

Degree Program Student Learning Report

Revised August 2017

Department of English & Humanities

AA in Liberal Arts

For 2017-2018 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. 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.	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 Associate in Arts in Liberal Arts is designed to provide students with a sound grounding in our cultural heritage in a two-year degree which meets the general education requirements for transfer to a four-year degree.

B. Align school purposes, department purposes, and program student learning outcomes 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 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 written, oral, and visual communication skills, as well as the ability to think creatively and critically.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	2) Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.
To provide a general liberal arts education that supports specialized academic program sand 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.	3) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Associate of Arts in Liberal Arts (AA-LA) 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
No specific changes were proposed in Part 5 of the 2016-17 SLR. Please consult the 2013-14 AA-LA SLR, Part 2; there one can see reported <u>six</u> instructional or assessment changes resulting from both the 2012-13 AA-LA SLR and independent deliberations among the Humanities faculty. The Humanities faculty are continuing to evaluate these changes, and their results are reported in this SLR, Part 4, below. Due to perennial small sample sizes, which make Conclusions difficult to draw, the Humanities faculty members do not plan any further changes for the time being.	NA	The changes reported in the 2013-14 AA-LA SLR, Part 2, are now five years old; nevertheless, the annual sample sizes remain rather small. Thus, Humanities faculty members continue to gather and to analyze available data about the impact of these changes, but the perennial small sample sizes limit conclusive Conclusions. For the time being, the impact of the 2013-14 changes is discussed within the context of the general Conclusions reported in Part 4, Section H below.

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
No "Recommendations" came from the UAC Peer Review Report.	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.

<p style="text-align: center;">A. Student Learning Outcome #1</p>					
SLO #1: Students will demonstrate 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 Humanities I (HUM 2113) will complete an in-class presentation displaying oral and visual communication skills, as well as creative and critical thinking. (Online students will submit a paper/project in lieu of the presentation.)	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included. 2017-18 is now the fifth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample size and results report AA-LA students separately from all general education students.	3 Total AA-LA students, across 9 combined sections, categorized according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	3 of 3 total AA-LA students (100%) met the performance standard.	Y
			AA-LA Students per Category <u>Fall 2017</u> 2 FT OG 1 FT OL <u>Spring 2018</u> No AA-LA Students <u>Summer 2018</u> Will now be reported on 2018-19 SLR	AA-LA Students per Category <u>Fall 2017</u> 2 FT OG (100%) 1 FT OL (100%) <u>Spring 2018</u> NA	
1b) Students in Humanities II (HUM 2223) will complete an in-class presentation displaying oral and	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included.	5 Total AA-LA students, across 11 combined sections, categorized according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	5 of 5 total AA-LA students (100%) met the performance standard.	Y

**A.
Student Learning Outcome #1**

SLO #1: Students will demonstrate 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)
visual communication skills, as well as creative and critical thinking. (Online students will submit a paper/project in lieu of the presentation.)		2017-18 is now the fifth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample size and results report AA-LA students separately from all general education students.	AA-LA Students per Category <u>Fall 2017</u> 2 FT OL <u>Spring 2018</u> 1 FT OG 2 FT OL <u>Summer 2018</u> Will now be reported on 2018-19 SLR	AA-LA Students per Category <u>Fall 2017</u> 2 FT OL (100%) <u>Spring 2018</u> 1 FT OG (100%) 2 FT OL (100%)	

**H.
Conclusions**

Results are very positive for both assessment measures (AMs) for all instructor statuses and delivery modes assessed (*n.b.*, instructor statuses and deliver modes not reported indicates no AA-LA students in those other sections). Nevertheless, one must review the results in light of the very small sample sizes.

AM 1a) Humanities I Presentation year-over-year comparison

YEAR	2017-18	2016-17	2015-16	2014-15	2013-14
RESULTS	3 of 3	4 of 5	9 of 9	15 of 15	7 of 7
PERCENTAGE	100%	80%	100%	100%	100%

2017-18 results match each of 2015-16, 2014-15, & 2013-14 results @ 100%. Nevertheless, drawing robust conclusions is difficult due to the very low sample size = 3 students = the smallest sample size in five years. As the performance standard is essentially a "C" grade, one should expect AA-LA students (as distinguished from all General Education students) to meet the standard; in fact, over the past five years, performance results = 38 of 39 students = 97.44%.

