

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

AY 2007-2008 College Overview (excerpted from the College Assessment Coordinator's Annual Report to the Dean)

“Building on what Barbara Andrew, assessment coordinator for HSS in 2006-2007 turned a “sea-change in attitude” among faculty and coordinators, the year the CoHSS moved beyond attitudinal changes. Across the College, assessment coordinators and their assessment committees, departmental chairs, and faculty worked very hard to collect meaningful data assessing student learning in their departments. Surveys assessing student satisfaction and students’ perception of their own learning were developed in almost every department, structures and rubrics for collecting and reading portfolios of student work were similarly wide-spread, and objective field tests of knowledge in the discipline (either ETS or similar field tests or tests created by our faculty) were used in a number of departments. The implementation of these tools for measuring student learning produced a great deal of meaningful data in most departments and has allowed many departments to begin “closing the loop” by using these results to produce significant changes in curriculum and pedagogy. As I see it as HSS assessment coordinator, last year’s “sea change in attitude” has produced, in 2007-2008, a significant change in actual practice...”

African, Afr. American and Caribbean Studies			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
Students will demonstrate competence in a particular discipline of AACS	Acquire factual knowledge and understanding about historical developments in Africa and the diaspora	Demonstrate factual knowledge & significant competence in the theories, methodologies, and historical developments in the discipline of choice, such as history, literature, sociology, politics, urban studies, etc.	To be developed in the upcoming fall
	Achieve proficiency in the theories and methodologies in the discipline of their choice	Use library and Internet resources to search for information and other data	
	Use information technologies for research and writing in their discipline of choice		
To understand, appreciate and recognize the historical, literary and other contributions of Africans and people of African descent in the world	Think critically about the Black experience in the context of world history	Appreciate the contributions of Africans and people of African-descent to human civilization	
	Identify and explain the historical, literary and other achievements by Africans and people of African descent	Reflect on their own points of view and those of others about Africans and people of African descent with an open mind	
To prepare AACS students for graduate school	Achieve academic excellence in their discipline of choice	Get accepted into an accredited graduate program in the humanities or social sciences	

African, Afr. American and Caribbean Studies			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
	Acquire competence in oral and writing skills		

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the AACS faculty's assessment efforts focused on:

Revised mission statement and program goals. Conducted its first senior survey and then revised the instrument to better assess skills and competencies in the major.

The following program improvements resulted from these efforts:

New assessment tools developed so that in the fall semester '08 the department will use the portal course (AACS 100) to assess entry-level skills and competencies and the senior capstone seminar (AACS 498) to assess growth of discipline specific skills and knowledge. The methods course (AACS 380) will be used to assess writing and oral presentation skills, the formulation of research projects, collection and presentation of data.

Anthropology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
To graduate majors who are nationally competitive in their field and possess a thorough familiarity with the major concepts and methodologies of the discipline	Develop an understanding of basic concepts in the four fields of the discipline	Demonstrate understanding of basic concepts through explanations, illustrations and applications of concepts	Critical-thinking and/or writing exercises; web-based activities; collaborative activities; simulations; written exams
	Develop an historical understanding of the discipline, and familiarity with past and present theories and methods	Demonstrate understanding of theories and methods by formulating thesis statements; critically examining literature, comparing and contrasting theoretical frameworks & methodological approaches, producing synthesis of long-term trends	Abstracts; literature reviews; analytical essays; argumentative essays; research papers; oral presentations; in-class discussions
To graduate majors who can use information systems, think critically and communicate effectively	Develop skills to locate information using computer systems and/or other material sources	Demonstrate skills in locating and using information through execution of library/web based projects and/or problem based learning assignments	Research activities and/or assignments; problem based learning projects; web based activities
	Develop the ability to critically examine sources, organize and synthesize ideas	Demonstrate the ability to think critically through the formulation of thesis statements, discussion of sources, examination of evidence, contrast between scholarly arguments, execution of problem based learning assignments and/or collaborative	Writing assignments; in class debates; discussion guides; problem based learning exercises; collaborative projects

Anthropology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		projects involving division of labor	
	Develop the ability to express thoughts effectively in writing and orally	Demonstrate the ability to communicate effectively through clearly organized written work, clear articulation of personal views, clear formulation of thesis statement & development of arguments in written & oral forms	Writing assignments; written exams, papers or reports; debates; group discussions; oral, written or graphic presentations; collaborative assignments
To offer General Education courses that while fulfilling basic General Education goals, is to introduce students to the discipline and give them and appreciation of human nature in an evolutionary and cross cultural perspectives and an awareness of cultural diversity, issues and problems on a global scale	Develop the ability to plan and conduct library research	Demonstrate the ability to plan and conduct library research through the identification of research topics, location of information using traditional media and modern technology, critical examination of sources, synthesis of ideas and/or arguments	Literature reviews; annotated bibliographies; research papers; HRAF projects; research projects incorporating the use of technology
	Develop the ability to plan and conduct field research	Demonstrate ability to plan and conduct field research through the execution of field work assignments, formulation of research questions, design of research activities/methods, discussion of ethical and methodological concerns, implementation of field project	Research activities and/or assignments; lab practicum; ethnographic projects; research/grant proposal (capstone course); collaborative exercises and/or projects; field trips
	Develop skills to present the results of research activities effectively	Demonstrate communicative skills through clearly organized (written/oral) presentations that address the a) significance, b) theoretical foundations, c) methodology, d) empirical findings and e) conclusions derived from research activity	Written papers/reports; oral presentations; group projects; grant proposals
To graduate majors who can effectively contribute to their chosen professions, collaborate with others, and participate as active, culturally-aware citizens of their society	Develop awareness of global and local cultural forces impacting on personal lives and communities	Demonstrate understanding of local global connections by explaining, illustrating and applying the anthropological perspective (comparative, holistic, relativistic) to the analysis of problems	Reflexive exercises; group discussions; peer carding; problem-based learning activities; analysis of current news reports; written essays; exams; collaborative displays or demonstrations
	Develop awareness of issues relating to race, gender, class and sexuality	Demonstrate understanding of diversity issues through discussions, explanations, applications and illustrations of concepts; recognition and discussion of power bases, structures, symbols and processes;	Reflexive activities: oral debates; group discussions; collaborative exercises; simulations; argumentative essays; research projects; news/problem analysis

Anthropology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		inferences about implications of inequality structures	
	Develop skills to participate in collaborative activities and/or projects	Demonstrate collaborative skills through participation in and execution of group projects and/or activities	Collaborative learning activities; problem-based learning exercises; collaborative research projects; group presentations/performances
	Develop appreciation for diversity and equity	Demonstrate an understanding of the value of diversity and of the consequences of (power) disparities within and between groups by recognizing, debating, and comparing and contrasting conflicts between “minority” and “majority” sectors, and by reflecting upon resulting ethical and/or moral dilemmas	Reflective and argumentative essays; debates addressing past (historical) conflicts or contemporary news; research papers contrasting “majority” and “minority” views; problem based learning activities; oral presentations; discussions with guest speakers

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Anthropology** faculty’s assessment efforts focused on:

Since all department activities, including those related to assessment, flow from the Departmental Mission, we decided to review this key document and created a revised mission, with concomitant goals. Secondly, we decided to focus on our senior seminar (spring 2008) as a logical place to assess program effectiveness vis-à-vis current program goals/learning outcomes. Two direct assessment methods were used in the course which containing 18 students in their last semester/year at WPU. The first instrument was a quiz given on the first day, and the second was a revised rubric designed to assess the final research project for the course. Both are described in greater detail below.

The following program improvements resulted from these efforts:

Faculty administered a “baseline quiz” on the first day of our spring 2008 capstone in an effort to measure our senior students’ capabilities upon entering their last semester/year at WPU. The quiz was designed to assess both skills and content knowledge. 18 students participated in the quiz, which consisted of 20 multiple choice questions. Scores were tabulated and questions which garnered 50% or fewer correct responses were flagged. Six questions met this criterion, and are areas of obvious concern that will be addressed next year when the department reconvenes.

We also assessed student research project performance (oral & written) using a new rubric. As with last year the most glaring deficiency surrounds basic methodology, which we are currently addressing through the introduction of a new methods course (see #4). However also there were issues involving what we categorized as “professional demeanor.” Even so close to graduation, many students were not taking full responsibility/accountability for meeting deadlines, showing up for appointments with faculty, and communicating in general. While these sorts of behaviors are not directly relevant to anthropology per se, they certainly will affect our alumni’s abilities to succeed later in life. In order to address these concerns, in the future in all of our classes we will be explicit

in our syllabi about the consequences of failing to meet “professional expectations” beyond simply know the course material.

In the spring of 2007 the Department of Anthropology offered a required capstone experience for the first time. Upon completing delivery of this course, the three faculty members who co-taught met to discuss the results. One deficiency that was apparent to all of the instructors was students’ inability to effectively conduct a research project commensurate with senior status. This was not necessarily a “content” issue but more a problem in terms of methodology. Students had difficulty finding and critically assessing appropriate reference material, developing a succinct thesis, presenting an effective oral summary, *etc.* As these are skills are directly related to our learning outcomes, we concluded that a formal methods course was needed. Hence, this year we transformed an existing course that was rarely offered (ANTH310, Anthropological Theory and Method) into a course that exclusively deals with qualitative and quantitative methodology. This essentially new course is scheduled to be taught for the first time in fall 2008, and at that time we will discuss whether it should be made a requirement for the major.

