

# Degree Program Student Learning Report

Revised August 2017

## Department of English & Humanities

### **BA in Liberal Arts**

#### **For 2018-2019 Academic Year**

#### **PART 1**

##### **Degree Program Mission and Student Learning Outcomes**

**A.** State the school, department, and degree program missions.

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	Central to the mission of the School of Arts and Sciences is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities. Our strategy is to foster an academic setting of diverse curricula that inherently incorporates an environment of service and collegiality.	The mission of the Department of English and Humanities at Rogers State University is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly globalized culture of the 21st century.	The Bachelor of Arts in Liberal Arts is an innovative, interdisciplinary degree that fosters students who think critically, creatively, and independently, and who have the skills to work in all types of situations and communicate with all types of people.

**B.** Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School of Arts and Sciences offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology	Foster the skills of critical and creative thinking, writing, communication, and research among our students.	1) Students will demonstrate competence in their written, oral, and visual communication skills as well as the ability to think creatively and critically. <hr/> 2) Students will be able to critique their work in oral and written form.

<b>University Commitments</b>	<b>School Purposes</b>	<b>Department Purposes</b>	<b>Student Learning Outcomes</b>
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School of Arts and Sciences educates its majors to think independently and have the knowledge, skills and vision to work in all types of situations and careers and communicate with all types of people.	Foster the values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	3) Students will evidence an understanding of the Western cultural heritage, and an appreciation of the diversity of perspectives on the human condition.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The School of Arts and Sciences offers general education courses of high quality and purpose that provide a foundation for lifelong learning.	Serve the University and the community by providing quality general education courses that prepare students for their roles as citizens and cultural participants.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School of Arts and Sciences fosters a community of scholars among the faculty and students of the institution.	Offer innovative programs and quality teaching within the classroom and through distance education.	4) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.
To provide university-wide student services, activities and resources that complement academic programs.		Facilitate the formation of groups of citizen-scholars consisting of faculty and students that meet outside the traditional classroom setting.	
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School of Arts and Sciences will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		

## PART 2

### Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
None	NA	Before 2013-14, BA-LA students could complete either a scholarly paper or a creative project. Starting 2013-14, all BA-LA students were required to complete a 25-35 page scholarly paper. The 2013-14 change to assessment measure 1C reflected the Capstone Committee's concern about the perennial weakness of too many of the creative projects. The Committee concluded that too many students chose the creative project believing that it would be easier to complete, only to discover that it was more difficult, which resulted in poorer performance results, thus undermining the purpose of the assessment measure. Also, the Committee found it difficult to assess consistently the two different types of projects in relation to one another. Thus, the 2013-14 change afforded the Committee a more uniform measure toward greater consistency in assessing students' performance and learning outcomes. For the most part, the Capstone Committee was satisfied with assessment measure 1C, but we also recognized that it was conceived more for those students who both aspire and are able to engage the liberal arts at a higher (or the highest, undergraduate) level, and who are considering or plan to continue their education in graduate school. Thus, for 2017-18 the Capstone Committee decided to allow students again to choose from two options for their Capstone projects: [1] a 25-35 page scholarly paper; or [2] a 7-10 page research paper and a visual triptych. This 2017-18 change preserves a scholarly Option #1 (measures 1C & 1D) for these aforementioned students, but it also re-introduces an Option #2 (measures 1E & 1F) by which to assess the performance of students who intend to go directly into the workforce. 2018-19 is only the second year assessing these two options separately.

## PART 3

### Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented? (Y/N)	Comment
The 2018-19 UAC Peer Review Report proposed no "Recommendations."	NA	NA

**PART 4**  
**Evidence of Student Learning**

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome #1																
SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.																
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)											
1A Students in the <i>Humanities Seminar</i> (HUM-4993) are required to create a <b>Capstone Project Proposal</b> .  Note that HUM-4993 is taught fall semesters only.	At least 75% of the students completing the <i>Humanities Seminar</i> (HUM-4993) will score a “3” or higher (on a five-point scale) on their <b>Capstone Project Proposal</b> .  The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students completing the <i>Humanities Seminar</i> (HUM-4993) is included.  All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	6 total students	4 of 6 total students = 66.67% met the performance standard.	N											
			6 On-Ground 0 Directed Study Online	4 of 6 On-Ground = 66.67% 0 Directed Study Online												
			6 English = 6 OG + 0 DSO 0 Global Humanities	4 of 6 English (4 OG + 0 DSO) = 66.67% 0 Global Humanities												
			Overall Distribution of Scores on 5-Point Scale													
			<table><tr><th>SCORE</th><th>STUDENTS</th><th>%</th></tr><tr><td>4</td><td>1</td><td>16.67%</td></tr><tr><td>3.5</td><td>1</td><td>16.67%</td></tr><tr><td>3</td><td>2</td><td>33.34%</td></tr><tr><td>2</td><td>2</td><td>33.34%</td></tr></table>			SCORE	STUDENTS	%	4	1	16.67%	3.5	1	16.67%	3	2
SCORE	STUDENTS	%														
4	1	16.67%														
3.5	1	16.67%														
3	2	33.34%														
2	2	33.34%														
Average Score of All <u>Passing</u> Scores = 3.38 Average Score of All Scores = 2.92																

