

Detailed Assessment Report

As of: 5/08/2015 04:42 PM EDT

2014-2015 English BA

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the English program is to provide students with a Bachelor's degree in English within a liberal arts tradition. The program introduces students to major literary works from a variety of traditions, teaches literary analysis and theory, and instructs them in methods of research. Students in the major learn to read critically and to write effectively. The program enables students to achieve goals relating both to career and to personal development.

The mission of the English program connects directly with the mission of Indiana University Kokomo in that it provides a recognized undergraduate baccalaureate degree program in English. In keeping with the overall IU Kokomo mission, the English program "enhances research, creative work, and other scholarly activity" and strengthens the "cultural vitality of the region" (IU Kokomo Mission Statement).

Goals

G 1: Knowledge of Literary Works

Knowledge of literary works.

G 2: Literary Analysis

Literary analysis

G 3: Major Theories of Literature/Language

Major Theories of Literature/Language

G 4: Communication

Communication

G 5: Research Methods

Research methods

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1: Anglo-American Authors

Identify major authors and literary works within the Anglo-American tradition

Related Artifacts/Objects:

A 1: ETS Standardized Test

The ETS Major Field Examination: Literature in English contains 150 multiple-choice questions covering major works of poetry, prose, and drama in British and American literature. Some questions require the student to read a passage or a

complete short work and answer questions on genre, elements of literature, literary history, and interpretation. A small portion of the examination covers works of literature from outside the Anglo-American tradition. The examination provides subscores in the following four areas: Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification.

This examination is a nationally prepared examination which provides comparisons to students and departments across the United States. It is intended to assess student knowledge at the undergraduate level, and, unlike the Graduate Record Examination, is not meant as an entry examination for graduate school.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

ETS Mean Score of 153.9

S 2:Other literary traditions

Identify major authors and literary works within other literary traditions

Related Artifacts/Objects:

A 1:ETS Standardized Test

The ETS Major Field Examination: Literature in English contains 150 multiple-choice questions covering major works of poetry, prose, and drama in British and American literature. Some questions require the student to read a passage or a complete short work and answer questions on genre, elements of literature, literary history, and interpretation. A small portion of the examination covers works of literature from outside the Anglo-American tradition. The examination provides subscores in the following four areas: Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification.

This examination is a nationally prepared examination which provides comparisons to students and departments across the United States. It is intended to assess student knowledge at the undergraduate level, and, unlike the Graduate Record Examination, is not meant as an entry examination for graduate school.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

ETS Mean Score of 153.9

S 3:Literary history

Position literary works within cultural and intellectual history

Related Artifacts/Objects:

A 1:ETS Standardized Test

The ETS Major Field Examination: Literature in English contains 150 multiple-choice questions covering major works of poetry, prose, and drama in British and American literature. Some questions require the student to read a passage or a complete short work and answer questions on genre, elements of literature, literary history, and interpretation. A small portion of the examination covers works of literature from outside the Anglo-American tradition. The examination provides subscores in the following four areas: Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification.

This examination is a nationally prepared examination which provides comparisons to students and departments across the United States. It is intended to assess student knowledge at the undergraduate level, and, unlike the Graduate Record Examination, is not meant as an entry examination for graduate school.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

ETS Mean Score: 153.9

S 4:Compare and Contrast literary works

Compare and contrast literary works within cultural and literary contexts

Related Artifacts/Objects:

A 1:ETS Standardized Test

The ETS Major Field Examination: Literature in English contains 150 multiple-choice questions covering major works of poetry, prose, and drama in British and American literature. Some questions require the student to read a passage or a complete short work and answer questions on genre, elements of literature, literary history, and interpretation. A small portion of the examination covers works of literature from outside the Anglo-American tradition. The examination provides subscores in the following four areas: Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification.

