

Culminating Experience/Capstone Inventory

	Art and Design			Biology			Communications and Theatre				
	Program 1: Visual Arts Major (Includes Art History Concentration)	Program 2: Art Education Major	Program 3: Graphic Design Major	Program 1: Bio BA , BioBS	Program 2: BioChem	Program 3: EnvScie	Program 1: MOCM	Program 2: Media	Program 3: Broadcast Journalism	Program 4: COM	Program 5: Theatre
What culminating experience(s) are part of your program?	Senior Exhibition or Senior Research Paper and Presentation	Senior Exhibition or Portfolio Review	Portfolio Review	BIO497, Senior Seminar	BIO497, Senior Seminar	BIO497, Senior Seminar	Internship COM421 (3)	Internship COM421 (3)	Internship COM421 (3) or WRI 470 (2)	Internship COM421 (3)	TRE451
If you have a culminating experience: How many units? Which semester(s) of the student's program?	(See above) Final semester 3 units	(See above) Final semester 3 units	(See above) Final semester 3 units	1 unit, spring	1 unit, spring	1 unit, spring	3 units junior or senior year	3 units junior or senior year	See above	3 units junior or senior year	3 units junior or senior year
Do you have a capstone class in this program?	Yes	Yes	Yes	BIO497, Senior Seminar	BIO497, Senior Seminar	BIO497, Senior Seminar	COM485	COM485	No	COM485	COM485
If you have a capstone: How many units? Which semester of a student's program?	3 units 1 unit	3 units 1 unit	3 units 1 unit	1 unit, spring	1 unit, spring	1 unit, spring	2 units Senior year	2 units Senior year		2 units Senior year	2 units Senior year
Do you assess any part of your culminating experience(s)?	Yes	Yes	Yes	Yes	Yes	Yes	Internship feedback and portfolio evaluations which include student projects	Internship feedback and portfolio evaluations which include student projects	Student projects are assessed by outside evaluators in the industry	Internship feedback	No but may video tape TRE451 presentations in future years as a part of assessment
What aspects of the student's knowledge of the discipline do you assess? How?	Projects	Projects	Projects	Biology knowledge – ETS Test	Biology knowledge – ETS Test	Biology knowledge – ETS Test	COM485 Value-driven approach to communication, applying a Christian perspective to real world contexts.	COM485 Value-driven approach to communication, applying a Christian perspective to real world contexts.	Students ability to gather information from multiple sources and construct a news project which is representative of current standards in the industry	COM485 Value-driven approach to communication, applying a Christian perspective to real world contexts.	COM485 Value-driven approach to communication, applying a Christian perspective to real world contexts.
Do you assess the student's writing? If yes, how?	Artist Statement Papers, Short Answer Test or Critique Questions Use Writing Rubric	Artist Statement Papers, Short Answer Test or Critique Questions, Art Ed. Curricula Use Writing Rubric	Papers, Short Answer Test or Critique Questions	Paper on Science/Faith	Paper on Science/Faith	Paper on Science/Faith	Optional writing courses and papers assigned in many courses	Optional writing courses and papers assigned in many courses	Yes. In most journalism course writing is evaluated. With student projects the writing is transformed into a news project and captured on DVD	Optional writing courses and papers assigned in many courses	No
Do you assess the student's oral communication? If yes, how?	Oral Defense of Senior Exhibition with Outside Reviewers	Oral Defense of Senior Exhibition with Outside Reviewers	Oral Defense of Senior Portfolio with Outside Reviewers	No –but if we get the HHMI grant we will	No –but if we get the HHMI grant we will	No –but if we get the HHMI grant we will	Yes, many communication courses require this and COM485 final is an oral exam	Students may be assessed in acting portfolio and COM485 is an oral exam	Presentation is a required element of many journalism courses	Yes, many communication courses require this and COM485 final is an oral exam	Students may be assessed in acting portfolio and COM485 is an oral exam