A. Student Learning Outcome #1														
SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.														
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)									
1B Students in the <i>Humanities Seminar</i> (HUM-4993) are required to present their <b>Capstone Project Proposal</b> in a <b>Presentation</b> to the Capstone Committee.  Note that HUM-4993 is taught fall semesters only.	At least 75% of the students completing the <i>Humanities Seminar</i> (HUM-4993) will score a “3” or higher (on a five-point scale) on their <b>Capstone Project Proposal Presentation</b> .	Data from all students completing the <i>Humanities Seminar</i> (HUM-4993) is included.	6 total students	6 of 6 total students = 100% met the performance standard.	Y									
	The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	6 On-Ground	6 of 6 On-Ground = 100%										
			0 Directed Study Online	0 Directed Study Online										
			6 English = 6 OG + 0 DSO	6 of 6 English (6 OG + 0 DSO) = 100%										
		0 Global Humanities	0 Global Humanities											
				Overall Distribution of Scores on 5-Point Scale										
				<table><tr><td>SCORE</td><td>STUDENTS</td><td>%</td></tr><tr><td>4</td><td>4</td><td>66.67%</td></tr><tr><td>3</td><td>2</td><td>33.34%</td></tr></table>	SCORE	STUDENTS	%	4	4	66.67%	3	2	33.34%	
SCORE	STUDENTS	%												
4	4	66.67%												
3	2	33.34%												
				Average Score of All Passing Scores = 3.67										
				Average Score of All Scores = 3.67										
1C Students in the <i>Capstone Project/ Portfolio</i> (HUM-4013) may choose to complete a 25-35 page <b>Scholarly Paper</b> = Option #1.  (N.B., This measure changed 2013-14 and again 2017-18)	At least 75% of the students in the <i>Capstone Project/Portfolio</i> (HUM-4013) who choose Option #1 will score a “3” or higher (on a five-point scale) on their 25-35 page <b>Scholarly Paper</b> .	Data from all students who complete Option #1 in the <i>Capstone Project/Portfolio</i> (HUM-4013) is included.	4 total students	4 of 4 total students = 100% met the performance standard.	Y									
	The score is	All students in the sample are BA-LA program majors; the program has	4 On-Ground	4 of 4 On-Ground = 100%										
			0 Directed Study Online	0 Directed Study Online										
			4 English = 4 OG + 0 DSO	4 of 4 English (4 OG + 0 DSO) = 100%										
		0 Global Humanities	0 Global Humanities											
				Overall Distribution of Scores on 5-Point Scale										
				<table><tr><td>SCORE</td><td>STUDENTS</td><td>%</td></tr><tr><td>4.5</td><td>1</td><td>25%</td></tr></table>	SCORE	STUDENTS	%	4.5	1	25%				
SCORE	STUDENTS	%												
4.5	1	25%												

A. Student Learning Outcome #1							
SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.							
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)
Note that HUM-4013 is taught spring semesters only.	determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	two options for concentration: [1] English; [2] Global Humanities.		3.5	2	50%	
				3	1	25%	
				Average Score of All <u>Passing</u> Scores = 3.63 Average Score of All Scores = 3.63			
<b>1D</b> Students in the <b>Capstone Project/ Portfolio</b> (HUM-4013) who chose Option #1 (cf. AM 1c) are required to <b>present their projects orally</b> before the Capstone Committee and answer a series of questions related to their projects.  (N.B., This measure changed 2017-18)  Note that HUM-4013 is taught spring semesters only.	At least 75% of the students in the <b>Capstone Project/Portfolio</b> (HUM-4013) who chose Option #1 will score a “3” or higher (on a five-point scale) in <b>presenting their projects orally</b> before the Capstone Committee.  The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students who complete Option #1 in the <b>Capstone Project/Portfolio</b> (HUM-4013) is included.  All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	4 total students	4 of 4 total students = 100% met the performance standard.			Y
			4 On-Ground 0 Directed Study Online	4 of 4 On-Ground = 100% 0 Directed Study Online			
			4 English = 4 OG + 0 DSO 0 Global Humanities	4 of 4 English (4 OG + 0 DSO) = 100% 0 Global Humanities			
			Overall Distribution of Scores on 5-Point Scale				
			SCORE	STUDENTS	%		
			5	1	25%		
			4.5	1	25%		
			3	2	50%		
			Average Score of All <u>Passing</u> Scores = 4.38 Average Score of All Scores = 4.38				
			<b>1E</b> Students in the <b>Capstone Project/ Portfolio</b> (HUM-4013)	At least 75% of the students in the <b>Capstone Project/Portfolio</b>	Data from all students who complete Option #2	2 total students	
2 On-Ground	0 of 2 On-Ground = 0%						

A. Student Learning Outcome #1														
SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.														
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)									
may choose to complete a 7-10 page <b>Research Paper</b> = Option #2.  (N.B., This measure changed 2013-14 and again 2017-18)  Note that HUM-4013 is taught spring semesters only.	(HUM-4013) who choose Option #2 will score a “3” or higher (on a five-point scale) on their 7-10 page <b>Research Paper</b> .  The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	in the <b>Capstone Project/Portfolio</b> (HUM-4013) is included.  All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	0 Directed Study Online  2 English = 2 OG + 0 DSO 0 Global Humanities	0 Directed Study Online  0 of 2 English (2 OG + 0 DSO) = 0% 0 Global Humanities  Overall Distribution of Scores on 5-Point Scale <table><tr><th>SCORE</th><th>STUDENTS</th><th>%</th></tr><tr><td>2.5</td><td>1</td><td>50%</td></tr><tr><td>2</td><td>1</td><td>50%</td></tr></table> Average Score of All <u>Passing</u> Scores = NA Average Score of All Scores = 2.25	SCORE	STUDENTS	%	2.5	1	50%	2	1	50%	
SCORE	STUDENTS	%												
2.5	1	50%												
2	1	50%												
1F Students in the <b>Capstone Project/ Portfolio</b> (HUM-4013) who chose Option #2 (cf. AM 1e) are required to <b>present a visual triptych</b> to the Capstone Committee and answer any questions related to their projects.  (N.B., This measure changed 2017-18)	At least 75% of the students in the <b>Capstone Project/Portfolio</b> (HUM-4013) who chose Option #2 will score a “3” or higher (on a five-point scale) on their <b>visual triptych</b> presented to the Capstone Committee.  The score is determined by the Capstone Committee	Data from all students who complete Option #2 in the <b>Capstone Project/Portfolio</b> (HUM-4013) is included.  All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English;	2 total students  2 On-Ground 0 Directed Study Online  2 English = 2 OG + 0 DSO 0 Global Humanities	0 of 2 total students = 0% met the performance standard.  0 of 2 On-Ground = 0% 0 Directed Study Online  0 of 2 English (2 OG + 0 DSO) = 0% 0 Global Humanities  Overall Distribution of Scores on 5-Point Scale <table><tr><th>SCORE</th><th>STUDENTS</th><th>%</th></tr><tr><td>2</td><td>2</td><td>100%</td></tr></table> Average Score of All <u>Passing</u> Scores = NA Average Score of All Scores = 2	SCORE	STUDENTS	%	2	2	100%	N			
SCORE	STUDENTS	%												
2	2	100%												

**A.  
Student Learning Outcome #1**

**SLO #1:** Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Note that HUM-4013 is taught spring semesters only.	according to a rubric with specific criteria for each number assigned.	[2] Global Humanities.			

