

## Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of English & Humanities in the School of Liberal Arts

# Liberal Arts, B.A.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

### PART 1 (A & B)

#### Relationship of Degree Program Learning Outcomes to Departmental and University Missions

**A.** Clearly state the school, department and degree program missions.

| University Mission  | School Mission   | Department Mission   | Degree Program Mission  |
|---|--|--|---|
| Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities. | The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region. | The mission of the Department of English and Humanities is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly global 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. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

| University Commitments  | School Purposes   | Department Purposes  | Student Learning Outcomes   |
|---|---|--|---|
| 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 will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.   | The Department will foster the skills of critical and creative thinking, writing, communication, and research among our students.  | Students will demonstrate competence in their written, oral, and visual communication skills as well as the ability to think creatively and critically. |
|   |   |  | Students will be able to critique their work in oral and written form.  |
| 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 will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people. | The Department will foster the values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.                             | 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 will offer general education courses of high quality and purpose that provide a foundation for life-long learning.   | The Department will 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 will foster a community of scholars among the faculty and students of the institution.   | The Department will offer innovative programs and quality teaching within the classroom and through distance education.  | 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.  |   |  |   |
| To support and strengthen student, faculty and administrative   |   |  |   |



| University Commitments  | School Purposes | Department Purposes | Student Learning Outcomes |
|---|-----------------|---------------------|---------------------------|
| 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. |                 |                     |                           |

## PART 2

### Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

| Instructional or Assessment Changes  | Changes Implemented (Y/N) | Impact of Changes on Degree Program Curriculum or Budget |
|--|---------------------------|--|
| "Rather than having a choice of completing a scholarly paper OR a creative project with a shorter academic grounding paper for the capstone project, all BALA students will complete a scholarly paper with a smaller creative component." | Y                         | Please consult Part 4, <b>1a-d</b> below.                |
| Ensure reporting and assessment of <i>Humanities Seminar</i> (HUM 4993) reflective essay proposal.   | Y                         | Please consult Part 4, <b>2a</b> below.                  |

### PART 3

#### Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

| Feedback and Recommended Changes from the University Assessment Committee  | Suggestions Implemented (Y/N) | Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented   |
|--|-------------------------------|--|
| "One team reviewer thought there was some incongruity between the "School Purposes" and "University Commitments". We recognize that the wording of these purposes and/or their alignment with institutional commitments is not the responsibility of the department alone."                              | N                             | The Department agrees that changing these purposes or their alignment with institutional commitments is not the responsibility of the department alone.  |
| "The last University Commitment ("To promote and encourage student, faculty.....") is missing."  | Y                             | This issue is corrected in this SLR. Please see page 3.  |
| "SLO #1: The review team thought this was a somewhat long outcome that could be broken into two separate outcomes. During the oral review session, however, departmental faculty felt the outcome should be left intact."  | N                             | Departmental faculty reviewed the outcome, and decided that the outcome should be left intact.   |
| "SLO #2: The review team thought this outcome could be reworded to address critical thinking, in general. During the oral session, departmental faculty indicated their belief that self-reflection is an important goal of a college education and the wording of the outcome should remain unchanged." | N                             | Self-reflection is an important goal of a college education, and essential to the BALA degree. Departmental faculty concluded the wording of the outcome should remain unchanged.  |
| "SLO #4: The wording of the outcome simply states that student will provide satisfaction or dissatisfaction with the program. It is clear from the measure and standard, that the outcome is that students will express positive satisfaction with the educational quality of the program."              | N                             | Actually, the outcome states that students (pl.) will "express" their satisfaction or dissatisfaction. Yes, the measure and standard seek to measure "positive satisfaction" with the educational quality of the program--which students do express--but we do not want to beg the question regarding student satisfaction, or possible dissatisfaction. |



