



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2024 - 2025

CAS - English (BA)

General Information

Program Mission/Description

The English major offers a broad education in reading, writing, literature, and language. Our courses help students become writers, readers, thinkers, and communicators. It's the perfect major to set you on the path to a great career or to grad school. (We also have an accelerated BA/MA program: get two degrees in just five years!) Enroll in classes on William Shakespeare and technical communication, Indigenous activism and graphic novels, poetry and short story writing, digital composing and rhetoric. Join the English major for a degree that will take you anywhere you want to go.

The English Major is a 36-credit hour program in the Dodge Family College of Arts & Sciences. Students can choose a concentration in Writing or in Literary & Cultural Studies. Both concentrations include just four core courses: an introduction to literary and cultural analysis, two literature surveys, and a senior capstone. The rest of our courses are electives, so you can design the major that's right for you.

College

Arts & Sciences

Department/School/Division

English

Assessment Liaison

Justin Sider

Sources and Evidence

Student Learning Outcome (SLO)

Upon completion of the degree program, students should demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Outcome Status

Active

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Written Communication to evaluate 32 final projects completed by English and English Ed majors in the Fall 2024 and Spring 2025 Capstone courses (ENGL 4853) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Sources and Evidence is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 3.0 mean and 4.0 median, with a minimum of 20% of the students performing at the capstone level; a minimum 60% performing no lower than the high milestone level; and no more than 20% performing at the low milestone level.

Related Documents

[AACU's Written Communication Value Rubric .docx](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

Our capstone courses met all performance targets. A majority performed at capstone level, with a sizable group in the high milestone level.

Mean	3.44	
Median	4	
Percentage at "Capstone level"		53.13%
Percentage at high "Milestone level"	37.50%	
Percentage at low "Milestone level"	9.38%	
Percentage at "Benchmark" level	0%	

Results Status

Target Met

Number of Students Assessed

32

USE OF ASSESSMENT RESULTS

Curriculum

CAS - English (BA)

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for the Capstone, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Context and Purpose (Copied on 09/25/2025, 17:19:19)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Outcome Status

Active

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Written Communication to evaluate 32 final projects completed by English and English Ed majors in the Fall 2024 and Spring 2025 Capstone courses (ENGL 4853) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Context and Purpose for Writing is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 3.0 mean and 4.0 median, with a minimum of 20% of the students performing at the capstone level; a minimum 60% performing no lower than the high milestone level; and no more than 20% performing at the low milestone level.

Related Documents

[AACU's Written Communication Value Rubric .docx](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

Assessment Results

In our capstone courses, with one exception, the students met all performance targets. Strong majorities performed at capstone level, with sizable groups in the high milestone level.

In our capstone courses, with one exception, the students met all performance targets. A majority performed at capstone level, with a substantial plurality in the high milestone level.

Mean: 3.5

Median: 4

Percentage at "Capstone level": 53.7%

Percentage at high "Milestone level": 20%

Percentage at low "Milestone level": 3.13%

Percentage at "Benchmark" level: 0%

Results Status

Target Met

CAS - English (BA)

Number of Students Assessed

32

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for the Capstone, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Comprehension (Copied on 09/26/2025, 14:58:25)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should be able to recognize possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).

Outcome Status

Active

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Reading to evaluate 73 first papers completed by English and English Ed majors in the Fall 2024 and Spring 2025 Introduction to Literary and Cultural Analysis course (ENGL 2273) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Reading Comprehension is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 2.0 mean and 2.0 median, with a minimum of 80% of the students performing at the low "Milestone" level or above and no more than 20% performing at the "Benchmark" level.

Related Documents

[Reading Value Rubric.pdf](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

CAS - English (BA)

Across our introductory courses, the majority of students met either the high or low milestone marks. A small percentage met either the capstone level or benchmark level, which suggests that in each class roughly 30% of the students are either underprepared or very well prepared for college-level literature.

Mean: 2.52
Median: 3
Percentage at "Capstone level": 15.06%
Percentage at high "Milestone level": 27.39%
Percentage at low "Milestone level": 39.72%
Percentage at "Benchmark" level: 17.81%

Results Status

Target Met

Number of Students Assessed

73

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for ENGL 2273, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Genre (Copied on 09/26/2025, 15:07:12)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should be able to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.