**H.  
Conclusions**

SLO #1 results are complex, as they involve analyzing data from six assessment measures (AMs). In brief, 2018-19 SLO #1 overall results are consistent with the past five years (2013-18). Even if 2018-19 results appear to be somewhat lower, the small sample sizes distort the percentages and averages. Examine the Year-Over-Year distribution tables below for comparative and trend data. NOTE: The six AMs resolve into three pairs of measures; each pair forms a set designed to assess written, oral, and visual communication skills, and critical and creative thinking, in parallel across [1] fall and [2] spring semesters, respectively: [1] (1A) a written Capstone Project Proposal and (1B) an oral Capstone Project Proposal Presentation, both in *Humanities Seminar* (HUM-4993); [2] (1C) a written Scholarly Paper and (1D) an oral Capstone Presentation [Option #1], or (1E) a written Research Paper and (1F) a Visual Triptych [Option #2], both in *Capstone Project/Portfolio* (HUM-4013).

**AM 1A: Written Proposal = Year-Over-Year Distribution of Students' Scores**

SCORE	2018-19		2017-18		2016-17		2015-16		2014-15		2013-14		6-YR	
<b>5</b>			<b>1</b>	<b>10%</b>	<b>1</b>	<b>7.1%</b>	<b>3</b>	<b>25%</b>			<b>2</b>	<b>11.8%</b>	<b>7</b>	<b>10.29%</b>
<b>4.5</b>			<b>1</b>	<b>10%</b>	<b>1</b>	<b>7.1%</b>			<b>1</b>	<b>11.1%</b>			<b>3</b>	<b>4.41%</b>
<b>4</b>	<b>1</b>	<b>16.67%</b>	<b>2</b>	<b>20%</b>	<b>3</b>	<b>21.4%</b>	<b>3</b>	<b>25%</b>	<b>3</b>	<b>33.3%</b>	<b>5</b>	<b>29.4%</b>	<b>17</b>	<b>25%</b>
<b>3.5</b>	<b>1</b>	<b>16.67%</b>	<b>2</b>	<b>20%</b>	<b>3</b>	<b>21.4%</b>					<b>2</b>	<b>11.8%</b>	<b>8</b>	<b>11.76%</b>
<b>3</b>	<b>2</b>	<b>33.34%</b>	<b>1</b>	<b>10%</b>	<b>1</b>	<b>7.1%</b>	<b>3</b>	<b>25%</b>	<b>5</b>	<b>55.6%</b>	<b>5</b>	<b>29.4%</b>	<b>17</b>	<b>25%</b>
<b>2.5</b>			<b>1</b>	<b>10%</b>									<b>1</b>	<b>1.47%</b>
<b>2</b>	<b>2</b>	<b>33.34%</b>	<b>1</b>	<b>10%</b>	<b>5</b>	<b>35.7%</b>	<b>1</b>	<b>8.3%</b>			<b>2</b>	<b>11.8%</b>	<b>11</b>	<b>16.18%</b>
<b>1</b>			<b>1</b>	<b>10%</b>			<b>2</b>	<b>16.7%</b>			<b>1</b>	<b>5.9%</b>	<b>4</b>	<b>5.88%</b>
	2018-19		2017-18		2016-17		2015-16		2014-15		2013-14		6-YR	
<b>MET "3" STANDARD</b>	<b>4</b>	<b>66.67%</b>	<b>7</b>	<b>70%</b>	<b>9</b>	<b>64.3%</b>	<b>9</b>	<b>75%</b>	<b>9</b>	<b>100%</b>	<b>14</b>	<b>82.4%</b>	<b>52 of 68</b>	<b>76.47%</b>
AVE PASSING SCORE	3.38		3.93		3.89		4		3.5		3.7		3.73	
AVE OF ALL SCORES	2.92		3.3		3.21		3.33		3.5		3.35		3.27	



**A.**  
**Student Learning Outcome #1**

**SLO #1:** Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
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AM 1B: Oral Presentation = Year-Over-Year Distribution of Students' Scores

SCORE	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	6-YR
5		3   30%	5   35.7%	5   41.7%	2   22.2%	1   5.9%	16   23.53%
4.5					2   22.2%	2   11.8%	4   5.88%
4	4   66.67%	3   30%	1   7.1%	1   8.3%		6   35.3%	15   22.06%
3.5		2   20%				4   23.5%	6   8.82%
3	2   33.34%		6   42.9%	2   16.7%	5   55.6%	1   5.9%	16   23.53%
2.5							0%
2		1   10%	2   14.3%	1   8.3%		2   11.8%	6   8.82%
1		1   10%		3   25%		1   5.9%	5   7.35%
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	6-YR
<b>MET "3" STANDARD</b>	6   100%	8   80%	12   85.7%	8   66.7%	9   100%	14   82.4%	57 of 68   83.82%
AVE PASSING SCORE	3.67	4.25	3.92	4.38	3.78	3.93	3.99
AVE OF ALL SCORES	3.67	3.7	3.64	3.33	3.78	3.53	3.61

For AM 1A, 2018-19 results (66.67%) are 3.33% lower than 2017-18 results (70%) but are 2.37% higher than 2016-17 results (64.3%); thus, while 2018-19 results are the second lowest in six years, they are, nevertheless, consistent with the fluctuating results of the past four years. 2018-19 results (66.67%) are 9.8% lower than the six-year average (76.47%), but any concerns about either of these (low) results are assuaged by the strong results for AM 1C, the spring parallel measure to AM 1A, whose 2018-19 results = 100%, and six-year average = 81.48% (see AM 1C table below), an improvement of 33.33% 2018-19 and 5.01% over six years. In brief, though the Capstone Committee would like to see stronger performances by students in composing their fall written Capstone Project Proposals (AM 1A), the Committee believes that the lower results for AM 1A are a function of the provisional character of the assignment (a proposal) and is satisfied that students improve their performance in completing the Scholarly Paper (AM 1C) proposed.