Do you assess the student's information literacy (the ability to use information from many sources, judge its validity and make meaning from it)? If yes, how?	Literacy assessed in art history courses and readings in studio classes.	Literacy assessed in art history courses and readings in studio or art education classes.	Literacy assessed in art history courses and readings in graphics classes.	Paper on Science/Faith	Paper on Science/Faith	Paper on Science/Faith	COM485 requires many sources of knowledge and requires presentation as well as oral exam	COM485 requires many sources of knowledge and requires presentation as well as oral exam	Reporting in journalism classes requires the ability to take information from multiple sources and verify its validity	COM485 requires many sources of knowledge and requires presentation as well as oral exam	COM485 requires many sources of knowledge and requires presentation as well as oral exam
Do you assess the student's quantitative abilities? If yes, how?	No	No	No	No	No	No	COM465 joint projects which require knowledge of quantitative research and presentation at a poster session with outside evaluators	COM465 joint projects which require knowledge of quantitative research and presentation at a poster session with outside evaluators	No	COM465 joint projects which require knowledge of quantitative research and presentation at a poster session with outside evaluators	If the student chooses to take COM465 (an option) they are evaluated
Do you assess the student's critical thinking abilities? If yes, how?	Yes, in critiques and papers	Yes, in critiques and papers	Yes, in critiques	Paper on Science/Faith + Analytical Skills - ETS	Paper on Science/Faith + Analytical Skills – ETS	Paper on Science/Faith + Analytical Skills - ETS	COM 485 many required reading assignments with required oral presentation	COM 485 many required reading assignments with required oral presentation	No	COM 485 many required reading assignments with required oral presentation	COM 485 many required reading assignments with required oral presentation
Do you assess anything else in your culminating experience?	Internships (2012-2013)	Internships (2012-2013)	Internships (2012-2013)	Participation in life of dept. (e.g. TA, graders, clubs, etc.)	Participation in life of dept.	Participation in life of dept.					Ability to assimilate many areas of theatre into a presentation
Is there an interdisciplinary aspect to your cumulative experience/capstone?	Yes, in the Video, Performance, and Interactive Media Concentration with Comm. Studies or subject matter chosen for the Senior Exhibitions	Yes, with the School of Education with teaching theories/methods	Yes, with the School of Business for the Advertising Concentration	There will be if we get the HHMI grant	There will be if we get the HHMI grant	There will be if we get the HHMI grant	4 of 5 majors in department must take COM485	4 of 5 majors in department must take COM485	The BJ major is an interdisciplinary major	4 of 5 majors in department must take COM485	4 of 5 majors in department must take COM485
Does your program have any upper division writing intensive courses? If yes, what? How many units?	Art 304, 305, 325, 335, 420– 3 units each.	Art 304, 305, 325, 335, 420, & Art 455 – 3 units	Art 304, 305, 325, 335, 420– 3 units each.	BIO345, BIO301	BIO345	BIO345	WRI 365 (3) optional	Students choose from a list of writing courses	Students must choose from a list of upper division writing courses	WRI 365 (3) optional	No
Is there anything else that we should know about your culminating/capstone experience?	Capstone experiences in the department are subject to faculty and public scrutiny during exhibitions and portfolio reviews.	Capstone experiences in the department are subject to faculty and public scrutiny during exhibitions and portfolio reviews.	Capstone experiences in the department are subject to faculty and public scrutiny during exhibitions and portfolio reviews.								

