

# Degree Program Student Learning Report

Revised August 2017

## Department of English & Humanities

### AA 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.

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 2015-16 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. 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 only four years old, and the annual sample sizes are rather small. Thus, Humanities faculty members continue to gather and to analyze available data about the impact of these changes. For the time being, the impact of these 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.

<b>A.</b> <b>Student Learning Outcome #1</b>					
<b>SLO #1:</b> Students will demonstrate 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>1a)</b> Students in <b>Humanities I</b> (HUM 2113) will complete an <b>in-class presentation</b> displaying oral and visual communication skills, as well as creative and critical thinking.</p> <p>(Online students will submit a paper/project in lieu of the presentation.)</p>	<p>At least 70% of the students who present will score 70% or higher.</p>	<p>Data from all AA-LA students who presented are included.</p> <p>2016-17 is now the fourth year (cf. 2013-14 AA-LA SLR, Parts 2 &amp; 4) that sample and results report AA-LA students separately from all general education students.</p>	<p>5 Total AA-LA students, across 11 combined sections, categorized according to:</p> <p style="text-align: center;"><i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT</p> <p style="text-align: center;"><i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B</p> <hr/> <p style="text-align: center;"><b>AA-LA Students per Category</b></p> <p><u>Fall 2016</u> 1 FT OG 1 PT B</p> <p><u>Spring 2017</u> 3 FT OL</p> <p><u>Summer 2017</u> Only 1 section taught; no AA-LA students</p>	<p>4 of 5 total AA-LA students (80%) met the performance standard.</p> <hr/> <p style="text-align: center;"><b>AA-LA Students per Category</b></p> <p><u>Fall 2016</u> 1 FT OG (100%) 1 PT B (100%)</p> <p><u>Spring 2017</u> 2 FT OL (66.67%)</p>	<p>Y</p>
<p><b>1b)</b> Students in <b>Humanities II</b> (HUM 2223) will complete an <b>in-class presentation</b> displaying oral and</p>	<p>At least 70% of the students who present will score 70% or higher.</p>	<p>Data from all AA-LA students who presented are included.</p>	<p>3 Total AA-LA students, across 11 combined sections, categorized according to:</p> <p style="text-align: center;"><i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT</p> <p style="text-align: center;"><i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B</p>	<p>3 of 3 total AA-LA students (100%) met the performance standard.</p>	<p>Y</p>

**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>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>
visual communication skills, as well as creative and critical thinking.  (Online students will submit a paper/project in lieu of the presentation.)		2016-17 is now the fourth year (cf. 2013-14 AA-LA SLR, Parts 2 & 4) that sample and results report AA-LA students separately from all general education students.	<b>AA-LA Students per Category</b> <u>Fall 2016</u> 1 FT OG 1 PT B <u>Spring 2017</u> 1 FT OL <u>Summer 2017</u> No sections taught	<b>AA-LA Students per Category</b> <u>Fall 2016</u> 1 FT OG (100%) 1 PT B (100%) <u>Spring 2017</u> 1 FT OL (100%)	

**H.**  
**Conclusions**

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

Measure 1a) comparison: 2016-17 results = 80%, which is lower (by 20%) than 2015-16, 2014-15, & 2013-14 results, all of which = 100%. However, 2016-17 sample size = 5 students, which is the smallest sample size in four years: 2015-16 sample size = 9 students; 2014-15 sample size = 15 students; 2013-14 sample size = 7 students. Thus, the one 2016-17 student who did not meet the performance standard for measure 1a) produces an exaggerated percentage difference (20% lower), whereas the overall performance over four years is 35 of 36 students = 97.22%.

Measure 1b) comparison: 2016-17 results = 100%, which is higher (by 16.67%) than 2015-16 results = 83.33%, equal to 2014-15 results = 100%, and higher (by 8.3%) than 2013-14 results = 91.7%. However, the 2016-17 sample size = 3 students, which is by much the smallest sample size in four years: 2015-16 sample size = 6 students; 2014-15 sample size= 18 students; 2013-14 sample size= 12 students. The 83.33% 2015-16 results reflect a performance of 5 of 6 students meeting the standard; likewise, the 2013-14 91.7% results reflect a performance of 11 of 12 students meeting the standard. Thus, over four years, only 2 students have not met the standard for measure 1b) = 37 of 39 students = 94.87%.