For AM 1B, 2018-19 results (100%) surpass the results of the previous three years by 20%, 14.3%, and 33.3%, respectively, as well as the six-year average by 16.18%, and yet the average passing score (3.67) is the lowest in six years--though so is the sample size. 2018-19 AM 1B results (100%) persist for 2018-19 AM 1D results (100%); AM 1D is the spring parallel measure to AM 1B, and AM 1D average passing score (4.38) is the highest in six years (see AM 1D table below).

A. Student Learning Outcome #1					
SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<p>If one compares AM 1A and AM 1B results, 2018-19 results show that BA-LA students continue to perform better on AM 1B (Oral Presentation) than on AM 1A (Written Proposal), though the difference is relatively minor. Rather than rehearse detailed data already presented in the distribution tables, suffice to say that the six-year average for AM 1B (83.82%) is only 7.35% higher than the six-year average for AM 1A (76.47%). Nevertheless, AM 1B results are consistently higher.</p> <p>Explanations? First, AM 1A is a written <i>proposal</i> for a project to be completed in the spring semester (AM 1C); in developing their proposals, students are still working to clarify and to articulate cogently their ideas and research/scholarship plans. Second, the BA-LA degree emphasizes writing, whether the students concentrate in English or in Humanities, and the Capstone Committee rightly has higher expectations for students' writing skills in developing their proposals than it does for their oral communication regarding their proposals; put bluntly, the Committee correctly holds students' writing to a higher standard and is properly stingy with scores for AM 1A. Third, AM 1B involves students answering oral questions from the Committee; this enables students to clarify features of their written proposal (AM 1A) that are less than clear. The Committee is heartened when students whose writing is less than clear can answer oral questions clearly and thoughtfully; thus, higher performance scores on AM 1B often reflect the difference between the Committee's disappointment in students' writing (AM 1A) and the Committee's encouragement when students provide oral clarification. Furthermore, part of the purpose of AM 1B, and especially of the Committee's oral questions, is to help students to clarify and articulate more cogently the ideas and features of their proposed project; in brief, the interactive and inherently pedagogical character of AM 1B results in higher scores. At the same time, this oral interaction illuminates a factor in the written proposal process that clarifies the lower results for AM 1A, namely, that too many students, in writing their proposals, do not interact enough with their faculty mentors, and, unfortunately, the weakest students often least interact with and/or seek help from their faculty mentor; that is, the students who most need mentoring too often least seek it. Fourth, some students are simply better speakers than they are writers (though the interactive character of AM 1B surely contributes to this).</p> <p>Turning from students' fall semester performance (AM 1A &amp; AM 1B) to their spring semester performance on parallel measures, the results overall are mixed and involve a stark contrast between Option #1 and Option #2 students.</p> <p>2018-19 AM 1C (Option #1) results (100%) are the highest in six years and surpass the six-year average (81.48%) by 18.52%--though the average passing score (3.63) is the second lowest in six years, only .19 higher than 2017-18 (3.44), the six-year low, and it is .12 points lower than the six-year average of the average passing score (3.75). Likewise, 2018-19 AM 1D (Option #1) results (100%) match the highest results in six years, the 2015-16 results (100%)--though with half the 2015-16 sample size (4 vs. 9 students), due to the introduction of Option #2 in 2017-18 (AMs 1E &amp; 1F, below). Still, 2018-19 AM 1D results (100%) surpass the results of the previous two years by 40% and 30.8%, respectively, as well as the six-year average (79.63%) by 20.37%. Moreover, 2018-19 AM 1D average passing score (4.38) is the highest in six years and surpasses the six-year average (4.11) by .27 points. Perhaps most importantly, AM 1C and AM 1D (Option #1) results are more equivalent to one another over a six-year average, in contrast to the relationship between their fall semester parallel measures, AM 1A and AM 1B, where AM 1B results are consistently higher than AM 1A results (per above); in brief, AM 1C six-year average = 81.48% vs. AM 1D six-year average = 79.63% (only 1.85% difference)--though the AM 1C and AM 1D tables show that the AM 1D (Oral Presentation) average passing scores are consistently higher than the AM 1C (Scholarly Paper) average passing scores; the explanation for this divergence echoes that offered above for the relationship between AM 1A and AM 1B results.</p>					

**A.**  
**Student Learning Outcome #1**

**SLO #1:** Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
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**AM 1C: Scholarly Paper = Year-Over-Year Distribution of Students' Scores**

SCORE	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	6-YR
5			2 15.4%		1 11.1%	4 28.6%	7 12.96%
4.5	1 25%		2 15.4%	3 33.3%			6 11.11%
4		1 20%	4 30.8%	1 11.1%	2 22.2%	2 14.3%	10 18.52%
3.75		1 20%					1 1.85%
3.5	2 50%	2 40%	1 7.7%	1 11.1%			6 11.11%
3	1 25%		2 15.4%	3 33.3%	2 22.2%	6 42.9%	14 25.93%
2.5		1 20%		1 11.1%			2 3.7%
2					4 44.4%	1 7.1%	5 9.26%
1.5			2 15.4%				2 3.7%
1						1 7.1%	1 1.85%
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	6-YR
<b>MET "3" STANDARD</b>	<b>4 100%</b>	<b>4 80%</b>	<b>11 84.6%</b>	<b>8 88.9%</b>	<b>5 55.6%</b>	<b>12 85.7%</b>	<b>44 of 54 81.48%</b>
AVE PASSING SCORE	3.63	3.44	4.05	3.75	3.8	3.83	3.75
AVE OF ALL SCORES	3.63	3.25	3.65	3.61	3	3.5	3.44

