

**INTEGRATED INSTITUTIONAL AND GENERAL EDUCATION  
MULTI-YEAR ASSESSMENT PLAN**

Outcomes (ILOs and GELOs)	Means of Assessment	Who is in charge?	How the loop will be closed /has been closed?
<p><b>2010-2011</b>  <b>GELO: Students will acquire literacy in the histories of diverse peoples across the globe and reflect on the importance of world history for the Christian (<i>World History in Christian Perspectives</i>)</b></p>	<p><u>Direct methods:</u>            Student results in HIS-10-1 and HIS-10-4 sections with the focus on chronology and history were assessed by utilizing a scoring rubric.</p> <p><u>Indirect methods:</u>            World History Syllabus Review completed by the GEC in Spring 2012</p>	<p>Dpt. of History;            General Education Committee (GEC)</p>	<p><b>Findings:</b> Department of History assessment of chronology and geography confirms that deliberate attention to both in periodic quizzes improves students' grasp of chronology and geography.</p> <p><b>Closing-the-Loop Actions:</b></p> <ol style="list-style-type: none"> <li>1. Given that chronology and geography are integral aspects of the student learning outcome, all sections of History-10 will be deliberate in cultivating these skills among students in direct rather than indirect or implicit ways.</li> <li>2. As a result of the Common Context: World History Syllabus Review, the certification criteria, the interpretive statement, and the GELO were refined by the Dpt of History faculty in Spring 2013.</li> </ol>
<p><b>2011-2012</b>  <b>ILO: Westmont graduates write effectively in various contexts (<i>Written Communication</i>)</b>   <b>GELO: Students will</b></p>	<p><u>Direct methods:</u>            senior e-portfolio Writing Across the Curriculum (WAC) assessment</p> <p><u>Indirect methods:</u></p> <ul style="list-style-type: none"> <li>• Consortium for the Study of</li> </ul>	<p>Sarah Skripsky,            Tatiana Nazarenko</p>	<p><b>Findings:</b> Westmont WAC program is functional; however, we are below national norms in we are best at teaching style and that this emphasis may not be serving students' rhetorical development as well as it should.</p> <p><b>Closing-the-Loop Actions:</b></p> <ol style="list-style-type: none"> <li>1. Westmont developed and piloted six sections of one-credit first-year seminar in Fall of 2014. Following this pilot project, the decision was made to continue offering first-year seminars in Fall 2015.</li> <li>2. The GE Committee is currently working on separating the writing-intensive</li> </ol>

<p><b>communicate in written form for a variety of purposes and audiences across the curriculum</b> (<i>Writing for the Liberals Arts; Writing-Intensive courses</i>)</p>	<p>Writing in College Student Survey;  <ul style="list-style-type: none"> <li>• Consortium for the Study of Writing in College Faculty Survey;</li> <li>• WI/S courses syllabus review completed by the GEC in Spring 2011</li> </ul> </p>		<p>and speech-intensive categories and converting the latter into a broader Oral Communication institutional requirement.</p> <p>3. In 2012 and 2013, nine faculty and staff members attended a two-day workshop “The Performance Academy: CLA in the Classroom.” The workshop provides a mechanism for faculty to facilitate students’ learning and practice critical thinking in their own classrooms. The workshop participants conducted two in-house workshops for faculty in Spring 2014 and 2015.</p> <p>4. For the next round of the Written Communication assessment in 2017-2018, senior writing projects will be used for assessing writing across the curriculum since senior writing portfolios are not sufficiently available to be a part of sustainable, statistically relevant assessment. The Department of English is in process of choosing a measurement tool (rubric) for this assessment.</p>
<p><b>2012-2013</b>  <b>ILO: Westmont graduates will demonstrate literacy in biblical and orthodox Christian faith</b> (<i>Christian Understanding</i>)  <b>ILO: Westmont graduates will demonstrate faithfulness in Christian service</b> (<i>Christian Practices/Affections</i>)  <b>GELO: Students will</b></p>	<p><u>Direct method:</u>  Biblical and Theological Literacy component of the Graduating Seniors Survey;  <u>Indirect Methods:</u>  <ul style="list-style-type: none"> <li>• Christian Practices and Affections component of the Graduating Seniors Survey;</li> <li>• The Christian Life Survey_(Taylor University)</li> <li>• Analysis of student responses</li> </ul> </p>	<p>Telford Work, Tim Wilson, Tatiana Nazarenko</p> <p>Tatiana</p>	<p><b>Findings:</b></p> <p>1. The assessment results suggest that students demonstrated low to middling overall biblical literacy as well as hermeneutical and theological proficiency. Campus-wide effort and strong collaboration between Academic Affairs and Student Life are required to support students’ growth in these areas.</p> <p>2. Our seniors demonstrated advances in knowledge and commitment, and nearly all of them credit Westmont as contributing to that growth. Nevertheless, they lack the confidence that would best encourage them to grow through practice. Some feel frustrated by disorientation through exposure to critical issues and multiple perspectives, and this frustration can discourage them pursuing further explorations along this line.</p> <p>3. Westmont students show high and widespread Christian commitment. Roughly nine-tenths of students can appeal to credible visible evidence of their inward commitment, and nearly all see the same in their fellow students. Students understand and express their faithfulness in largely relational and service-oriented ways.</p>

