

# Degree Program Student Learning Report

Revised August 2017

## Department of English & Humanities

### BA 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 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.

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.	<p>1) Students will demonstrate competence in their written, oral, and visual communication skills as well as the ability to think creatively and critically.</p> <hr/> <p>2) Students will be able to critique their work in oral and written form.</p>

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
For SLO #1 assessment measure 1c). Before 2013-14, BA-LA students were allowed to complete either a scholarly paper or a creative project. Starting 2013-14, BA-LA students were required to complete a 25-35 page scholarly paper. In light of student performance results since the 2013-14 change, the Capstone Committee decided to allow students again to choose from two options for their Capstone projects: [1] a 25-35 page scholarly paper; or [2] a 7-10 page research paper and a visual triptych.	Y	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, thus undermining 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. 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 both aspire 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 preserves a scholarly Option #1 (measures 1c & 1d) for these aforementioned students, but it also re-introduces an Option #2 (measures 1e & 1f) by which to assess the performance of students who intend to go directly into the workforce. Finally, this two-option Capstone process parallels many other RSU degree programs.

## 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 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>1a)</b> Students in the <i>Humanities Seminar</i> (HUM-4993) are required to create a <b>Capstone Project Proposal</b>.</p> <p>Note that this course is taught fall semesters only.</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</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; the program has two options for concentration: [1] English; [2] Global Humanities.</p>	10 Total students	7 of 10 Total students (70%) met the performance standard.	N	
			8 On-Ground 2 Directed Study Online	7 of 8 (87.5%) On-Ground 0 of 2 (0%) Directed Study Online		
			10 English (8 OG + 2 DSO) 0 Global Humanities	7 of 10 (70%) English (7 OG + 0 DSO) 0 Global Humanities		
			Overall Distribution of Scores			
		SCORE	STUDENTS	%		
		5	1	10%		
		4.5	1	10%		
		4	2	20%		
		3.5	2	20%		
		3	1	10%		
		2.5	1	10%		
		2	1	10%		
		1	1	10%		

**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>																		
				Average Score of All <u>Passing</u> Scores = "3.93" Average Score of All Scores = "3.3"																			
<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>Note that this course is taught fall semesters only.</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; the program has two options for concentration: [1] English; [2] Global Humanities.</p>	<p>10 Total students</p> <hr/> <p>8 On-Ground 2 Directed Study Online</p> <hr/> <p>10 English (8 OG + 2 DSO) 0 Global Humanities</p>	<p>8 of 10 Total students (80%) met the performance standard.</p> <hr/> <p>7 of 8 (87.5%) On-Ground 1 of 2 (50%) Directed Study Online</p> <hr/> <p>8 of 10 (80%) English (7 OG + 1 DSO) 0 Global Humanities</p> <p style="text-align: center;">Overall Distribution of Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">SCORE</th> <th style="width: 33%;">STUDENTS</th> <th style="width: 33%;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">3.5</td> <td style="text-align: center;">2</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10%</td> </tr> </tbody> </table> <p style="text-align: center;">Average Score of All <u>Passing</u> Scores = "4.25" Average Score of All Scores = "3.7"</p>	SCORE	STUDENTS	%	5	3	30%	4	3	30%	3.5	2	20%	2	1	10%	1	1	10%	Y
SCORE	STUDENTS	%																					
5	3	30%																					
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<p><b>1c)</b> Students in the <i>Capstone Project/ Portfolio</i> (HUM-4013) may choose to</p>	<p>At least 75% of the students in the <i>Capstone Project/Portfolio</i> (HUM-4013)</p>	<p>Data from all students who complete Option #1 in the <i>Capstone</i></p>	<p>5 Total students</p> <hr/> <p>5 On-Ground 0 Directed Study Online</p>	<p>4 of 5 Total students (80%) met the performance standard.</p> <hr/> <p>4 of 5 (80%) On-Ground 0 Directed Study Online</p>	Y																		