**AM 1D: Oral Presentation = Year-Over-Year Distribution of Students' Scores**

SCORE	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	6-YR
5	1 25%	1 20%	2 15.4%	4 44.4%	2 22.2%	5 35.7%	15 27.78%
4.5	1 25%	1 20%	3 23.1%				5 9.26%
4	2 50%		2 15.4%		1 11.1%	1 7.1%	6 11.11%
3.5			1 7.7%	1 11.1%	1 11.1%		3 5.56%
3		1 20%	1 7.7%	4 44.4%	1 11.1%	7 50%	14 25.93%

**A.**  
**Student Learning Outcome #1**

**SLO #1:** Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.

B. Assessment Measure	C. Performance Standard				D. Sampling Method		E. Sample Size (n)				F. Results				G. Standard Met (Y/N)
2.5				2	15.4%						2		3.7%		
2		2	40%	2	15.4%		3	33.3%	1	7.1%	8		14.81%		
1							1	11.1%			1		1.85%		
	2018-19		2017-18		2016-17		2015-16		2014-15		2013-14		6-YR		
MET “3” STANDARD	4	100%	3	60%	9	69.2%	9	100%	5	55.6%	13	92.9	43 of 54	79.63%	
AVE PASSING SCORE	4.38		4.17		4.22		3.94		4.1		3.85		4.11		
AVE OF ALL SCORES	4.38		3.3		3.62		3.94		3.06		3.71		3.67		

What about AM 1E and AM 1F (Option #2)? Option #2 (table below) was introduced as a new parallel assessment pair in 2017-18 (cf. Part 2, above).

**Year-Over-Year Distribution of Students' Scores**

**AM 1E: Option #2 Written Paper**

**AM1F: Option #2 Visual Triptych**

SCORE	2018-19		2017-18		2-YR		2018-19		2017-18		2-YR	
5									2	66.67%	2	66.67%
4.5												
4												
3.5												
3			2	66.67%	2	40%						
2.5	1	50%			1	20%						
2	1	50%	1	33.34%	2	40%	2	100%	1	33.34%	3	60%
1												
	2018-19		2017-18		2-YR		2018-19		2017-18		2-YR	
MET "3" STANDARD	0	0%	2	66.67%	2 of 5	40%	0	0%	2	66.67%	2 of 5	40%
AVE PASSING SCORE	NA		3		3		NA		5		5	
AVE OF ALL SCORES	2.25		2.67		2.46		2		4		3	

**A.**  
**Student Learning Outcome #1**

**SLO #1:** Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.

<b>B.</b> <b>Assessment Measure</b>	<b>C.</b> <b>Performance Standard</b>	<b>D.</b> <b>Sampling Method</b>	<b>E.</b> <b>Sample Size (n)</b>	<b>F.</b> <b>Results</b>	<b>G.</b> <b>Standard Met (Y/N)</b>
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Although the sample sizes are very small and only two years' data is available for year-over-year comparisons, the results are very weak thus far. As the table above shows, for 2018-19, only two students attempted Option #2 (one less than the three in 2017-18), and neither of the students met the performance standard for either AM 1E or AM 1F. Nevertheless, the Capstone Committee believes that it is premature to abandon Option #2 and its measures before collecting more data about results, to try to clarify why some students perform below a level of competence (*i.e.*, they do not meet the performance standard) in completing the different assignments that serve as assessment measures. At this time, the Committee has identified what it believes are the two main conspiring and compounding factors.

Factor one is simply the students' own limitations in their abilities, as exhibited in the different academic demands involved in their writing and presenting orally a Proposal for a project (AMs 1A & 1B) versus their efforts actually to complete this proposed Project (AMs 1C & 1D and 1E & 1F). In brief, the students who do not meet the performance standards in the spring (or the fall, on the rare occasion) are showing the limits or peaks of their abilities in the face of the rigor of the Capstone process and the rigorous standards of the Capstone Committee. Though the Committee wants to see all BA-LA students pass and perform at the highest level, for assessment purposes, the Committee's maintaining rigorous standards presents and preserves a clearer picture of the levels and range of students' written, oral, and visual communication skills, as well as their critical and creative thinking abilities (SLO #1).

Factor two: the Capstone Committee continues to observe (and deliberate about it as an ongoing issue) the generally weaker performance across all measures of online versus on-ground students. The BA-LA Degree officially is available to students entirely online; nevertheless, the small number of students seeking to complete the BA-LA entirely online is perennially too small to schedule an online-only section of either the *Humanities Seminar* (HUM-4993) or the *Capstone Project/Portfolio* (HUM-4013). As a result, when these online-only students undertake the Capstone process, the department strongly urges them to take both HUM-4993 and HUM-4013 on-ground, to benefit maximally from classroom interaction and collaboration with both the instructor and their fellow BA-LA students. For 2018-19, the Capstone courses were taught as blended sections to try to accommodate would-be online students. Over the previous five years, between 1 to 3 students each year could not or would not undertake the Capstone process on-ground; this has left only the option of their trying to complete their Capstone as a Directed Study online (DSO) with the course instructor (who is not compensated). In brief, DSO students' performance has been poor (consult the table below).

**ONLINE (DIRECTED STUDY) STUDENT RESULTS: HOW MANY HAVE MET THE PERFORMANCE STANDARD YEAR-OVER-YEAR?**

Measures	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	6-YR
1A = Fall	NA	0 of 2 0%	0 of 1 0%	0 of 1 0%	2 of 2 100%	1 of 3 33.3%	3 of 9 33.34%
1B = Fall	NA	1 of 2 50%	1 of 1 100%	0 of 1 0%	2 of 2 100%	1 of 3 33.3%	5 of 9 55.56%
1C = Spring	NA	NA	1 of 1 100%	0 NA	1 of 2 50%	1 of 1 100%	3 of 4 75%
1D = Spring	NA	NA	0 of 1 0%	0 NA	1 of 2 50%	1 of 1 100%	2 of 4 50%
1E = Spring	NA	0 of 1 0%	NA	NA	NA	NA	0 of 1 0%
1F = Spring	NA	1 of 1 100%	NA	NA	NA	NA	1 of 1 100%