	History and Political Science			Kinesiology			Liberal Studies
	Program 1: History	Program 2: Political Science	Program 3: International Studies	Athletic Training	Exercise Science	Physical Education	Program 1: Liberal Studies
What culminating experience(s) are part of your program?	None as a “culminating experience.” There are usually a few who do an Honors Project, but this is voluntary. We also have a department student conference where students present papers, but this is also voluntary.	None as a “culminating experience.” There are usually a few who do an Honors Project, but this is voluntary. We also have a department student conference where students present papers, but this is also voluntary.	None as a “culminating experience.” There are usually a few who do an Honors Project, but this is voluntary. We also have a department student conference where students present papers, but this is also voluntary.	Preceptorship I and II with 3 associated internships	3 clinical rotations	Internship and/or Practicum	Teaching Performance Task
If you have a culminating experience: How many units? Which semester(s) of the student's program?				Precept 1: Fall (2) and Precept 2: Spring (1)	Up to 6 units of KPE488 or non-credit clinical internships from Soph. Spring to last term Sr.	1-3 units of Int or Prac can be taken either sem Jr or Sr yr	Final Semester senior year, 3 units
Do you have a capstone class in this program?	One was just added this year by the Dept and Faculty.	No. This will be one of the things we discuss in next year's department review.	No. This will be one of the things we discuss in next year's department review.	Yes	No	No	No
If you have a capstone: How many units? Which semester of a student's program?	4 units. Ideally the student's final semester			1 unit, spring or final term	N/A		N/A
Do you assess any part of your culminating experience(s)?	Have not had the course yet, but the plan is to assess PLOs through this course			Yes	Yes	Yes	No, outside assessors
What aspects of the student's knowledge of the discipline do you assess? How?	This and questions below will be discussed once the course is offered.			Assess comprehensive knowledge of profession via practice board exam	Senior Summative Exam	Application	Planning, delivery and differentiation of instruction to K-12 students
Do you assess the student's writing? If yes, how?				No	Case reports in KPE488	Not usually	Research papers
Do you assess the student's oral communication? If yes, how?				Yes, oral presentation rubric	KPE 488 colloquy case reports are all presented to peers&prof orally; 2/wk	Yes, eval is done at site visit when student is in charge	Oral presentations and fieldwork feedback
Do you assess the student's information literacy (the ability to use information from many sources, judge its validity and make meaning from it)? If yes, how?				No	Case reports are supported by published evidence	No	No, not formally
Do you assess the student's quantitative abilities? If yes, how?				No	No	No	Yes, through math 212/223
Do you assess the student's critical thinking abilities? If yes, how?				Yes, practice board exam summative scores	Case reports include the processes of taking health histories, assessments, critical thinking leading to diagnoses, treatment and statement of prognoses	No	Yes, same courses
Do you assess anything else in your culminating experience?				Survey on preparedness for profession	No	NO	no
Is there an interdisciplinary aspect to your cumulative experience/capstone?				No	Interdisciplinary interaction is not academic but medical as they interface with medical and allied health mentors and clients	No	yes

Does your program have any upper division writing intensive courses? If yes, what? How many units?	Not other than the upper division courses the student would take. Some of these have large projects attached which are usually writing intensive.	Not other than the upper division courses the student would take. Some of these have large projects attached which are usually writing intensive.	Not other than the upper division courses the student would take. Some of these have large projects attached which are usually writing intensive.	Yes, ATR 388 (3)	KPE 440 (3units) Research proposal synthesis	Yes, PED 480 Leadership for P.E. has 5 papers	no
Is there anything else that we should know about your culminating/capstone experience?				Survey is given on student perception of every course in ATEP major	No	<p>Instead of a capstone course we have developed our curricula to have our upper division courses incorporate the areas you are asking about.</p> <p>KPE 312 Group Oral Presentation/Integration of technology. Individual Research Paper.</p> <p>KPE 340 Research Paper, focusing on application of material and Critical Thinking, use of Technology.</p> <p>PED 480 Five Papers, Two Oral Presentations</p> <p>PED 484/488 Internships (on-campus) and Practicums (off-campus) are designed for experiences in applying knowledge in practical settings.</p>	Students are in a fieldwork placement and using real students to complete their performance assessment

