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

Fall 2015 – Spring 2016

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 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. 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.	1) Students will demonstrate competence in their written, oral, and visual communication skills as well as the ability to think creatively and critically.
			2) 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.	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 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.	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.	The School will offer and promote art, cultural, and public affairs events on campus and in the region.		
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 2014-2015 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
"For 2015-16, the EH Capstone Committee developed for, and distributed to, rising seniors (at the end of May 2015) a small packet of information regarding the overall Capstone process. This packet included a welcome letter and a Guide booklet that details the expectations for, and requirements of, the features of the Capstone process, in order to better guide students through the Capstone process. This same Guide also is posted on the 'Online Resources' page of the Writing Center website" (sic).	Y	2015-16 was the first year of this change. To determine clearly the long-term impact of this change on student performance will require additional years of assessment, especially as the cohort size and the composition of the students who undergo the Capstone Process changes yearly. At this time, the Capstone Committee believes that this change has had a positive impact on helping students to be better prepared for the Capstone Process.
"In conjunction with the Stratton Taylor Library, the Writing Center Director (who is a BALA faculty and Capstone Committee member) has developed a University-wide Capstone Support Group. The Group will meet throughout the academic year to bring together students and faculty members University-wide to share practices and insights regarding the Capstone process, as well as to provide mutual support" (sic).	Y	This change was initiated and overseen by Dr. Sara Beam, in her capacity as the Writing Center Director. Dr. Beam left RSU for a better academic appointment at the end of the 2015-16 Academic Year. Thus, nothing substantial can be reported regarding this change. Once the new Writing Center Director, Jennifer McGovern, has a chance to settle in, perhaps she will revive this Support Group. The Dept. believes that this would be a positive contribution to the Capstone process.

Elimination of Assessment Measure 2a): "Students in the **Humanities Seminar** (HUM 4993) are required to turn in a **Reflective Essay draft** based on a portfolio of work from previous courses" (2014-15 BALA SLR, pp. 8-9).	Y	This measure was intended to form an anticipatory parallel to Assessment Measure 2b): "Students in the **Capstone Project/ Portfolio** (HUM 4013) are required to complete a 12–15 page **Reflective Essay**" (2014-15 BALA SLR pp. 9-10). Assessment Measure 2a), however, was a part of the students' overall Capstone Project Proposal, not an independent Essay, like Assessment Measure 2b), in which students reflect on their *entire* Degree Program experience, especially their completing the Capstone Process. After much deliberation, the Capstone Committee determined that the aim of parallel assessment, while valuable in principle, could not be meaningfully achieved in practice, and that eliminating Assessment Measure 2a) would streamline the assessment process without diminishing it.
"The Capstone Committee (11 of 16 BALA faculty) continues to review the requirements and expectations for the Capstone project. No decisions have been made yet, but further changes are being evaluated" (sic).	Y	The Capstone Committee has introduced several major changes in recent years. These include requiring scholarly/non-creative projects from all students, requiring a creative element of all students, and providing students with an official Guide booklet (per above). Due to the ongoing nature of these changes, the Department needs to continue to gather data into the future before we can speak definitively about the impact of these several changes.

PART 3

Discussion About the University Assessment Committee's 2014-2015 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
Beginning 2014-15, the University Assessment Committee (UAC) changed its Peer Review practices so as to conduct departmental/program Student Learning Report (SLR) peer reviews on a biennial cycle. In initiating this change, for 2014-15, no liberal arts departmental/program SLRs were peer-reviewed; thus, there are no feedback or recommendations regarding the 2014-15 Bachelor of Arts in Liberal Arts SLR.	NA	No changes were recommended.

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 <u>strengths and weaknesses of their performance</u>.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Performance Results	H. Performance Standards Met (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 ***Humanities Seminar*** (HUM-4993) are required to create a **Capstone Project Proposal**.	At least 75% of the students completing the ***Humanities Seminar*** (HUM-4993) will score a "3" or higher (using a five point scale) on their **Capstone Project Proposal**. The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students completing the ***Humanities Seminar*** (HUM-4993) is included. All students in the sample are BALA program majors.	12 Total students Breakdown On-Ground vs. Online: 11 On-Ground 1 Directed Study Online Breakdown by Option: 9 English (8 OG + 1 DSO) 3 Global Humanities (3 OG)	9 of 12 Total students (75%) met the performance standard. Breakdown On-Ground vs. Online: 9 of 11 (81.82%) On-Ground 0 of 1 (0%) Directed Study Online Breakdown by Option: 6 of 9 (66.67%) English (8 OG + 1 DSO) 3 of 3 (100%) Global Humanities (3 OG) Overall Distribution of Scores "5" = 3 Students (25%) "4" = 3 Students (25%) "3" = 3 Students (25%) "2" = 1 Student (8.33%) "1" = 2 Students (16.67%) Average Passing Score = "4"	Y