|  |   |   |
|--|---|---|
| The wording regarding student suggestions is also unnecessary. We suggest changing the wording to something like: "Graduating seniors will express satisfaction with the program".   |   | The Department wonders why the Peer Reviewers suggest that it is unnecessary to solicit suggestions from students about how to improve the degree program. It is not impossible that students who are applying for graduation from the degree program might have some suggestions for its improvement. We await those suggestions and will consider them carefully when suggested, so that we might improve the degree program to be even more positively satisfactory.   |
| "SLO #4: The details of the satisfaction survey used as an assessment measure are not clear. Is a Likert scale used to assess satisfaction?"   | N | <p>While the School of Liberal Arts Graduating Student Survey is an indirect measure, the Department believes that it does provide some useful information on the BALA degree and BALA students' educational experience with that degree.</p> <p>Yes, a Likert scale is used to assess satisfaction, as indicated in the reporting for column F., in which students expressed either "very satisfied" or "somewhat satisfied" in response to the questions. Students have the option of expressing parallel degrees of dissatisfaction if they wish, but they do not; this is why the column F. results report no degrees of dissatisfaction, not because the students have only two choices, but because they express only two degrees of satisfaction.</p>  |
| "The UAC has advocated the inclusion of frequency distribution tables of student scores in the Results column for each assessment measure. While the review team recognizes this does place extra burden on the assessment process, such a breakdown would paint a richer picture of student progress toward out learning outcomes." | N | While such a breakdown might paint a richer picture of student progress toward leaning outcomes, the Department agrees that this would place an "extra burden" on the assessment process and suggests in addition that this is an unrealistic hope by the UAC--until the entire data collection and reporting process for SLRs becomes totally automated, so that each individual faculty member across all of the multiple sections that are reporting data can simply in-put his or her raw numbers and a sophisticated computer program will complete all of the calculations for all of the breakdowns for all of the sections. Perhaps then, faculty could devote their assessment reporting energies to philosophical reflection on student learning, rather than to the mechanics of assessment. |
| For Part 6: "None shared."   | N | This is an optional section and time is precious.   |
| For Part 8: "Missing signature."   | Y | English and Humanities has 16 full-time faculty teaching in the Department. Not every faculty member contributes directly to every SLR, but the department requests that every faculty member review and approve the final draft. If only one faculty member forgot to sign   |

|  |   |  |
|--|---|--|
|  |   | the SLR in his or her preoccupation with teaching and other service duties, this is a minor oversight; nevertheless, we will strive for 100% signatures. |
| "This is a well-written report and could serve as a model for Student Learning Reports." | Y | Departmental faculty agree. We pride ourselves on being the model department for Student Learning Reports.   |
| "This is a well-written report and could serve as a model for Student Learning Reports." | Y | Departmental faculty thought that this was worth repeating.  |

## PART 4

### Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

| A.<br>Student<br>Learning<br>Outcomes  | B.<br>Assessment<br>Measures  | C.<br>Performance<br>Standards  | D.<br>Sampling<br>Methods   | E.<br>Sample<br>Size<br>(N)   | F.<br>Results   | G.<br>Conclusions  | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|--|---|---|---|---|---|--|--|
| 1) Students will demonstrate competence in their written, oral, and visual communication skills as well as the ability to think creatively and critically. | 1a) Students in the <i>Humanities Seminar</i> (HUM 4993) are required to create a 10-15 page <b>Capstone Project Proposal</b> . | At least 75% of the students completing the <i>Humanities Seminar</i> (HUM 4993) will score a "3" or higher (using a five point scale) on their 10-15 page <b>Capstone Project Proposal</b> . | Data from all students completing the <i>Humanities Seminar</i> (HUM 4993) is included.<br><br>All students in the sample are program majors. | 17 Total students<br><br>14 On-Ground<br><br>3 Directed Study Online<br><br>Includes: | 14 of 17 total students (82.4%) met the performance standard.<br><br>13 of 14 (92.9%) OG students<br><br>1 of 3 (33.3%) DSO students<br><br>Includes: | Results overall are positive, but results for Directed Study Online students are troubling.<br><br>In 2012-13, the Capstone Committee still allowed creative (vs. strictly scholarly) project proposals, but it ultimately concluded that these proposals tended to exhibit (and perhaps, in the weaker students, inadvertently encouraged) weaker student work [cf. | Y  |



| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures | C.<br>Performance<br>Standards   | D.<br>Sampling<br>Methods | E.<br>Sample<br>Size<br>(N)  | F.<br>Results   | G.<br>Conclusions   | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---------------------------------------|------------------------------|--|---------------------------|--|---|---|--|
|                                       |                              | The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned. |                           | 11<br>English<br>Option<br>(all 11 OG)<br><br>6<br>Global<br>Humanities<br>Option<br>(3 OG<br>+ 3 DSO) | 10 of 11 (90.9%)<br>English<br>Option<br>(all 10 OG)<br><br>4 of 6 (66.7%)<br>Global<br>Humanities<br>Option<br>(3 OG<br>+ 1 DSO) | <p>2012-13 EH BALA Degree Program SLR, Part 5]--as only 5 of 10 (50%) creative proposals met the performance standard in 2012-13.</p> <p>Thus, for 2013-14, the Committee modified the Capstone Project requirement--and, thus, the Proposal requirement (and, thus, the Assessment Measure)--to eliminate creative projects (and, thus, creative proposals). This modification, with its requirement of a 25-35 page scholarly Paper/ Project (cf. column B., <b>1c</b>), resulted in more successful <b>Capstone Project Proposals</b>.</p> <p>However, due to too small of a cohort of online students, the Dept. could not offer an online section of the <i>Humanities Seminar</i> (HUM 4993); instead, 3 students took this course as a Directed Study online, but with very poor results--only 1 of 3 students (33.3%) met</p> |  |

