

# Degree Program Student Learning Report

Revised August 2017

## Department of English & Humanities

### **BA in Liberal Arts**

For 2016-2017 Academic Year

#### **PART 1**

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

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

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

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

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

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.	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 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.	4) Students will express their satisfaction (or dissatisfaction) with, and offer suggestions on how to improve, the degree program.
To provide university-wide student services, activities and resources that complement academic programs.		Facilitate the formation of groups of citizen-scholars consisting of faculty and students that meet outside the traditional classroom setting.	
To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School of Arts and Sciences will offer and promote artistic, scientific, cultural, and public affairs events on the campus and in the region.		

## PART 2

### Revisit Proposed Changes Made in Previous Assessment Cycle

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

Proposed Change	Implemented? (Y/N)	Comments
No specific changes were proposed in Part 5 of the 2015-16 SLR	NA	NA

## 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.

A. Student Learning Outcome #1					
SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1a) Students in the <i>Humanities Seminar</i> (HUM-4993) are required to create a <b>Capstone Project Proposal</b> .	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</b> .  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 <i>Humanities Seminar</i> (HUM-4993) is included.  All students in the sample are BA-LA program majors.	14 Total students	9 of 14 Total students (64.29%) met the performance standard.	N
			<u>Breakdown On-Ground vs. Online</u>	<u>Breakdown On-Ground vs. Online</u>	
			13 On-Ground 1 Directed Study Online	9 of 13 (69.23%) On-Ground 0 of 1 (0%) Directed Study Online	
			<u>Breakdown by Option</u>	<u>Breakdown by Option</u>	
			11 English (10 OG + 1 DSO) 3 Global Humanities (3 OG)	7 of 11 (63.64%) English (7 OG + 0 DSO) 2 of 3 (66.67%) Global Humanities (2 OG)	
				<u>Overall Distribution of Scores</u> "5" = 1 Student (7.14%) "4.5" = 1 Student (7.14%) "4" = 3 Students (21.43%) "3.5" = 3 Students (21.43%) "3" = 1 Student (7.14%) "2" = 5 Students (35.71%) Average Score of All Passing Scores = "3.89" Average Score of All Scores = "3.21"	

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

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

<b>B.</b> <b>Assessment Measure</b>	<b>C.</b> <b>Performance Standard</b>	<b>D.</b> <b>Sampling Method</b>	<b>E.</b> <b>Sample Size (n)</b>	<b>F.</b> <b>Results</b>	<b>G.</b> <b>Standard Met (Y/N)</b>
<p><b>1b)</b> Students in the <i>Humanities Seminar</i> (HUM-4993) are required to present their <b>Capstone Project Proposal</b> in a <b>Presentation</b> to the Capstone Committee.</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 determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.</p>	<p>Data from all students completing the <i>Humanities Seminar</i> (HUM-4993) is included.</p> <p>All students in the sample are BA-LA program majors.</p>	<p>14 Total students</p> <hr/> <p style="text-align: center;"><u>Breakdown</u> <u>On-Ground vs. Online</u></p> <p>13 On-Ground 1 Directed Study Online</p> <hr/> <p style="text-align: center;"><u>Breakdown by Option</u></p> <p>11 English (10 OG + 1 DSO) 3 Global Humanities (3 OG)</p>	<p>12 of 14 Total students (85.71%) met the performance standard.</p> <hr/> <p style="text-align: center;"><u>Breakdown</u> <u>On-Ground vs. Online</u></p> <p>11 of 13 (84.61%) On-Ground 1 of 1 (100%) Directed Study Online</p> <hr/> <p style="text-align: center;"><u>Breakdown by Option</u></p> <p>10 of 11 (90.91%) English (9 OG + 1 DSO) 2 of 3 (66.67%) Global Humanities (2 OG)</p> <hr/> <p style="text-align: center;"><u>Overall Distribution of Scores</u></p> <p>“5” = 5 Students (35.71%) “4” = 1 Student (7.14%) “3” = 6 Students (42.86%) “2” = 2 Students (14.29%) Average Score of All Passing Scores = “3.92” Average Score of All Scores = “3.64”</p>	Y
<p><b>1c)</b> Students in the <i>Capstone Project/Portfolio</i> (HUM-4013) are required to complete a 25-35 page</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</p>	<p>Data from all students completing the <i>Capstone Project/Portfolio</i> (HUM-4013) is included.</p>	<p>13 Total students</p> <hr/> <p style="text-align: center;"><u>Breakdown</u> <u>On-Ground vs. Online</u></p> <p>12 On-Ground 1 Directed Study Online</p>	<p>11 of 13 Total students (84.62%) met the performance standard.</p> <hr/> <p style="text-align: center;"><u>Breakdown</u> <u>On-Ground vs. Online</u></p> <p>10 of 12 (83.34%) On-Ground 1 of 1 (100%) Directed Study Online</p>	Y