This examination is a nationally prepared examination which provides comparisons to students and departments across the United States. It is intended to assess student knowledge at the undergraduate level, and, unlike the Graduate Record Examination, is not meant as an entry examination for graduate school.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

EST Mean Score: 153.9

S 5:Classify literary works

Classify literary works by genre

Related Artifacts/Objects:

A 1:ETS Standardized Test

The ETS Major Field Examination: Literature in English contains 150 multiple-choice questions covering major works of poetry, prose, and drama in British and American literature. Some questions require the student to read a passage or a complete short work and answer questions on genre, elements of literature, literary history, and interpretation. A small portion of the examination covers works of literature from outside the Anglo-American tradition. The examination provides subscores in the following four areas: Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification.

This examination is a nationally prepared examination which provides comparisons to students and departments across the United States. It is intended to assess student knowledge at the undergraduate level, and, unlike the Graduate Record Examination, is not meant as an entry examination for graduate school.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

EST Mean Score: 153.9

A 2:L202 Papers

These outcomes were assessed by looking at examinations and papers created in ENG-L202 Literary Interpretation. All English majors take L202 as a required introduction to the major, preferably in their freshman or sophomore years. Assessment is done by the faculty member teaching the course in the form of individual grades on the papers and examinations and the overall course grade. One sample paper from the course is collected for each English major. This year nine English majors enrolled in ENG-L202.

Source of Evidence: Written assignment(s), usually scored by a rubric

Benchmark:

"B" average on L202 papers.

S 6:Identify literary elements

Identify the elements of literature

Related Artifacts/Objects:

A 2:L202 Papers

These outcomes were assessed by looking at examinations and papers created in ENG-L202 Literary Interpretation. All English majors take L202 as a required introduction to the major, preferably in their freshman or sophomore years. Assessment is done by the faculty member teaching the course in the form of individual grades on the papers and examinations and the overall course grade. One sample paper from the course is collected for each English major. This year nine English majors enrolled in ENG-L202.

Source of Evidence: Written assignment(s), usually scored by a rubric

Benchmark:

"B" average on L202 papers.

S 7:Read critically and creatively

Read critically and creatively

Related Artifacts/Objects:

A 2:L202 Papers

These outcomes were assessed by looking at examinations and papers created in ENG-L202 Literary Interpretation. All English majors take L202 as a required introduction to the major, preferably in their freshman or sophomore years. Assessment is done by the faculty member teaching the course in the form of individual grades on the papers and examinations and the overall course grade. One sample paper from the course is collected for each English major. This year nine English majors enrolled in ENG-L202.

Source of Evidence: Written assignment(s), usually scored by a rubric

Benchmark:

L202 Paper Average of B

S 8:Interpret literary works

Interpret literary works from an individual perspective

Related Artifacts/Objects:

A 2:L202 Papers

These outcomes were assessed by looking at examinations and papers created in ENG-L202 Literary Interpretation. All English majors take L202 as a required introduction to the major, preferably in their freshman or sophomore years. Assessment is done by the faculty member teaching the course in the form of

individual grades on the papers and examinations and the overall course grade. One sample paper from the course is collected for each English major. This year nine English majors enrolled in ENG-L202.

Source of Evidence: Written assignment(s), usually scored by a rubric

Benchmark:

IUK L202 Paper Average: B

S 9:Theories

Explain major theories of language and literature

S 10:Differentiate among theories

Differentiate among major theories

S 11:Apply literary theories

Apply critical theory to literary works

S 12:Write in genres typical of the field

Writes in genres typical of the field

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 13:Exhibit accuracy in writing conventions

Exhibit accuracy in writing conventions

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 14:Contribute to oral discussions

Contribute to oral discussions

S 15:Use appropriate technologies

Use appropriate technologies

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:
L495 Average: B

S 16: Locate appropriate resources Component 1 Use literary indexes and databases to locate critical articles

Locate appropriate resources Component 1 Use literary indexes and databases to locate critical articles

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:
L495 Average: B

S 17: Locate appropriate resources Component 2 Use catalog system such as IUCAT to locate books

Locate appropriate resources Component 2 Use catalog system such as IUCAT to locate books

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also

provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:
L495 Average: B

S 18:Locate appropriate resources Component 3 Use websites devoted to literary topics

Locate appropriate resources Component 3 Use websites devoted to literary topics

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:
L495 Average: B

S 19:Evaluate the usefulness/credibility of resources Component 1

Evaluate the usefulness/credibility of resources Component 1 Be able to distinguish between a web-based source and a monitored library database.