| A.<br>Student Learning Outcomes | B.<br>Assessment Measures   | C.<br>Performance Standards   | D.<br>Sampling Methods  | E.<br>Sample Size (N)   | F.<br>Results   | G.<br>Conclusions   | H.<br>Performance Standards Met (Y/N) |
|---------------------------------|---|---|---|---|---|---|---------------------------------------|
|                                 |   |   |   |   |   | <p>the performance standard.</p> <p>Though the sample size is small (only 3 students), the results [13/14 OG (92.9%) vs. 1/3 DSO (33.3%)] suggest that all students greatly benefit from and, thus, need the structure and support of taking the <i>Humanities Seminar</i> (HUM 4993) with a sufficient number of classmates. Thus, Directed Study Online should be discouraged and used only in exigent circumstances.</p> |                                       |
|                                 | <p><b>1b)</b> Students in the <i>Humanities Seminar</i> (HUM 4993) are required to present, through oral and visual modes, their <b>Capstone Project Proposal Presentation.</b></p> | <p>At least 75% of the students completing the <i>Humanities Seminar</i> (HUM 4993) will score a "3" or higher (using a five point scale) on their <b>Capstone Project Proposal Presentation.</b></p> <p>The grade is</p> | <p>Data from all students completing the <i>Humanities Seminar</i> (HUM 4993) is included. All students in the sample are program majors.</p> | <p>17 Total students</p> <p>14 On-Ground</p> <p>3 Directed Study Online</p> <p>Includes:</p> <p>11 English Option (all 11 OG)</p> | <p>14 of 17 total students (82.4%) met the performance standard.</p> <p>13 of 14 (92.9%) OG students</p> <p>1 of 3 (33.3%) DSO students</p> <p>Includes:</p> <p>10 of 11 (90.9%) English Option (all 10 OG)</p> | <p>Results overall are positive, but results for Directed Study Online students are troubling.</p> <p>In 2012-13, the Capstone Committee still allowed creative (vs. strictly scholarly) project proposals, but it ultimately concluded that these proposals tended to exhibit (and perhaps, in the weaker students, inadvertently encouraged) weaker student work [cf. 2012-13 EH BALA Degree Program SLR, Part 5]--as</p> | Y                                     |



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|---------------------------------------|------------------------------|---|---------------------------|--|---|--|--|
|                                       |                              | determined by the Capstone Committee according to a rubric with specific criteria for each number assigned. |                           | 6<br>Global<br>Humanities<br>Option<br>(3 OG<br>+ 3 DSO)<br><br><i>N.B.</i> , all 17 students presented on-ground, in person, including the 3 DSO students, who came to campus to present. | 4 of 6 (66.7%)<br>Global<br>Humanities<br>Option<br>(3 OG<br>+ 1 DSO) | only 5 of 10 (50%) creative proposals met the performance standard in 2012-13.<br><br>Thus, for 2013-14, the Committee modified the Capstone Project requirement--and, thus, the Proposal Presentation requirement (and, thus, the Assessment Measure)--to eliminate creative projects (and, thus, creative proposals). This modification, with its requirement of a 25-35 page scholarly Paper/Project (cf. column B., <b>1c</b> below), resulted in more successful <b>Capstone Project Proposal Presentations</b> .<br><br>However, due to too small of a cohort of online students, the Dept. could not offer an online section of the <i>Humanities Seminar</i> (HUM 4993); instead, 3 students took this course as a Directed Study online, but with very poor results--only 1 of 3 students (33.3%) met |  |

| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures  | C.<br>Performance<br>Standards  | D.<br>Sampling<br>Methods   | E.<br>Sample<br>Size<br>(N)                                  | F.<br>Results   | G.<br>Conclusions  | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---------------------------------------|---|---|---|--|---|--|--|
|                                       |   |   |   |  |   | <p>the performance standard, and this is despite the fact that all 3 DSO students actually delivered their presentations on-ground, in person, versus online/virtually via Skype.</p> <p>Though the sample size is small (only 3 students), the results [13/14 OG (92.9%) vs. 1/3 DSO (33.3%)] suggest that all students greatly benefit from and, thus, need the structure and support of taking the <i>Humanities Seminar</i> (HUM 4993) with a sufficient number of classmates. Thus, Directed Study Online should be discouraged and used only in exigent circumstances.</p> |  |
|                                       | <b>1c)</b> Students in the <i>Capstone Project/Portfolio</i> (HUM 4013) are required to complete a 25-35 page <b>scholarly Paper/</b> | At least 75% of the students in the <i>Capstone Project/Portfolio</i> (HUM 4013) will score a "3" or higher (using a five point scale) on | Data from all students completing the <i>Capstone Project/Portfolio</i> (HUM 4013) is included.<br>All students | 14 Total students<br>13 On-Ground<br>1 Directed Study Online | 12 of 14 total students (85.7%) met the performance standard.<br><br>11 of 13 (84.6%) OG students<br><br>1 of 1 (100%) DSO students | <p>Results overall are positive, including the one Directed Study Online student who succeeded in <i>Humanities Seminar</i> (HUM 4993) (cf. column F., <b>1a &amp; 1b</b> above).</p> <p>In 2012-13, the Capstone Committee still allowed creative (vs. strictly scholarly) projects, but it</p>   | Y  |



| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures   | C.<br>Performance<br>Standards  | D.<br>Sampling<br>Methods                | E.<br>Sample<br>Size<br>(N)  | F.<br>Results  | G.<br>Conclusions  | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---------------------------------------|--|---|--|--|--|--|--|
|                                       | <p><b>Project</b></p> <p>(N.B., this measure has changed from 2012-13).</p> <p>Students are also required to present their projects orally before the Capstone Committee and answer a series of questions related to their projects (please see next measure).</p> <p>The written project is designed to allow students to demonstrate that they understand and can articulate the ideas</p> | <p>their 25-35 page <b>scholarly Paper/Project</b>.</p> <p>The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.</p> | <p>in the sample are program majors.</p> | <p>Includes:</p> <p>11 English Option (all 11 OG)</p> <p>3 Global Humanities Option (2 OG + 1 DSO)</p> | <p>Includes:</p> <p>9 of 11 (81.8%) English Option (all 9 OG)</p> <p>3 of 3 (100%) Global Humanities Option (2 OG + 1 DSO)</p> | <p>ultimately concluded that these projects tended to exhibit (and perhaps, in the weaker students, inadvertently encouraged) weaker student work [cf. 2012-13 EH BALA Degree Program SLR, Part 5]--as only 3 of 10 (30%) creative projects (vs. 10 of 13 = 76.9% of scholarly projects) met the performance standard in 2012-13.</p> <p>Thus, for 2013-14, the Committee modified the Capstone Project requirement (and, thus, the Assessment Measure) to eliminate creative projects. This modification, with its requirement of a 25-35 page <b>scholarly Paper/Project</b> (cf. column B., 1c), resulted in more successful Capstone <b>Papers/Projects</b>.</p> <p>Since only 1 of 3 DSO <i>Humanities Seminar</i> (HUM 4993) students succeeded in that course and subsequently enrolled in <i>Capstone Project/Portfolio</i> (HUM 4013), this</p> |  |

| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures  | C.<br>Performance<br>Standards   | D.<br>Sampling<br>Methods   | E.<br>Sample<br>Size<br>(N)   | F.<br>Results  | G.<br>Conclusions  | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---------------------------------------|---|--|---|---|--|--|--|
|                                       | conveyed in the seminar that semester.  |  |   |   |  | <p>student continued as a DSO student.</p> <p>Despite this 1 DSO student meeting the performance standard in <i>Capstone Project/ Portfolio</i> (HUM 4013), this student still would have benefited from taking the course with a sufficient number of classmates. Thus, Directed Study Online should be discouraged and used only in exigent circumstances.</p>   |  |
|                                       | <p><b>1d)</b> Students in the <i>Capstone Project/ Portfolio</i> (HUM 4013) are required to <b>present their projects orally</b> before the Capstone Committee and answer a series of questions related to their projects.</p> <p>As with the</p> | <p>At least 75% of the students in the <i>Capstone Project/ Portfolio</i> (HUM 4013) will score a "3" or higher (using a five point scale) in <b>presenting their projects orally</b> before the Capstone Committee.</p> <p>The grade is</p> | <p>Data from all students completing the <i>Capstone Project/ Portfolio</i> (HUM 4013) is included.</p> <p>All students in the sample are program majors.</p> | <p>14 Total students</p> <p>13 On-Ground</p> <p>1 Directed Study Online</p> <p>Includes:</p> <p>11 English Option (all 11 OG)</p> | <p>13 of 14 total students (92.9%) met the performance standard.</p> <p>12 of 13 (92.3%) OG students</p> <p>1 of 1 (100%) DSO students</p> <p>Includes:</p> <p>10 of 11 (90.9%) English Option (all 10 OG)</p> | <p>Results overall are positive, including the one Directed Study Online student who succeeded in <i>Humanities Seminar</i> (HUM 4993) (cf. column F., <b>1a &amp; 1b</b> above).</p> <p>In 2012-13, the Capstone Committee still allowed creative (vs. strictly scholarly) projects, but it ultimately concluded that these projects tended to exhibit (and perhaps, in the weaker students, inadvertently encouraged) weaker student work [cf. 2012-13 EH BALA Degree Program SLR, Part 5]--as</p> | Y  |



| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures   | C.<br>Performance<br>Standards  | D.<br>Sampling<br>Methods | E.<br>Sample<br>Size<br>(N)   | F.<br>Results  | G.<br>Conclusions  | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---------------------------------------|--|---|---------------------------|---|--|--|--|
|                                       | written project, the oral presentation is designed to allow students to demonstrate that they understand and can articulate the ideas conveyed in the seminar that semester. | determined by the Capstone Committee according to a rubric with specific criteria for each number assigned. |                           | 3<br>Global<br>Humanities<br>Option<br>(2 OG<br>+ 1 DSO)<br><br>N.B., all 14 students presented on-ground, in person, including the 1 DSO student, who came to campus to present. | 3 of 3 (100%)<br>Global<br>Humanities<br>Option<br>(2 OG<br>+ 1 DSO) | only 3 of 10 (30%) creative project presentations (vs. 10 of 13 = 76.9% of scholarly project presentations) met the performance standard in 2012-13.<br><br>Thus, for 2013-14, the Committee modified the Capstone Project requirement--and, thus, the oral presentation requirement (and, thus, the Assessment Measure)--to eliminate creative projects (and, thus, creative presentations). This modification, with its requirement of a 25-35 page scholarly Paper/Project (cf. column B., <b>1c</b> ), resulted in more successful <b>Capstone Paper/Project oral presentations</b> .<br><br>Since only 1 of 3 DSO <i>Humanities Seminar</i> (HUM 4993) students succeeded in that course and subsequently enrolled in <i>Capstone Project/Portfolio</i> (HUM 4013), this student continued as a DSO |  |

| A.<br>Student Learning Outcomes   | B.<br>Assessment Measures   | C.<br>Performance Standards  | D.<br>Sampling Methods   | E.<br>Sample Size (N)  | F.<br>Results  | G.<br>Conclusions  | H.<br>Performance Standards Met (Y/N) |
|---|---|--|--|--|--|--|---------------------------------------|
|   |   |  |  |  |  | <p>student.</p> <p>This 1 DSO student did meet the performance standard, but it is worth noting that this student, despite being DSO, actually delivered her presentation on-ground, in person, versus online/virtually via Skype.</p> <p>Thus, despite this 1 DSO student meeting the performance standard, Directed Study Online should be discouraged and used only in exigent circumstances.</p> |                                       |
| 2) Students will be able to critique their work in oral and written form. | 2a) Students in the <i>Humanities Seminar</i> (HUM 4993) are required to turn in a <b>reflective essay proposal</b> based on a portfolio of work from previous courses. | At least 75% of the students completing the <i>Humanities Seminar</i> (HUM 4993) will score a "3" or higher (using a five point scale) on their <b>reflective essay proposal</b> . | <p>Data from all students completing the <i>Humanities Seminar</i> (HUM 4993) is included.</p> <p>All students in the sample are program majors.</p> | <p>17 Total students</p> <p>14 On-Ground</p> <p>3 Directed Study Online</p> <p>Includes:</p> | <p>14 of 17 total students (82.4%) met the performance standard.</p> <p>13 of 14 (92.9%) OG students</p> <p>1 of 3 (33.3%) DSO students</p> <p>Includes:</p> | <p>This measure was assessed in 2011-12 but not in 2012-13, due to changes in Capstone assessment and miscommunication between the Assessment Coordinator and the <i>Humanities Seminar</i> (HUM 4993) instructor. This issue has been corrected for 2013-14 (as promised in 2012-13).</p> <p>Results overall are positive, but results for Directed</p>   | Y                                     |