Assessment plans for the upcoming two years are:

The assessment implementation model which we have adopted identifies measurable strengths and weaknesses at the level of our senior seminar, and closes the loop by virtue of revising our portal courses and through the introduction of our new methods course. Hence, plans for the 2008-2009 academic year, and beyond, will focus mainly on modifying our portal courses in ways that directly and specifically reinforce areas in which we are succeeding and rectify areas where we are falling short. Specifically, we plan on submitting Course Change Proposals for our four 200 level portal courses which mandate a generic research project as well as concomitant library instruction on finding/assessing source material. We will also add language regarding professional behavior.

Asian Studies (new program)			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		<p>The goal of the Asian Studies Program is to develop student competence in disciplines with direct ties to Asia in general and a specific region of Asia in particular. As an area studies program, the aim is to develop in students a broader knowledge of Asia in general and in their chosen region of focus in particular than would be possible in any single discipline within the program. Students are expected to achieve fluency in an Asian language and culture sufficient to pursue careers and/or research in a final capstone course, linked with a disciplinary seminar provides each student with a mentored writing experience</p> <p>Majors will be:</p> <ul style="list-style-type: none"> • able to read and converse at least a second-year level of an Asian language, depending on track. 	

Asian Studies (new program)			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		<ul style="list-style-type: none"> • familiar with the histories and societies, and geography of Asia in general. • able to engage a specific area of Asia in terms of its history, politics, culture, geography, society, and or language. • able to engage a specific area of Asia, either East Asia, including China, Japan, and Korea, or South Asia, • prepared for careers in various fields wherein Asian expertise may prove beneficial or graduate work in various academic disciplines related to Asia. <p>We currently are in the process of developing these into specific learning outcomes and components.</p>	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Asian Study** faculty's assessment efforts focused on:

As a new program with many linked courses and a small number of majors assessment at the program level has been a challenge. A web search for interdisciplinary programs was done to serve as a model. In fall 2008 the portal course ASSN 201 will be assessed using a rubric that is in development. The language component of the program is also scheduled to be assessed once a tool is developed.

The following program improvements resulted from these efforts:

English			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
Mission Statement: The Department of English seeks to: provide students with an understanding and appreciation of literature as an art form and as practiced within cultural, historical, and theoretical contexts; heighten students' awareness of the diverse linguistic, literary, and cultural heritages	Students will understand literary structures and conventions	Upon graduation, English Majors will demonstrate the ability to:	A systematic structure for collecting and assessing randomly selected student essays from both our portal course and our senior seminars, using a rubric linked to the new Mission, Goals and Outcomes statement is in place. In two semesters, 36 essays from our portal course and 32 essays from our senior seminars have been collected, read, and evaluated by the Department Assessment Committee in relation to a newly developed five point rubric (Spring 2007, Fall 2007). These results have been used to assess the overall English program, focusing on our students' growth from the Portal to the Capstone courses.

English			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
<p>included in a study of language and literature in English; develop students' critical reading, interpreting and thinking skills; and increase students' ability to write effectively in a variety of situations and for various audiences. In doing so, we aim to enrich students' lives and to prepare them for their careers and/or for advanced work at the graduate level.</p> <p>1. To provide students with an understanding and appreciation of literature as an art form and as practiced within cultural, historical, and theoretical context.</p>			
<p>2. To heighten students' awareness of the diverse linguistic, literary, and cultural heritages included in a study of literature in English.</p>		<p>1. Employ literary terminology in the close reading of literature of various genres.</p>	
<p>3. To develop students' critical reading, interpreting and thinking skills</p>	<p>Students will become aware of diverse linguistic, literary and cultural conditions</p>	<p>2. Examine texts through a variety of theoretical constructs.</p>	
<p>4. To increase students' ability to write effectively in a variety of situations and for various audiences.</p>		<p>3. Discuss literature with regard to the cultural contexts of race, class, gender, and diverse national heritages</p>	
<p>5. To enrich students' lives and provide them with backgrounds for their careers and/or for advanced work at the graduate level.</p>	<p>Students will understand a variety of critical approaches to literature</p>	<p>4. Distinguish among broad periods in English, American, Western European, and Non-Western literary histories by identifying major authors, forms and themes.</p>	
	<p>Students will develop critical reading and analytical skills</p>	<p>5. Situate individual works and authors in relevant literary, historical and</p>	

English			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		cultural contexts.	
	Students will understand writing as a process	6. Produce thesis-driven essays and criticism	
	Students will understand interpretation as a process	7. Locate and evaluate relevant research sources in both electronic and print form.	
	Students will develop creative writing skills	8. Integrate quotations from primary and secondary sources, and cite sources properly using the MLA format.	
	Students will learn to use a variety of printed and electronic research tools	9. Produce clear, grammatically correct writing.	
	Upon completion of the program, students will have the skills necessary to do graduate work	10. Approach writing as a process, and collaborate constructively toward the editing of texts-in-progress.	
		11. Employ literary techniques specific to the writing of fiction, poetry, drama and creative non-fiction.	
		12. Evaluate and edit manuscripts to conform to professional standards.	
		13. Apply linguistic categories to historical and modern spoken and written English.	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **English** faculty's assessment efforts focused on:

The English Department has engaged in intermittent assessment projects for a number of years. In recent years prior to Spring 2007, the focus had been on the development of a) a comprehensive definition of departmental learning objectives, and b) a qualitative survey assessing our Portal course and initiated in Spring 2006.

In Spring 2007, however, the Department organized itself to build on these two projects and to begin a systematic programmatic assessment using both direct (rubric-driven reading of student work) and indirect (student surveys) tools in order to assess our fulfillment of our departmental goals.

During the past three semesters, we have:

- established a five-member Assessment Committee which has reported back to the Department at nearly every Department meeting, thereby assuring that our assessment efforts would become a shaping force in the continuing development of our ongoing revision of curriculum as well as of our individual pedagogic priorities (Spring 2007, Fall 2007, Spring 2008)
- built on our previous Mission and Objectives statements in order to establish an integrated

statement of English Department Mission, five primary Goals, and thirteen Outcomes (Spring 2007, Fall 2007)

- developed a systematic structure for collecting and assessing randomly selected student essays from both our portal course and our senior seminars, using a rubric linked to the new Mission, Goals and Outcomes statement. In two semesters, 36 essays from our portal course and 32 essays from our senior seminars have been collected, read, and evaluated by the Department Assessment Committee in relation to a newly developed five point rubric (Spring 2007, Fall 2007). These results have been used to assess the overall English program, focusing on our students' growth from the Portal to the Capstone courses.
- created and administered a survey of student satisfaction with the Major and of achievement in it. This survey was administered to more than 100 students in our senior seminars. In Spring 2007, these surveys were developed, scored, and evaluated by the assessment committee on its own. In Fall 2007, we worked in conjunction with the Office of Institutional Research to develop a survey that could be scored electronically (Spring 2007, Fall 2007)
- undertaken our first review of our students' performance on the New Jersey Praxis Exam.
- one of the unquantifiable, but also the most significant, aspects of the Department's assessment activities is that they involved us in an ongoing discussion of what our students are learning. Assessment activities have been developed by a five member committee (i.e., 20% of the faculty), and they have been shared with the department on a monthly basis in each department meeting as well as through a series of email communications. This activity of ongoing conversation will be continued.

All of the programmatic assessment tools described above also had components that were used this year to assess both our portal and capstone courses.

- developed a systematic structure for collecting and assessing randomly selected student essays from both our portal course and our senior seminars. 36 essays from the portal course and 32 essays from the senior seminars were read and evaluated in relation to our five point rubric (Spring 2007, Fall 2007). This reading of students' final essays has given us a window into examining our students' progress throughout the overall arc of our program, but it has also enabled us to assess what students have been learning in both the portal and capstone courses.
- created and administered a number of surveys of student satisfaction and achievement. In addition to the survey described under Question 1 above which looked at student satisfaction with the Major, five additional surveys, administered to more than 500 students in our Methods, Junior level literature, and senior Seminar courses, were specifically designed to assess student satisfaction and learning in our Portal course, Methods of Literary Analysis.

Data on nearly 600 student surveys provided insight into our students' *satisfaction* levels on all levels in our program, as well as into their perceived *experience in learning* many of the Goals and Objectives defined by our integrated Mission Statement. Data on four readings of nearly 80 final essays in our Portal and Capstone courses provided insight into our students' actual achievement.

Results:

- On the initial surveys about the portal course, Methods of Literary Analysis, students almost uniformly praised the course for developing their skills in literary analysis. However, students were somewhat less consistently positive about the course's impact on their writing. We have discussed the desirability of establishing a clearer set of Course Learning Outcomes for Methods, one that emphasizes essay writing skills, and certainly we want to achieve greater consistency among teachers of the course.
- The departmental reading of final essays in Spring 2007 revealed a clear and gratifying pattern of improvement in student writing from English 200 to English 480/481 in every area we examined. And nearly half of our students "exceeded expectations" in regard to "awareness of theory."