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

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<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
<p><b>scholarly Paper/Project</b></p> <p>(This measure changed 2013-14).</p>	<p>point scale) on 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>All students in the sample are BA-LA program majors.</p>	<p><u>Breakdown by Option</u></p> <p>10 English (9 OG + 1 DSO) 3 Global Humanities (3 OG)</p>	<p><u>Breakdown by Option</u></p> <p>9 of 10 (90%) English (8 OG + 1 DSO) 2 of 3 (66.67%) Global Humanities (2 OG)</p> <hr/> <p><u>Overall Distribution of Scores</u></p> <p>"5" = 2 Students (15.38%) "4.5" = 2 Students (15.38%) "4" = 4 Students (30.77%) "3.5" = 1 Student (7.7%) "3" = 2 Students (15.38%) "1.5" = 2 Students (15.38%) Average Score of All Passing Scores = "4.05" Average Score of All Scores = "3.65"</p>	
<p><b>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.</b></p>	<p>At least 75% of the students in the <b>Capstone Project/Portfolio (HUM-4013)</b> will score a "3" or higher (using a five point scale) in <b>presenting their projects orally</b> before the Capstone Committee.</p>	<p>Data from all students completing the <b>Capstone Project/Portfolio (HUM-4013)</b> is included.</p> <p>All students in the sample are BA-LA program majors.</p>	<p>13 Total students</p> <hr/> <p><u>Breakdown On-Ground vs. Online</u></p> <p>12 On-Ground 1 Directed Study Online</p> <hr/> <p><u>Breakdown by Option</u></p> <p>10 English (9 OG + 1 DSO) 3 Global Humanities (3 OG)</p>	<p>9 of 13 Total students (69.23%) met the performance standard.</p> <hr/> <p><u>Breakdown On-Ground vs. Online</u></p> <p>9 of 12 (75%) On-Ground 0 of 1 (0%) Directed Study Online</p> <hr/> <p><u>Breakdown by Option</u></p> <p>8 of 10 (80%) English (8 OG + 0 DSO) 1 of 3 (33.34%) Global Humanities (1 OG)</p>	N

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<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
	The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.			<u>Overall Distribution of Scores</u> "5" = 2 Students (15.38%) "4.5" = 3 Students (23.1%) "4" = 2 Students (15.38%) "3.5" = 1 Student (7.7%) "3" = 1 Student (7.7%) "2.5" = 2 Students (15.38%) "2" = 2 Students (15.38%) Average Score of All Passing Scores = "4.22" Average Score of All Scores = "3.62"	

**H.**  
**Conclusions**

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

[1] Fall 2016-17 results are mixed. (1a) only 64.29% (9 of 14) students met or surpassed the standard, but (1b) 85.71% (12 of 14) students met or surpassed the standard. The small sample size (14), however, distorts the small numerical difference (3 students) into a large percentage difference (21.42% higher on 1b). If one considers the average score of all passing scores, the performances are nearly identical: (1a) = "3.89" vs. (1b) = "3.92." Nevertheless, the average score of all scores remains lower for (1a) = "3.21" vs. (1b) = "3.64."