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<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>complete a 25-35 page <b>Scholarly Paper</b> = Option #1.</p> <p>(N.B., This measure changed 2013-14 and again 2017-18)</p> <p>Note that this course is taught spring semesters only.</p>	<p>who choose Option #1 will score a “3” or higher (using a five point scale) on their 25-35 page <b>Scholarly Paper</b>.</p> <p>The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.</p>	<p><b>Project/Portfolio</b> (HUM-4013) is included.</p> <p>All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.</p>	<p>5 English (5 OG) 0 Global Humanities</p>	<p>4 of 5 (80%) English (4 OG + 0 DSO) 0 Global Humanities</p> <hr/> <p style="text-align: center;">Overall Distribution of Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">SCORE</th> <th style="width: 33%;">STUDENTS</th> <th style="width: 33%;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>20%</b></td> </tr> <tr> <td style="text-align: center;"><b>3.75</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>20%</b></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>40%</b></td> </tr> <tr> <td style="text-align: center;">2.5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table> <p style="text-align: center;">Average Score of All <u>Passing</u> Scores = “3.44” Average Score of All Scores = “3.25”</p>	SCORE	STUDENTS	%	<b>4</b>	<b>1</b>	<b>20%</b>	<b>3.75</b>	<b>1</b>	<b>20%</b>	<b>3</b>	<b>2</b>	<b>40%</b>	2.5	1	20%	
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<p><b>1d)</b> Students in the <b>Capstone Project/ Portfolio</b> (HUM-4013) who chose Option #1 (cf. AM 1c) are required to <b>present their projects orally</b> before the Capstone Committee and answer a series of questions related to their projects.</p> <p>(N.B., This measure</p>	<p>At least 75% of the students in the <b>Capstone Project/Portfolio</b> (HUM-4013) who chose Option #1 will score a “3” or higher (using a five point scale) in <b>presenting their projects orally</b> before the Capstone Committee.</p> <p>The grade is</p>	<p>Data from all students who complete Option #1 in the <b>Capstone Project/Portfolio</b> (HUM-4013) is included.</p> <p>All students in the sample are BA-LA program majors; the program has two options for concentration:</p>	<p>5 Total students</p> <hr/> <p>5 On-Ground 0 Directed Study Online</p> <hr/> <p>5 English (5 OG) 0 Global Humanities</p>	<p>3 of 5 Total students (60%) met the performance standard.</p> <hr/> <p>3 of 5 (60%) On-Ground 0 Directed Study Online</p> <hr/> <p>3 of 5 (60%) English (3 OG + 0 DSO) 0 Global Humanities</p> <hr/> <p style="text-align: center;">Overall Distribution of Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">SCORE</th> <th style="width: 33%;">STUDENTS</th> <th style="width: 33%;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>5</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>20%</b></td> </tr> <tr> <td style="text-align: center;"><b>4.5</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>20%</b></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>20%</b></td> </tr> </tbody> </table>	SCORE	STUDENTS	%	<b>5</b>	<b>1</b>	<b>20%</b>	<b>4.5</b>	<b>1</b>	<b>20%</b>	<b>3</b>	<b>1</b>	<b>20%</b>	<b>N</b>			
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**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>									
<p>changed 2017-18)</p> <p>Note that this course is taught spring semesters only.</p>	<p>determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.</p>	<p>[1] English; [2] Global Humanities.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">2</td> <td style="width: 33%;">2</td> <td style="width: 33%;">40%</td> </tr> <tr> <td colspan="3">Average Score of All <u>Passing</u> Scores = "4.17"</td> </tr> <tr> <td colspan="3">Average Score of All Scores = "3.3"</td> </tr> </table>	2	2	40%	Average Score of All <u>Passing</u> Scores = "4.17"			Average Score of All Scores = "3.3"			
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Average Score of All <u>Passing</u> Scores = "4.17"														
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<p><b>1e)</b> Students in the <b>Capstone Project/ Portfolio</b> (HUM-4013) may choose to complete a 7-10 page <b>Research Paper</b> = Option #2.</p> <p>(N.B., This measure changed 2013-14 and again 2017-18)</p> <p>Note that this course is taught spring semesters only.</p>	<p>At least 75% of the students in the <b>Capstone Project/Portfolio</b> (HUM-4013) who choose Option #2 will score a "3" or higher (using a five point scale) on their 7-10 page <b>Research Paper</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 who complete Option #2 in the <b>Capstone Project/Portfolio</b> (HUM-4013) is included.</p> <p>All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.</p>	<p>3 Total students</p> <hr/> <p>2 On-Ground 1 Directed Study Online</p> <hr/> <p>3 English (2 OG + 1 DSO) 0 Global Humanities</p>	<p>2 of 3 Total students (66.67%) met the performance standard.</p> <hr/> <p>2 of 2 (100%) On-Ground 0 of 1 (0%) Directed Study Online</p> <hr/> <p>2 of 3 (66.67%) English (2 OG + 0 DSO) 0 Global Humanities</p> <p style="text-align: center;">Overall Distribution of Scores</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>SCORE</th> <th>STUDENTS</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>3</b></td> <td><b>2</b></td> <td><b>66.67%</b></td> </tr> <tr> <td>2</td> <td>1</td> <td>33.33%</td> </tr> </tbody> </table> <p>Average Score of All <u>Passing</u> Scores = "3" Average Score of All Scores = "2.67"</p>	SCORE	STUDENTS	%	<b>3</b>	<b>2</b>	<b>66.67%</b>	2	1	33.33%	<b>N</b>
SCORE	STUDENTS	%												
<b>3</b>	<b>2</b>	<b>66.67%</b>												
2	1	33.33%												
<p><b>1f)</b> Students in the <b>Capstone Project/ Portfolio</b> (HUM-4013) who chose Option #2</p>	<p>At least 75% of the students in the <b>Capstone Project/Portfolio</b> (HUM-4013)</p>	<p>Data from all students who complete Option #2 in the <b>Capstone</b></p>	<p>3 Total students</p> <hr/> <p>2 On-Ground 1 Directed Study Online</p>	<p>2 of 3 Total students (66.67%) met the performance standard.</p> <hr/> <p>1 of 2 (50%) On-Ground 1 of 1 (100%) Directed Study Online</p>	<b>N</b>									