	1b) Students in the *Humanities Seminar* (HUM-4993) are required to present their **Capstone Project Proposal** in a **Presentation** to the Capstone Committee.	At least 75% of the students completing the *Humanities Seminar* (HUM-4993) will score a "3" or higher (using a five point scale) on their **Capstone Project Proposal Presentation**. The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students completing the *Humanities Seminar* (HUM-4993) is included. All students in the sample are BALA program majors.	12 Total students Breakdown On-Ground vs. Online: 11 On-Ground 1 Directed Study Online Breakdown by Option: 9 English (8 OG + 1 DSO) 3 Global Humanities (3 OG)	8 of 12 Total students (66.67%) met the performance standard. Breakdown On-Ground vs. Online: 8 of 11 (72.73%) On-Ground 0 of 1 (0%) Directed Study Online Breakdown by Option: 5 of 9 (55.56%) English (8 OG + 1 DSO) 3 of 3 (100%) Global Humanities (3 OG) Overall Distribution of Scores "5" = 5 Students (41.67%) "4" = 1 Student (8.33%) "3" = 2 Students (16.67%) "2" = 1 Student (8.33%) "1" = 3 Students (25%) Average Passing Score = "4.375"	N
	1c) Students in the *Capstone Project/ Portfolio* (HUM-4013) are required to complete a 25-35 page **scholarly Paper/Project** (This measure changed in 2013-14).	At least 75% of the students in the *Capstone Project/Portfolio* (HUM-4013) will score a "3" or higher (using a five point scale) on their 25-35 page **scholarly Paper/Project**. The grade is determined by the Capstone Committee according to a rubric with specific criteria	Data from all students completing the *Capstone Project/Portfolio* (HUM-4013) is included. All students in the sample are BALA program majors.	9 Total students Breakdown On-Ground vs. Online: 9 On-Ground 0 Online Breakdown by Option: 6 English 3 Global Humanities	8 of 9 Total students (88.89%) met the performance standard. Breakdown On-Ground vs. Online: 8 of 9 (88.89%) On-Ground Breakdown by Option: 5 of 6 (83.33%) English 3 of 3 (100%) Global Humanities	Y

		for each number assigned.			**Overall Distribution of Scores** "5" = 0 Students "4.5" = 3 Students (33.33%) "4" = 1 Student (11.11%) "3.5" = 1 Student (11.11%) "3" = 3 Students (33.33%) "2.5" = 1 Student (11.11%) "2" = 0 Students "1" = 0 Students Average Passing Score = "3.75"	
	1d) Students in the ***Capstone Project/ Portfolio*** (HUM-4013) are required to **present their projects orally** before the Capstone Committee and answer a series of questions related to their projects.	At least 75% of the students in the ***Capstone Project/Portfolio*** (HUM-4013) will score a "3" or higher (using a five point scale) in **presenting their projects orally** before the Capstone Committee. The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students completing the ***Capstone Project/Portfolio*** (HUM-4013) is included. All students in the sample are BALA program majors.	9 Total students Breakdown On-Ground vs. Online: 9 On-Ground 0 Online Breakdown by Option: 6 English 3 Global Humanities	9 of 9 Total students (100%) met the performance standard. Breakdown On-Ground vs. Online: 9 of 9 (100%) On-Ground Breakdown by Option: 6 of 6 (100%) English 3 of 3 (100%) Global Humanities Overall Distribution of Scores "5" = 4 Students (44.44%) "4.5" = 0 Students "4" = 0 Students "3.5" = 1 Student (11.11%) "3" = 4 Students (44.44%) "2.5" = 0 Students "2" = 0 Students "1" = 0 Students Average Passing Score = "3.94"	Y

G.
Conclusions

Results overall for SLO #1 are complex. Assessment of SLO #1 resolves into two pairs of parallel measures, conducted fall [1] and spring [2], respectively: [1] (1a) a written Capstone Project Proposal and (1b) an oral Capstone Project Proposal Presentation, both in *Humanities Seminar* (HUM-4993), fall semester, and [2] (1c) a written Capstone Project and (1d) an oral Capstone Project Presentation, both in *Capstone Project/Portfolio* (HUM-4013) spring semester.