| A. Student Learning Outcomes | B. Assessment Measures                               | C. Performance Standards  | D. Sampling Methods                   | E. Sample Size (N)   | F. Results  | G. Conclusions   | H. Performance Standards Met (Y/N) |
|------------------------------|--|---|---------------------------------------|--|---|--|------------------------------------|
|                              |  | The grade is determined by the course instructor according to a rubric with specific criteria for each number assigned. |                                       | 11 English Option (all 11 OG)<br><br>6 Global Humanities Option (3 OG + 3 DSO) | 10 of 11 (90.9%) English Option (all 10 OG)<br><br>4 of 6 (66.7%) Global Humanities Option (3 OG + 1 DSO) | Study Online students are troubling.<br><br>Due to too small of a cohort of online students, the Dept. could not offer an online section of the <i>Humanities Seminar</i> (HUM 4993); instead, 3 students took this course as a Directed Study online, but with very poor results--only 1 of 3 students (33.3%) met the performance standard.<br><br>Though the sample size is small (only 3 students), the results [13/14 OG (92.9%) vs. 1/3 DSO (33.3%)] suggest that all students greatly benefit from and, thus, need the structure and support of taking the <i>Humanities Seminar</i> (HUM 4993) with a sufficient number of classmates. Thus, Directed Study Online should be discouraged and used only in exigent circumstances. |                                    |
|                              | <b>2b)</b> Students in the <i>Capstone Project</i> / | At least 75% of the students in the <i>Capstone</i>   | Data from all students completing the | 14 Total students  | 12 of 14 total students (85.7%) met the performance standard.   | Results overall are positive and an improvement over 2012-13 results, which did not meet the performance   | Y                                  |

| A.<br>Student Learning Outcomes   | B.<br>Assessment Measures   | C.<br>Performance Standards   | D.<br>Sampling Methods  | E.<br>Sample Size (N)  | F.<br>Results   | G.<br>Conclusions  | H.<br>Performance Standards Met (Y/N) |
|---|---|---|---|--|---|--|---------------------------------------|
|   | <i>Portfolio</i> (HUM 4013) are required to complete a 10–12 page <b>Reflective Paper</b> .   | <i>Project/Portfolio</i> (HUM 4013) will score a “3” or higher (using a five point scale) on their 10-12 page <b>Reflective Paper</b> .<br><br>The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned. | <i>Capstone Project/Portfolio</i> (HUM 4013) is included.<br><br>All students in the sample are program majors. | 13 On-Ground<br><br>1 Directed Study Online<br><br>Includes:<br><br>11 English Option (all 11 OG)<br><br>3 Global Humanities Option (2 OG + 1 DSO) | 11 of 13 (84.6%) OG students<br><br>1 of 1 (100%) DSO students<br><br>Includes:<br><br>9 of 11 (81.8%) English Option (all 9 OG)<br><br>3 of 3 (100%) Global Humanities Option (2 OG + 1 DSO) | standard.<br><br>For comparison, 2012-13 results =<br><br>17 of 23 (73.9%) total students<br><br>12 of 16 (75%) OG students<br><br>5 of 7 (71.4%) Online students                                |                                       |
| 3) Students will evidence an understanding of the Western cultural heritage, and an appreciation of the diversity of perspectives on the human condition. | Students in <i>Comparative Religion</i> (HUM 3633) are required to complete a <b>reflective essay</b> , asking them to compare and contrast their own religious | At least 80% of the students in <i>Comparative Religion</i> (HUM 3633) will score 70% or higher on their <b>reflective essay</b> .  | All students in the sample are program majors.  | 11 Total students<br><br>5 On-Ground<br><br>6 Online   | 11 of 11 total students (100%) met the performance standard.<br><br>5 of 5 (100%) OG students<br><br>6 of 6 (100%) Online students  | The results are very positive and indicate student success.<br><br>It is worth noting that the OG BALA students (5 of 5 = 100%) outperformed the OG non-BALA students (8 of 9 = 88.9%) by 11.1%. | Y                                     |