A. Student Learning Outcome #1					
SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<p>Note that AM 1A and AM 1B occur in the fall semester; thus, the reduced number of students assessed for AMs 1C-F indicates attrition. The Capstone Committee is and has been aware of the poor DSO performance results, and it continues to discourage online students from undertaking either HUM-4993 or HUM-4013 as a DSO. The Capstone Committee strongly believes (as supported by assessment evidence) that all students greatly benefit from and, thus, need the structure and support of taking both HUM-4993 and HUM-4013 with a sufficient number of classmates in an on-ground setting. Nevertheless, for some students, especially those who have completed most of their previous coursework online due to work and/or family obligations, as well as the few who reside out-of-state, the Capstone Committee continues to work to accommodate these students toward the completion of their BA-LA degree (so long as the BA-LA degree officially is offered entirely online), but we actively seek to limit DSO students to only those with exigent circumstances.</p>					

A. Student Learning Outcome #2					
SLO #2: Students will be able to critique their work in oral and written form.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students in the <i>Capstone Project/ Portfolio</i> (HUM-4013) are required to complete a 12–15 page <i>Reflective Essay</i> .	At least 75% of the students in the <i>Capstone Project/Portfolio</i> (HUM-4013) will score a “3” or higher (on a five-point scale) on their 12-15 page	Data from all students completing the <i>Capstone Project/Portfolio</i> (HUM-4013) is included.  All students in the	6 total students	6 of 6 total students = 100% met the performance standard.	Y
			6 On-Ground 0 Directed Study Online	6 of 6 On-Ground = 100% 0 Directed Study Online	
			6 English = 6 OG + 0 DSO 0 Global Humanities	6 of 6 English (6 OG + 0 DSO) = 100% 0 Global Humanities	

**A.**  
**Student Learning Outcome #2**

**SLO #2:** Students will be able to critique their work in oral and written form.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)												
(This measure changed 2015-16).  Note that HUM-4013 is taught spring semesters only.	<b>Reflective Essay.</b>  The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.		<div>Overall Distribution of Scores on 5-Point Scale</div> <table><tr><th>SCORE</th><th>STUDENTS</th><th>%</th></tr><tr><td>5</td><td>1</td><td>16.67%</td></tr><tr><td>4</td><td>3</td><td>50%</td></tr><tr><td>3</td><td>2</td><td>33.34%</td></tr></table> <div>Average Score of All <u>Passing</u> Scores = 3.83 Average Score of All Scores = 3.83</div>	SCORE	STUDENTS	%	5	1	16.67%	4	3	50%	3	2	33.34%	
SCORE	STUDENTS	%															
5	1	16.67%															
4	3	50%															
3	2	33.34%															

**H.**  
**Conclusions**

AM 2: Reflective Essay = Year-Over-Year Distribution of Students' Scores

SCORE	2018-19		2017-18		2016-17		2015-16		2014-15		2013-14		6-YR	
5	1	16.67%	1	12.5%	6	46.15%	4	44.4%	1	11.1%	5	35.7%	18	30.51%
4.5			1	12.5%									1	1.7%
4	3	50%	3	37.5%	3	23.1%	2	22.2%	2	22.2%	3	21.43%	16	27.12%
3.5			3	37.5%	1	7.7%							4	6.78%
3	2	33.34%			1	7.7%	2	22.2%	4	44.4%	4	28.57%	13	22.03%
2.5					2	15.38%							2	3.39%
2							1	11.1%	2	22.2%	1	7.14%	4	6.78%
1											1	7.14%	1	1.7%
	2018-19		2017-18		2016-17		2015-16		2014-15		2013-14		6-YR	
<b>MET "3" STANDARD</b>	6	100%	8	100%	11	84.62%	8	88.87%	7	77.78%	12	85.7%	52 of 59	88.14%
AVE PASSING SCORE	3.83		4		4.41		4.25		3.57		4.08		4.02	
AVE OF ALL SCORES	3.83		4		4.11		4		3.22		3.71		3.81	

<p style="text-align: center;"><b>A.</b> <b>Student Learning Outcome #2</b></p>					
<p><b>SLO #2:</b> Students will be able to critique their work in oral and written form.</p>					
<b>B.</b> <b>Assessment Measure</b>	<b>C.</b> <b>Performance Standard</b>	<b>D.</b> <b>Sampling Method</b>	<b>E.</b> <b>Sample Size (n)</b>	<b>F.</b> <b>Results</b>	<b>G.</b> <b>Standard Met (Y/N)</b>
<p>2018-19 AM 2 results (100%) match 2017-18 results (100%) as the highest over the past six years, and both surpass the six-year average (88.14%) by 11.86%. Even though 2018-19 average passing score (3.83) is the second lowest after 2014-15 (3.57), and the lowest (by .17 points) in the past four years, it is only .19 lower than the six-year average (4.02). In brief, 2018-19 AM 2 results are highly consistent with the consistently high performance of BA-LA students on this measure. As the AM 2 table above shows, over six years, the largest total group of scores, among the five-point distribution of scores, was that of students who scored a “5” (the highest score), to the total of 18 students (30.51%) from among the 59 who have completed AM 2. In comparison to the six measures for SLO #1, AM 2 has the greatest number of “5” scores (18) across all seven total measures for SLOs #1 &amp; #2. Thus, not only are BA-LA students succeeding in this measure, this measure suggests that BA-LA students are most successful regarding SLO #2.</p> <p>Why is this important? The assessment of SLO #2 changed in 2015-16; this revised assessment of SLO #2 continues 2018-19. Before 2015-16, the Capstone Committee sought to assess student performance regarding SLO #2 in both the fall and the spring semesters of the two-semester Capstone process. If one considers the (now) six assessment measures (AMs) for SLO #1, one can observe a parallel structure of assessment that operates across the fall and the spring semesters. For example, AM 1A is a written proposal for a paper/project; the proposal is completed in the fall, and the proposed paper/project is to be completed in the spring, whereby it constitutes either AM 1C or AM 1E; thus, the completion of AM 1C or AM 1E parallels (and depends on!) the successful completion of AM 1A). Likewise, AM 1B, an oral presentation of the written proposal (AM 1A), anticipates the completion of AM 1D or AM 1F, each involving a presentation of the written paper/project (AM 1C or AM 1E). For SLO #2, the Committee had assessed separately (as now-discontinued AM 2A) a shorter reflective component that was a part of the entire Capstone proposal (AM 1A). The purpose of this now-discontinued AM 2A was to parallel the assessment structure of SLO #1 and to anticipate the assessment of a longer, independent Reflective Essay (formerly AM 2B), which still remains, but now serves as the sole assessment measure for SLO #2.</p> <p>In brief, the decision 2015-16 to eliminate the former AM 2A and streamline assessment of SLO #2 seems justified, as 2018-19 performance results continue to show that BA-LA students seem sufficiently able to reflect on and critique their own work.</p>					