For comparison, fall 2015-16 results were similarly mixed, but reversed. (1a) 75% (9 of 12) students met or surpassed the standard, but (1b) only 66.67% (8 of 12) students met or surpassed the standard. Here, again, the small sample size (12) distorts the performance difference of only 1 student. Proof of the significance of this distortion 2015-16 is that the average score of all passing scores for (1a) = "4" vs. (1b) = "4.375." Thus, though (1a) 75% is higher than (1b) 66.67%, the (1b) 66.67% students met or surpassed the standard at a higher average score vs. the (1a) 75% students. The payoff of this 2015-16 comparison, then, is that 2016-17 results are consistent year-over-year, with the average score of all passing scores being roughly a "4" (out of "5") for both measures (1a) & (1b) the past two years.

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

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

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
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One continuing concern, however, is with the low scores (“1” or “2” out of “5”) of the weakest performing students:  
 2016-17: (1a) = 5 students (35.71%) scoring “2” vs. (1b) = 2 students (14.29%) scoring “2.” 2015-16: (1a) = 1 student (8.33%) scoring “2” & 2 students (16.67%) scoring “1” [3 combined = 25%] vs. (1b) = 1 student (8.33%) scoring “2” & 3 students (25%) scoring “1” [4 combined = 33.34%].

The sample sizes are too small to develop precise Conclusions year-over-year, but the Capstone Committee believes that the mixed character and the overall complexity of all of the results reflects four fundamental factors. First, measure (1a) is a written *proposal* for a project to be completed in the spring semester; in developing their proposals, students are still finding their footing. Second, the BA-LA degree emphasizes writing, and the Committee rightly has higher expectations for students’ writing skills in developing their proposals than it does for their oral communication regarding their proposals; put bluntly, the Committee correctly holds students’ writing to a higher standard and is properly stingy in scores for measure (1a). Third, measure (1b) involves students answering questions from the Committee that enables them to clarify features of their written proposal (1a) that are less than clear. The Committee is encouraged when students whose writing is less than clear can answer oral questions clearly and thoughtfully; thus, higher performance scores on measure (1b) often reflect this. In the end, however, some students are simply better writers than they are speakers, while others are the reverse. The fundamental problem involves students whose ideas are weak and underdeveloped in their writing, as they are then equally (if not further) unable to explain their proposals orally. This points to the fourth factor; the weakest students often interact with and/or seek help from their faculty mentor the least; that is, the students needing mentorship the most too often use it the least.

[2] Spring 2016-17 results are mixed. (1c) 84.62% (11 of 13) students met or surpassed the standard, but (1d) only 69.23% (9 of 13) students met or surpassed the standard. Once again, the small sample size (13), distorts the small numerical difference (2 students) into a large percentage difference (15.39% lower on 1d). If one considers the average score of all passing scores, the performances are very close: (1c) = “4.05” vs. (1d) = “4.22” (note that the 1d score average of all passing scores is higher than the 1c score average, even though the 1d percentage is 15.39% lower than 1c). Likewise, the average score of all scores are nearly identical (1c) = “3.65” vs. (1d) = “3.62” (again, note that the 1d score average of all scores is now lower than 1c, whereas it was higher considering only passing scores).

For comparison, spring 2015-16 results were statistically superior: (1c) 88.89% (8 of 9) students met or surpassed the standard, and (1d) 100% (9 of 9) students met or surpassed the standard; nevertheless, these high(er) percentages involve some inflation due to the attrition of the 3 weakest performing students (reducing the sample size from 12 to only 9) from measures (1a) & (1b) to (1c) & (1d). By contrast, 2016-17 saw the attrition of only 1 student (reducing the sample size from 14 to 13). 2015-16 the average score of all passing scores for (1c) = “3.75” vs. (1d) = “3.94.” Thus, even though 2015-16 (1c) & (1d) percentages are higher than 2016-17 (1c) & (1d) percentages, 2016-17 scores for the average of all passing scores are higher than 2015-16; 2016-17 both (1c) & (1d) scores are above a “4” average, while 2015-16 both (1c) & (1d) scores are below a “4” average--and this is with the attrition of the 3 weakest performing students from measures (1a) & (1b). The payoff of this 2015-16 comparison, then, is that 2016-17 results are consistent (if not improved) year-over-year, with the average score of all passing scores being roughly a “4” (out of “5”) for both measures (1c) & (1d) the past two years.