| A.<br>Student Learning Outcomes   | B.<br>Assessment Measures  | C.<br>Performance Standards   | D.<br>Sampling Methods   | E.<br>Sample Size (N)                                      | F.<br>Results  | G.<br>Conclusions   | H.<br>Performance Standards Met (Y/N) |
|---|--|---|--|--|--|---|---------------------------------------|
|   | background to that of another religious tradition.   |   |  |  |  | <p>Even better, the Online BALA students (6 of 6 = 100%) outperformed the Online non-BALA students (13 of 17 = 76.5%) by 23.5%.</p> <p>These results match the past few years, where BALA students were more successful than non-BALA students.</p> <p>Program majors have been tracked separately the past four years. Program majors have been more successful the past three years, although small sample sizes make direct comparisons problematic. Faculty will continue to track results.</p> |                                       |
| 4) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Bachelor of Arts in Liberal | Students graduating with a Bachelor of Arts in Liberal Arts (BALA) degree will complete the <b>School of Liberal Arts Graduating</b> | At least 80% of students graduating with a Bachelor of Arts in Liberal Arts (BALA) degree will express overall satisfaction | Students must complete the School of Liberal Arts Graduating Student Survey at the time they apply | 13 Total students<br>1 for Fall 2013<br>10 for Spring 2014 | 13 total students (100%) expressed overall satisfaction with the educational experience afforded by the degree.<br><br>Regarding their overall | Results are universally positive and in line with past years. One may conclude that BALA students are satisfied with the educational experience afforded by their degree.<br><br>No complaints or suggestions for improvement were made   | Y                                     |

| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures   | C.<br>Performance<br>Standards                                      | D.<br>Sampling<br>Methods   | E.<br>Sample<br>Size<br>(N) | F.<br>Results  | G.<br>Conclusions                                    | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---------------------------------------|--|---|---|-----------------------------|--|--|--|
| Arts (BALA)<br>degree<br>program.     | <b>Student<br/>Survey</b> as a<br>part of their<br>graduation<br>application<br>process. | with the<br>educational<br>experience<br>afforded by<br>the degree. | for<br>graduation.<br><br>Applications<br>for<br>graduation<br>are not<br>considered<br>complete<br>and will not<br>be<br>forwarded<br>unless the<br>completed<br>Survey is<br>attached to<br>the<br>application.<br><br>All students<br>in the<br>sample are<br>program<br>majors. | 2 for<br>Summer<br>2014     | <p>"major experience,"<br/>students were either/or</p> <p>"very satisfied"<br/>= 11 (84.6%)<br/>(1 F2013 = 100%<br/>+ 8 Sp2014 = 80%<br/>+ 2 Sm 2014 = 100%)</p> <p>"somewhat satisfied"<br/>= 2 (15.4%)<br/>(2 Sp2014 = 20%).</p> <p>Regarding their overall<br/>"department<br/>experience," students<br/>were either/or</p> <p>"very satisfied"<br/>= 12 (92.3%)<br/>(1 F2013 = 100%<br/>+ 9 Sp2014 = 90%<br/>+ 2 Sm 2014 = 100%)</p> <p>"somewhat satisfied"<br/>= 1 (7.7%)<br/>(1 Sp2014 = 10%).</p> <p>Regarding their overall</p> | <p>about the BALA degree.</p> <p>For comparison,</p> |  |



| A.<br>Student<br>Learning<br>Outcomes | B.<br>Assessment<br>Measures | C.<br>Performance<br>Standards | D.<br>Sampling<br>Methods | E.<br>Sample<br>Size<br>(N) | F.<br>Results  | G.<br>Conclusions  | H.<br>Performance<br>Standards<br>Met<br>(Y/N) |
|---------------------------------------|------------------------------|--------------------------------|---------------------------|-----------------------------|--|--|--|
|                                       |                              |                                |                           |                             | <p>"RSU experience," students were either/or</p> <p>"very satisfied"<br/>= 11 (84.6%)<br/>(1 F2013 = 100%<br/>+ 8 Sp2014 = 80%<br/>+ 2 Sm 2014 = 100%)</p> <p>"somewhat satisfied"<br/>= 2 (15.4%)<br/>(2 Sp2014 = 20%).</p> <p>In no category did any BALA student express any dissatisfaction with the degree, the department, or RSU.</p> | <p>regarding their overall "RSU experience":</p> <p>"very satisfied"<br/>2011-12 students<br/>= 11 of 13 (84.6%)</p> <p>2012-13 students<br/>= 12 of 18 (66.7%)</p> <p>"somewhat satisfied"<br/>2011-12 students<br/>= 2 remaining (15.4%)</p> <p>2012-13 students<br/>= 6 remaining (33.3%)</p> |  |