However, many students self-reported a weakness in using literary terminology, and this result was also evident in students' essays after completing Methods. In response to our discussion of this, a number of individual faculty have altered their pedagogy in all courses to emphasize the appropriate understanding and use of literary terminology. In addition, several of us have begun foregrounding the use of theory in our upper-level courses this semester. One future project, then, is to use assessment results in order to revise course descriptions so that we may come closer to achieving the desired results in all sections of all courses.

- One surprising, and perhaps disturbing, result on this past Fall's graduation survey is that the two weakest responses are in the areas of a) linguistics where only 51.4% agree that they are "more familiar with the terminology of formal linguistics" as a result of majoring in English, and b) awareness of literary periods where only 57% agree that they now are "more able to recognize broad periods in the literary history of Britain, America, Western Europe, and non-western areas." If confirmed in future surveys as well as on the Praxis Exam, these results will call for either curricular changes in the program or pedagogical changes in the way the appropriate required courses are taught.
- The assessment process has led the English Department to pay greater attention to the work of our students taking the New Jersey Praxis Exam. Preliminary analysis of Praxis results has led us to design and offer a workshop to help our majors prepare for the exam. This one-day workshop was offered in Fall 2007 to nearly 40 students, and a similar workshop was offered twice in Spring 2008. The department will examine the results on the praxis exam in Fall 2008, in order to consider how we may more efficiently support our students on this exam. It is likely that this analysis will also shape our current revision of the literature curriculum.

The following program improvements resulted from these efforts:

- The results reported above derive from our first three semesters of systematic assessment activities, and no *formal* changes to programs or courses have been implemented as of yet. However, what we have learned will be used in the next year in shaping our ongoing revision of the Literature Curriculum, as well as in rewriting course learning outcomes for the current Program Review.
- One weakness in the Department's assessment processes during this past year is that we have focused our attention primarily on the literature track. Students from both tracks have been

surveyed and have had their work read by the assessment committee in regard to the portal course, but our survey of seniors has, of necessity, focused on students in the senior literature seminars, because no capstone course or experience has yet been agreed upon for the writing concentration. Recognizing this, the Writing Faculty is currently developing a Capstone experience as well as working to establish an assessment procedure specific to their program.

The projects described above are part of a comprehensive, systematic departmental effort to make assessment a meaningful part of our work and our culture. In the 2008-2009 academic year, we expect to continue this work by focusing our efforts on the following:

- continued administration of the departmental reading of randomly selected essays from all sections of the portal course and the senior seminars (Spring 2009)
- refinement of the rubric used in the reading of student work (Fall 2008)
- development of a practice for norming our reading of these essays (Spring 2009)
- in collaboration with the Office of Institutional Research, continued administration of our surveys in order to assess student learning and satisfaction in the portal course and the senior seminars (Spring 2009)
- development of direct and indirect tools to assess the work of Writing Concentration students (Fall 2008)
- systematic analysis of our Certification students' performance on the New Jersey Praxis Exam, and the development of meaningful ways to improve their performance, including a refinement of the workshop we currently offer pre-Praxis students (Fall 2008)
- re-assessment of the departmental mapping of student outcomes in our major courses (Fall 2008)

Much of the data we have gathered has been quite reassuring, underlining our Department's relative success in achieving a number of our goals. It is also true that, despite all the direct and indirect means of assessment used, we have found no striking pattern of weaknesses to be corrected. The results of this assessment, however, do suggest some ways in which we might revise our practice. Our ongoing work on curricular revision should provide us with a forum for this curricular and pedagogic discussion.

This report details an assessment program that, although still in its early stages, has nevertheless produced a great deal of specific information about student performance and student satisfaction. Just as important as the information gathered so far is that this assessment project has begun to permeate all of our discussions of curriculum and pedagogy.

French and Francophone Studies			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
Goal 1: Proficiency in reading, writing, speaking, and understanding French.		1: Students will demonstrate proficiency in speaking French, and in reading, writing, and understanding level-appropriate French texts from diverse fields (literature, newspaper articles, current events, advertising, travel, etc.)	Students are encouraged to keep Portfolios of their work All graduating seniors are required to write a reflective paper on their experience in FFSP Informal exit interviews
Goal 2: Understanding/knowledge of the cultural diversity of the French and Francophone World.		2: Students will demonstrate knowledge and understanding of the cultures and diversity of the regions and populations that make up the French and Francophone world.	
Goal 3: Knowledge about the history of French and Francophone Literatures, and various aspects of literary interpretation.		3: Students will demonstrate knowledge of the history of French and Francophone Literatures, an understanding of various aspects of literary interpretation, and the relevance of literary theory to literary analysis.	Students will demonstrate proficiency in understanding level-appropriate spoken and written French, through interviews, discussions and oral and written examinations
Goal 4: Competence to read, appreciate, and critically interpret historical, literary, cinematic, and journalistic texts, while demonstrating awareness of the socio-historical context of their production.		4: Students will demonstrate the ability to read, appreciate, and critically interpret texts of various genres.	Students will demonstrate proficiency in understanding level-appropriate spoken and written French, through interviews, discussions and oral and written examinations
Goal 5: Skills in analysis and presentation and the ability to clearly articulate and sustain an argument in the target language.		5: In oral exposés and written papers, students will demonstrate analytical and presentational skills, and the ability to clearly articulate and sustain an argument.	
Goal 6: Ability to locate, assess, and assimilate resources and use them in oral presentations and written research papers.		6: Students will demonstrate research skills and familiarity with research and bibliographical tools in the library and on-line.	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **French and Francophone Studies** faculty's assessment efforts focused on:

See Spanish

Geography & Urban Studies (newly configured)		
Goals	Student Learning Outcomes	Assessment Methods
Geography majors will have solid understanding of key <u>theories, concepts, and themes</u> in geography.	Students will be able to: <ul style="list-style-type: none"> •Understand and explain basic concepts and theories in physical and human aspects in geography •discuss how geographic concepts and theories can be applied to understand and address geophysical and environmental and socioeconomic issues and problems •Understand and explain the nature of the relationship between the physical environment and the human landscape 	Assessed through writing term papers, lab assignments, and exam questions
Geography majors will achieve competency in <u>geospatial techniques</u> , including GIS and cartography.	Students will be able to: <ul style="list-style-type: none"> •Explain fundamental concepts in geographic information systems and cartography •Collect, input, manipulate, analyze, and interpret geographic information using GIS and cartographic techniques •Apply GIS and cartographic techniques to understand and address social, economic, and environmental issues and problems and to inform planning and decision-making at local, regional and global levels 	Passing rate on the Standardized Exam which will be developed by the department.
Geography majors will achieve competency in <u>geographic research</u> .	Students will be able to: <ul style="list-style-type: none"> •Develop a research proposal, with a clear outline of the steps involved in doing research (problem definition, literature review, statement of objectives; data sources, etc.). •Collect, analyze, interpret, and synthesis geographic data using qualitative and quantitative statistical techniques •Present the results of geographic research in both written and verbal forms 	Lab exercises, class projects, and final maps indicate students know how to collect spatial data, integrate, manipulate, analyze, and present using the GIS, Digital Cartography or Remote Sensing systems.
Geography majors will have a through grounding in two of the <u>major topical or systematic</u> aspects of geography (e.g. economic, population, urban, cultural).	Students will be able to: <ul style="list-style-type: none"> •Discuss key concepts and theories in two thematic or topical aspects of geography (example urban, population, economic, cultural, etc) •Discuss how geographic concepts and theories in the topical areas can be applied to understand and address social, economic, demographic, and environmental issues in the thematic areas •Analyze and interpret a thematic issue or problem at local, regional, or global scale from a geographic perspective •Write a research paper focusing on a specific theme or topic in geography 	Graduation rates Percentage of graduates receiving teaching certificates
Geography majors will have expertise in <u>regional and global issues</u> of geographic significance and <u>diversity issues</u> .	Students will be able to: <ul style="list-style-type: none"> •Understand and discuss key elements of the geography of specific regions of the world (Africa, Asia, Middle East, North America, etc) •Identify and discuss the key geographic issues and problems facing specific world regions. •Compare and contrast geographic differences between different world regions in terms of 	Graduation rates Employment rates for graduates of the program Ratings of oral and written communication skills of graduates

Geography & Urban Studies (newly configured)		
Goals	Student Learning Outcomes	Assessment Methods
	economic development, cultural and social landscapes, and environmental issues •Discuss the changing physical, social, and economic geographies of these regions in the context of a globalizing world	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Geography and Urban Studies** faculty's assessment efforts focused on:

Implementing earlier assessment findings into the curriculum that pointed to a need to strengthen skills in geographic research especially research proposal and essay writing.

The following program improvements resulted from these efforts:

Revised course content and program requirements: for instance, GEO 15: World Regional Geography has been restructured to focus more intensely on geographic concepts and themes rather than only content knowledge about different world regions.

The development of a new course in research methods -- to be offered for the first time in fall 2008. As well, research methodology will be introduced in most introductory and intermediate geography courses.