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

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

<b>B.</b> <b>Assessment Measure</b>	<b>C.</b> <b>Performance Standard</b>	<b>D.</b> <b>Sampling Method</b>	<b>E.</b> <b>Sample Size (n)</b>	<b>F.</b> <b>Results</b>	<b>G.</b> <b>Standard Met (Y/N)</b>
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As with measures (1a) & (1b), however, an ongoing concern is with the low scores (“1” or “2” out of “5”) of the weakest performing students: 2016-17: (1c) = 2 students (15.38%) scoring “1.5” vs. (1d) = 2 students (15.38%) scoring “2.5” & 2 students (15.38%) scoring “2” [4 combined = 30.77%]. 2015-16: (1c) = 1 student (11.11%) scoring “2.5” vs. (1d) = 0 students (0%) scoring below a “3.” Direct comparison is problematic, however, in light of the 2015-16 attrition of the 3 weakest performing students from measures (1a) & (1b) to (1c) & (1d). Even though 2016-17 only 1 student failed to continue to completion from fall to spring, the loss of any students to attrition concerns the Committee. Nevertheless, 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, rather than in the spring semester, at the culmination of the process.

The sample sizes are too small to develop precise Conclusions year-over-year, but the Capstone Committee believes that the mixed character and the overall complexity of all of the results reflects an ongoing effort to fine-tune the overall Capstone process to promote student success. Consider that in 2014-15, only 55.6% (5 of 9) students who continued fall to spring semester met or surpassed the performance standard both for measure (1c) and for measure (1d). To appreciate the significance of this percentage, one must review 2012-13 results. In 2012-13, the Capstone Committee still allowed creative (vs. strictly scholarly) Capstone Projects. Analyzing past assessment results, the Committee concluded that creative projects tended to exhibit (and perhaps, in the weaker students, inadvertently encouraged) weaker student work. If one consults the 2012-13 BA-LA SLR, Part 4, one sees results of only 5 of 10 (50%) passing for proposals for creative projects [cf. 1a, column G.] and only 3 of 10 (30%) passing for presentations for creative project (vs. 10 of 13 = 76.9% for presentations for scholarly projects) [cf. 1c, columns F. & G., as well as 1d, column F.]. Thus, for 2013-14, the Committee modified the Capstone Project requirement--and, thus, the corresponding Assessment Measures [AMs]--to eliminate creative projects. The 2013-14 BA-LA SLR, Part 4, reflects these modifications, and it 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). The 2014-15 BA-LA SLR, Part 4, indicates continued improvement in student performance for Capstone Proposals (AM 1a) and Proposal Presentations (AM 1b) (cf. 1a and 1b, column F.), yet performance for Capstone Papers/Projects (AM 1c) and Capstone Presentations (AM 1d) declined in comparison to the fall semester percentages (cf. 1c and 1d, column F.)--this decline is the 55.6% performance results referenced near the beginning of this paragraph. In light of this 2014-15 55.6% performance results, results overall for measures (1c) & (1d) both 2015-16 and 2016-17 are significantly improved.

Nevertheless, the Capstone Committee continues to reflect on and ponder why some students perform below a level of competence in completing their Capstone Papers/Projects (AM 1c) and Capstone Presentations (AM 1d); the Committee has identified what it believes are the two main conspiring and compounding factors.

Factor one is simply the illumination of students’ limitations in their abilities as exhibited 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 (or the fall) are showing the limits or peaks of their abilities in light of the rigor of the Capstone process and the rigorous standards of the Capstone Committee. Though the Committee wants to see all of our students pass and perform at the highest level, for assessment purposes, the