	Mathematical, Information and Computer Science			Music			Nursing
	Program 1: Computer Science	Program 2: Computer Information Systems	Program 3: Mathematics	Program 1: BA Music	Program 2: BA Music (Concentration in Music and Ministry)	Program 3: BA Music Education	Program 1:BSN
What culminating experience(s) are part of your program?	At least one of: Internship Service Learning (year-long project) Research (year-long project)	At least one of: Internship Service Learning (year-long project) Research (year-long project)	At least one of: Service Learning (year-long project) Research (year-long project)		Internship in Church Music	Recital (30 minutes)	Old: NSG 470 Evidence Based Project and presentation-Scholarly Day NSG 480 Trends: each student completes a portfolio with a community member New: NSG 470 EBP project and presentation NSG 480 each senior will have a semester for a preceptorship with an RN in clinical practice and the portfolio presentation
If you have a culminating experience: How many units? Which semester(s) of the student's program?	Internship (2) Service Learning or Research (2 fall and 1 spring) JR or SR year	Internship (2) Service Learning or Research (2 fall and 1 spring) JR or SR year	Service Learning or Research (2 fall and 1 spring) JR or SR year		2 units	0 units but passing grade required for degree completion, can be completed after attaining junior level in applied study	Old: NSG 480 2 units theory, spring New: fall or spring 1 unit theory and 3 units (which is 120 hours))preceptorship
Do you have a capstone class in this program?	Yes – senior seminar	Yes – senior seminar	Yes – senior seminar	MUH 431 Faith, Life and Music	MUH 431 Faith, Life and Music	MUH 431 Faith, Life and Music	Yes. See above.
If you have a capstone: How many units? Which semester of a student's program?	1 unit Spring SR year (or spring before graduation for Dec grad)	1 unit Spring SR year (or spring before graduation for Dec grad)	1 unit Spring SR year (or spring before graduation for Dec grad)	2 units in Spring of Senior Year	2 units in Spring of Senior Year	2 units in Spring of Senior Year	See above.
Do you assess any part of your culminating experience(s)?	Yes, in capstone. Their project uses their internship, service learning or research as the basis for their class report, we also use the MFT in CS	Yes, in capstone. Their project uses their internship, service learning or research as the basis for their class report, we also use the MFT in CS	Yes, in capstone. Their project uses their service learning or research as the basis for their class report, we also use the MFT in math	The final essay for MUH 431 is used as a component of the dept assessment plan	The final essay for MUH 431 is used as a component of the dept assessment plan	The final essay for MUH 431 is used as a component of the dept assessment plan	Yes. Program Learning Outcomes
What aspects of the student's knowledge of the discipline do you assess? How?	Assess the depth and integration of knowledge in the presentation of their project, MFT CS	Assess the depth and integration of knowledge in the presentation of their project, MFT CS	Assess the depth and integration of knowledge in the presentation of their project, MFT math	1.Integration of faith and learning 2. Awareness of career path options	1.Integration of faith and learning 2. Awareness of career path options	1.Integration of faith and learning 2. Awareness of career path options	Through PLO's
Do you assess the student's writing? If yes, how?	Yes, with a department developed rubric	Yes, with a department developed rubric	Yes, with a department developed rubric				Yes. Signature Assignments and in each nursing course throughout the major.
Do you assess the student's oral communication? If yes, how?	Yes, with a department developed rubric applied by all department faculty to their oral presentation	Yes, with a department developed rubric applied by all department faculty to their oral presentation	Yes, with a department developed rubric applied by all department faculty to their oral presentation				Yes. Old: NSG 470 and 480 Presentation New: NSG 470 and Capstone Presentation
Do you assess the student's information literacy (the ability to use information from many sources, judge its validity and make meaning from it)? If yes, how?	A little, As one item on the writing rubric but not anything in depth.	A little, As one item on the writing rubric but not anything in depth.	A little, As one item on the writing rubric but not anything in depth.				Yes. Scholarly work in NSG 399 Nursing Research and in written work throughout the major.
Do you assess the student's quantitative abilities? If yes, how?	No, but all our majors are quantitative - MFT has some quantitative areas	No, but all our majors are quantitative - MFT has some quantitative areas	No, but all our majors are quantitative - MFT has some quantitative areas				Somewhat. Math questions on <u>every</u> exam throughout the nursing program.

Do you assess the student's critical thinking abilities? If yes, how?	As one item on the writing rubric but not anything in depth.	As one item on the writing rubric but not anything in depth.	As one item on the writing rubric but not anything in depth.				Yes. This is one of our PLO's. Signature assignments and other assignments throughout the program.
Do you assess anything else in your culminating experience?	Yes, for some students. We look at teamwork in Service Learning	Yes, for some students. We look at teamwork in Service Learning	Yes, for some students. We look at teamwork in Service Learning				No.
Is there an interdisciplinary aspect to your cumulative experience/capstone?	No, unless a student works on an interdisciplinary project	No, unless a student works on an interdisciplinary project	No, unless a student works on an interdisciplinary project				Old: no New: yes. We are implementing an interprofessional clinical experience.
Does your program have any upper division writing intensive courses? If yes, what? How many units?	No	No	No	MUH 331, 332, 333 are music history courses required of all music majors that have an intensive research and writing component. They are each 2 units.	MUH 331, 332, 333 are music history courses required of all music majors that have an intensive research and writing component. They are each 2 units.	MUH 331, 332, 333 are music history courses required of all music majors that have an intensive research and writing component. They are each 2 units.	No. Every course has a scholarly assignment.
Is there anything else that we should know about your culminating/capstone experience?	Our capstone involves readings and discussion about vocation.	Our capstone involves readings and discussion about vocation.	Our capstone involves readings and discussion about vocation.	There are proficiency requirements in music theory, aural skills and keyboard skills that are embedded in the music curricula. These are degree requirements that are also assessed.	There are proficiency requirements in music theory, aural skills and keyboard skills that are embedded in the music curricula. These are degree requirements that are also assessed.	here are proficiency requirements in music theory, aural skills and keyboard skills that are embedded in the music curricula. These are degree requirements that are also assessed.	No.