**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>									
<p>(cf. AM 1e) are required to <b>present a visual triptych</b> to the Capstone Committee and answer any questions related to their projects.</p> <p>(N.B., This measure changed 2017-18)</p> <p>Note that this course is taught spring semesters only.</p>	<p>who chose Option #2 will score a “3” or higher (using a five point scale) on their <b>visual triptych</b> presented to the Capstone Committee.</p> <p>The grade is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.</p>	<p><b>Project/Portfolio</b> (HUM-4013) is included.</p> <p>All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.</p>	<p>3 English (2 OG + 1 DSO) 0 Global Humanities</p>	<p>2 of 3 (66.67%) English (1 OG + 1 DSO) 0 Global Humanities</p> <hr/> <p style="text-align: center;">Overall Distribution of Scores</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>SCORE</th> <th>STUDENTS</th> <th>%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> <td style="text-align: center;">66.67%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">33.33%</td> </tr> </tbody> </table> <p style="text-align: center;">Average Score of All <u>Passing</u> Scores = “5” Average Score of All Scores = “4”</p>	SCORE	STUDENTS	%	5	2	66.67%	2	1	33.33%	
SCORE	STUDENTS	%												
5	2	66.67%												
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**H.  
Conclusions**

Results overall for SLO #1 are complex, due to having now six assessment measures (AMs), but overall results are consistent over five years (cf. the tables below). The six AMs resolve into three pairs of two measures; each pair measures written, as well as oral and visual, communication skills and critical and creative thinking, designed as 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 Scholarly Paper and (1d) an oral Capstone Presentation [Option #1], or (1e) a written Research Paper and (1f) a Visual Triptych [Option #2], both in *Capstone Project/Portfolio* (HUM-4013).