[1] Fall semester results are mixed. 75% (9 of 12) students met the performance standard for the written assessment measure (1a), but only 66.67% (8 of 12) students met the performance standard for the oral assessment measure (1b). The raw percentages, however, are somewhat misleading, as the numerical difference between the two percentages is only 1 student: 9 for (1a) vs. 8 for (1b). At the same time, however, the students who met the performance standard for the oral measure (1b) met it at a higher average score with respect to the overall distribution of scores. The 75% performance result (9 of 12) for the written measure (1a) divides equally at 25% apiece across the scoring range of "5," "4," "3" ("5" as the best, with "3" indicating competence); thus, the average score for these students is a very respectable "4." The 66.67% performance result (8 of 12) for the oral measure (1b) actually includes a higher percentage of "5" scores (5 = 41.67% vs. 3 = 25%) and a lower percentage of "3" scores (2 = 16.67% vs. 3 = 25%), with the average score for these students being "4.375."

Thus, students who met the performance standard for both assessment measures (1a) and (1b) performed at a higher level overall in the oral measure (1b) than they did in the written measure (1a), even though the total raw percentages suggest the reverse. This means that even though this cohort of 12 students did not meet the overall performance standard for measure (1b), this reflects the low scores of the weakest students (more below), not a decline in performance from measure (1a) to (1b) by the students who did meet the performance standard. The Capstone Committee (who grades/assigns the scores) believes that the complexity of these results reflects three fundamental factors. First, the BALA degree emphasizes writing, and the Committee rightly has higher expectations for students' writing skills than it does for their oral communication; put bluntly, the Committee correctly holds students to a higher standard and is properly stingy in awarding "5" scores for the written measure (1a). Second, measure (1a) is a *proposal* for a project to be completed in the spring semester; in developing their proposals, students are still finding their footing. Third, the oral assessment measure (1b) involves a question and answer component that enables students to clarify for the Committee features of their written proposal (1a) that are less than clear. The Committee is encouraged when students answer oral questions clearly and thoughtfully; the higher number of "5" scores for measure (1b) reflects this. The bad news is that those few students who do poorly in their writing (3 missed the performance standard) seem to do worse in their oral communication (4 missed the performance standard).

[2] Spring semester results are statistically positive, with 88.89% (8 of 9) students meeting the performance standard for measure (1c), and 100% (9 of 9) students meeting the performance standard for measure (1d), but these high percentages for performance involve some inflation due to the attrition of the three weakest students from the fall to the spring. The attrition of these three students concerns the Committee, but if any students are to fail in any part of the Capstone Process, the Committee believes that it is better for this to happen in the fall semester, and not in the spring semester, at the culmination of the process. Some history and context will help to clarify this matter.

Consider that in 2014-15 only 55.6% (5 of 9) students who continued into the spring semester met the performance standard both for measure (1c) and for measure (1d). To appreciate the significance of this percentage, one must look back to 2012-13. In 2012-13, the Capstone Committee still allowed creative (vs. strictly scholarly) Capstone Projects. Analyzing past assessment results, the Committee concluded that strictly creative projects tended to exhibit (and perhaps, in the weaker students, inadvertently encouraged) weaker student work. If one consults the 2012-13 BALA SLR, Part 4, one sees that only 5 of 10 (50%) written proposals for strictly creative projects [cf. 1a, column G.] and only 3 of 10 (30%) creative project presentations (vs. 10 of 13 = 76.9% of scholarly project presentations) [cf. 1c, columns F. & G., as well as 1d, column F.] met the performance standard. Thus, for 2013-14, the Committee modified the Capstone Project requirement--and, thus, both the written Proposal and the oral Presentation requirements (and, thus, the Assessment Measures [AMs])--to eliminate creative projects (and, thus, creative proposals). These

modifications are reflected in the 2013-14 BALA SLR, Part 4, which shows a performance result (column F.) of more successful Capstone Project Proposals (AM 1a) and Presentations (AM 1b), as well as more successful Capstone Papers (AM 1c) and Presentations (AM 1d). Improvement in student performance continued in 2014-15 for Capstone Proposals (AM 1a) and Proposal Presentations (AM 1b), as the 2014-15 BALA SLR reflects (cf. 1a and 1b, column F.). At the same time, however, for the actual Capstone Papers/Projects (AM 1c) and Capstone Presentations (AM 1d), these same students declined in their performance (cf. 1c and 1d, column F.)--this decline is the 55.6% performance results referenced at the beginning of this paragraph. In reviewing this 55.6% performance results, the Capstone Committee attributed it then (and still does) to two main conspiring and compounding factors.