	Physics and Engineering			Psychology	School of Theology and Christian Ministry			
	Program 1: BS and BA Physics	Program 2: BS Engineering Physics	Program 3: BA Physics	Program 1: Psychology	Christian Ministry major	Philosophy-Theology major	Philosophy major	Biblical Studies major
What culminating experience(s) are part of your program?	Starting next year students will propose, design, complete and present a research project as part of our capstone class.	Starting next year students will propose, design, complete and present a research project as part of our capstone class.	Starting next year students will propose, design, complete and present a research project as part of our capstone class.	All students do a year long research sequence and course in psychological history and current topics	THE 450 Doctrine of Holiness	THE 450 Doctrine of Holiness	None. This is a topic under consideration for Program Review.	BIB 495 Seminar in Biblical Literature
If you have a culminating experience: How many units? Which semester(s) of the student's program?	This culminating experience is incorporated into the 2 unit capstone class which will be offered starting spring 2013.	This culminating experience is incorporated into the 2 unit capstone class which will be offered starting spring 2013.	This culminating experience is incorporated into the 2 unit capstone class which will be offered starting spring 2013.	Research sequence is a year long sequence starting in Soph year and ending in Junior year. The History course is either Jr. or Sr. year.	3 units, final semester of senior year	3 units, final semester of senior year	NA	3 units, final semester of senior year (suggested)
Do you have a capstone class in this program?	Starting next academic year	Starting next academic year	Starting next academic year	No (though we will start in fall.)	THE 450 Doctrine of Holiness	THE 450 Doctrine of Holiness	No	BIB 495 Seminar in Biblical Literature
If you have a capstone: How many units? Which semester of a student's program?	Two units; spring senior year.	Two units; spring senior year.	Two units; spring senior year.	na	3 units, final semester of senior year	3 units, final semester of senior year	NA	3 units, final semester of senior year (suggested)
Do you assess any part of your culminating experience(s)?	The written paper and the oral presentation will be assessed with rubrics that are being developed.	The written paper and the oral presentation will be assessed with rubrics that are being developed.	The written paper and the oral presentation will be assessed with rubrics that are being developed.	Yes. In Research students conduct their own research study and present it in poster and oral format. Students complete a psychology content assessment in their history course.	Yes	Yes	NA	Yes
What aspects of the student's knowledge of the discipline do you assess? How?	We assess our students' basic understanding of physics principles through the use of the Major Field Achievement test in Physics.	We assess our students' basic understanding of physics principles through the use of the Major Field Achievement test in Physics.	We assess our students' basic understanding of physics principles through the use of the Major Field Achievement test in Physics.	Assess their critical thinking, ability to research, write, and orally present research in research course. Assess breadth of psychological content in history exit exam. This will be moved to the capstone course in the fall.	Ability to compose term papers; knowledge about the Bible and Christian theology	Ability to compose term papers; knowledge about the Bible and Christian theology	Ability to give an adequate account of the significant notions and figures in philosophy--orally, in writing and deed.	Ability to compose term papers; knowledge about the Bible
Do you assess the student's writing? If yes, how?	We are developing a rubric to assess student writing In the senior project (in draft form currently). This is part of our assessment of a PLO.	We are developing a rubric to assess student writing In the senior project (in draft form currently). This is part of our assessment of a PLO.	We are developing a rubric to assess student writing In the senior project (in draft form currently). This is part of our assessment of a PLO.	Students research projects are assessed by a rubric.	Yes. Term paper	Yes. Term paper	Essays, exams, term papers	Yes. Term paper
Do you assess the student's oral communication? If yes, how?	Students will give an oral presentation of their senior project. This rubric is in its preliminary stage, and is scheduled to be developed next year.	Students will give an oral presentation of their senior project. This rubric is in its preliminary stage, and is scheduled to be developed next year.	Students will give an oral presentation of their senior project. This rubric is in its preliminary stage, and is scheduled to be developed next year.	Not systemically.	No	No	Yes. Oral exams and presentations.	No