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

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

<b>B.</b> <b>Assessment Measure</b>	<b>C.</b> <b>Performance Standard</b>	<b>D.</b> <b>Sampling Method</b>	<b>E.</b> <b>Sample Size (n)</b>	<b>F.</b> <b>Results</b>	<b>G.</b> <b>Standard Met (Y/N)</b>
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Committee gains a clearer picture of the levels and range of students' written, oral, and visual communication skills, as well as their critical and creative thinking abilities (cf. SLO #1). For example, in light of the 2014-15 BA-LA SLR 55.6% performance results for 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). Thus, the Committee was stricter in 2015-16 and 2016-17 in assigning scores, lest the weakest students squeak by in the fall with "3" scores (AMs 1a & 1b), only to earn lower (*i.e.*, failing) scores in the spring (AMs 1c & 1d). This stricter grading in assessment scores helps to illuminate the mixed and complex performance results, as well as the broader range of distribution of scores (including those that fail to meet the performance standard), across all four measures year-upon-year.

Factor two, the Committee continues to observe (and deliberate about it as an ongoing issue) the generally weaker performance across all four measures of online versus on-ground students. The BA-LA Degree Program is officially available to students entirely online; nevertheless, the small number of students seeking to complete the BA-LA entirely online is perennially too small to schedule an online only section of either the *Humanities Seminar* (HUM-4993) or the *Capstone Project/Portfolio* (HUM-4013). As a result of the too small a number of online only students, when the time comes for these students to undertake the Capstone process, the department strongly urges them to take both *Humanities Seminar* (HUM-4993) and *Capstone Project/Portfolio* (HUM-4013) on-ground, to receive the maximum benefit of classroom interaction and collaboration with both the instructor and their fellow BA-LA students. Nevertheless, for the past several years, between 1 to 3 students each year cannot, or will not, undertake the Capstone process on-ground, which leaves only the option of their trying to complete it as a Directed Study online (DSO) with the course instructor (who is not compensated). Tracking results since 2013-14, the performance of DSO students has been poor: 2013-14: 1 of 3 (33%) met the performance standards.

2014-15: 2 of 2 (100%) met the performance standards for measures (1a) & (1b), but then only 1 of 2 (50%) met the performance standard for measures (1c) & (1d).  
2015-16: 0 of 1 (0%) met measures (1a) & (1b); she did not continue with the Capstone Process, and she accounts for 1 of the 3 students lost to attrition 2015-16.  
2016-17: 0 of 1 (0%) met measure (1a), but she did meet measures (1b) & (1c), only to fail measure (1d).

On the issue of students undertaking the Capstone process DSO, the Capstone Committee consistently 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 DSO. Nevertheless, for some students, especially those who have completed most of their previous coursework online due to work and family obligations, as well as the few who reside out-of-state, the Capstone Committee continues to work to accommodate these students toward the completion of their BA-LA degree (so long as the BA-LA degree is officially offered entirely online), but we actively seek to limit DSO students to only those with exigent circumstances.

**A.  
Student Learning Outcome #2**

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

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
<p>Students in the <b>Capstone Project/ Portfolio</b> (HUM 4013) are required to complete a 12–15 page <b>Reflective Essay</b>.  (This measure changed 2015-16).</p>	<p>At least 75% of the students in the <b>Capstone Project/Portfolio</b> (HUM-4013) will score a “3” or higher (using a five point scale) on their 12-15 page <b>Reflective Essay</b>.  The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.</p>	<p>Data from all students completing the <b>Capstone Project/Portfolio</b> (HUM-4013) is included.  All students in the sample are BA-LA program majors.</p>	<p>13 Total students</p> <hr/> <p style="text-align: center;"><u>Breakdown On-Ground vs. Online</u></p> <p>12 On-Ground 1 Directed Study Online</p> <hr/> <p style="text-align: center;"><u>Breakdown by Option</u></p> <p>10 English (9 OG + 1 DSO) 3 Global Humanities (3 OG)</p>	<p>11 of 13 Total students (84.62%) met the performance standard.</p> <hr/> <p style="text-align: center;"><u>Breakdown On-Ground vs. Online</u></p> <p>10 of 12 (83.34%) On-Ground 1 of 1 (100%) Directed Study Online</p> <hr/> <p style="text-align: center;"><u>Breakdown by Option</u></p> <p>9 of 10 (90%) English (8 OG + 1 DSO) 2 of 3 (66.67%) Global Humanities (2 OG)</p> <hr/> <p style="text-align: center;"><u>Overall Distribution of Scores</u></p> <p>“5” = 6 Students (46.15%)  “4” = 3 Students (23.1%)  “3.5” = 1 Student (7.7%)  “3” = 1 Student (7.7%)  “2.5” = 2 Students (15.38%)  Average Score of All Passing Scores = “4.41”  Average Score of All Scores = “4.11”</p>	<p style="text-align: center;">Y</p>