<p><b>demonstrate literacy in Christian scripture and Christian doctrine (Biblical and Theological Canons)</b></p>	<p>to the Integrating of Faith and Learning general question # 2 from the Integration of Faith and Learning questionnaire</p> <ul style="list-style-type: none"> <li>• Biblical and Theological Canons Syllabus Review completed by the GEC in Spring 2012</li> </ul>	<p>Nazarenko</p> <p>GEC</p>	<p>4. Westmont Christian Life Survey results are similar to those of other schools in the Taylor survey in all of these ways. However, Westmont students do differ from the thirteen-school average in some minor but consistent and important aspects, such as slightly lower focus on others or on the Bible.</p> <p><b>Closing-the-Loop Actions:</b></p> <ol style="list-style-type: none"> <li>1. Religious Studies G.E. courses will be sequenced from Fall 2015.</li> <li>2. In 2014-2015, nine Brown Bag Conversations on Biblical and Theological issues for faculty and co-curricular specialists interested in enhancing their biblical literacy and theological understanding were facilitated by the Religious Studies faculty.</li> <li>3. In 2014-2015, Student Life piloted the Spiritual Formation Coordinators (SFC) program, which involves two upperclassmen living in a first year residence hall and connecting students to the various events on campus that would help them grow in their biblical literacy and theological understanding.</li> <li>4. As a result of the syllabus review completed by the GE committee in 2012, the GE and institutional student learning outcomes were refined.</li> </ol>
<p><b>2012-2013 ILO: Westmont graduates will effectively communicate orally in various contexts (Oral Communication)</b></p>	<p><u>Direct assessment</u> of seniors' oral presentations in senior seminars and capstone courses by utilizing the rubric.</p> <p><u>Indirect Assessment:</u> Syllabi Review against the Oral Presentation Code</p>	<p>John Blondell, Deborah Dunn</p> <p>GEC</p>	<p><b>Findings:</b></p> <ol style="list-style-type: none"> <li>1. Westmont's graduating students appear to be competent in the areas of finding good supporting material for their speeches and in choosing and using appropriate language – appropriate for the audience, occasion, topic, and purpose of the presentation. They appear to be less able to clearly state a compelling thesis and eloquently speak extemporaneously, and appear somewhat uncomfortable in establishing a physical presence and using their bodies to gesture purposefully and meaningfully.</li> <li>2. It appears that Westmont teaching on oral communication is broader than initially thought. Out of the 502 evaluated syllabi, 43% (n=214) list at least one element of oral presentation. However, much of oral communication work is embedded within courses that are not certified as speech-intensive for the General Education (GE) program. At the time of assessment, only three courses</li> </ol>