2017-18 AM 1a) remains consistent with the previous four years: the percentage of students meeting/exceeding the performance standard is higher than in 2016-17, yet lower than in 2015-16, 2014-15, & 2013-14; a better comparative measure (insofar as differences in sample sizes skew percentages), is the average of passing (“3” or higher”) scores, which remains nearly the same over the past three years; moreover, the average of all scores is nearly identical over the past five years. 2017-18 AM 1b) likewise remains consistent: the percentage of students meeting/exceeding the performance standard is slightly lower than in previous years (except 2015-16, where it is much higher), but, again, the average of passing scores shows a higher comparison. Please consult the table below for the specifics of a year-over-year comparison of the overall distribution of scores and percentages.



**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)
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AM 1a [Written Proposal] Overall Distribution of Students' Scores												AM 1b [Oral Presentation] Overall Distribution of Students' Scores											
SCORE	2017-18		2016-17		2015-16		2014-15		2013-14		<u>5-YR</u>	2017-18		2016-17		2015-16		2014-15		2013-14		<u>5-YR</u>	
5	1	10%	1	7.1%	3	25%			2	11.8%	7	3	30%	5	35.7%	5	41.7%	2	22.2%	1	5.9%	16	
4.5	1	10%	1	7.1%			1	11.1%			3							2	22.2%	2	11.8%	4	
4	2	20%	3	21.4%	3	25%	3	33.3%	5	29.4%	16	3	30%	1	7.1%	1	8.3%			6	35.3%	11	
3.5	2	20%	3	21.4%					2	11.8%	7	2	20%								4	23.5%	6
3	1	10%	1	7.1%	3	25%	5	55.6%	5	29.4%	15			6	42.9%	2	16.7%	5	55.6%	1	5.9%	14	
2.5	1	10%									1												
2	1	10%	5	35.7%	1	8.3%			2	11.8%	9	1	10%	2	14.3%	1	8.3%			2	11.8%	6	
1	1	10%			2	16.7%			1	5.9%	4	1	10%			3	25%			1	5.9%	5	
<b>MET "3" STANDARD</b>	<b>7</b>	<b>70%</b>	<b>9</b>	<b>64.3%</b>	<b>9</b>	<b>75%</b>	<b>9</b>	<b>100%</b>	<b>14</b>	<b>82.4%</b>	<b>78.3%</b>	<b>8</b>	<b>80%</b>	<b>12</b>	<b>85.7%</b>	<b>8</b>	<b>66.7%</b>	<b>9</b>	<b>100%</b>	<b>14</b>	<b>82.4%</b>	<b>83%</b>	
AVE PASSING SCORE	3.93		3.89		4		3.5		3.7		3.8	4.25		3.92		4.38		3.78		3.93		4.05	
AVE OF ALL SCORES	3.3		3.21		3.33		3.5		3.35		3.34	3.7		3.64		3.33		3.78		3.53		3.6	

Any trends? Student performance on AM 1a) 78.3% 5-yr. ave. @3.8 ave. passing score seems slightly weaker vs. AM 1b) 83% 5-yr. ave. @ 4.05 ave. passing score. Explanation(s)? First, AM 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 AM 1a). Third, AM 1b) involves students answering questions from the Committee that enables them to clarify features of their written proposal = AM 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 AM 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 least interact with and/or seek help from their faculty mentor; that is, the students who most need mentoring too often least seek it.

**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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2017-18 AM 1c) percentage of students meeting/exceeding the performance standard is the second lowest (after 2014-15) in five years, but it still exceeds the performance standard and is only 8.9% lower than the highest percentage (2015-16); perhaps more telling, the average of passing scores is the lowest in five years, and the average of all scores is the second lowest (after 2014-15) in five years; nevertheless each score is within 0.61 and 0.4, respectively, of the highest averages of scores. 2017-18 AM 1d) percentage of students meeting/exceeding the performance standard likewise is the second lowest (after 2014-15) in five years, but the average of passing scores is the second highest (after 2016-17) in five years--though the average of all scores is the second lowest (after 2014-15) in five years. Small and differing sample sizes distort the percentage and the average score differences; thus, meaningful conclusions are difficult to develop; in the final analysis, 2017-18 AM 1c) & AM 1d) results remain relatively consistent overall with the four previous years. Please consult the table below for the specifics of a year-over-year comparison of the overall distribution of scores and percentages.