**A.  
Student Learning Outcome #2**

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

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
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**H.  
Conclusions**

The assessment of SLO #2 changed from 2014-15 to 2015-16; this revised assessment of SLO #2 continues 2016-17. Up to 2015-16, the Capstone Committee sought to assess student performance regarding SLO #2 for both the fall and the spring semesters of the two-semester Capstone process. If one considers the four assessment measures for SLO #1, one can observe a parallel structure of assessment that operates across the fall and the spring semesters. Assessment measure (1a) is a written proposal for a paper/project; the proposal is completed in the fall, and the proposed paper/project is to be completed in the spring, whereby it constitutes measure (1c); thus, measure (1a) anticipates the completion of measure (1c). Likewise, 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 had assessed separately (as now-discontinued measure 2a) a shorter reflective component that was a part of the entire Capstone proposal (measure 1a). The purpose of this now-discontinued (2a) was to parallel the assessment structure of SLO #1 and to anticipate the assessment of a longer, independent Reflective Essay, which formerly was measure (2b), and still remains, but now serves as the sole assessment measure for SLO #2.

Why the change? The problem with this measure (2a) was that it was a part of the students' overall Capstone Project Proposal (1a), not an independent Essay, like measure (2b--now simply 2), in which students reflect on their *entire* Degree Program experience, especially their completing the Capstone Process; thus, measure (2a) simply could not function effectively as a parallel assessment measure paired with measure (2b). 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 measure (2a) would streamline the assessment process without diminishing it.

This decision seems justified. In 2016-17, 9 of 13 students (69.23%) scored a "5" or "4" (*i.e.*, above the performance standard of a "3" score), and only 2 students (15.38%) missed the performance standard. Overall, of the students who met or surpassed the performance standard, the average score is "4.41." For comparison, in 2015-16, 6 of 9 students (66.67%) scored a "5" or "4," and only 1 student (11.11%) missed the performance standard; of the students who met or surpassed the performance standard, the average score was "4.25." Thus, 2016-17 performance results are slightly higher than 2015-16 results both for students who surpassed the performance standard and for students who met or surpassed the performance standard. BA-LA students seem sufficiently able to reflect on and critique their own work.

**A.**  
**Student Learning Outcome #3**

**SLO #3:** Students will evidence an understanding of the Western cultural heritage, and an appreciation of the diversity of perspectives on the human condition.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students in <b>Comparative Religion</b> (HUM-3633) are required to complete a <b>Reflective Essay</b> , asking them to compare and contrast their own religious background to that of another religious tradition.	At least 80% of the students in <b>Comparative Religion</b> (HUM-3633) will score 70% or higher on their <b>Reflective Essay</b> .	All students in the sample are BA-LA program majors.  The course Instructor reports the performance of BA-LA students separately from the general student population.	8 Total students  <u>Breakdown On-Ground vs. Online</u> 7 Online Spring 2017  1 Online Summer 2017  Note that we offered the course only online 2016-17	8 of 8 Total students (100%) met the performance standard.  <u>Breakdown On-Ground vs. Online</u> 7 of 7 (100%) Online Spring 2017  1 of 1 (100%) Online Summer 2017	Y