	Sheet		<p>were certified as speech-intensive and only one of them was offered every semester.</p> <p><b>Closing-the-Loop Actions:</b></p> <ol style="list-style-type: none"> <li>1. The G.E. Committee in collaboration with the Department of Communication Studies developed the Oral Communication Competences document to be used for assessing the ILO across the curriculum. The document was revised by the Program Review Committee and presented to the Academic Senate in Spring 2015.</li> <li>2. The Academic Senate mandated the G.E. Committee and the Registrar Office to develop the plan for replacing the GE Speech-Intensive course category with the institutional Competence in Oral Communication requirement.</li> <li>3. The presentation on effective teaching and learning oral communication skills by the Department of Communication Studies faculty will be scheduled for Spring 2016.</li> </ol>
<p><b>2013-2014</b>  <b>ILO: Westmont graduates will be able to accurately evaluate the strength of evidence in support of a claim and apply critical thinking creatively to problem solving.</b>  <i>(Critical Thinking)</i></p>	<p><u>Direct Methods:</u>  Critical Thinking Assessment Test (CAT) developed by the Center for Assessment &amp; Improvement of Learning at Tennessee Tech University</p>	<p>Jim Taylor,  Tatiana Nazarenko</p>	<p><b>Findings:</b> Overall, Westmont students did as well as or better than all college students who have taken the CAT. In fact, Westmont students scored equal to or higher than the national average on 14 of the 15 CAT questions.</p> <p>However, when CAT scores were normalized for ACT/SAT scores, the Westmont average CAT score of 21.0 was slightly lower than the average national CAT score of 21.43 for students who entered college with the same set of SAT/ACT score as Westmont students ( 1180 or 26, respectively).</p> <p><b>Closing-the-Loop Actions:</b></p> <ol style="list-style-type: none"> <li>1. In February 2015, the first in-house workshop for faculty on critical thinking pedagogy was conducted. Presenters included Westmont faculty trained at the Performance Task Academy Workshop: CLA in the Classroom in 2012-2013. Nine faculty members attended the workshop.</li> <li>2. The courses for focused critical thinking instruction were identified. Small stipends will be allocated for faculty for developing and implementing course</li> </ol>

			<p>assignments pertinent to improving student critical thinking skills.</p> <p>3. The standards of performance were set.</p>
<p><b>2014-2015</b>  <b>ILO: Westmont graduates will be able to identify, evaluate and integrate sources effectively and ethically in various contexts.</b>  <b>(Information Literacy)</b></p>	<p><u>Direct Methods:</u>  Assessment of lower-and upper-division source-based essays against a locally developed analytical rubric</p> <p><u>Indirect Methods:</u>  1. Research Process Survey administered via SurveyMonkey  2. NSSE survey administered in 2014</p>	<p>Molly Riley,  Tatiana Nazarenko</p> <p>Bill Wright</p>	<p><b>Findings:</b></p> <ol style="list-style-type: none"> <li>1. Students in the sample of upper-division writing show a marked improvement over the writing samples taken from lower-division students across all areas of information literacy assessed by this project. Especially noteworthy is seniors' improvement with source integration -- it is significant that 23.5% of students in upper-division courses rated "proficient" (4) and 55.1% rated "competent" (3) in this area.</li> <li>2. More than 40% of upper-division students consulted a librarian in the course of the research process, but only 20% of lower-division students did so. Very few students overall, regardless of class standing, reported consulting with the Writers' Corner during the course of their research. However, a vast majority of upper-division students report that "writing my paper" is either "hard" (41%) or "very hard" (22%).</li> <li>3. Far more upper-division students (43%) than lower-division students (17%) report that "picking a topic" is either "hard" or "very hard" which may show that upper-division students are actually more deeply engaged with the research process.</li> <li>4. Only 23% of lower-division students report that "incorporating source into my paper" is "hard" or "very hard." Lower-division students may not understand the extent to which they need to grow in this area.</li> <li>5. Westmont senior students' survey responses were at or above the national mean scores for almost every question asked on the NSSE survey</li> </ol> <p><b>Closing-the-Loop Actions:</b></p> <ol style="list-style-type: none"> <li>1. Several discussions are scheduled for the coming year to provide faculty and librarians a forum for reviewing this data and collaborating on ways to improve students' information literacy skills, especially when it comes to source integration.</li> </ol>