History			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
To master content in American, European and non-Western history	200 level courses: To familiarize students with major issues and events in US history To develop the ability of history majors to grasp basic themes and issues relating to historical method and theory by reading and learning to evaluate interpretations and historiographical controversies 300 level courses: To master content area in US, European and non-western history		Students are required to produce a self reflective Portfolio At the time of graduation the portfolio is a ready made dossier of a student's accomplishments Essay exams and writing assignments that emphasize comprehension and understanding Research essay on selected topic Oral presentations in class
To learn how to assess primary and secondary sources for argument and bias	200 level courses: To acquaint students with major scholarly interpretations of issues in American history 300 level courses: To understand and analyze primary sources and evaluate		Students will write interpretative essays from a historiographical perspective

History			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
	authorship, bias, context, and accuracy		
To learn how to find and analyze secondary literature for historical research	200 level courses: To introduce students to the use of online databases, such as <i>American History and Life</i> and <i>JSTOR</i> , to investigate historiographical issues To teach students how to research a historical topic and seek sources in library and electronic data bases 300 level courses: Students will be able to use a variety of secondary sources	Students will be able to construct an annotated bibliography using such on line resources as <i>Worldcat</i> , <i>RefWorks</i> , <i>Historical Abstracts</i> , <i>American History and Life</i> , and <i>JSTOR</i> Students will be able to write and discuss historical events using a variety of secondary sources such as monographs, journal articles, documentaries, and Internet based resources	Students will construct an annotated bibliography using such on line resources as <i>Worldcat</i> , <i>RefWorks</i> , <i>Historical Abstracts</i>
To properly document and cite primary and secondary sources	Students will learn the Chicago Manual of Style (Turabian) format for bibliographies and footnotes	Student papers reflect the Chicago Manual of Style (Turabian) format for bibliographies and footnotes	Reflected in written assignments
To learn how to interpret and analyze maps and statistical information	300 level courses: To understand how to use maps and charts for historical analysis and interpretation	Students will be able to construct or analyze charts that emphasize relevant political, economic or social characteristics	
To write an effective research essay	200 level courses: Provide students with analytical tools and methodologies that enable them to ask meaningful questions about historical developments and events e.g., causation, significance, continuity vs. change etc 300 level courses: To conduct a research project	Students will be able to demonstrate their understanding of historical methodologies such as oral history, quantitative analysis Research papers in the 300 level courses will: Identify and analyze a topic appropriate for a semester-long project; use library resources and guides available to develop a bibliography ; use a variety of secondary and primary resources; engage in historical argument and analysis; present research in an organized manner; document sources used; master effective historical writing (including composition, organization, and mechanics)	Students will write a research essay on a selected historical topic using various methodologies as well as orally present findings in class
To foster intellectual autonomy and oral presentation skills	400 level courses: To foster critical thinking and intellectual autonomy. Students should be able to distinguish different points of view and arguments in primary and secondary sources. To facilitate the development of oral communication skills	Students will be expected to: Understand historical debates; be able to identify, summarize and critique a point of view or argument Be cognizant of the different fields of specialization and methodologies in the historical profession Identify the sources used by various historians and the limitations and strengths of particular sources Develop critical judgment as to	

History			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		whether conclusions reached follow from the evidence	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **History** faculty's assessment efforts focused on:

- a. Analysis of Praxis Examination Results: 39 (out of 53) students voluntarily submitted PRAXIS scores, and 25 of these passed the examination. Unfortunately, we have been unable to get adequate information about the sections of the examination that were devoted to World or U.S. History.
- b. Pilot standardized examination in U.S. History. 42 students drawn from the various 400-level capstone courses took a sample New York State Regents Examination in the beginning of the Spring 2008 semester.
- c. *Portfolios of student work.* In Spring 2007, students registered for Hist 260, Historical Methods were required to prepare e-portfolios on a Blackboard site. Students are advised to upload selected course work to this file over the subsequent semesters.
- d. The Cheng Library has supplied statistics on library usage including types of books borrowed and on line site visited, by History majors (for 2006-07).
- e. Assessment of final papers of 400 level seminars according to a rubric created in the previous year. Previously course instructors did the assessment, but this year a special faculty committee was formed to make an independent assessment.
- f. Examination of failure and withdrawal rate of the methods course, Hist 260; Department held a retreat to discuss problems in the course. An anonymous "zommerang" questionnaire is being sent to all students who registered for the course over the past two years to measure their experience with the course.
- g. *Standardized Examination in U.S. History.* 42 students drawn from the various 400-level capstone courses took a sample New York State Regents Examination in the beginning of the Spring 2008 semester. The results of the test were as follows: about one-fourth of the students (11) did quite well (80% or better) and half of these (6) showed excellent command of the material with grades over 90%. A little more than half the students (22) passed with grades of over 65%. The rest did more poorly. Of the 50 questions, more than three quarters of the students had no trouble with eleven, while over a third were unable to give correct answers to sixteen. The questions that most students answered correctly were those which called for interpretation of a quotation, chart or cartoon. That is, when information was provided rather than mere memorized facts, our students did well. On the other hand, the questions that a large number of students were unable to get right were those that simply called for information, such as the name of a particular Supreme Court case or treaty. Some other poor responses revealed a misunderstanding of a concept, such as "interdependence," which assumed that students would understand that this referred to international economic relations.
- h. Assessment of papers in Hist 400-level courses has not yet been completed. So far, two of the four members of the committee have submitted their evaluations. The results, however, suggest a considerable fall in the quality of the papers with respect to the formulation of

hypotheses, the use of evidence, grammar, adequate citation of references. Whether this is a result of different assessment procedures, inadequate preparation (including failure to take the prerequisite Hist 260 Methods course) or problems with the way the seminars are run remains to be determined.

- i. Analysis of student portfolios. The committee has not done this yet, but it is a task that will have to be undertaken over the summer or early in the Fall.
- j. Failure and drop-out rates in Hist 260. The department held a four hour “retreat” to examine the growing failure and drop out rate in this course as well as the resistance that many students have to take the course in a timely manner. A survey is being conducted and will be analyzed to determine how the course might be improved or whether the department should attempt to deal with instruction in historical methodology in some other way.

The following program improvements resulted from these efforts:

- a. PRAXIS preparation workshop to prepare students for the examination.

During the coming two years faculty suggested the following assessment efforts:

- a. *Command of Factual Information and the Role of Standardized Tests*: The department has discussed to what extent our courses should be designed to prepare students for standardized, multiple choice tests. Do we really expect students to retain a large body of factual information as opposed to learning how to locate and evaluate information within the context of specific historical investigations? The department has not yet reached consensus on this matter. What is clear is that at least some of our students, particularly those who want to be teachers, will have to be prepared for tests of this sort. We can include this in our courses or offer special coaching sessions. We can also join with other History departments to reform the tests so that they rely less on memorized information and more on interpretive skills. In the meantime, the department will have to decide whether to institutionalize periodic diagnostic tests of this sort as a guide to enhancing our students’ competence as historians.
- b. *PRAXIS examination*: Over the next two years, our assessment efforts will concentrate on the portal and capstone courses and on the PRAXIS examination. We now understand that it is the Department’s responsibility to prepare students for the History sections of these examinations, and we will work to achieve those goals.
- c. *Methodological Skills in History*: In the meantime, the Department will work to improve the efficiency of the other assessment tools that are more closely related to the announced objectives of the History major. We will continue to monitor the Hist 260 course to see if problems in the past are being successfully addressed. A major improvement in our assessment of student learning outcomes for the portal and capstone courses will require that the assessment committee take responsibility for assuring that the faculty members doing the assessing be different from the faculty members who teach the particular courses being assessed.
 - a. *Maps and other Visual Materials*: In continuing to develop the department’s assessment of learning outcomes for the undergraduate major, we will develop ways of determining to what extent students are able to interpret maps and other visual information that are relevant to historical studies.
 - b. *Technological Competence*: Reviewing the results of the information technology survey, the 2006-07 report concluded that the Department should make a conscious effort to employ these technologies in upper level electives. A procedure will be

established to find out to what extent this recommendation has been implemented.

c. *Portfolios of Student Work:* We will also use the new e-portfolios to make periodic evaluations of student work, including a sampling of written work in 300 level courses. With respect to these courses, we will investigate the ways in which they meet the learning objectives for each course and the ways each course contribute to the learning objectives of the major as a whole.

d. *Other planned initiatives:* In addition to continuing and refining the present assessment projects, the Department will work on new initiatives with respect to the student participation in extracurricular activities, attention to academic integrity, and the role of the advisement system in enhancing student learning outcomes.

a. Reformulation of learning outcomes so that they lend themselves to measurable assessment. So far the department has agreed to the following, (incomplete list):

Upon completion of the major in History, students will be able to demonstrate satisfactory competence in the following **skills**:

- to formulate a researchable question or hypothesis;
- to create an annotated bibliography of primary and secondary source;
- to write a coherent research paper with introduction, presentation or evidence and conclusion;
- to interpret visual evidence, such as maps and cultural artifacts;
- to demonstrate competent use of information technology relevant to historical studies.

In addition the Department is attempting to address the specific information that graduates in the program may be expected to have mastered. In a subject as widely diverse as History, it has been difficult to come up with a specific body of information that all students should know. It is rather the goal of the major to provide students with the ability to discover and analyze information relevant to specific historical inquiries. As a provisional measure, however, the department has agreed to the following set of learning outcomes:

- Candidates for teaching certification will pass the History portions of the Praxis test.
- Over the coming two years, an increasing number of History majors will be able to demonstrate high achievement on a standardized examination, such as the Praxis, in the history of the United States.
 - b. Reformulation or substitution of the teaching of historical methodology in Hist 260 or elsewhere in the curriculum and assuring that students pass a certain threshold in a timely manner before moving on to more advanced work.
 - c. Creation of a more attractive extra-curricular program in History to involve students in activities outside of the classroom.