**H.**  
**Conclusions**

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

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

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

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
<p>Students graduating with a Bachelor of Arts in Liberal Arts (BA-LA) degree will complete the <b>Graduating Senior Survey</b> as a part of their graduation application process.</p> <p>In the <b>Survey</b>, 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 a Bachelor of Arts in Liberal Arts (BA-LA) degree will express overall satisfaction with the educational experience afforded by the degree.</p>	<p>Students must complete the <b>Graduating Senior Survey</b> at the time they apply for graduation.</p> <p>Applications for graduation are not considered complete unless the Survey is completed.</p>	<p>13 Total students.</p> <p>All students in the sample are BA-LA program majors.</p> <p>Results are taken from the <b>2016-2017 Graduating Senior Survey</b>, disaggregated by degree program, as completed by the Office for Accountability and Academics.</p>	<p>13 of 13 total students (100%) expressed overall satisfaction with the educational experience afforded by the BA-LA degree in four of five categories; in the fifth category, 12 of 13 students (92.31%) expressed overall satisfaction.</p> <hr/> <p style="text-align: center;"><u>“Quality of Instruction in Major”</u></p> <p>“very satisfied” = 11 (84.62%)  “somewhat satisfied” = 2 (15.38%)</p> <hr/> <p style="text-align: center;"><u>“Preparation for Advanced Classes in Major”</u></p> <p>“very satisfied” = 5 (38.46%)  “somewhat satisfied” = 7 (53.85%)  “somewhat dissatisfied” = 1 (7.69%)</p> <hr/> <p style="text-align: center;"><u>“Availability of Faculty for Academic Help”</u></p> <p>“very satisfied” = 11 (84.62%)  “somewhat satisfied” = 2 (15.38%)</p> <hr/> <p style="text-align: center;"><u>“Overall Major Experience”</u></p> <p>“very satisfied” = 8 (61.54%)  “somewhat satisfied” = 5 (38.46%)</p> <hr/> <p style="text-align: center;"><u>“Overall Department Experience”</u></p> <p>“very satisfied” = 8 (61.54%)  “somewhat satisfied” = 5 (38.46%)</p>	<p style="text-align: center;">Y</p>

**A.  
Student Learning Outcome #4**

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
				<p style="text-align: center;"><u>“Overall RSU Experience”</u> [for comparison]</p> <p>“very satisfied” = 5 (38.46%)</p> <p>“somewhat satisfied” = 6 (46.15%)</p> <p>“<b>somewhat dissatisfied</b>” = 1 (7.69%)</p> <p>“<b>very dissatisfied</b>” = 1 (7.69%)</p>	

**H.  
Conclusions**

SLO #4 results are very positive overall and continue a consistent trend of very high satisfaction levels with the BA-LA degree over the past several years. In only one of the five identified categories did BA-LA students not express 100% overall satisfaction (*i.e.*, either “very satisfied” or “somewhat satisfied”) with the degree program and department (*n.b.*, even in that one category, overall satisfaction was 92.31%). Thus, 2016-17 results are consistent with 2015-16 results (100% Satisfaction Overall), and both sets of results are higher overall than 2014-15 results (80% Satisfaction Overall).

To be more specific, over the past three years, only three graduating students (of a combined 36 total) have expressed any degree of dissatisfaction with the BA-LA degree program: [1] 2014-15, two students (of 10 total) did repeatedly express some degree of dissatisfaction across the identified categories (*n.b.*, in their written comments, they remarked about the large amount of reading and writing, as well as the rigor of the Capstone Process); [2] 2015-16, no students (of 13 total) expressed any degree of any dissatisfaction in any of the identified categories; [3] 2016-17, only one student (of 13 total) expressed some degree of dissatisfaction, but in only one of the identified categories. In light of the overall very high degree of expressed satisfaction, the department believes that these isolated expressions of dissatisfaction actually are positive indicators of the academic rigor and overall strength of our degree program with respect to student learning.

To try to contextualize better the very positive results of student satisfaction with the BA-LA degree, one should note that in both 2016-17 and 2015-16, BA-LA students expressed consistently higher degrees of satisfaction in the categories directly related to their major/degree/Dept. experience than they did regarding their “overall RSU experience.” If one focuses on results measured according to the highest standard, *i.e.*, “very satisfied,” in 2016-17, in four of the five categories specific to their major/degree/Dept. experience, the average of students being “very satisfied” was 73.1% (ranging between 84.62% and 61.54%), versus only 38.46% of these same students being “very satisfied” with their “overall RSU experience.” By this measure, BA-LA students were nearly twice as “very satisfied” with their major/degree/Dept. experience in relation to their “overall RSU experience.” In the final analysis, one may conclude that BA-LA students are highly satisfied with the educational experience afforded by their degree.