A. Student Learning Outcome #3					
SLO #3: Students will evidence an understanding of the Western cultural heritage, and an appreciation of the diversity of perspectives on the human condition.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students in <b>Comparative Religion</b> (HUM-3633) are required to complete a <b>Reflective Essay</b> , asking them to compare and contrast their own religious background to that of another religious tradition.	At least 80% of the students in <b>Comparative Religion</b> (HUM-3633) will score 70% or higher on their <b>Reflective Essay</b> .	All students in the sample are BA-LA program majors.  The course Instructor reports the performance of BA-LA students separately from the general education student population.	7 total students	7 of 7 total students = 100% met the performance standard.	Y
			Online, Summer 2018 No Data Available	Online, Summer 2018 No Data Available	
			7 Online, Spring 2019	7 of 7 Online, Spring 2019 = 100%	
			No On-Ground or Blended Sections Taught 2018-19		
H. Conclusions					
SLO #3 results are very positive and indicate solid student success. BA-LA program majors have been tracked separately for the past eight years. Program majors have been more successful than non-BA-LA students over the past six years, although the small sample sizes of BA-LA students relative to the larger student population makes direct comparisons between BA-LA and non-BA-LA students problematic. Faculty will continue to track results.					

A. Student Learning Outcome #4																																																					
SLO #4: Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.																																																					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																																
Students graduating with a Bachelor of Arts in Liberal Arts (BA-LA) degree will complete the <b>Graduating Senior Survey</b> as a part of their graduation application process.  In the <b>Survey</b> , students will rate their degree of satisfaction (or dissatisfaction) in response to a series of categories/questions.	At least 80% of the students graduating with a Bachelor of Arts in Liberal Arts (BA-LA) degree will express overall satisfaction with the educational experience afforded by the degree program.	Students must complete the <b>Graduating Senior Survey</b> at the time they apply for graduation.  Applications for graduation are not considered complete unless the Survey is completed.	3 total students  All students in the sample are BA-LA program majors.  Results are taken from the <b>2018-2019 Graduating Senior Survey</b> , disaggregated by degree program, as completed by the Office for Accountability and Academics.	3 of 3 total students (100%) expressed overall satisfaction with the educational experience afforded by the BA-LA degree in two of the five program-specific categories; in the other three of these five categories, 2 of 3 students (66.7%) expressed overall satisfaction. 80.02% aggregate.  <table><tr><th colspan="3">1. "Quality of Instruction in Major"</th></tr><tr><td>Very Satisfied</td><td>2</td><td>66.7%</td></tr><tr><td>Somewhat Satisfied</td><td>1</td><td>33.3%</td></tr></table> <table><tr><th colspan="3">2. "Preparation for Advanced Classes in Major"</th></tr><tr><td>Very Satisfied</td><td>1</td><td>33.3%</td></tr><tr><td>Somewhat Satisfied</td><td>2</td><td>66.7%</td></tr></table> <table><tr><th colspan="3">3. "Availability of Faculty for Academic Help"</th></tr><tr><td>Very Satisfied</td><td>1</td><td>33.3%</td></tr><tr><td>Somewhat Satisfied</td><td>1</td><td>33.3%</td></tr><tr><td>Somewhat Dissatisfied</td><td>1</td><td>33.3%</td></tr></table> <table><tr><th colspan="3">4. "Overall Major Experience"</th></tr><tr><td>Very Satisfied</td><td>2</td><td>66.7%</td></tr><tr><td>Somewhat Dissatisfied</td><td>1</td><td>33.3%</td></tr></table> <table><tr><th colspan="3">5. "Overall Department Experience"</th></tr><tr><td>Very Satisfied</td><td>2</td><td>66.7%</td></tr><tr><td>Somewhat Dissatisfied</td><td>1</td><td>33.3%</td></tr></table>	1. "Quality of Instruction in Major"			Very Satisfied	2	66.7%	Somewhat Satisfied	1	33.3%	2. "Preparation for Advanced Classes in Major"			Very Satisfied	1	33.3%	Somewhat Satisfied	2	66.7%	3. "Availability of Faculty for Academic Help"			Very Satisfied	1	33.3%	Somewhat Satisfied	1	33.3%	Somewhat Dissatisfied	1	33.3%	4. "Overall Major Experience"			Very Satisfied	2	66.7%	Somewhat Dissatisfied	1	33.3%	5. "Overall Department Experience"			Very Satisfied	2	66.7%	Somewhat Dissatisfied	1	33.3%	Y
1. "Quality of Instruction in Major"																																																					
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Somewhat Dissatisfied	1	33.3%																																																			

**A.**  
**Student Learning Outcome #4**

**SLO #4:** Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)									
				<div>6. "Overall RSU Experience" [Comparison/Control]</div> <table><tr><td>Very Satisfied</td><td>1</td><td>33.3%</td></tr><tr><td>Somewhat Satisfied</td><td>1</td><td>33.3%</td></tr><tr><td>Somewhat Dissatisfied</td><td>1</td><td>33.3%</td></tr></table>	Very Satisfied	1	33.3%	Somewhat Satisfied	1	33.3%	Somewhat Dissatisfied	1	33.3%	
Very Satisfied	1	33.3%												
Somewhat Satisfied	1	33.3%												
Somewhat Dissatisfied	1	33.3%												

**H.**  
**Conclusions**

SLO #4 results 2018-19 are very positive and continue a consistent trend of very high overall satisfaction levels with the BA-LA program over the past six years, as indicated by the table below. Only one 2018-19 BA-LA student did not express overall satisfaction (either "Very Satisfied" or "Somewhat Satisfied") in three of the five program-specific categories. The small sample size (only 3 students) artificially lowers the overall satisfaction percentage of the other two students.