Factor one, part of the explanation for the 2014-15 decline in performance results from fall to spring is simply the emergence of students' limitations in their abilities in the different academic demands involved in their writing and presenting a Proposal for a project (AMs 1a & 1b) versus their efforts actually to complete this proposed Project (AMs 1c & 1d). In brief, the students who do not meet the performance standards in the spring are showing the limits or peak of their abilities. On the one hand, this is telling for assessment purposes, as the Committee can gain a clearer picture of students' written, oral, and visual communication skills, as well as their critical and creative thinking abilities (cf. SLO #1). On the other hand, this is problematic for students who meet or surpass the performance standards for assessment measures (1a) and (1b), only to fall short on measures (1c) and (1d). So how does this clarify the issue of the attrition of the three weakest students from fall to spring 2015-16? In light of the 2014-15 BALA SLR, specifically the 55.6% performance results for assessment measures (1c) and (1d), the Committee determined that perhaps it had been too hopeful in 2014-15 in passing some of the weakest proposals (AMs 1a & 1b) in the expectation that these same students would gain their footing and improve their performance in completing their actual Capstone Paper/Project (AMs 1c & 1d). These hopes were dashed by the 55.6% performance results, so the Committee was stricter in 2015-16 in assigning scores, lest the weakest students squeak by in the fall with "3" scores (AMs 1a & 1b), only to earn lower scores in the spring (AMs 1c & 1d). This stricter grading in assessment scores also helps to illuminate for 2015-16 the 75% performance result for AM (1a) and the higher number (3 total) of failing scores (score "1") for AM (1b), as well as the broader range of distribution of scores for AM (1c) and the differences in the "average passing scores" for AMs (1c) and (1d) in particular.

Factor two, the Committee continues to observe an ongoing issue with the difference in performance between on-ground and online students. 2014-15, due to too small of a cohort of online students, the Dept. could not offer an online section of the *Humanities Seminar* (HUM-4993) fall 2014; instead, 2 students took this course as a Directed Study online. Fall 2014, both of these students met the performance standards for the two assessment measures (1a & 1b), and this included their both delivering their proposal presentations (AM 1b) online/virtually via Skype. This performance was an improvement over 2013-14, where only 1 of 3 (33%) of Directed Study Online students met the performance standards. Nevertheless, spring 2015, only 1 of 2 (50%) of these 2014-15 directed study students met the performance standard for her actual Capstone Paper (1c) and Capstone Paper Presentation (1d). 2015-16, only 1 student took *Humanities Seminar* (HUM-4993) fall 2015 as a Directed Study online, but she failed both assessment measures (1a) and (1b). She did not continue with the Capstone Process into the spring 2016, and she accounts for 1 of the 3 students lost to attrition.

On the issue of students undertaking the Capstone Process in the form of Directed Study online, the Capstone Committee believes that all students greatly benefit from and, thus, need the structure and support of taking both the *Humanities Seminar* (HUM-4993) and the *Capstone Project/Portfolio* (HUM-4013) with a sufficient number of classmates in an on-ground setting. Thus, the Committee discourages students from requesting to take either of these courses as a Directed Study online. Nevertheless, for some students, especially those who have completed most of their previous coursework online due to work and family obligations, and because the BALA degree is officially offered entirely online, the Capstone Committee works to accommodate these students toward the completion of their degree, but we actively seek to limit Directed Study online to only exigent circumstances.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Performance Results	H. Performance Standards Met (Y/N)
2) Students will be able to critique their work in oral and written form.	Students in the *Capstone Project/ Portfolio* (HUM 4013) are required to complete a 12–15 page **Reflective Essay**.	At least 75% of the students in the *Capstone Project/Portfolio* (HUM-4013) will score a "3" or higher (using a five point scale) on their 12-15 page **Reflective Essay**. The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students completing the *Capstone Project/Portfolio* (HUM-4013) is included. All students in the sample are BALA program majors.	9 Total students Breakdown On-Ground vs. Online: 9 On-Ground 0 Online Breakdown by Option: 6 English 3 Global Humanities	8 of 9 Total students (88.89%) met the performance standard. Breakdown On-Ground vs. Online: 8 of 9 (88.89%) On-Ground Breakdown by Option: 5 of 6 (83.33%) English 3 of 3 (100%) Global Humanities Overall Distribution of Scores "5" = 4 Students (44.44%) "4" = 2 Students (22.22%) "3" = 2 Students (22.22%) "2" = 1 Student (11.11%) "1" = 0 Students Average Passing Score = "4.25"	Y

