L354 to include a broad interdisciplinary and international focus on Modernism

Department of English – Liberal Arts Assessment Report

General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors understand and can distinguish among various approaches and genres in the field (Principles 1 and 2)	Use their understanding of literary approaches and genre in their analyses and critiques of literary texts. Practice multiple genres within the writing and literacy concentration	structure of the W&L concentration guides students through various genres	L115 and L202 introduce these concepts, which are then developed throughout the major in all literature courses. The sophomore genre courses--L203, 204, 205--also address these concerns specifically.	Written assignments, essays, and the capstone portfolio provide opportunities to assess the level of students' understanding of this outcome.		Creation of W400, a new class for English and English Education majors with an emphasis on literacy and language.
Majors can analyze the structures and uses of language through application of linguistic principles and methods (Principles 1 and 2)	Apply fundamental linguistic principles to analyze written and spoken discourse.		The linguistics courses attend to this outcome explicitly.	Written assignments Tests		
Majors understand that language changes over time and varies in systematic ways (Principles 1 and 5)	Respond positively and knowledgeably to differences in language use over time and from culture to culture.		Linguistics courses attend to this outcome explicitly.	Written assignments Projects Poster demonstrations		

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General Outcome (and associated Principles of Undergraduate Education)	What will the student know or be able to do?	How will you help students learn it?	What classes help students to accomplish the goal?	How do you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements have been made based on assessment findings?
Majors can synthesize the diversity of responses and issues raised during collaborative discussions of texts written by themselves and others (Principles 1 and 2)	Perform peer review exchanges asynchronously and in chatrooms. Create final group project in pairs (or solo) Offer class feedback on oral presentation by authors in audio webcast	Team-teaching to model expression and synthesis of diverse views. Heuristic response forms guide analysis. Analytical essay reflecting on the writing process required for final website project.	All writing classes are designed to foreground collaboration of all kinds; most other English classes make use of collaborative group work during any given semester.			