<p><b>2014-2015</b>  <b>GELO: Students will apply appropriate foundational theories to analyze social, political, economic, and/or cultural phenomena (Understanding Society)</b></p>	<p><u>Direct Methods:</u>  The Signature Assignment assessed by a locally developed analytical rubric</p> <p><u>Indirect Methods:</u>  Understanding Society Syllabus Review completed by the GEC in Fall 2014</p>	<p>Tatiana Nazarenko  Tom Knecht</p> <p>GEC</p>	<p><b>Findings:</b></p> <ol style="list-style-type: none"> <li>Nearly 75% of the students showed “highly developed” or “developed” “capacities for identifying foundational theories and approaches. A slightly lower percentage was able to apply theories and approaches for analyzing historical or contemporary problems.</li> <li>Only half of the students were able to demonstrate “developed” or “highly developed” capacity in the “Reflecting on theory application from a biblical perspective.”</li> </ol> <p><b>Closing-the-Loop Actions:</b></p> <ol style="list-style-type: none"> <li>Assessment results have been used for adjusting pedagogical strategies in the following courses fulfilling this GE requirement:</li> </ol> <p><u>POL-10.</u> The instructor has incorporated Cengage's MindTap into the course to ensure students’ repeated exposure to the material. MindTap is an interactive, online platform for students to engage in discussion, watch videos, and take quizzes on the course material.</p> <p><u>E&amp;B-011.</u> The instructor found the exercise he developed in Spring 2015 for assessing the Understanding Society component of the course very helpful. It enhances his ability to evaluate students with respect to their employment of critical analysis and application of faith-based ethical reasoning. Currently the course syllabus includes a learning objective related to having students develop economic theories using historical and social data, formulate hypotheses, and make applications of economic reasoning to actual economic policy scenarios. In addition students are asked to apply Christian values to economic policy decisions.</p> <p>The instructor plans to implement the following exercise as a regular component of the Principles of Macroeconomics course. After students are introduced in a class lecture to the concept of economic globalization, they are given a set of readings discussing the impact of globalization on coffee farmers</p>
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		<p>in Latin America and corresponding policy measures, and the following prompt questions:</p> <ol style="list-style-type: none"> <li>1. After reading this material, explain what you think are the key issues. In your answer describe the social or historical phenomena that are reflected in the readings.</li> <li>2. Identify two economic theories of globalization and world markets you would use to analyze the problems presented related to Latin American coffee farming in the material. Provide your rationale for using these approaches and then thoroughly apply one theory before you apply the second theory.</li> <li>3. How does your faith shape your views on free trade and fair-trade coffee policy?</li> </ol> <p>Students are asked to write their response to these questions as an in-class LiveText exercise. The instructor will evaluate their responses with a rubric centered around two main criteria: (1) what is the level of knowledge of the economic theories applied to the question of fair-trade coffee with respect to historical, social, political and economic phenomena; (2) what is the strength of arguments and evidence applied in their analysis? The grading evaluation with respect to applying the rubric ranges from highly developed, moderately developed, to emerging.</p> <p><u>Department of Sociology and Anthropology</u> will discuss the assessment results in the course of the 2015-2016 academic year and will make appropriate adjustments to the courses fulfilling the Understanding Society requirement.</p> <ol style="list-style-type: none"> <li>2. Samples of highly-developed, developed, emerging and initial responses to the signature assignment prompt will be collected by all contributing departments and shall be used for establishing consistent scoring criteria across this GE area.</li> <li>3. In the future, the assessment of this GE area will be focused on the <i>Application of Approaches and Theories</i> category. The rubric will be modified while the <i>Reflections</i> category will be eliminated.</li> <li>4. As a result of the Understanding Society Syllabus Review, the certification</li> </ol>
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			<p>criteria, the interpretive statement, and the GELO were refined; the standards of performance were set.</p> <p>5. The first Understanding Society Brown Bag Conversation took place on September 15, 2015. Eight participants (five faculty from the Social Sciences and the Humanities, two librarians serving as library liaisons to the social science departments, and an academic administrator) provided examples how to read passages from the Bible through the professional lenses of their disciplines; how to discuss the relevance of creation and redemption in their courses; and how to integrate Christian values into classroom discussions and pedagogical practices. Conversation of this nature needs to be continued.</p>
<p><b>2014-2015</b>  <b>GELO:</b>  <b>Students will respond to an artistic production, demonstrating critical understanding of form, content, and process (<i>Working Artistically, former Performing and Interpreting the Arts</i>)</b></p>	<p><u>Direct Methods:</u>  The Signature Assignment assessed by a locally developed analytical rubric</p> <p><u>Indirect Methods:</u>  Performing and Interpreting the Arts Syllabus Review completed by the GEC in Fall 2014</p>	<p>John Blondell,  Bruce Fisk,  Tatiana Nazarenko</p> <p>GEC</p>	<p><b>Findings:</b></p> <p>1. Upon completing a PIA course, students improved in all four categories of the rubric even though the scope of their improvements varies from category to category. The data suggest some modest growth in the <i>Structure and Organization</i>, <i>Use of Evidence</i>, and <i>Style and Mechanics</i> categories and a noticeable improvement of student learning in the <i>Argument and Analysis</i> category.</p> <p><b>Closing-the-Loop Actions:</b></p> <p>1. As a result of the Performing and Interpreting the Arts Syllabus Review, the certification criteria, the interpretive statement, and the GELO were refined and the standards of performance were set. The name of the GE area was changed to the "<i>Working Artistically.</i>" Understanding that making and interpreting in the arts are organically interrelated, courses in this area will require that students:</p> <ul style="list-style-type: none"> <li>• Make/perform works of art</li> <li>• Effectively demonstrate creative and interpretive processes.</li> </ul> <p>2. Both performative and interpretive aspects of student learning will be assessed in the future. Each creative discipline would articulate the expectation for "highly developed", "developed," "emerging," and "initial" levels for both <i>Make/perform works of art</i> and <i>Effectively</i></p>