G. Conclusions

The assessment of SLO #2 changed from 2014-15 to 2015-16. Previously, the Capstone Committee sought to assess student performance over the course of the entire Capstone process, fall and spring, through three pairs of parallel measures. One can observe this in the parallel structure of the assessment measures for SLO #1. Assessment measure (1a), a written proposal, anticipates the completion of measure (1c), a written paper/project, while measure (1b), an oral presentation of the written proposal (1a), anticipates the completion of measure (1d), an oral presentation of the written paper/project (1c). For SLO #2, the Committee previously had assessed separately (as AM 2a) from the entire Capstone proposal (AM 1a) a shorter reflective component of this measure (1a) in anticipation of this longer, independent Reflective Essay (as AM 2b) that still remains and serves as the sole assessment measure for SLO #2.

The problem with Assessment Measure (2a) was that it was a part of the students' overall Capstone Project Proposal (1a), not an independent Essay, like Assessment

Measure (2b--now simply 2), in which students reflect on their *entire* Degree Program experience, especially their completing the Capstone Process. After much deliberation, the Capstone Committee determined that the aim of parallel assessment, while valuable in principle, could not be meaningfully achieved in practice, and that eliminating Assessment Measure (2a) would streamline the assessment process without diminishing it.

This decision seems justified by the fact that for 2015-16, 66.67% (6 of 9 students) scored a "5" or "4," and only 1 student missed the performance standard; of the students who met the performance standard, the average score is "4.25."

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Performance Results	H. Performance Standards Met (Y/N)
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 *Comparative Religion* (HUM-3633) are required to complete a **Reflective Essay**, asking them to compare and contrast their own religious background to that of another religious tradition.	At least 80% of the students in *Comparative Religion* (HUM-3633) will score 70% or higher on their **Reflective Essay**.	All students in the sample are BALA program majors. The course Instructor reports the performance of BALA students separately from the general student population.	14 Total students Breakdown On-Ground vs. Online: 6 On-Ground Fall 2015 4 On-Ground Spr 2016 4 Online Summer 2016	14 of 14 Total students (100%) met the performance standard. Breakdown On-Ground vs. Online: 6 of 6 (100%) OG Fall 2015 4 of 4 (100%) OG Spr 2016 4 of 4 (100%) OL Summer 2016	Y

G. Conclusions
Results for SLO #3 are very positive and indicate solid student success. BALA program majors have been tracked separately for the past five years. Program majors have been more successful than non-BALA students over the past four years, although the small sample sizes of BALA students relative to the larger student population makes direct comparisons between BALA and non-BALA students problematic. Faculty will continue to track results.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Performance Results	H. Performance Standards Met (Y/N)
4) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.	Students graduating with a Bachelor of Arts in Liberal Arts (BALA) degree will complete the **School of Liberal Arts Graduating Student Survey** as a part of their graduation application process.	At least 80% of students graduating with a Bachelor of Arts in Liberal Arts (BALA) degree will express overall satisfaction with the educational experience afforded by the degree.	Students must complete the **School of Liberal Arts Graduating Student Survey** at the time they apply for graduation. Applications for graduation are not considered complete and will not be forwarded unless the completed Survey is attached to the application. All students in the sample are BALA program majors.	13 Total students. Results are taken from the 2015-2016 SLA Graduating Student Survey, disaggregated by degree program, as completed by the Office for Accountability and Academics.	13 of 13 total students (100%) expressed overall satisfaction with the educational experience afforded by the BALA degree. Students rated their level of satisfaction (or dissatisfaction) in response to a series of categories/questions as indicated below. "Quality of Instruction in Major" "very satisfied" = 13 (100%) "Preparation for Advanced Classes in Major" "very satisfied" = 11 (84.62%) "somewhat satisfied" = 2 (15.38%) "Overall Major Experience" "very satisfied" = 12 (92.31%) "somewhat satisfied" = 1 (7.69%) "Overall Department Experience" "very satisfied" = 11 (84.62%) "somewhat satisfied" = 2 (15.38%) "Overall RSU Experience" "very satisfied" = 9 (69.23%) "somewhat satisfied" = 4 (30.77%)	Y

G.
Conclusions

Results overall for SLO #4 are very positive and consistent with, if not superior to, the past few years. In the five categories assessed, 100% of BALA students expressed overall satisfaction (either "very satisfied" or "somewhat satisfied") with the degree program, the department, & RSU. 2015-16 results are higher overall (100% Satisfaction Overall) compared to 2014-15 results overall (80% Satisfaction Overall). Unlike 2014-15 students, 2015-16 students expressed <u>no</u> degree of any dissatisfaction in any of the assessed categories. One may conclude that BALA students are highly satisfied with the educational experience afforded by their degree.