In the final analysis, AA-LA students were highly successful in achieving the performance standard for both measures for the fourth consecutive year (2013-2017). 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>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>2a)</b> Students in <b>Humanities I</b> (HUM 2113) will submit an <b>essay</b> in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them.</p> <p><i>N.B.</i>, Individual instructors may use more specific prompts for “diverse forces.”</p>	<p>At least 70% of the students who present will score 70% or higher.</p>	<p>Data from all AA-LA students who presented are included.</p> <p>2016-17 is now the fourth year (cf. 2013-14 AA-LA SLR, Parts 2 &amp; 4) that sample and results report AA-LA students separately from all general education students.</p>	<p>5 Total AA-LA students, across 11 combined sections, categorized according to:</p> <p style="text-align: center;"><i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT</p> <p style="text-align: center;"><i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B</p> <hr/> <p style="text-align: center;"><b>AA-LA Students per Category</b></p> <p><u>Fall 2016</u> 1 FT OG 1 PT B</p> <p><u>Spring 2017</u> 3 FT OL</p> <p><u>Summer 2017</u> Only 1 section taught; no AA-LA students</p>	<p>3 of 5 total AA-LA students (60%) met the performance standard.</p> <hr/> <p style="text-align: center;"><b>AA-LA Students per Category</b></p> <p><u>Fall 2016</u> 0 FT OG (0%) 1 PT B (100%)</p> <p><u>Spring 2017</u> 2 FT OL (66.67%)</p>	<p>N</p>
<p><b>2b)</b> Students in <b>Humanities II</b> (HUM 2223) will submit an <b>essay</b> in which they evidence an understanding of the diverse forces that shape the humanities and our responses to them.</p>	<p>At least 70% of the students who present will score 70% or higher.</p>	<p>Data from all AA-LA students who presented are included.</p> <p>2016-17 is now the fourth year (cf. 2013-14 AA-LA SLR, Parts 2 &amp; 4) that sample and results report</p>	<p>3 Total AA-LA students, across 11 combined sections, categorized according to:</p> <p style="text-align: center;"><i>Instructor Status</i> Full-Time = FT vs. Part-Time = PT</p> <p style="text-align: center;"><i>Delivery Mode</i> On-Ground = OG; Online = OL; Blended = B</p> <hr/> <p style="text-align: center;"><b>AA-LA Students per Category</b></p> <p><u>Fall 2016</u> 1 FT OG 1 PT B</p>	<p>3 of 3 total AA-LA students (100%) met the performance standard.</p> <hr/> <p style="text-align: center;"><b>AA-LA Students per Category</b></p> <p><u>Fall 2016</u> 1 FT OG (100%) 1 PT B (100%)</p>	<p>Y</p>

**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>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>
<i>N.B.</i> , Individual instructors may use more specific prompts for “diverse forces.”		AA-LA students separately from all general education students.	<u>Spring 2017</u> 1 FT OL <u>Summer 2017</u> No sections taught	<u>Spring 2017</u> 1 FT OL (100%)	

**H.  
Conclusions**

Results are positive for both assessment measures for all instructor and delivery modes assessed, despite the 60% results for measure 2a) (*n.b.*, instructor and deliver modes not reported indicates no AA-LA students in those courses). Nevertheless, one must consider the results in light of the very small sample sizes.

Measure 2a) comparison: 2016-17 results = 60%, which is lower than 2015-16 results = 77.78%, 2014-15 results = 86.67%, & 2013-14 results = 100%. However, 2016-17 sample size = 5 students, which equals the smallest sample size in four years: 2015-16 sample size = 9 students; 2014-15 sample size = 15 students; 2013-14 sample size = 5 students. Thus, the two 2016-17 students (also 2 students in both 2015-16 & 2014-15) who did not meet the performance standard for measure 1a) produce an exaggerated lower percentage difference (ranging from 17.78% to 40%), whereas the overall four-yr. performance is 28 of 34 students = 82.35%.

Measure 2b) comparison: 2016-17 results = 100%, which is higher than both 2015-16 & 2013-14 results = 83.33%, but equal to 2014-15 results = 100%. However, the 2016-17 sample size = 3 students, which is by much the smallest sample size in four years: 2015-16 sample size = 6 students; 2014-15 sample size = 13 students; 2013-14 sample size = 12 students. 2015-16 results reflect a performance of 5 of 6 students meeting the standard, while 2013-14 results reflect a performance of 10 of 12 students meeting the standard. Thus, over four years, only 3 students have not met the standard for measure 1b) = 31 of 34 students = 91.18%.