## PART 5

### Proposed Instructional or Assessment Changes

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

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
<p>For assessment measure 1c). Since 2013-14, BA-LA students have been required to complete a 25-35 page scholarly project. This measure changed from a longstanding option for students to complete either a scholarly paper or a creative project.</p> <p>In light of student performance results since the 2013-14 change, the Capstone Committee has decided to allow students again to choose from two options for their projects: either a 25-35 page scholarly paper or a 7-10 page research paper and visual triptych.</p>	<p>SLO #1: Students will demonstrate competence in their written, oral, and visual communication skills, as well as the ability to think creatively and critically.</p>	<p>The 2013-14 change to assessment measure 1c) reflected the Capstone Committee's concern about the perennial weakness of too many of the creative projects. The Committee concluded that too many students chose the creative project option believing that it would be easier to complete, only to discover that it was actually more challenging, which resulted in poorer performance results with respect to the purpose of the assessment measure. Also, the Committee found it difficult to assess consistently the two different types of projects in relation to one another. Thus, the 2013-14 change afforded the Committee a more uniform measure toward greater consistency in assessing students' performance and learning outcomes.</p> <p>For the most part, the Capstone Committee is satisfied with assessment measure 1c), but we also recognize that it is conceived more for those students who aspire to and are able to engage the liberal arts on a higher (or the highest, undergraduate) level, and who are considering or plan to continue their education in graduate school. The 2017-18 change keeps intact a scholarly option for these aforementioned students, but it also introduces an option by which to measure the performance of students who intend to go directly into the workforce. Also, this two-option Capstone process parallels many other RSU degree programs.</p>

## PART 6


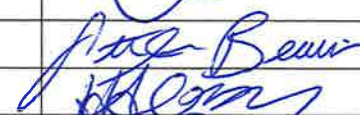
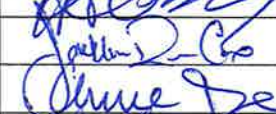
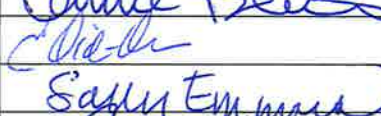
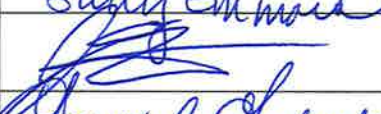
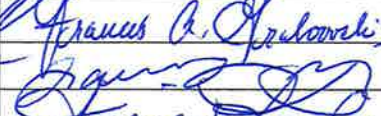
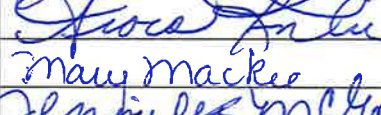
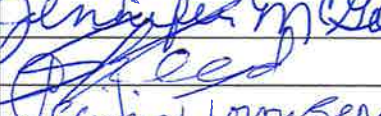
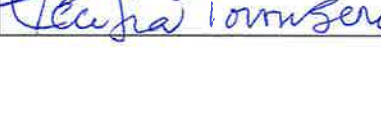
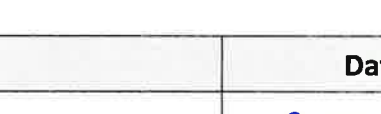



### Summary of Assessment Measures

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

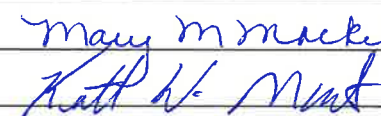
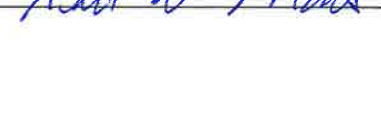


**PART 7**  
**Faculty Participation and Signatures**

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. Collected, confirmed, and evaluated data for HUM-4013 and HUM-4993. 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	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. 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.	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M Mackie		9-14-17
Dean	Keith W Martin		8/15/17