DEGREE OF SATISFACTION KEY: VS = "Very Satisfied"; SS = "Somewhat Satisfied"; TOT = Total Overall Degree of Satisfaction

CATEGORY	KEY	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	6-YR
1. Quality of Instruction in Major	VS	2 66.7%	7 77.8%	11 84.6%	13 100%	8 80%	Data Not Collected	41 85.42%
	SS	1 33.3%	2 22.2%	2 15.4%	NA 0%	0 0%		5 10.42%
	TOT	3 100%	9 100%	13 100%	13 100%	8 80%		46 95.84%
2. Preparation for Advanced Classes in Major	VS	1 33.3%	7 77.8%	5 38.5%	11 84.6%	8 80%	Data Not Collected	32 66.67%
	SS	2 66.7%	1 11.1%	7 53.9%	2 15.4%	0 0%		12 25%
	TOT	3 100%	8 88.9%	12 92.4%	13 100%	8 80%		44 91.67%
3. Availability of Faculty for Academic Help	VS	1 33.3%	7 77.8%	11 84.6%	Data Not Collected	Data Not Collected	Data Not Collected	19 76%
	SS	1 33.3%	1 11.1%	2 15.4%				4 16%
	TOT	2 66.7%	8 88.9%	13 100%				23 92%
4. Overall Major Experience	VS	2 66.7%	7 77.8%	8 61.5%	12 92.3%	7 70%	11 84.6%	47 77.05%
	SS	0 0%	2 22.2%	5 38.5%	1 7.7%	1 10%	2 15.4%	11 18.03%
	TOT	2 66.7%	9 100%	13 100%	13 100%	8 80%	13 100%	58 95.08%
5. Overall Department Experience	VS	2 66.7%	6 66.7%	8 61.5%	11 84.6%	7 70%	12 92.3%	46 75.41%
	SS	0 0%	3 33.3%	5 38.5%	2 15.4%	1 10%	1 7.7%	12 19.67%
	TOT	2 66.7%	9 100%	13 100%	13 100%	8 80%	13 100%	58 95.08%

A. Student Learning Outcome #4																
SLO #4: Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.																
B. Assessment Measure	C. Performance Standard			D. Sampling Method		E. Sample Size (n)				F. Results					G. Standard Met (Y/N)	
6. Overall RSU Experience [Comparison/Control]	VS	1	33.3%	3	33.3%	5	38.5%	9	69.2%	7	70%	11	84.6%	36	59.02%	
	SS	1	33.3%	5	55.6%	6	46.2%	4	30.8%	1	10%	2	15.4%	19	31.15%	
	TOT	2	66.7%	8	88.9%	11	84.7%	13	100%	8	80%	13	100%	55	90.16%	
From the table above, one sees that over the past six years only 5 of 61 graduating students (8.2%) have expressed any degree of dissatisfaction with the BA-LA program. In light of the very high degree of expressed overall satisfaction year-after-year, the department believes that the few expressions of dissatisfaction are isolated incidents and actually indicate the academic rigor and overall strength of the BA-LA program with respect to student learning.																
To contextualize better the very positive results of student satisfaction with the BA-LA program, note that over the past six years, BA-LA students have expressed an average of 5% higher total degrees of satisfaction with the “Quality of Instruction in Major” (QIM) and their “Overall Major Experience” (OME) and “Overall Department Experience” (ODE) than they have expressed regarding their “Overall RSU Experience” (ORE). At the level of the highest standard, <i>i.e.</i> , “Very Satisfied,” the BA-LA six-year-results exceed the ORE six-year-results by significant percentages: QIM = 26.4% higher; OME = 18.03% higher; ODE = 16.39% higher. By this standard, BA-LA students have been more “Very Satisfied” with their BA-LA experience than they have been with their “Overall RSU Experience.” In the final analysis, one may conclude that BA-LA students are highly satisfied with the educational experience afforded by their degree.																

## PART 5

### Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
None	NA	A significant change occurred for 2017-18; cf. Part 2 above.

## PART 6

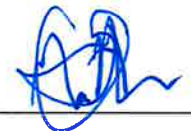
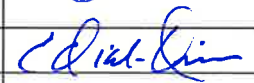

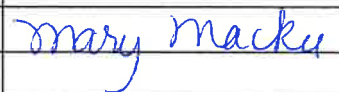
### Summary of Assessment Measures

- A. How many different assessment measures were used? = 9
- B. List the direct measures (see appendix): [1] Capstone Proposal; [2] Proposal Presentation; [3] Scholarly Paper; [4] Oral Presentation; [5] Research Paper; [6] Visual Triptych; [7] Reflective Paper; [8] Comparative Religion Essay
- C. List the indirect measures (see appendix): [9] School of Liberal Arts Graduating Student Survey


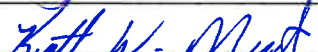
## PART 7

### Faculty Participation and Signatures

- A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Matthew Oberrieder	Department Assessment Coordinator, University Assessment Committee representative, and Capstone Committee member. Collected, confirmed, and evaluated all data for HUM-4013 and HUM-4993. Reported and evaluated data from the Graduating Senior Survey. Prepared Student Learning Report and approved final draft.	
Renée Cox	Capstone Committee member. Reviewed and approved final draft.	
Emily Dial-Driver	Capstone Committee member. Reviewed and approved final draft.	
Sally Emmons	Capstone Committee Chair. Reviewed and approved final draft.	
James Ford	Director of Academic Enrichment; Capstone Committee member. Contributed and evaluated data for HUM-3633. Reviewed, edited, and approved final draft.	
Laura Gray	Capstone Committee member. Reviewed and approved final draft.	
Gioia Kerlin	Capstone Committee member. Reviewed and approved final draft.	
Mary M Mackie	Department Head; Capstone Committee member. Reviewed and approved final draft.	
Scott Reed	Capstone Committee member. Reviewed and approved final draft.	

- B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M Mackie		6-26-19
Dean	Keith W Martin		6/26/19

## Appendix

### Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

#### Examples:

*Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.*

*Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.*

### Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

#### Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

#### Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.