Outcome Status

Active

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Reading to evaluate 73 first papers completed by English and English Ed majors in the Fall 2024 and Spring 2025 Introduction to Literary and Cultural Analysis course (ENGL 2273) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Genre is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 2.0 mean and 2.0 median, with a minimum of 80% of the students performing at the low "Milestone" level or above and no more than 20% performing at the "Benchmark" level.

Related Documents

[Reading Value Rubric.pdf](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

CAS - English (BA)

Assessment Results

Across our introductory courses, the majority of students met either the high or low milestone marks. We exceeded the mean but not the median. A smaller percentage met either the capstone level or benchmark level, which suggests that in each class roughly 35% of the students are either underprepared or very well prepared for college-level literature.

Mean:	2.44	
Median:	2	
Percentage at "Capstone level":		15.06%
Percentage at high "Milestone level":	30.14%	
Percentage at low "Milestone level":	34.25%	
Percentage at "Benchmark" level:	20.55%	

We didn't meet the target, but only by a 0.55% margin.

Results Status

Target Not Met

Number of Students Assessed

73

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for ENGL 2273, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Relationship to Text (Copied on 09/26/2025, 15:16:15)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should be able to evaluate texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.

Outcome Status

Active

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Reading to evaluate 73 first papers completed by English and English Ed majors in the Fall 2024 and Spring 2025 Introduction to Literary and Cultural Analysis course (ENGL 2273) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Performance Target

Relationship to Text is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Related Documents

[Reading Value Rubric.pdf](#)

CAS - English (BA)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

Across our introductory courses, the majority of students met either the high or low milestone marks. A small percentage met either the capstone level or benchmark level, which suggests that in each class roughly 39% of the students are either underprepared or very well prepared for college-level literature.

Mean: 2.45
Median: 3
Percentage at "Capstone level": 16.44%
Percentage at high "Milestone level": 24.65%
Percentage at low "Milestone level": 35.62%
Percentage at "Benchmark" level: 23.29%

We did not meet the target with respect to the Benchmark level, and in general this seems to reflect more issues with basic reading skills in our introductory courses.

Results Status

Target Not Met

Number of Students Assessed

73

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for ENGL 2273, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Analysis (Copied on 09/26/2025, 15:24:26)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should be able to evaluate strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.

Outcome Status

Active

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Reading to evaluate 73 first papers completed by English and English Ed majors in the Fall 2024 and Spring 2025 Introduction to Literary and Cultural Analysis course (ENGL 2273) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Analysis is one category on this rubric, evaluated on 4 point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second and third year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

CAS - English (BA)

The performance targets for this criterion are set at 2.0 mean and 2.0 median, with a minimum of 80% of the students performing at the low "Milestone" level or above and no more than 20% performing at the "Benchmark" level.

Related Documents

[Reading Value Rubric.pdf](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

Across our introductory courses, the majority of students met either the high or low milestone marks. A small percentage met either the capstone level or benchmark level, which suggests that in each class roughly 30% of the students are either underprepared or very well prepared for college-level literature.

Mean:	2.35	
Median:	2	
Percentage at "Capstone level"	:	21.92%
Percentage at high "Milestone level":		28.76%
Percentage at low "Milestone level":		41.09%
Percentage at "Benchmark" level:		8.22%

Results Status

Target Met

Number of Students Assessed

73

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for ENGL 2273, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Interpretation (Copied on 09/26/2025, 15:26:56)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should be able to provide evidence not only that they can read by using an appropriate epistemological lens but that they can also engage in reading a part of a continuing dialogue within and beyond a discipline or a community of readers.

Outcome Status

Active

Direct - Project

Assessment Method Description

CAS - English (BA)

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Reading to evaluate 73 first papers completed by English and English Ed majors in the Fall 2024 and Spring 2025 Introduction to Literary and Cultural Analysis course (ENGL 2273) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Interpretation is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 2.0 mean and 2.0 median, with a minimum of 80% of the students performing at the low "Milestone" level or above and no more than 20% performing at the "Benchmark" level.

Related Documents

[Reading Value Rubric.pdf](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

Across our introductory courses, the majority of students met either the high or low milestone marks. A small percentage met either the capstone level or benchmark level, which suggests that in each class roughly 30% of the students are either underprepared or very well prepared for college-level literature.