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department

continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 20: Evaluate the usefulness/credibility of resources Component 2

Evaluate the usefulness/credibility of resources Component 2 Choose sources that are peer-reviewed or produced by educational, government, or other credible sponsors

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 21: Evaluate the usefulness/ credibility of resources Component 3

Evaluate the usefulness/ credibility of resources Component 3 Be able to locate website information that identifies the author of a site and the author's credentials.

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 22:Synthesize information from various sources Component 1

Synthesize information from various sources Component 1 Use integrated quotations, paraphrase, and summary from sources.

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 23: Synthesize information from various sources Component 2

Synthesize information from various sources Component 2 Use appropriate format for quotations and research writing (works cited page, correct citation of sources).

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 24: Integrate research with literary analysis Component 1

Integrate research with literary analysis Component 1 Use research sources in an extended research paper dealing with literary topics.

Related Artifacts/Objects:

A 3:L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 25: Integrate research with literary analysis Component 2

Integrate research with literary analysis Component 2 Make comparisons and contrasts between ideas expressed in sources.

Related Artifacts/Objects:

A 3: L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

S 26: Integrate research with literary analysis Component 3

Integrate research with literary analysis Component 3 Be able to summarize key ideas from sources.

Related Artifacts/Objects:

A 3: L495 Senior Seminar

To assess both Goal # 4 (Outcome 1-2) and Goal #5 listed above, the department continued to use its previous assessment tool of requiring all English majors in ENG-L495 Senior Seminar to provide a portfolio of three papers from their previous English courses: a literary interpretation, a research paper incorporating sources and using the MLA documentation system, and a third paper from ENG-L371 Critical Practices. These papers provide evidence of students' ability to write in genres typical of the field, exhibit accuracy in writing conventions, locate appropriate sources, evaluate the credibility and usefulness of sources, synthesize information, and integrate research with literary analysis. These papers also provide information about applying critical theory to literary works. This final goal is also assessed through Goal #3 (see above). The English faculty developed a

rubric by which to assess the six areas expressed in the outcomes above. All resident English faculty members read half of the portfolios (thus providing each portfolio with three readers) and assigned each area a score of Good, Fair, and Inadequate (a score of 1-3 with 3 being the highest). Each portfolio's scores were averaged to arrive at a total score for the portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Benchmark:

L495 Average: B

Detailed Assessment Report

As of: 5/08/2015 04:42 PM EDT

2014-2015 Master of Arts in Liberal studies MA

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The Master of Arts in Liberal Studies (MALS) program is designed for those students who already hold a baccalaureate degree and who wish to continue their university education in a nonprofessional, multidisciplinary graduate program. The program provides a graduate degree for individuals in the IU Kokomo region who wish to broaden their skills and knowledge, who want an organized, challenging program of study for personal self-fulfillment, and/or whose careers will be enhanced by a graduate credential.

Goals

G 1:Research

Research

G 2:Interdisciplinary Connections

Interdisciplinary Connections

G 3:Self-reflection

Self-reflection

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1:Students will critically evaluate scholarly work: level of understanding. Comp#1
Students will critically evaluate scholarly work: level of understanding.

S 2:Students will critically evaluate scholarly work: support for ideas. Comp#2
Students will critically evaluate scholarly work: support for ideas.

S 3:Students will critically evaluate scholarly work: analysis. Comp#3
Students will critically evaluate scholarly work: support for ideas.

S 4:Students will develop arguments supported by appropriate evidence and reasoning: support for ideas. Comp#1
Students will develop arguments supported by appropriate evidence and reasoning: support for ideas.