Do you assess the student's information literacy (the ability to use information from many sources, judge its validity and make meaning from it)? If yes, how?	Not currently. (This could be included on the rubric for the written portion of the senior project)	Not currently. (This could be included on the rubric for the written portion of the senior project)	Not currently. (This could be included on the rubric for the written portion of the senior project)	Yes, with test of information literacy in research course.	Yes. We evaluate their use of sources in the term paper	Yes. We evaluate their use of sources in the term paper	Yes. We evaluate their use of sources in the term paper.	Yes. We evaluate the use of sources in the term paper
Do you assess the student's quantitative abilities? If yes, how?	Yes. Several of our program learning outcomes measure quantitative abilities; the nature of physics is quantitative. (Measured with MFAT and embedded assignments)	Yes. Several of our program learning outcomes measure quantitative abilities; the nature of physics is quantitative. (Measured with MFAT and embedded assignments)	Yes. Several of our program learning outcomes measure quantitative abilities; the nature of physics is quantitative. (Measured with MFAT and embedded assignments)	No. All students are required to take statistics but we do not assess this.	No	No	No	No
Do you assess the student's critical thinking abilities? If yes, how?	Not directly	Not directly	Not directly	Not systemically but they must apply critical thinking in their research projects.	Yes. Essay exams and term paper	Yes. Essay exams and term paper	Yes. Classroom communication, exams, reading comprehension assessments, papers, and presentations.	Yes. Essay exams and/or term paper
Do you assess anything else in your culminating experience?	One of our program learning outcomes is "Students will design and conduct experiments as well as analyze and interpret data." This will be assessed via a rubric (scheduled to be developed next year). There is some chance we may use this course for effective collaboration in teams depending on the evolution of the course in the next few years.	One of our program learning outcomes is "Students will design and conduct experiments as well as analyze and interpret data." This will be assessed via a rubric (scheduled to be developed next year). There is some chance we may use this course for effective collaboration in teams depending on the evolution of the course in the next few years.	One of our program learning outcomes is "Students will design and conduct experiments as well as analyze and interpret data." This will be assessed via a rubric (scheduled to be developed next year). There is some chance we may use this course for effective collaboration in teams depending on the evolution of the course in the next few years.	Yes, we ask about personal development.	No	No	No	No
Is there an interdisciplinary aspect to your cumulative experience/capstone?	Not intentionally for every student. Students interested in interdisciplinary ideas will be encouraged to pursue these in the project that they are developing.	Not intentionally for every student. Students interested in interdisciplinary ideas will be encouraged to pursue these in the project that they are developing.	Not intentionally for every student. Students interested in interdisciplinary ideas will be encouraged to pursue these in the project that they are developing.	No.	Yes	Yes	NA	Yes
Does your program have any upper division writing intensive courses? If yes, what? How many units?	The Capstone course will be the most writing intensive upper division course (Focused on technical writing).	The Capstone course will be the most writing intensive upper division course (Focused on technical writing).	The Capstone course will be the most writing intensive upper division course (Focused on technical writing).	No.	Most of our upper division courses require a term paper	Most of our upper division courses require a term paper	Most of our upper division courses require a term paper.	Most of our upper division courses require a term paper
Is there anything else that we should know about your culminating/capstone experience?	We are excited about the development of our capstone course. After this next year we should know a lot more.	We are excited about the development of our capstone course. After this next year we should know a lot more.	We are excited about the development of our capstone course. After this next year we should know a lot more.	It will change in the fall.	No	No	NA	No

Note: Physics said that these questions don't fit well with their discipline.