AM 1b) Humanities II Presentation year-over-year comparison

YEAR	2017-18	2016-17	2015-16	2014-15	2013-14
RESULTS	5 of 5	3 of 3	5 of 6	18 of 18	11 of 12
PERCENTAGE	100%	100%	83.33%	100%	91.7%

A.
Student Learning Outcome #1

SLO #1: Students will demonstrate 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)
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2017-18 results match both 2016-17 & 2014-15 results @ 100%. As with AM 1a), however, robust conclusions seem impossible due to the very low sample size. As with AM 1a), one should expect AA-LA students to meet the standard; in fact, over the past five years, performance results = 42 of 44 students = 95.45%.

For SLO #1, the two AMs (an in-class Presentation) parallel one another across two different (though sequential) courses: AM 1a) = Humanities I; AM 1b) = Humanities II (*n.b.* though the two courses are chronological in sequence, students may take Humanities II before they take Humanities I). Why noteworthy? Insofar as the same students are being assessed as they complete both courses, their performance across the two courses remains consistent. In the final analysis, AA-LA students have been highly successful in achieving the performance standard for both AMs for the past five consecutive years (per the table above). Even so, as the assessment occurs at the General Education course level, we would (do) expect self-selected Liberal Arts students to perform well.

A.
Student Learning Outcome #2

SLO #2: Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2a) Students in Humanities I (HUM 2113) will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included. 2017-18 is now the fifth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample size	3 Total AA-LA students, across 9 combined sections, categorized according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B	2 of 3 total AA-LA students (66.67%) met the performance standard.	N
			AA-LA Students per Category <u>Fall 2017</u> 2 FT OG	AA-LA Students per Category <u>Fall 2017</u> 1 FT OG (50%)	

A.
Student Learning Outcome #2

SLO #2: Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
them. <i>N.B.</i> , Individual instructors may use more specific prompts for “diverse forces.”		and results report AA-LA students separately from all general education students.	1 FT OL <u>Spring 2018</u> No AA-LA Students <u>Summer 2018</u> Will now be reported on 2018-19 SLR	1 FT OL (100%) <u>Spring 2018</u> NA	
2b) Students in Humanities II (HUM 2223) will submit an essay in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them. <i>N.B.</i> , Individual instructors may use more specific prompts for “diverse forces.”	At least 70% of the students who present will score 70% or higher.	Data from all AA-LA students who presented are included. 2017-18 is now the fifth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample and results report AA-LA students separately from all general education students.	4 Total AA-LA students, across 11 combined sections, categorized according to: <i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT <i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B AA-LA Students per Category <u>Fall 2017</u> 2 FT OL <u>Spring 2018</u> 1 FT OG 1 FT OL <u>Summer 2018</u> Will now be reported on 2018-19 SLR	4 of 4 total AA-LA students (100%) met the performance standard. AA-LA Students per Category <u>Fall 2017</u> 2 FT OL (100%) <u>Spring 2018</u> 1 FT OG (100%) 1 FT OL (100%)	Y

H.
Conclusions

Results are very positive for both assessment measures (AMs) for all instructor statuses and delivery modes assessed, despite the 66.67% results for measure 2a) (*n.b.*, instructor statuses and deliver modes not reported indicates no AA-LA students in those other sections). Nevertheless, one must review the results in light of

A.
Student Learning Outcome #2

SLO #2: Students will demonstrate humanistic awareness and an appreciation for the diversity of perspectives as regards the human condition.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
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the very small sample sizes.

AM 2a) Humanities I Essay year-over-year comparison

YEAR	2017-18	2016-17	2015-16	2014-15	2013-14
RESULTS	2 of 3	3 of 5	7 of 9	13 of 15	5 of 5
PERCENTAGE	66.67%	60%	77.78%	86.67%	100%

2017-18 results improve over 2016-17 results (though both remain lower than 2015-16, 2014-15, & 2013-14 results), however, 2017-18 sample size = 3 students = the smallest sample size in five years. The very small sample sizes skew negatively the results percentages and produce an exaggerated lower percentage difference in relation to the performance standard; in fact, the five-year performance results = 30 of 37 students = 81.1%.

AM 2b) Humanities II Essay year-over-year comparison

YEAR	2017-18	2016-17	2015-16	2014-15	2013-14
RESULTS	4 of 4	3 of 3	5 of 6	13 of 13	10 of 12
PERCENTAGE	100%	100%	83.33%	100%	83.33%

2017-18 results match all but 2015-16 results @ 100%. Nevertheless, drawing robust conclusions is difficult due to the very low sample size = 4 students = the second smallest sample size in five years. As the performance standard is essentially a "C" grade, one should expect AA-LA students (as distinguished from all General Education students) to meet the standard; in fact, the five-year performance results = 35 of 38 students = 92.11%.