			<p><i>demonstrate creative and interpretive processes</i> dimensions.</p> <p>3. The following changes were introduced by the faculty in their PIA/WA courses:</p> <p><u>ART-010.</u> Based on the assessment results, the instructor decided to put a greater emphasis on teaching specific design related terminology. A glossary of terms was included in the course syllabus and several quizzes will be administered throughout the semester to test for student comprehension of lecture material and in-class discussions as it relates to design vocabulary.</p> <p><u>MU-20.</u> The instructor has increased emphasis on course accessibility to non-musicians.</p> <p><u>MU-120.</u> In order to better prepare students for assessing their Chapel music performances and writing reflective essays, the instructor has refined the prompt for student reflective essays and will lead class discussions around the following questions:</p> <ul style="list-style-type: none"> <li>• How does performing in public affect the nature of performance?</li> <li>• When performing any public activity (a sporting event, a presentation for a group, leading a discussion), how do you seek to ensure you will perform well?</li> <li>• How do you assess your performance? If you are performing an activity as part of a group, how do you assess the group's performance?</li> </ul> <p><u>TA-010.</u> The instructor decided to focus his future assessment efforts more in the performance area than in the written responses. In his own words, he "learned that even though the written play reviews are an important element of the course goals, they do not fully encompass the student learning outcomes of the GE category. Though this change presents some challenges for data collection and review (video archives), I believe it will be more resonant both with the aims of the GE category and the overall focus of the</p>
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			course.”
<p><b>2015-2016</b>  <b>ILO: Westmont graduates will apply relevant scientific, mathematical and logical methods to analyze and solve problems effectively (Quantitative Reasoning)</b></p> <p>► <b>GELO: Students will apply relevant scientific, mathematical and logical methods to analyze and solve problems effectively and be able to utilize the results appropriately when making decisions (Quantitative and Analytical Reasoning)</b></p>	<p><u>Direct Methods:</u>  The Bowdoin College Quantitative Reasoning Assessment Test sponsored by the NSF</p> <p><u>Indirect Methods:</u>  QR Questionnaire accompanying the GR Assessment Test</p>	<p>Stephen Contakes,  Tatiana Nazarenko</p>	<p>In general, assessment results demonstrated that our students are meeting the objectives of the QR ILO but might benefit from some adjustments to the QAR GE course offerings, QAR course syllabus policies, incorporation of histograms in QAR instruction, and the strategy for implementing value added assessment in QAR GE courses.</p> <p>In 2016-2017, two Brown Bag workshops were offered for faculty teaching QAR courses: on February 2, Michael Everest facilitated the “Actively learning Quantitative and Analytical Reasoning” workshop, and on March 21, David Hunter conducted “The Modified Moore Method and Class Wikis” workshop.</p>
<p><b>2015-2016</b>  <b>GELO: to be revised (Thinking Historically)</b></p>	<p><u>Direct Methods:</u>  Signature Assignment</p>	<p>Rick Pointer,  Tatiana Nazarenko</p> <p>GEC</p>	

	<p><u>Indirect Methods:</u> Thinking Historically Syllabus Review completed by the GEC in Fall 2014</p>		
<p><b>2015-2016</b> <b>GELO: Students will write and successfully implement an appropriate fitness program based on the principles of frequency, intensity, and duration. (Physical Education)</b></p>	<p><u>Indirect Methods:</u> Survey will be administered to all students enrolled in Fitness for Life courses with the intent to assess their progress on targeted health behaviors.</p>	<p>Tim Van Haitsma, Chris Milner</p>	<p>The findings were used to re-evaluate the content of the course, including the fitness appraisal used for assessment of cardiovascular fitness.</p>
<p><b>2016-2017</b> <b>ILO: Westmont graduates will be able to analyze global patterns from at least two different perspectives (social, cultural, economical, political, religious, technological or educational) (Global Awareness and Diversity)</b>  <b>GELO: Students will</b></p>	<p><u>Direct Methods:</u> Diversity Signature Assignment</p>	<p>Dinora Cardoso, Jason Cha, Cynthia Toms, Tatiana Nazarenko, Dept. of History</p>	<p>To be finalized in 2018-2019</p>