Latin American and Latino Studies (new program)			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
	Provide an interdisciplinary approach to the areas of Mexico, Central America, South America, and the Caribbean, including regions in the United States where Latin	Students will have shown a multi-disciplinary understanding of Mexico, Central America, South America, and the Caribbean, including the United States where Latin Americans reside through examination, oral	Systematic review of actual student learning outcomes from the portal and seminar courses feed curricular reviews.

Latin American and Latino Studies (new program)			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
	Americans reside.	presentation, and analytical compositions	
	Offer an overview of Latin American art, cultures, history, geography, economies, politics, society, literature, and languages.	Students will have acquired an appreciation of Latin American art, cultures, history, geography, economies, politics, society, literature, and languages through exposure to these contexts and active in-class discussions on their meaning.	LAS core and elective courses benefit from assessment performed by the many departments that participate—much of the analysis of the effectiveness of these courses is conveyed to the director of LAS by committee members and participating departments, who in turn relay this data to the committee for discussion.
	Create opportunities to address contemporary issues of Latin America and discuss affairs pertaining to international relations between countries of Latin America and other countries in the region.	Students will have articulated ideas on contemporary issues of Latin America and discussed dilemmas and controversies relating to international relations through class group work, debates, and analytical compositions.	An exit survey is used in the LAS seminar, in part to assess student knowledge of basic themes and concepts, but also to gain the student perspective on the effectiveness of the program and to identify their thoughts regarding the strengths and weaknesses of the program.
	Prepare majors for careers that rely on knowledge of Latin American contexts and demand a thorough understanding of intercultural communication.	Students will have interacted with the Latin American context across several disciplines granting them a broad foundation of academic experiences that will inform later professional opportunities. Their exploration of Latin America from several academic perspectives will have taken the form of cross-cultural analysis where comparative views of culture will have been produced in discussion essay, and examination	Exemplary student projects in Latin American Studies courses are selected to appear on the LAS web site—this allows LAS faculty the opportunity to evaluate student work for publication beyond the classroom. In this way the LAS program can demonstrate student learning for a broad audience.
	Provide opportunities for majors to interact with Latin American communities both near WPU and abroad either through academic study abroad or volunteerism and internships.	Students will have interacted and reflected on experiences with Latin American communities either near WPU or abroad either through academic study abroad or volunteerism or internships. The recently established study abroad program in Puerto Rico and soon-to-be-established internship course in LAS give students the opportunity to gain practical experience with Latin American contexts	
	Latin American Studies will introduce students to graduate program opportunities and provide them with tools for successful performance at the graduate level.	Students will have become familiar with opportunities for graduate studies through assignments and lectures in LAS 480.	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Latin American Latino Studies** faculty's assessment efforts focused on:

In Fall 2007 faculty began implementing assessment systematically with an exit survey conducted in both sections of LAS 2001 courses. In addition, a random sample of five essays was examined using a five point rubric. Student work did not meet or exceed expectations in one area: Sources/bibliography citation.

The following program improvements resulted from these efforts:

Citing the assessment finding faculty were asked to put increased emphasis on this skill.

Philosophy			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
<p>OUTCOME 1: To understand what philosophy is.</p>	<p>Upon graduation as a philosophy major, students should be able to:</p> <p>Explain what philosophers do. Give examples of how philosophy is done</p> <p>Identify some of the methods and activities that philosophy has contributed to, and shares with, other related academic disciplines (e.g., mathematics, psychology, physics, linguistics, sociology, history, art, theology, etc.), and contrast these with some of the methods and activities that are indigenous to philosophy as it is practiced today (e.g., conceptual analysis, epistemology, metatheory, etc.)</p> <p>Do philosophy</p>	<p>COMPONENTS: Upon graduation as a philosophy major, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain to a non-philosopher what philosophy is, how it is practiced, and what philosophers do. 2. Engage non-philosophers (e.g., parents, laypersons, students and professors in other disciplines, government officials, doctors, scientists, etc.) in a philosophical discussion. 3. Enter into philosophical discussions with philosophers as well as others in related academic disciplines (e.g. mathematics, psychology, physics, linguistics, sociology, history, art, theology, medicine, etc.) 	<p>ASSESSMENT TOOLS: Components 1 and 2 are assessed by requiring majors to complete a survey in their upper division courses. Component 3 is assessed by encouraging class participation and participation in department colloquium and philosophy club events. Students receive "philosophy dollars" for participating in events which faculty will accept for extra credit in their courses. Majors are encouraged but not required to present senior theses and course papers in the colloquium series</p>
<p>OUTCOME 2: To understand, appreciate and recognize the significance of some major philosophical classics.</p>	<p>Students should be able to:</p> <p>Read and understand some major philosophical classics (e.g., Descartes' <i>Meditations</i>, Plato's <i>Republic</i>, Hume's <i>Enquiry Concerning Human Understanding</i>, Berkeley's <i>Treatise Concerning the Principles of Human Knowledge</i>, Kant's <i>Prolegomenon to Any Future Metaphysics</i>, Kant's <i>Metaphysics of Morals</i>, Mill's</p>	<p>COMPONENTS: Upon graduation as a philosophy major, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and explain the views of some major philosophical figures. 2. Understand and explain the contributions made by various philosophers to philosophy and related disciplines. 3. Evaluate various philosophers and philosophies on particular issues (e.g., the nature of knowledge, the meaning of life, the existence of God) as a step to 	<p>ASSESSMENT TOOLS: Components 1-3 are assessed in the majors' exam. Students are asked to report on their abilities regarding all four components in the upper level course survey. Component 4 is not formally assessed at present, but on an individual basis within courses.</p>

Philosophy			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
	<p><i>Utilitarianism</i>, etc.)</p> <p>Read and understand some philosophy journal articles on major philosophical figures (e.g., Plato, Aristotle, Descartes, Kant, Hegel, Marx, Mill, Nietzsche, etc.) in leading journals (e.g., <i>Philosophical Review</i>, <i>Nous</i>, <i>Ancient Philosophy</i>, <i>Journal of Philosophy</i>, <i>Analysis</i>, <i>American Philosophical Quarterly</i>, <i>Synthese</i>, etc.)</p>	4. Formulating a personal philosophical position in a variety of areas (e.g., metaphysics, epistemology, religion, ethics, politics, art, values, etc.)	
	<p>Students should be able to: Read and understand some major contemporary works of philosophy (e.g., Wittgenstein's <i>Tractatus</i>, Dennett's <i>Consciousness Explained</i>, Nozick's <i>Philosophical Explanations</i>, Parfit's <i>Reasons and Persons</i>, Rawls' <i>A Theory of Justice</i>, Churchland's <i>Neurophilosophy</i>, etc.)</p> <p>Read and understand some contemporary philosophy articles in major journals (e.g., <i>Journal of Philosophy</i>, <i>Analysis</i>, <i>American Philosophical Quarterly</i>, <i>Synthese</i>, <i>Philosophy and Technology</i>, <i>Philosophy of Science</i>, <i>Mind and Language</i>, <i>Consciousness Studies</i>, <i>Cognition</i>, <i>Cognitive Science</i>, etc.)</p>		
<p>OUTCOME 3: To demonstrate competence in some particular area of contemporary philosophy.</p>	<p>Students should be able to: Identify the philosophical orientation of a variety of philosophical works of note (e.g., specify whether some book or article is in the analytic, continental, western, eastern, feminist, etc., tradition, or some combination thereof).</p> <p>Articulate some of the differences among Western philosophical methods (e.g., analytic philosophy, continental philosophy [e.g., phenomenology, existentialism], etc.) Eastern philosophical methods (e.g., Hinduism, Theravada,</p>	<p>COMPONENTS: Upon graduation as a philosophy major, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and explain the views of some leading contemporary philosophers. 2. Understand and explain some current issues of philosophical debate. 3. Evaluate some contemporary philosophers and philosophies on leading issues (e.g., the interpretation of some major historical figure [Plato, Descartes, Kant], the nature of knowledge, the meaning of life, the existence of God). 4. Demonstrate significant competence in some particular area of philosophy, such as: metaphysics, logic, epistemology, philosophy of 	<p>ASSESSMENT TOOLS: Components 1 and 2 are assessed in the majors' exam. All four components are assessed in the upper level survey.</p>