For SLO #2, the two AMs (an Essay) parallel one another across two different (though sequential) courses: AM 2a) = Humanities I; AM 2b) = Humanities II (*n.b.* though the two courses are chronological in sequence, students may take Humanities II before they take Humanities I). Why noteworthy? First, AM 2a) five-yr. results = 81.1%, while AM 2b) five-yr. results = 92.11%, which = 11% increase in performance; insofar as the same students are being assessed as they move from Humanities I to Humanities II, this might suggest student learning improvement on the same, parallel assignment. Second, the potentially most meaningful point of comparison is actually between the AMs themselves for SLO #1 and SLO #2. For SLO #1, both AMs assess primarily oral and visual presentation skills, whereas for SLO #2, both AMs assess specifically writing skills. SLO #1 five-yr. results: 1a) 97.44%; 1b) 95.45%. SLO #2 five-yr. results: 2a) 81.1%; 2b) 92.11%. Conclusion? AA-LA students exhibit stronger oral and visual presentation skills than they do writing skills? Or is it that faculty expectations are higher and, thus, grade evaluations are lower, for AA-LA writing skills? In the final analysis, sample sizes are too small to reach meaningful conclusions on this matter, but it seems worth watching and pondering for future possible conclusions.

A.
Student Learning Outcome #3

SLO #3: Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Associate of Arts in Liberal Arts (AA-LA) degree program.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<p>Students graduating with an Associate of Arts in Liberal Arts (AA-LA) degree will complete the Graduating Senior Survey as a part of their graduation application process.</p> <p>In the Survey, students will rate their degree of satisfaction (or dissatisfaction) in response to a series of categories/questions.</p>	<p>At least 80% of the students graduating with an Associate of Arts in Liberal Arts (AA-LA) degree will rate overall satisfaction with the educational experience afforded by the degree.</p>	<p>Students must complete the Graduating Senior Survey at the time they apply for graduation.</p> <p>Graduation applications are not considered complete unless the Survey is completed.</p>	<p>5 Total students.</p> <p>All students in the sample are AA-LA program majors.</p> <p>Results are taken from the 2017-2018 Graduating Senior Survey, disaggregated by degree program, as completed by the Office for Accountability and Academics.</p>	<p>5 of 5 total students (100%) rated overall satisfaction with the educational experience afforded by the AA-LA degree in two of four degree categories. In the other two degree categories, 3 of 5 students (60%) rated "very satisfied" (highest ranking), with only either 1 or 2 students rating some degree of dissatisfaction.</p> <hr/> <p style="text-align: center;"><u>1. Quality of Instruction in Major</u></p> <p>"very satisfied" = 3 (60%) "somewhat satisfied" = 1 (20%) "somewhat dissatisfied" = 1 (20%)</p> <hr/> <p style="text-align: center;"><u>2. Availability of Faculty for Academic Help</u></p> <p>"very satisfied" = 3 (60%) "somewhat dissatisfied" = 2 (40%)</p> <hr/> <p style="text-align: center;"><u>3. Overall Major Experience</u></p> <p>"very satisfied" = 3 (60%) "somewhat satisfied" = 2 (40%)</p> <hr/> <p style="text-align: center;"><u>4. Overall Department Experience</u></p> <p>"very satisfied" = 3 (60%) "somewhat satisfied" = 2 (40%)</p> <hr/> <p style="text-align: center;"><u>5. Overall RSU Experience [for comparison]</u></p> <p>"very satisfied" = 3 (60%) "somewhat satisfied" = 1 (20%)</p>	Y

A.
Student Learning Outcome #3

SLO #3: Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the Associate of Arts in Liberal Arts (AA-LA) degree program.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
				"somewhat dissatisfied" = 1 (20%)	

H.
Conclusions

In that one or two students rated "somewhat dissatisfied" in two of the four degree categories, 2017-18 results are lower than 2016-17, 2015-16, and 2013-14 results, in which not one student (0%) rated any degree of dissatisfaction. Thus, 2017-18 results are more similar to 2014-15 results, in which one or two students (roughly 5% to 10%) rated some degree of dissatisfaction in each of the categories specific to their major/degree/Dept. experience. Nevertheless, one must consider the raw numbers (vs. the percentages), in that the 2017-18 sample size was only 5 students, so any rating of any dissatisfaction will negatively exaggerate much lower the degree of overall satisfaction. If one considers raw numbers (see the table below), the actual total number of overall satisfied students has remained consistent over the past five years (and in 2014-15 was actually much higher). In brief, over the past five years, only 2 to 4 (3.6% to 7.3%) graduating students (of a combined 55 total) have expressed any degree of dissatisfaction with the AA-LA degree program.