AM 1c [Scholarly Paper] Overall Distribution of Students' Scores

AM 1d [Oral Presentation] Overall Distribution of Students' Scores

SCORE	2017-18		2016-17		2015-16		2014-15		2013-14		5-YR	2017-18		2016-17		2015-16		2014-15		2013-14		5-YR
5			2	15.4%			1	11.1%	4	28.6%	7	1	20%	2	15.4%	4	44.4%	2	22.2%	5	35.7%	14
4.5			2	15.4%	3	33.3%					5	1	20%	3	23.1%							4
4	1	20%	4	30.8%	1	11.1%	2	22.2%	2	14.3%	10			2	15.4%			1	11.1%	1	7.1%	4
3.75	1	20%									1											
3.5	2	40%	1	7.7%	1	11.1%					4			1	7.7%	1	11.1%	1	11.1%			3
3			2	15.4%	3	33.3%	2	22.2%	6	42.9%	13	1	20%	1	7.7%	4	44.4%	1	11.1%	7	50%	14
2.5	1	20%			1	11.1%					2			2	15.4%							2
2							4	44.4%	1	7.1%	5	2	40%	2	15.4%			3	33.3%	1	7.1%	8
1.5			2	15.4%							2											
1									1	7.1%	1							1	11.1%			1
<b>MET"3" STANDARD</b>	<b>4</b>	<b>80%</b>	<b>11</b>	<b>84.6%</b>	<b>8</b>	<b>88.9%</b>	<b>5</b>	<b>55.6%</b>	<b>12</b>	<b>85.7%</b>	<b>79%</b>	<b>3</b>	<b>60%</b>	<b>9</b>	<b>69.2%</b>	<b>9</b>	<b>100%</b>	<b>5</b>	<b>55.6%</b>	<b>13</b>	<b>92.9</b>	<b>76%</b>
AVE PASSING SCORE	3.44		4.05		3.75		3.8		3.83		3.77	4.17		4.22		3.94		4.1		3.85		4.06
AVE OF ALL SCORES	3.25		3.65		3.61		3		3.5		3.4	3.3		3.62		3.94		3.06		3.71		3.53

**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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Any trends? Student performance on AM 1c) 79% 5-yr. ave. @ 3.77 ave. passing score is highly consistent with AM 1d) 76% 5-yr. ave. @ 4.06 ave. passing score in comparison to student performance on AM 1a) 78.3% 5-yr. ave. @3.8 ave. passing score seems slightly weaker vs. AM 1b) 83% 5-yr. ave. @ 4.05 ave. passing score. Note that AM 1c) is the completed Scholarly Paper proposed and measured by AM 1a); the 5-yr. ave. and ave. passing score results are nearly identical; students who met or exceed the performance standard for AM 1a) are essentially equally successful in completing AM 1c). Interestingly, AM 1d), the oral presentation of the completed Scholarly Paper (AM 1c) has a 7% lower 5-yr ave. percentage than AM 1b), the oral presentation of the proposal (AM 1a) for AM 1c); nevertheless, their respective ave. passing score is nearly identical.

What about AM 1e) & AM 1f)? These are new assessment measures for 2017-18 (cf. Part 2, above); the sample sizes are too small to develop precise conclusions and no data is available for year-over-year comparisons. The Capstone Committee is satisfied with the results for 2017-18 in light of the fact that introducing AM 1e) & AM 1f) involved experimenting with the Capstone process in an effort to refine the assessment of student learning. The Capstone Committee intends to continue to use these two new measures and to collect more data about results, as part of the continuing effort by the Capstone Committee to reflect on and ponder why some students perform below a level of competence (*i.e.*, they do not meet the performance standard) in completing the different assignments that serve as assessment measures. At this time, the Capstone Committee has identified what it believes are the two main conspiring and compounding factors.