Philosophy			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
	<p>Mahayana and Zen Buddhism, Chinese Philosophy [e.g., Lao Tzu, Confucius, Chuang Tzu], etc.)</p> <p>Feminist philosophy and its antitheses</p> <p>Western and Eastern Philosophy</p>	<p>mind, philosophy of language, cognitive science, philosophy of religion, ethics, social and political philosophy, aesthetics, etc., which requires analysis, synthesis and evaluation of main theories in the area and proposing a theory of one's own.</p>	
<p>OUTCOME 4: To be aware of the existence of multiple philosophical methods as conceived from a global perspective.</p>	<p>Students should be able to:</p> <p>Identify the philosophical orientation of a variety of philosophical works of note (e.g., specify whether some book or article is in the analytic, continental, western, eastern, feminist, etc., tradition, or some combination thereof).</p> <p>Articulate some of the differences among:</p> <p>Western philosophical methods (e.g., analytic philosophy, continental philosophy [e.g., phenomenology, existentialism], etc.)</p> <p>Eastern philosophical methods (e.g., Hinduism, Theravada, Mahayana and Zen Buddhism, Chinese Philosophy [e.g., Lao Tzu, Confucius, Chuang Tzu], etc.)</p> <p>Feminist philosophy and its antitheses</p> <p>Western and Eastern Philosophy</p>	<p>COMPONENTS: Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the philosophical orientation of a variety of philosophical works of note (e.g., specify whether some book or article is in the analytic, continental, western, eastern, feminist, etc., tradition, or some combination thereof). 2. Differentiate, categorize, and judge some of the differences among <ol style="list-style-type: none"> a. Western philosophical methods (e.g., analytic philosophy, continental philosophy [e.g., phenomenology, existentialism], etc.) b. Eastern philosophical methods (e.g., Hinduism, Theravada, Mahayana and Zen Buddhism, Chinese Philosophy [e.g., Lao Tzu, Confucius, Chuang Tzu], etc.) c. Feminist philosophy and its antitheses d. Western and Eastern Philosophy 	<p>ASSESSMENT TOOLS: These components are not formally assessed across-the-board at present, but on an individual basis within specific courses.</p>
<p>OUTCOME 5: To be able to think logically.</p>	<p>Students should be able to:</p> <p>Understand what a proposition is.</p> <p>Understand what an argument is, as well as the difference between deductive and inductive arguments.</p> <p>Identify an argument.</p> <p>Translate ordinary language statements into logical form.</p> <p>Formulate an argument.</p> <p>Do first-order predicate logic.</p> <p>Analyze arguments for validity and soundness.</p> <p>Appreciate the significance and limitations of arguments.</p> <p>Have some understanding and appreciation of quantifiers, modal logic, and modeling (e.g., possible world semantics).</p>	<p>COMPONENTS: Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand what a proposition is. 2. Identify an argument. 3. Differentiate between deductive and inductive arguments. 4. Translate ordinary language statements into logical form. 5. Formulate an argument. 6. Do first-order predicate logic. 7. Analyze arguments for validity and soundness. 8. Judge the significance and limitations of arguments. 9. Have some understanding and appreciation of quantifiers, modal logic, and modeling (e.g., possible world semantics). 	<p>ASSESSMENT TOOLS: These components are assessed in the majors' exam and in the upper level survey.</p>
<p>OUTCOME 6: To</p>	<p>Students should be able to:</p>	<p>COMPONENTS: Upon graduation as</p>	<p>ASSESSMENT TOOLS: Outcomes 1-5</p>

Philosophy			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
be able to think critically.	Understand and explain what a philosophical point of view is. Analyze their own points of view. Analyze the points of view of others.	a philosophy major, students will be able to: 1. Identify the key presuppositions of a particular point of view. 2. Formulate a point of view. 3. Analyze a point of view. 4. Judge the weakest and strongest presuppositions of a particular point of view. 5. Compare and evaluate points of view. 6. Attain critical distance so as to be able to evaluate their own points of view and those of others critically and with an open mind, that is, with room both for flexibility and change on the one hand and, on the other, the gradual development of personal convictions. 7. Criticize themselves and their world from a philosophical point of view. 8. Have a stimulating and fruitful dialogue with oneself and others about important issues; which requires comparing, criticizing, and evaluating those issues. 10. Formulate a personal philosophy.	are assessed in the majors' exam. Outcomes 6-10 are assessed in the upper level survey.
OUTCOME 7: To be able to think creatively.	Students should be able to: Get out of their comfort zones. Step out of their points of view for the purposes of philosophical reflection. Formulate the right questions that get to the heart of an issue. Let go of their intellectual, emotional and psychological inhibitions when this is desirable from a philosophical point of view, that is, when there is some reason to think that this may lead to good or fruitful results or sometimes even just for fun. Laugh at (e.g., "get") certain sorts of philosophical jokes.	OUTCOMES: Upon graduation as a philosophy major, students will be able to: 1. Think outside of their comfort zones. 2. Think outside their own points of view for the purposes of philosophical reflection (e.g., play "devil's advocate"). 3. Formulate subversive questions that get right to the heart of an issue. 4. Let go of their intellectual, emotional and psychological inhibitions when this is desirable from a philosophical point of view, that is, when there is some good reason to think that this may lead to good or fruitful results or sometimes even just for fun. 5. Laugh at (i.e., "get") certain sorts of philosophical jokes.	ASSESSMENT TOOLS: Although outcomes 1-5 are not assessed across-the-board at present, but informally and in within the context of specific courses, they could be assessed in the major's exam and/or upper level survey. Faculty members have and express intuitions about the degree to which students may or may not have these qualities and discussions are underway about what we might or might not do with these intuitions or even if, and how, they might be assessed.

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Philosophy** faculty's assessment efforts focused on:

The Philosophy department has surveyed students in Philosophy 100 and in Upper division courses since 2002. Last year the department implemented a new assessment: a major's exam similar to a field test exam that it developed.

The following program improvements resulted from these efforts:

The results of the Major Exam indicated a gap between some of the questions asked and the materials students learn in the major courses. To address these gaps faculty decided to revise the new exam so it correlates more closely with the curriculum in the areas of comparative analysis of theories and technical philosophical terms as well as emphasizing these areas in courses. Because survey and exam results are least strong in tapping into these two areas of philosophy faculty decided to first make these pedagogical changes rather than large-scale curricular changes.

Faculty will examine the possibility of developing a student portfolio system as a tool for assessment as well as discussing developing a formal capstone course in which all students will produce a senior thesis or other appropriate culminating experience.

Political Science			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
To prepare students so that they can apply social science research skills to the field of political science			Each goal has been linked to a specified set of activities that will provide data for assessment by sampling student appropriate student work. There is a grid which shows how each outcome is treated in specific courses. Extra curricular activities, notably the Model UN, play an important role in the educational program. The capstone course, in particular, is designed to serve as the culminating site for the assessment of learning outcomes. The success of these efforts will be assessed by sampling syllabi and student assignments as well as the self-assessment of students and faculty.

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Political Science** faculty's assessment efforts focused on:

In a number of retreats and conversations faculty have been focused on the broader issue of what they want to students to accomplish in the undergraduate major. The overarching goal is to prepare students to do social science research. Faculty therefore focused assessment efforts on the Senior Thesis seminar, POL480. This past year essays were randomly collected and assessed.

The assessment results showed students' work was especially disappointing in the following areas: formulating a research thesis; defining appropriate research methodology; gathering and analyzing evidence.

The following program improvements resulted from these efforts:

For the upcoming year the Faculty's task will be to determine how best to alter pedagogy and restructure curriculum in order to achieve more sophisticated and satisfactory student work to meet the major's overarching research goal.

Psychology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
Goal 1: To provide students with appropriate prerequisites and foundation courses in the form of didactic and experiential activities that help foster the development of knowledge, understanding and critical thinking skills for conducting, interpreting and disseminating ethical research.		<p>Students will demonstrate knowledge and skills needed to conduct a research study and to describe that study in the form of a professional paper</p> <p>Students will present research in the form of an oral presentation.</p>	<p>Research Report Rubric (RRR)</p> <p>Sampling and Analysis Methods Papers were randomly sampled across multiple instructors of ~15% of the population (15 papers). Inter-rater reliability was also assessed on several papers and reached acceptable levels.</p> <p>Core Statistical Module (CSM)</p> <p>Sampling and Analysis Methods Included all students in the Experimental II Course (~80 students). Data were analyzed using descriptive statistics (mean, median, SD) and a histogram in order to characterize the score distribution.</p> <p>Psychology Field Test (Educational Testing Service) (ETS) Sampling Methods: Included all students in the Capstone Course (~75 students per administration)</p>
Goal 2: To provide students with appropriate prerequisites and foundation courses in the form of didactic and experiential activities that help foster the development of knowledge, analytic		<p>Students will demonstrate knowledge and skills needed to select, perform and interpret statistical procedures.</p> <p>Students will demonstrate the knowledge and skills needed to perform appropriate statistical procedures using SPSS</p>	

Psychology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
and critical thinking skills that help support the understanding, interpretation and application of statistical procedures.			
Goal 3: To provide students with appropriate prerequisites and foundation courses in the core areas of psychology from an historical, contemporary and cross-cultural perspective.		Students will demonstrate growth in knowledge and understanding of the theories, concepts, methods and applications of the core areas of psychology.	
Goal 4: Students will be provided with didactic and experiential activities and opportunities that foster the development of professional and career-related knowledge, skills and strategies.		Students will demonstrate involvement and participation in internship experiences, faculty-sponsored research, professional and student-oriented organizations. Students will demonstrate activities and products that display knowledge and competency in selecting career pathways and in implementing plans and organizing materials that support career aspirations.	
Goal 5: Students will be provided with courses and experiences that foster the development of information and technology literacy.		Students will demonstrate the knowledge and skills needed to access and use psychology-oriented and related databases Students will demonstrate the knowledge and skills in order to effectively use software applications for word processing, statistical analysis, database creation and knowledge dissemination (e.g., Powerpoint).	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the Psychology faculty's assessment efforts focused on:

The Psychology Department has been actively engaged with self-assessment for several years. Student work continues to be assessed through a variety of tools and on a variety of issues.