<p><b>articulate how a particular topic is approached in at least two different cultures or distinct geographical areas (<i>Thinking Globally</i>)</b></p> <p><b>GELO: Students will acquire literacy in the histories of diverse people across the globe and reflect on the importance of world history for the Christian (<i>World History in Christian Perspectives</i>)</b></p>	<p><u>Indirect Methods:</u> Thinking Globally Syllabus Review completed by the GEC in Fall 2016</p> <p><u>Direct Methods:</u> Signature Assignment</p> <p><u>Indirect Methods:</u> World History Syllabus Review completed by the GEC in Fall 2016; focus groups interviewed in Spring 2017</p> <p><u>Direct Methods:</u> Multiple Choice pre- and post-test</p>	<p>Heather Keaney, GEC</p> <p>Rick Pointer, Alister Chapman, Department of History</p>	
<p><b>2017-2018 ILO: Westmont graduates will effectively communicate orally in various contexts (<i>Oral Communication</i>)</b></p>	<p><u>Direct Methods:</u> Evaluation by rubric discipline-specific oral presentations</p>	<p>Lesa Stern, John Moore, Martin Asher, Tim Wilson</p>	<p>Faculty (within &amp; between) depts had meaningful discussions:</p> <ul style="list-style-type: none"> <li>▪ what Oral COM competencies they want for their majors</li> <li>▪ what they are doing (in their depts) to promote oral communication competency</li> </ul> <p>Faculty identified meaningful presentations taking place across the campus in senior projects/capstones, research presentation days, honors presentations, etc., and evaluated them via Oral Communication ILO rubric.</p>

<p><b>GELO: Students will generalize how the scientific method can be used to investigate the physical and living world (<i>Exploring the Physical Sciences, Exploring the Life Sciences</i>)</b></p>		Steve Rogers	
<p><b>2018-2019</b>  <b>ILO: Westmont graduates will write effectively in various contexts. (<i>Written Communication</i>)</b></p> <p><b>ILO: Westmont graduates will demonstrate literacy in biblical and orthodox Christian faith. (<i>Christian</i>)</b></p>	<p><u>Direct methods</u>          Assessment of student essays on CUPA-related issues in capstone courses and senior seminars by the ILO rubric</p> <p><u>Direct assessment:</u>          In-house Biblical Literacy and Theological Literacy Test administered to seniors</p>	Sarah Skripsky Lisa DeBoer Sandra Richter	

<p><b>Understanding)</b></p> <p><b>ILO: Westmont graduates will demonstrate faithfulness in Christian service. (Christian Practices/Affections)</b></p> <p><b>GELO: Students will demonstrate literacy in Christian scripture and Christian doctrine (Biblical and Theological Canons)</b></p> <p><b>GELO: TBD (Modern Languages)</b></p>	<p><u>Indirect assessment:</u> Taylor University Spiritual Life Survey</p> <p><u>Direct assessment:</u> In-house Biblical Literacy Test administered in OT and NT courses in Fall 2018 and Spring 2019</p> <p>Department of Modern Languages</p>		
<p><b>2019-2020</b></p> <p><b>ILO: Westmont graduates will be able to accurately evaluate the strength of evidence in support of a claim (Critical Thinking)</b></p> <p><b>GELO: Students will:</b></p>		Paul Delaney	

<p>➤ analyze imaginative literature to indicate an understanding of language beyond its literal level.</p> <p>➤ articulate an empathetic response to the varieties of human experience represented in literature <i>(Imaginative Literature)</i></p>			
<p><b>2020-2021</b> ILO: TBD (TBD)</p> <p>GELO: TBD (TBD)</p>			
<p><b>2021-2022</b> ILO: TBD (TBD)</p> <p>GELO: TBD (TBD)</p>			
<p><b>2022-2023</b> ILO: TBD (TBD)</p>			