## PART 5

### Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

| Student Learning Outcomes | Instructional or Assessment Changes  | Rationale for Changes   | Impact of Planned Changes on Student Learning and Other Considerations.  |
|---------------------------|--|---|--|
| SLO #1                    | The Capstone Committee (ten EH faculty) is reviewing the requirements and expectations for the Capstone project. No decisions have been made yet, but further changes are being evaluated. | The Capstone Committee is concerned about the number of students who fail to complete the Capstone process, or require multiple attempts. The Committee wants to be certain that the expectations are reasonable for all BALA students. | Student learning is our primary goal. Some students do well until their final year, but then struggle significantly in the Capstone process. Recent changes have improved this gap, but it remains a concern, as evidenced by the Directed Study results this year, and the Global Humanities online results the past three years. |

## PART 6

### Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

| Description |
|-------------|
|             |

## PART 7 (A & B)

### Assessment Measures and Faculty Participation

#### A. Assessment Measures:

- 1) How many different assessment measures were used? 8
- 2) List the direct measures (see rubric): [1] Capstone Proposal; [2] Capstone Proposal Presentation; [3] Capstone Paper/Project; [4] Capstone Paper/Project Presentation; [5] Reflective Paper Proposal; [6] Reflective Paper; [7] Comparative Religion Essay
- 3) List the indirect measures (see rubric): [8] School of Liberal Arts Graduating Student Survey

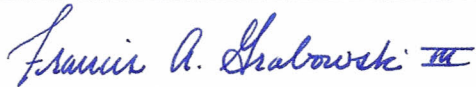
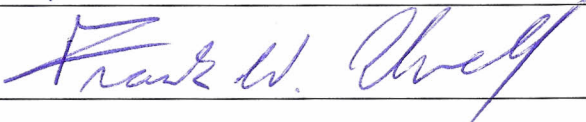
#### B.

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:



| Faculty Members    | Roles in the Assessment Process<br>(e.g., collect data, analyze data, prepare report,<br>review report, etc.)   | Signatures               |
|--------------------|---|--------------------------|
| Sara Beam          | Reviewed and approved final draft.  | Sara Beam                |
| Holly Clay-Buck    | Reviewed and approved final draft.  | Holly Clay-Buck          |
| Renée Cox          | Reviewed and approved final draft.  | Renée Cox                |
| Emily Dial-Driver  | Reviewed and approved final draft.  | Emily Dial-Driver        |
| Sally Emmons       | Reviewed and approved final draft.  | Sally Emmons             |
| James Ford         | Outgoing Assessment Coordinator: contributed and evaluated data for HUM 3633, HUM 4013, and HUM 4993; reviewed, edited, and approved final draft.   | James Ford               |
| Francis Grabowski  | Department Head; reviewed, edited, and approved final draft.  | Francis A. Grabowski III |
| Laura Gray         | Assessment Committee member; reviewed and approved final draft.   | Laura Gray               |
| Gioia Kerlin       | Assessment Committee member; reviewed and approved final draft.   | Gioia Kerlin             |
| Diana Lurz         | Reviewed and approved final draft.  | Diana Lurz               |
| Mary Mackie        | Reviewed and approved final draft.  | Mary Mackie              |
| Frances Morris     | Assessment Committee member; reviewed and approved final draft.   | Frances E Morris         |
| Matthew Oberrieder | Incoming Assessment Coordinator: confirmed and evaluated data for HUM 4013 and HUM 4993; reported and evaluated data from the School of Liberal Arts Graduating Student Survey. Prepared report and approved final draft. | Matthew Oberrieder       |
| Scott Reed         | Reviewed and approved final draft.  | Scott Reed               |
| Cecilia Townsend   | Reviewed and approved final draft.  | Cecilia Townsend         |
| Brenda Tuberville  | Reviewed and approved final draft.  | Brenda Tuberville        |

2) Reviewed by:

| Titles          | Names             | Signatures  | Date    |
|-----------------|-------------------|---|---------|
| Department Head | Francis Grabowski |  | 9/12/14 |
| Dean            | Frank Elwell      |  | 9-15-14 |

## RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

| 4 = Exemplary  | 3 = Established  | 2 = Developing  | 1 = Undeveloped  |
|--|--|---|--|
| The program, department, and school missions are clearly stated. | The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief). | The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief). | The program, department, and school missions are not stated. |

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

| 4 = Exemplary   | 3 = Established   | 2 = Developing  | 1 = Undeveloped  |
|---|---|---|--|
| Student learning outcomes and department purposes are aligned | Student learning outcomes and department purposes demonstrate | Student learning outcomes and department purposes demonstrate | Student learning outcomes and department purposes do not |