For both SLO #1 & SLO #2, their two measures are parallel to one another across two different (though sequential) courses: measure a) = Humanities I & measure b) = Humanities II (*n.b.* though the courses are chronological in sequence, students may take HUM II before they take HUM I). Why noteworthy? First, measure 2b) four-yr. results = 91.18% vs. 2a) four-yr. results = 82.35%; this might suggest student learning improvement on the same, parallel assignment from HUM I to HUM II. Second, the potentially most meaningful point of comparison is actually between the measures themselves for SLO #1 and SLO #2. For SLO #1, both measures assess presentation skills, whereas for SLO #2, both measures assess specifically writing skills. SLO #1 four-yr. results = 97.22% & 94.87%, respectively, vs. SLO #2 four-yr. results = 82.35% & 91.18%, respectively. Conclusion? AA-LA students exhibit stronger presentation skills than they do 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>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 an Associate of Arts in Liberal Arts (AA-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 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 <b>Graduating Senior Survey</b> at the time they apply for graduation.</p> <p>Graduation applications are not considered complete unless the Survey is completed.</p>	<p>8 Total students.</p> <p>All students in the sample are AA-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>8 of 8 total students (100%) rated overall satisfaction with the educational experience afforded by the AA-LA degree in two of four categories. In the other two categories, <i>at least 6 of 8 students (75%)</i> rated overall satisfaction, since 1 to 2 students (12.5% to 25%) did not respond; this aggregates to 87.5% overall satisfaction.</p> <hr/> <p style="text-align: center;"><u>“Quality of Instruction in Major”</u></p> <p>“very satisfied” = 3 (37.5%)  “somewhat satisfied” = 5 (62.5%)</p> <hr/> <p style="text-align: center;"><u>“Availability of Faculty for Academic Help”</u></p> <p>“very satisfied” = 5 (62.5%)  “somewhat satisfied” = 2 (25%)  No Response = 1 (12.5%)</p> <hr/> <p style="text-align: center;"><u>“Overall Major Experience”</u></p> <p>“very satisfied” = 3 (37.5%)  “somewhat satisfied” = 5 (62.5%)</p> <hr/> <p style="text-align: center;"><u>“Overall Department Experience”</u></p> <p>“very satisfied” = 2 (25%)  “somewhat satisfied” = 4 (50%)  No Response = 2 (25%)</p>	<p style="text-align: center;">Y</p>



**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 style="text-align: center;"><u>“Overall RSU Experience”</u> [for comparison]</p> <p>“very satisfied” = 3 (37.5%)</p> <p>“somewhat satisfied” = 3 (37.5%)</p> <p>No Response = 2 (25%)</p>	

**H.**  
**Conclusions**

SLO #3 results are very positive overall and continue a consistent trend of high satisfaction levels with the AA-LA degree over the past four years.

2016-17 results match both 2015-16 and 2013-14 results (as distinguished from 2014-15 results) in that not one student (0%) rated his/her degree of satisfaction below either “very satisfied” or “somewhat satisfied,” whereas for 2014-15 students, roughly 5% to 10% (though only 1 to 2 students) rated some degree of dissatisfaction in each of the categories specific to their major/degree/Dept. experience. Nevertheless, even with the 2014-15 sample size = 22 students being more than double the sample sizes of both 2013-14 & 2015-16 = 10 students each AY, and nearly thrice the size of 2016-17 = 8 students, the total number of 2014-15 dissatisfied students was only 1 or 2 in each category. Thus, while 2014-15 results (77.3% to 86.4% = 81.8% average--though these percentages skew lower also due to 1 to 3 no responses in each category) were technically statistically lower than 2013-14, 2015-16, and 2016-17 results (all 100% satisfaction overall), because the 2014-15 sample size was so much larger in comparison, the actual total number of satisfied overall students has remained consistent over the past four years (and in 2014-15 was actually much higher in raw numbers). In brief, over the past four years, only 1 or 2 graduating students (of a combined 50 total) have expressed any degree of dissatisfaction with the AA-LA degree program.

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” in terms of the highest standard of being “very satisfied.” 2015-16, 2014-15, and 2013-14, respectively, AA-LA students’ overall satisfaction with both their “Overall Major Experience” and their “Overall Department Experience” exceeded that of their “Overall RSU Experience” by roughly 10% in terms of the highest standard of being “very satisfied.” 2016-17, then, is the first year in the past four years where students’ “Overall Major Experience” and their “Overall Department Experience” have not exceeded that of their “Overall RSU Experience.”

Nevertheless, tracking over the past four years, AA-LA students seem to be highly satisfied overall with the educational experience afforded by their AA-LA 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
No changes are planned.	NA	2013-14 AA-LA SLR, Part 2, reports <u>six</u> instructional or assessment changes. These changes are only four years old, and the annual sample sizes are rather small; thus, the Humanities faculty continue to gather and to analyze data about these changes (as reported in Part 4, above), but do not believe there is any need for further changes at this time.

## PART 6


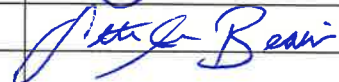
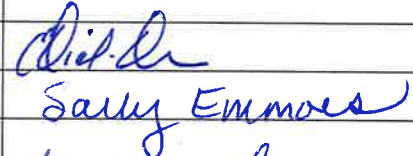
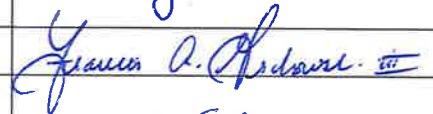
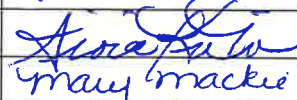


### Summary of Assessment Measures

- 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 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 both 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		9-18-17
Dean	Keith W Martin		9/19/17