	LJML							
	Journalism	Broadcast Journalism	Language: Spanish	Language: French	Literature: LTLT & LTEE	Writing		
What culminating experience(s) are part of your program?	WRI 430, 440, and 470 are culminating experiences in terms of skill development and mastery, but, as a part of program review, a true capstone course may be developed..		Our capstone course: SPA 485 Senior Seminar	Our capstone course: LIT 495: Literary Theory and Scholarship	Our capstone course: LIT 495: Literary Theory and Scholarship	400 level course (WRI420) with comprehensive portfolio		
If you have a culminating experience: How many units? Which semester(s) of the student's program?	WRI 430 (3), 440 (3) 470 (2) are not reserved for seniors only.		1 unit; final semester	3 Units—Last semester of senior year	3 Units—Last semester of senior year	3 units; final semester		
Do you have a capstone class in this program?	No, This is under consideration.		Yes. SPA 485 Senior Seminar	Yes. LIT495:Literary Theory and Scholarship	Yes. LIT495:Literary Theory and Scholarship	See above		
If you have a capstone: How many units? Which semester of a student's program?	N/A		1 unit-Last semester of senior year	3 Units—Last semester of senior year	3 Units—Last semester of senior year	See above		
Do you assess any part of your culminating experience(s)?	WRI 470 Writing Internship has supervisor assessments and WRI 430 and 440 are often taught by professionals with publication expectations involved.		Yes		Yes In the Senior Portfolio we assess three of the five WASC Core Competencies: Information Literacy, Written Communication,Critical Thinking. In the ETS Field Test we assess Information Literacy in Literature. In 2014-15 we began developing formal assessment of Core Competencies: Oral Communication, Quantitative Reasoning. As of Fall 2015, our WASC liason informs us that we don't need to assess QR in the discipline since it will be assessed in the PLNU ETS tests (see below).	Yes—the portfolio		
What aspects of the student's knowledge of the discipline do you assess? How?	In WRI 470 performance evaluations are made on general appearance, communication skills, initiative, resourcefulness, emotional maturity, poise, and self confidence, writing ability, dependability, ability to work with people, and on specific tasks of the job with notations from 1 (poor) to 5		Oral Proficiency: We administer the ACTFL Oral Proficiency Interview Grammar and Reading Comprehension: We administer the SAT II Subject Test in Spanish Writing: They create a portfolio of revised writing assignments Cultural Exposure: They write a reflection		Writing and knowledge of literature/literary theories; student's ability to do close reading of literary texts; student's ability to present literary research and close reading orally in a conference-like setting Assessment tools: Senior Portfolio and ETS Field Test in English Literature	Knowledge of writing skills, theory, and craft. Via grades and portfolio		

[illegible]

Do you assess the student's writing? If yes, how?	Yes, writing assessment occurs with various drafts evaluated by publication editors and internship supervisors.	Yes; Through the writing portfolio, which contains four specific assignments.And through timed written examination. We use a rubric to evaluate	Yes—Many writing assignments in the class. Students also turn in a portfolio of three papers from their various classes—dept. rubric used to assess	Yes. Annotated assignments and peer groups.				
Do you assess the student's oral communication? If yes, how?	Yes, oral assessment occurs in presentations within courses and with internship supervisors.	Yes; OPI Interview	Yes—Student presentations on literary theories	Yes. Finals for many classes are mock-professional literary readings				
Do you assess the student's information literacy (the ability to use information from many sources, judge its validity and make meaning from it)? If yes, how?	Yes, information literacy is required in most writing courses.	Yes. Research paper writing	Yes—All research-based papers in LIT 495 require these skills	Yes. Exercises in craft based on professional authors				
Do you assess the student's quantitative abilities? If yes, how?	No	No	No	No				
Do you assess the student's critical thinking abilities? If yes, how?		Yes. It is demonstrated in the various written assignments, i.e. literary analysis.	Yes—understanding and using literary theory as an analytical tool requires high level critical thought and is assessed in all written and oral assignments.	No				
Do you assess anything else in your culminating experience?		Yes. Listed in first question.	Understanding/writing about literary historical periods.	Professional writing presentation skills				
Is there an interdisciplinary aspect to your cumulative experience/capstone?		Yes. Literature, Business, Film, Culture, History.	Yes and no. Technically, this is about reading and writing, but literary theory gathers together writings by philosophers, economists, political theorists, sociologists, linguists, and psychologists, high-level material that the students need to read and analyze.	Yes—Literature, Business, Film, etc. in various courses				
Does your program have any upper division writing intensive courses? If yes, what? How many units?		Yes. All All of their assignments are written analysis or research papers.	Yes, almost all of our upper division literature courses are writing intensive.	Yes: WRI321, WRI322, WRI323, WRI315, WRI365, WRI 420; All 3 unit courses				
Is there anything else that we should know about your culminating/capstone experience?		We try to provide a broader scope at professional preparation, and we try to expose students to the various areas in which the study of Language can lead to a career.	Students who go on to grad school are especially appreciative of the course and the way it prepares them for graduate study in literature.	Conducted on the grad school model, so a good preparation for grad school				

NOTE LJML asks the question “How are we defining a writing intensive course?”