In the 2014-15 Survey, of the 10 total students who completed the survey, two (the same two) did repeatedly express some degree of dissatisfaction in the assessed categories. In their written comments (from the paper copies of the Survey), their main complaints regarding the degree were the large amount of reading and writing, as well as the rigor of the Capstone Process. The department remains satisfied that these expressions of dissatisfaction actually indicate the academic strength of our degree program, and we believe that the 2015-16 improvement in the percentage of overall satisfaction from 2014-15 supports our conclusions. It might be worth noting that 2015-16 BALA students reported consistently higher percentages of satisfaction in the categories directly related to their major/degree/Dept. experience than they did with their "overall RSU experience." In the four categories of their major/degree/Dept. experience, the average of students being "very satisfied" was 90.39%, versus only 69.23% "very satisfied" with their "overall RSU experience."

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 <u>informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc.</u> 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: Students will demonstrate competence in their written, oral, and visual communication skills as well as the ability to think creatively and critically. SLO #2: Students will be able to critique their work in oral and written form.	The Capstone Committee (10 of 15 BALA faculty members) continues to review the requirements and the expectations for students for completing the Capstone process. In light of recent changes, however, the Committee believes that more time is needed to evaluate their success in improving student learning and Capstone performance. Thus, no specific changes are being proposed at this time.	The Capstone Committee remains concerned about why some students fail to complete the Capstone process, or require more than one attempt. The Committee wants to be certain that the requirements and the expectations are clear and reasonable for all BALA students, but the Committee needs additional time to review recent changes.	Student learning is our primary goal. Some students do well until their final year, but then struggle significantly in the Capstone process. Some students do well in the proposal stage, but then struggle to complete their proposed project. Recent changes have improved this gap, but it remains a concern, as evidenced by the Directed Study and online results over the past four 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.
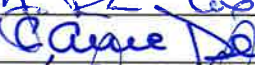
Description

PART 7 (A & B)
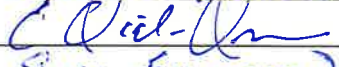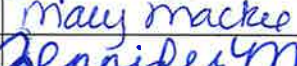
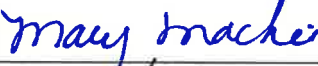## Assessment Measures and Faculty Participation

A. Assessment Measures:

1) How many different assessment measures were used? 7
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; [6] Comparative Religion Essay
3) List the indirect measures (see rubric): [7] 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 (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Matthew Oberrieder	University Assessment Committee member and Department Assessment Coordinator. Collected, confirmed, and evaluated data for HUM-4013 and HUM-4993. Reported and evaluated data from the School of Liberal Arts Graduating Student Survey. Prepared Student Learning Report and approved final draft.	
SethAnn Beaird	Reviewed and approved final draft.	
Holly Clay-Buck	Reviewed and approved final draft.	
Renée Cox	Reviewed and approved final draft.	
Anne Dennis	Reviewed and approved final draft.	
Emily Dial-Driver	Contributed and evaluated data for HUM-4013. Reviewed and approved final draft.	
Sally Emmons	Capstone Committee Chair. Reviewed and approved final draft.	
James Ford	Director of Academic Enrichment. Contributed and evaluated data for HUM-3633, HUM-4013, and HUM-4993. Reviewed, edited, and approved final draft.	
Francis A. Grabowski III	Reviewed and approved final draft.	
Laura Gray	Department Assessment Committee member. Reviewed and approved final draft.	
Gioia Kerlin	Department Assessment Committee member. Reviewed and approved final draft.	
Mary M Mackie	Department Head. Reviewed and approved final draft.	
Jennifer McGovern	Writing Center Director. Reviewed and approved final draft.	
Scott Reed	Reviewed and approved final draft.	
Cecilia Townsend	Reviewed and approved final draft.	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Mary M Mackie	*Mary Mackie*	10·18·16
Dean	Keith W Martin	*Keith W. Martin*	10/18/16