DEGREE OF SATISFACTION KEY: "very satisfied" = VS; "somewhat satisfied" = SS

CATEGORY	2017-18	2016-17	2015-16	2014-15	2013-14
1. Quality of Instruction in Major	VS = 3 (60%) SS = 1 (20%)	VS = 3 (37.5%) SS = 5 (62.5%)	VS = 8 (80%) SS = 2 (20%)	VS = 13 (65%) SS = 6 (30%)	Data Not Reported
2. Availability of Faculty for Academic Help	VS = 3 (60%) SS = NA	VS = 5 (62.5%) SS = 2 (25%)	Data Not Reported	Data Not Reported	Data Not Reported
3. Overall Major Experience	VS = 3 (60%) SS = 2 (40%)	VS = 3 (37.5%) SS = 5 (62.5%)	VS = 7 (70%) SS = 3 (30%)	VS = 12 (60%) SS = 6 (30%)	VS = 7 (70%) SS = 3 (30%)
4. Overall Department Experience	VS = 3 (60%) SS = 2 (40%)	VS = 2 (25%) SS = 4 (50%)	VS = 7 (70%) SS = 3 (30%)	VS = 10 (52.6%) SS = 8 (42.1%)	VS = 5 (50%) SS = 5 (50%)
5. Overall RSU Experience [control]	VS = 3 (60%) SS = 1 (20%)	VS = 3 (37.5%) SS = 3 (37.5%)	VS = 6 (60%) SS = 4 (40%)	VS = 9 (47.4%) SS = 8 (42.1%)	VS = 5 (50%) SS = 5 (50%)

To try to contextualize better the very positive results of student satisfaction with the AA-LA degree, one can (should) compare students' satisfaction with both their "Overall Major Experience" and their "Overall Department Experience" in relation to their "Overall RSU Experience." AA-LA students' overall satisfaction with both their "Overall Major Experience" and their "Overall Department Experience" annually meets or exceeds that of their "Overall RSU Experience."

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
No changes are planned.	NA	2013-14 AA-LA SLR, Part 2, reports <u>six</u> instructional or assessment changes. These changes are now five years old, yet the annual sample sizes remain rather small; thus, the Humanities faculty continue to gather and to analyze data about these changes (as reported in Part 4, above), but they do not believe there is any need for further changes at this time.

PART 6





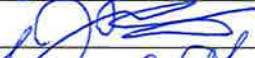
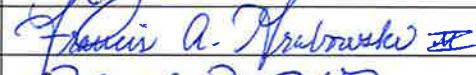


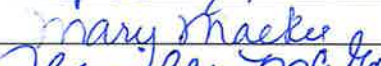

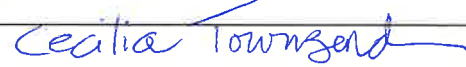
Summary of Assessment Measures

- A. How many different assessment measures were used? = 5
- B. List the direct measures (see appendix):
- [1] Humanities I (HUM 2113) Presentation; [2] Humanities II (HUM 2223) Presentation; [3] Humanities I (HUM 2113) "Diverse Forces" Essay; [4] Humanities II (HUM 2223) "Diverse Forces" Essay
- C. List the indirect measures (see appendix):
- [5] School of Liberal Arts Graduating Student Survey

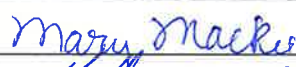

PART 7

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	University Assessment Committee member and Department Assessment Coordinator. Contributed individual data for HUM 2113 and HUM 2223. Collected, calculated, analyzed, reported, and evaluated all data for both HUM 2113 and HUM 2223. Reported and evaluated data from the Graduating Senior 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	Contributed data for HUM 2113 & HUM 2223. Reviewed and approved final draft.	
Anne Dennis	Reviewed and approved final draft.	
Emily Dial-Driver	Reviewed and approved final draft.	
Sally Emmons	Reviewed and approved final draft.	
James Ford	Director of Academic Enrichment. Reviewed 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	Contributed data for HUM 2113 and HUM 2223. Reviewed and approved final draft.	
Cecilia Townsend	Reviewed and approved final draft.	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M Mackie		5-29-18
Dean	Keith W Martin		5/29/18