- 1) As in past years, fifteen research reports were examined using the Department's Research Report Rubric. The median score of 13 was above the target score of 11, but weaknesses were identified both in research skills (inadequate description of methodology, unclear results sections, and erroneous conclusions) and in writing (organization, syntax, APA formatting).
- 2) All eighty students in the Experimental II Course were evaluated using the Core Statistical Module that measures knowledge and understanding of analytic and statistical concepts, etc.

The following program improvements resulted from these efforts:

Materials that provide information on APA style will be developed and workshops offered by the library will be integrated into the curriculum. An exemplar of an acceptable research report will be developed and disseminated. Course outlines will be revised to include exercises that emphasize the conceptual and interpretative aspects of statistics as well as emphasize formatting of statistical output.

Course outlines and textbooks are being reviewed in order to determine if the appropriate emphasis is being placed on areas of identified weakness (e.g., problem-solving exercises and conceptually based applications). Peer tutors will also be encouraged to help promote student problem-solving skills. The need to integrate course outline content into syllabi will also be emphasized.

Discussions between Psychology and Biology have led to a reexamination of the textbook used in the prerequisite Biology 114 course as well as a review of assessment procedures used in the Biology course.

Greater curricular emphasis (via changes in course outlines) will be placed on using databases, in designing effective search strategies and in enhancing the student's ability to apply appropriate statistical techniques and interpret output.

In 2008-2009,

- 1) Library workshops on APA style and on research formatting will be developed and integrated into the curriculum. Departmental course outlines will also be revised to emphasize the conceptual and interpretive aspects of statistics. Greater emphasis will also be placed on using databases, on designing effective search strategies, and on applying statistical methods in developing interpretations of data.
- 2) Courses and outlines will be examined to determine if appropriate emphasis is being placed on areas of identified weakness like problem-solving and conceptually-based applications.
- 3) The Core Statistical Module, Research Rubric, and ETS Field test will continue to be used with students throughout the coming year.

Sociology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
Students will develop an understanding of the domain of sociology.		<p>Students will be able to:</p> <p>explain the sociological perspective;</p> <p>state the social and historical processes through which sociology as a discipline came to develop;</p> <p>describe relationships between sociology, other social sciences, and other approaches to the understanding of human relations;</p> <p>analyze the strengths and limitations of the sociological perspective.</p>	<p>Senior seminar is required Of all undergraduate students and they complete an independent senior research project while enrolled. Undergrads are required to present and discuss their research before their peers in senior seminar.</p> <p>All undergraduate students are examined about their sociological knowledge associated with the theme of the seminar and the theoretical content of the participants' research projects.</p> <p>Depending on their course of study, students are either required or strongly encouraged to engage in fieldwork or to complete an internship. Each student's performance is monitored by a sociology coordinator and an onsite supervisor.</p> <p>Students are encouraged to submit senior theses and other sociological work for presentation at regional and national sociology conferences. Faculty members review prospective submissions, and provide further assessment and feedback prior to presentation.</p> <p>The Department regularly assesses submissions of student papers for inclusion in its journal <i>Sociogram</i>, a collection of outstanding student work.</p> <p>The Department regularly administers special assessment surveys in all sections of its GE courses</p> <p>The Department has agreed to participate in a Spring 2005 national survey by the ASA of its graduating seniors. We will receive aggregate local results to compare with the national results, in gaining one comparative measurement of how graduating seniors view the value and practicality of their major.</p>
Students will use theory to recognize and make sense of patterns in society.		<p>Students will be able to:</p> <p>distinguish among such major paradigms as structural-functionalism, symbolic interactionism, and conflict theory;</p> <p>describe and criticize the major ideas of prominent sociological theorists;</p> <p>communicate well both orally and in writing about different theoretical</p>	

Sociology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		perspectives on current social processes.	
Students will acquire knowledge about the various methods and techniques of sociological research.		Students will be able to: describe and distinguish the various methodological perspectives in sociology; critically evaluate various types of reports on matters of sociological concern; articulate the benefits and limitations of the scientific method; discuss ethical issues connected with social science research.	
Students will develop the ability to conduct sociological research.		Students will be able to: design research projects using the various sociological data gathering techniques; demonstrate competence in both quantitative and qualitative analysis techniques; defend results of research before students & faculty in a seminar setting.	
Students will comprehend the patterns, problems, and promises of globalization.		Students will be able to: describe, both orally and in writing, the impact of global cultural and social forces on various groups within and outside the United States; evaluate the different theoretical perspectives on globalization; explain the relationship between social structure and globalization; explain the relationship between culture and globalization.	
Students will develop an understanding of multiculturalism.		Students will be able to: explicate the different interpretations of multiculturalism; discuss the issues and controversies surrounding multiculturalism; describe the socio-historical patterns of multiculturalism.	
Students will be able to recognize and analyze patterns of inequality in society.		Students will be able to: delineate the different forms of social inequality;	

Sociology			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
		<p>use various theoretical perspectives to explain patterns of inequality;</p> <p>describe the social forces that perpetuate inequality in society.</p>	
Students will be able to describe and analyze the principal socio-cultural institutions and dynamics fundamental to all societies.		<p>Students will be able to:</p> <p>identify key social institutions and social behaviors common to all human societies, such as social control mechanisms, the family, social networks, the arts, medicine, belief systems, political behavior, and related phenomena;</p> <p>describe and explain how these institutions and behaviors vary across social settings;</p> <p>critically assess the body of research and theory developed in regard to these institutions and behaviors</p>	
Students will apply critical thinking skills in analyzing the way society operates.		<p>Students will be able to:</p> <p>articulate the connections among various social institutions;</p> <p>describe the role of ideology in the conceptualization of institutions;</p> <p>analyze the social construction of social problems;</p> <p>extrapolate from findings to generalize about various social processes and phenomena.</p>	
Students will utilize sociological knowledge to become active and influential participants in society through civic engagement.		<p>Students will be able to:</p> <p>demonstrate civic awareness;</p> <p>use their sociological knowledge to address matters of social concern;</p> <p>become actively involved in community service.</p>	

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Sociology** faculty's assessment efforts focused on:

Administering the ETS major field test and a departmental instrument that measured learning outcomes in four core courses. As well senior seminar essays were examined. This last assessment effort revealed weaknesses in social theory integration, selection of populations for research and in clear presentation of data.

The following program improvements resulted from these efforts:

A new combined theory course was developed, an amplified list of core concepts to be taught in Principles of Sociology was established, and an increased number of sections of demography were offered to address deficiencies in that area.

In the upcoming year the content of SOC213 (sociological Theory) will be standardized and the learning outcomes for the senior seminar revised.

Spanish			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
The mission of the Spanish program is to enhance in its students, oral and written skills in the Spanish language, to foster a strong awareness of the multicultural and multiethnic Spanish-speaking world, and to promote critical and communicative skills applicable to diverse professional endeavors.	<p>GOAL 1: The Program will foster the development of an appropriate level of proficiency in reading, writing, speaking and understanding Spanish.</p> <p>GOAL 2: The Program will promote development of advanced-level knowledge of grammar.</p> <p>GOAL 3: The Program will foster competencies in reading and understanding cultural, literary, and theoretical texts.</p> <p>GOAL 4: The Program will facilitate consciousness of the cultural, political, and social-historical context of cultural creation.</p> <p>GOAL 5: The Program will cultivate mastery of research, methodological, and interpretative strategies.</p>	<p>Learning Outcome: Students will show an appropriate level of proficiency in speaking, understanding, reading, and writing Spanish.</p> <p>Student Learning Outcome: Students will display understanding of grammatical structures and will apply this knowledge in oral and written practice.</p> <p>Student Learning Outcome: Students will demonstrate an ability to understand cultural, literary and theoretical texts.</p> <p>Student Learning Outcomes: Students will demonstrate an understanding of the socio-political and historical contexts of texts and cultural production.</p> <p>Student Learning Outcome: Students will exhibit ability to seek out information, examine assumptions and premises, and write meaningful conclusions based upon objective facts.</p>	<p>The department performs portal and exit Oral Proficiency Interviews and Writing Samples, and uses results to modify or enhance the curriculum.</p> <p>The upper-level literature courses evaluate students' research and analytical skills, knowledge of literatures written in Spanish, and understanding of the varied Spanish-speaking cultures of the world. The Capstone course identifies students' strengths and weaknesses, provides opportunities to reemphasize problematic areas, and provides students detailed feedback on their professional preparation. This course also acts as a clearinghouse for program assessment data; specifically, student outcomes regarding skills and knowledge are evaluated and submitted to the department's curriculum committee for program adjustment.</p> <p>In the Capstone course, students will self-assess their knowledge and skill levels through an exit statement.</p> <p>In the Spanish major courses, students' progress in reading, writing, listening, and speaking is continually be assessed through oral and written assignments. The Spanish program tracks recent graduates using periodic surveys and questionnaires to identify the pertinence of our course work to their professional activities. This provides the department with data that is used to inform modifications to the curriculum based on the professional needs of graduates.</p>

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Languages and Culture (Spanish, French)** faculty's assessment efforts focused on:

At the Program level, the Department:

Reviewed and refined the mission statements of the FFSP, the Spanish, and the Bilingual/ESL Programs.