S 5:Students will develop arguments supported by appropriate evidence and reasoning: knowledge of materials. Comp#2
Students will develop arguments supported by appropriate evidence and reasoning: knowledge of materials. Comp#2

S 6:Students will develop arguments supported by appropriate evidence and reasoning: organization and structure. Comp#3

Students will develop arguments supported by appropriate evidence and reasoning: organization and structure. Comp#3

S 7:Students will develop arguments supported by appropriate evidence and reasoning: bibliography. Comp#4

Students will develop arguments supported by appropriate evidence and reasoning: bibliography. Comp#4

S 8:Students will write scholarly works of appropriate style and format: coherence of presentation. Comp#1

Students will write scholarly works of appropriate style and format: coherence of presentation. Comp#1

S 9:Students will write scholarly works of appropriate style and format: mechanics (writing, language, style). Comp#2

Students will write scholarly works of appropriate style and format: mechanics (writing, language, style). Comp#2

S 10:Students will write scholarly works of appropriate style and format: analysis. Comp#3

Students will write scholarly works of appropriate style and format: analysis. Comp#3

S 11:Students will write scholarly works of appropriate style and format: bibliography. Comp#4

Students will write scholarly works of appropriate style and format: bibliography. Comp#4

S 12:Students will present and argue scholarly ideas orally and visually: coherence of presentation. Comp#1

Students will present and argue scholarly ideas orally and visually: coherence of presentation. Comp#1

S 13:Students will present and argue scholarly ideas orally and visually: awareness of audience and delivery. Comp#2

Students will present and argue scholarly ideas orally and visually: awareness of audience and delivery. Comp#2

S 14:Students will present and argue scholarly ideas orally and visually: analysis. Comp#3

Students will present and argue scholarly ideas orally and visually: analysis. Comp#3

S 15:Students will present and argue scholarly ideas orally and visually: bibliography. Comp#4

Students will present and argue scholarly ideas orally and visually: bibliography. Comp#4

S 16:Students will integrate scholarly work from multiple disciplines: complexity of ideas. Comp#1

Students will integrate scholarly work from multiple disciplines: complexity of ideas. Comp#1

S 17:Students will integrate scholarly work from multiple disciplines: creativity. Comp#2

Students will integrate scholarly work from multiple disciplines: creativity. Comp#2

S 18:Students will integrate scholarly work from multiple disciplines: coherence of presentation. Comp#3

Students will integrate scholarly work from multiple disciplines: coherence of presentation. Comp#3

S 19:Students will integrate scholarly work from multiple disciplines: bibliography. Comp#4

Students will integrate scholarly work from multiple disciplines: bibliography. Comp#4

S 20:Students will evaluate strengths & weaknesses of different perspectives from different disciplines: materials knowledge. Comp#1

Students will evaluate strengths & weaknesses of different perspectives from different disciplines: materials knowledge. Comp#1

S 21:Students will evaluate strengths & weaknesses of different perspectives from different disciplines: analysis. Comp#2

Students will evaluate strengths & weaknesses of different perspectives from different disciplines: analysis. Comp#2

S 22:Students will evaluate strengths & weaknesses of different perspectives from different disciplines: understanding level. Comp#3

Students will evaluate strengths & weaknesses of different perspectives from different disciplines: understanding level. Comp#3

S 23:Students will critically evaluate their own ideas, arguments and perspectives: differentiation of belief/opinion/fact. Comp#1

Students will critically evaluate their own ideas, arguments and perspectives: differentiation of belief/opinion/fact. Comp#1

S 24:Students will critically evaluate their own ideas, arguments and perspectives: acceptance of responsibility. Comp#2

Students will critically evaluate their own ideas, arguments and perspectives: acceptance of responsibility. Comp#2

S 25:Students will critically evaluate their own ideas, arguments and perspectives: self analysis. Comp#3

Students will critically evaluate their own ideas, arguments and perspectives: self analysis. Comp#3