Mean:	2.34
Median:	2
Percentage at "Capstone level":	23.29%
Percentage at high "Milestone level":	28.76%
Percentage at low "Milestone level":	38.35%
Percentage at "Benchmark" level:	9.59%

Results Status

Target Met

Number of Students Assessed

73

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for ENGL 2273, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Content Development (Copied on 09/26/2025, 15:29:40)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

Outcome Status

Active

CAS - English (BA)

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Written Communication to evaluate 32 final projects completed by English and English Ed majors in the Fall 2024 and Spring 2025 Capstone courses (ENGL 4853) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Content Development is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 3.0 mean and 4.0 median, with a minimum of 20% of the students performing at the capstone level; a minimum 60% performing no lower than the high milestone level; and no more than 20% performing at the low milestone level.

Related Documents

[AACU's Written Communication Value Rubric .docx](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

In our capstone courses, with one exception, the students met all performance targets. Strong majorities performed at capstone level, with sizable groups in the high milestone level.

Mean	3.5	
Median	4	
Percentage at "Capstone level"		50%
Percentage at high "Milestone level"	50%	
Percentage at low "Milestone level"	0%	
Percentage at "Benchmark" level	0%	

Results Status

Target Met

Number of Students Assessed

32

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for the Capstone, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Genre and Disciplinary Conventions (Copied on 09/26/2025, 15:35:58)

Student Learning Outcome (SLO)

Upon completion of the degree program, the student should demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices

Outcome Status

Active

CAS - English (BA)

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Written Communication to evaluate 32 final projects completed by English and English Ed majors in the Fall 2024 and Spring 2025 Capstone courses (ENGL 4853) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Genre and Disciplinary Conventions is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 3.0 mean and 4.0 median, with a minimum of 20% of the students performing at the capstone level; a minimum 60% performing no lower than the high milestone level; and no more than 20% performing at the low milestone level.

Related Documents

[AACU's Written Communication Value Rubric .docx](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

In our capstone courses, with one exception, the students met all performance targets. A majority performed at capstone level, with a sizable plurality at the high milestone level.

Mean	3.47	
Median	4	
Percentage at "Capstone level"		53.13%
Percentage at high "Milestone level"	40.63%	
Percentage at low "Milestone level"	6.25%	
Percentage at "Benchmark" level	0%	

Results Status

Target Met

Number of Students Assessed

32

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for the Capstone, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.

Control of Syntax and Mechanics (Copied on 09/26/2025, 15:40:44)

Student Learning Outcome (SLO)

Upon completion of the degree program, students should use graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.

Outcome Status

Active

Direct - Project

Assessment Method Description

The English Department Undergraduate Director/Assessment Liaison used the American Association of Colleges and Universities' Value Rubric for Written Communication to evaluate 32 final projects completed by English and English Ed majors in the Fall 2024 and Spring 2025 Capstone courses (ENGL 4853) to continue our formative assessment. The papers were coded by number to ensure anonymity of the results. English Department Undergraduate Director/Assessment Liaison calculated Mean, Median, and Percentage of papers at each performance level.

Control of Syntax and Mechanics is one category on this rubric, evaluated on 4-point scale. Students who met the objective scored 4 points, what the rubric defines at the "Capstone" level. The criteria for scores of 3, 2, and 1 point are in the notes below. Scores of 3 and 2 are at the "Milestone" level of the rubric (appropriate for second- and third-year students, not graduating seniors). A score of 1 is at the "Benchmark" level, appropriate for first year students, well below our expectations for graduating seniors.

Performance Target

The performance targets for this criterion are set at 3.0 mean and 4.0 median, with a minimum of 20% of the students performing at the capstone level; a minimum 60% performing no lower than the high milestone level; and no more than 20% performing at the low milestone level.

Related Documents

[AACU's Written Communication Value Rubric .docx](#)

2024 - 2025

Assessment Results Entry Date

09/26/2025

Assessment Results

In our capstone courses, students met most targets except the median. (Writing seems to have been a particular issue this past year). Strong majorities performed at capstone level, with sizable groups in the high milestone level.

Mean	3.16
Median	3
Percentage at "Capstone level"	31.25%
Percentage at high "Milestone level"	50%
Percentage at low "Milestone level"	18.75%
Percentage at "Benchmark" level	0%

Results Status

Target Not Met

Number of Students Assessed

32

USE OF ASSESSMENT RESULTS

Curriculum

Our department is currently working to standardize expectations for our core curriculum. These results will help us explore areas where we can create clear and effective standards and an associated set of typical assignments/learning goals, particularly for the Capstone, which has wide variations in expectations across the department. This year, the Undergraduate Studies Committee expects to create guidelines for our core courses, such that our future assessment work will yield more usable results.