Refined each program's goals and student learning outcomes.

Closely examined all course offerings in relation to the Student Learning Outcomes for each program.

Prepared course mapping grids to verify the utility and necessity of each course, thus weeding out "widow" and "orphan" courses.

Developed assessment rubrics that ascertain whether the stated outcomes are being met.

Initiated "closing the loop" procedures to use the data collected through the above processes to improve the programs.

Our assessment activities have formally confirmed what both the FFSP and Spanish Programs have known informally: that in our programs, which are otherwise rigorous and challenging, **the area of greatest weakness is the oral competency of some of our majors**. Majors in both programs fall into two categories: those who are fairly or largely fluent in the language due to their heritage, or due to sustained work in French or Spanish *before entering the major*, and those who are either studying these languages for the first time at WPU, or whose years of high school French or Spanish have not led to an appropriate level of fluency. According to ACTFL guidelines, about 720 instructional hours are required for students to achieve advanced proficiency in a foreign language. Although at the Basic and Intermediate levels, a certain degree of oral production is required of all students, the focus in these courses is not exclusively on oral skills. Therefore, students who come into WPU and begin French or Spanish studies for the first time, and then decide to major in one of these programs, are greatly disadvantaged when compared to those with a heritage background, or those having several years' worth of middle and/or high school instruction. Currently, in the major, we offer only one course (French 240 – Spoken French through Cultural Study), amounting to 45 instructional hours, that focuses exclusively on the spoken language.

The following program improvements resulted from these efforts:

Immediate Steps Taken to Address this Weakness:

- **Pedagogical modifications:** All French and Spanish Faculty have agreed to incorporate greater oral production content wherever possible at all levels of the curriculum. In culture courses, such as French 341 or French 400 (both currently offered in spring '08), for example, students will be required to provide oral summaries and analyses of content-related research, and of current events in France and the Francophone world, through the use of newly available audio- and video-based internet sites.
- **Curricular modifications:** The Spanish faculty has agreed to adopt another Spanish course designed to resolve the problem of lack of competence in oral expression, and to improve students' oral proficiency. The new course focuses exclusively on communication strategies and oral expression.

- **Other Ideas for “closing the loop” to improve oral skills:**

- Offer tutorials in French and Spanish to the individual student or to small groups of students.
- Develop more courses focusing on oral expression. Require additional 300- and 400- courses, even if students may not require the credits.
- Require the student to assume responsibility for his/her own oral competency, by passing one or more (OPI-style) interviews at a predetermined level at specific points in the major. Make this a graduation requirement.
- Encourage participation in a study-abroad program. The Spanish Program currently has study abroad programs in Argentina-Uruguay, Puerto Rico and Spain. The FFSP has exchange understandings with Universities in France.
- Encourage students to work with a tutor, either off or on campus (e.g. Academic Support Center)
- Encourage self study through methods such as the *Rosetta Stone* or *Teach Yourself* systems.
- Encourage use of the manifold internet resources and tools available to language learners, such as various University and Institutional websites, and the website of the *Instituto Cervantes*.
- Encourage students to take advantage of the facilities in WPU’s language laboratory.
- Encourage students to get involved in the activities of WPU’s Francophone and Spanish Clubs.
- Encourage formation of study groups with other motivated students.
- Encourage participation in the FFSP and Spanish Program’s monthly conversation tables.
- Listen to French and Francophone and Spanish language radio broadcasts.
- Watch French and Francophone and Spanish language television broadcasts

While we are working on curricular ways to address this weakness, FFSP and Spanish faculty are voluntarily and informally working with students outside of class. Additionally, certain FFSP students have taken heed of this issue, and have enrolled in private language learning schools such as the Alliance Française, Berlitz or Inlingua.

Plans for the coming two years include:

As a starting point, we decided to focus our initial efforts on our Portal and Capstone courses. We will now systematically conduct assessment of all courses in the curriculum, from the 100 to the 400 level. In addition, we will

- In fall 2008 we will analyze mock-OPI data from the Spanish Program, and Praxis exam data for both FFSP and Spanish programs.
- In spring and fall 2009, we will attempt to involve all faculty teaching these courses to collectively grade the common 110 and 111 final exams.

Women's Studies			
Goals	Objectives	Student Learning Outcomes	Assessment Methods
			<p>The major has a senior capstone course that requires presentation of research papers and is developing a means to use these for assessment purposes.</p> <p>The Department has sponsored student participation at national and regional conferences.</p>

YEARLY UPDATE: Using Assessment Findings for Program Improvement

This year the **Women's Studies** faculty's assessment efforts focused on:

Revising the department's mission statement, goals and outcomes so that they reflect the current trend of thinking in the field of women and gender studies.

Closely examining the Capstone course (WS 410-60) and the portal course, Introduction to Women's studies (WS 210-60).

Methods of Assessment:

The following steps were taken towards the assessment of the Department of Women's Studies, 2007-2008:

In Spring 2007, surveys were conducted in introductory courses, three sections of "Racism and Sexism in the US," and one section of the "Women's Changing Roles." These surveys were handed over to the Dean's office.

Research papers of 10 students out of the 20 students in the Capstone class were closely examined using a rubric. Research papers of 12 students out of the 18 students in the Introduction to Women's Studies class, the portal course, were examined closely using the rubric as well.

A Survey was conducted among the senior students, enrolled in the capstone course, in Spring '08, expected to graduate with a degree in Women's Studies, in May 2008.

The Capstone Paper is the primary component of the assessment program. It specifically requires the student to demonstrate high proficiency in fulfilling the learning objectives as stated in the rubric above. The final paper is an intensely researched subject that is part of the requirements for the seminar. A rubric was developed to use as an assessment instrument to measure the effective results of the student learning outcomes of the Women's Studies Department. The Capstone student research papers were the learning objects used to measure students' skills, and knowledge. In June, 2007, both the chair and the coordinator met and closely examined 10 papers out of 20 from the Capstone class.

In addition, a survey was conducted among seniors in the Capstone class. The survey data did not show any areas that the students disagreed with. Only about 2-3 students out of ten felt that they were not competent enough in these areas:

1. Explain goals, purposes, and scope of Women's Studies
2. Analyze the variety of feminist theoretical positions and how each examines the nature and causes of the oppression of female
3. Apply feminist theory to practical situations to the goal of improving women's lives.
4. Determine the interconnectedness of various oppressive structures

Students, in informal anonymous questionnaires, revealed the positivism that the program has induced into their critical thinking and learning. They highly commended the choice of books, in the Capstone course and endorse the high quality of work expected of them.

Similarly, papers from the portal course, Introduction to Women's Studies were examined in February. This course uses an interdisciplinary approach to understand the various concepts and issues that contribute to the discipline of women's studies. It introduces students to feminist perspectives used to examine the formation of gendered subjects at the intersections of race, class, gender, and sexuality in society. This course develops analytical skills through an analysis of gender and multiple structures of power. Topics covered include nationalism, global trafficking, family, work, public policy, migration, violence, and social movements.

Based on the findings, from the papers and the survey, both the areas of strength and weakness revealed in the student papers were identified. Areas of weakness were given specific focus and were addressed as areas that need to receive attention. Innovative strategies that include both pedagogical and curricular changes for implementation of specific action plans were framed.

The following program improvements resulted from these efforts:

The data from paper evaluations shows that most of the students have demonstrated the ability to meet the goals expected of them and the program. There are however, certain areas that need more work.

The following strategies have been suggested for improving the ability of students in these specific areas of need:

1. Identify and define key terms and theoretical concepts in Women's studies.

In order to strengthen the fulfillment of this goal, it is recommended that students planning to go on to graduate school take either a course in "Feminist Theory" or "Feminist Methodology." In addition, students will be tested specifically on key concepts, terms, and definitions provided for them in their texts. A clear demonstration of the use of these elements in their final projects will be encouraged.

2. Display knowledge of various forms of individual and collaborative initiatives of resistance for change.

Introduce more literature about people's successful efforts to overcome systemic oppression to show individual initiatives that have been successful. In addition to incorporating literature, have lectures, discussion, and encourage field visits to organizations to show evidence of change and the possibility of success. To strengthen the fulfillment of this goal, students will also be required on a regular basis to research the specific structures of agency/ies present locally and globally that directly address the fields of study and issues focused on in that specific course. They will be required to research a few current and past initiatives that will include a substantive history of the specific movement/initiative being discussed. The knowledge will be exhibited in oral presentations

and/or written work.

3. Offers solutions/suggestions for change.

In order to strengthen the fulfillment of this goal, students will be enabled to see that the local issues are as important as the global issues. Students will be encouraged to use the university community as a case study related to race, class and gender issues. Students can engage in collaborative projects to move towards a solution. Efforts such as this will raise students' consciousness and awareness of specific issues that need to be changed locally. They can come up with strategies to address the issue they want to change. They can report to the class in an official presentation, their findings (this involves needs assessment), and implementation strategies and either effective or ineffective use of their strategy. They will provide an analysis of their action plan.

4. Exhibits knowledge of good editing skills

As a Department policy, all Women's Studies faculty will require students to purchase English Handbook. This will help professors to identify and to direct students to the handbook to address and avoid the re-occurrence of editing issues. Faculty will also require an outline of every paper that a student has to turn in.