Factor one is simply the students' own limitations in their abilities, as exhibited in the different academic demands involved in their writing and presenting orally a Proposal for a project (AMs 1a & 1b) versus their efforts actually to complete this proposed Project (AMs 1c & 1d and 1e & 1f). 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 Committee's maintaining rigorous standards presents and preserves 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).

Factor two: the Capstone Committee continues to observe (and deliberate about it as an ongoing issue) the generally weaker performance across all measures of online versus on-ground students. The BA-LA Degree officially is 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, when these online-only students undertake the Capstone process, the department strongly urges them to take both HUM-4993 and HUM-4013 on-ground, to benefit maximally from classroom interaction and collaboration with both the instructor and their fellow BA-LA students. Nevertheless, tracking over the past five years, between 1 to 3 students each year cannot, or will not, undertake the Capstone process on-ground; this leaves only the option of their trying to complete their Capstone as a Directed Study online (DSO) with the course instructor (who is not compensated). In brief, DSO students' performance has been poor (consult the table below).

**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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**ONLINE (DIRECTED STUDY) STUDENT RESULTS: HOW MANY HAVE MET THE PERFORMANCE STANDARD YEAR-OVER-YEAR?**

Assessment Measure	2017-18		2016-17		2015-16		2014-15		2013-14	
1a = Fall	0 of 2	0%	0 of 1	0%	0 of 1	0%	2 of 2	100%	1 of 3	33%
1b = Fall	1 of 2	50%	1 of 1	100%	0 of 1	0%	2 of 2	100%	1 of 3	33%
1c = Spring	NA	NA	1 of 1	100%	0	NA	1 of 2	50%	1 of 1	100%
1d = Spring	NA	NA	0 of 1	0%	0	NA	1 of 2	50%	1 of 1	100%
1e = Spring	0 of 1	0%	NA	NA	NA	NA	NA	NA	NA	NA
1f = Spring	1 of 1	100%	NA	NA	NA	NA	NA	NA	NA	NA

Note that AM 1a & AM 1b occur in the fall semester; thus, the reduced number of students assessed for AMs 1c-f indicates attrition. The Capstone Committee is and has been aware of the poor DSO performance results, and it continues to discourage online students from undertaking either HUM-4993 or HUM-4013 as a DSO. The Capstone Committee strongly believes (as supported by assessment evidence) that all students greatly benefit from and, thus, need the structure and support of taking both HUM-4993 and HUM-4013 with a sufficient number of classmates in an on-ground setting. Nevertheless, for some students, especially those who have completed most of their previous coursework online due to work and/or 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 officially is 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. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)											
<p>Students in the <b>Capstone Project/ Portfolio</b> (HUM 4013) are required to complete a 12–15 page <b>Reflective Essay</b>.</p> <p>(This measure changed 2015-16).</p> <p>Note that this course is taught spring semesters only.</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>.</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 <b>Capstone Project/Portfolio</b> (HUM-4013) is included.</p> <p>All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.</p>	<p>8 Total students</p> <hr/> <p>7 On-Ground 1 Directed Study Online</p> <hr/> <p>8 English (7 OG + 1 DSO) 0 Global Humanities</p>	<p>8 of 8 Total students (100%) met the performance standard.</p> <hr/> <p>7 of 7 (100%) On-Ground 1 of 1 (100%) Directed Study Online</p> <hr/> <p>8 of 8 (100%) English (7 OG + 1 DSO) 0 Global Humanities</p>	Y											
			<p>Overall Distribution of Scores</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>SCORE</th> <th>STUDENTS</th> <th>%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">12.5%</td> </tr> <tr> <td style="text-align: center;">4.5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">12.5%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">37.5%</td> </tr> <tr> <td style="text-align: center;">3.5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">37.5%</td> </tr> </tbody> </table> <p style="text-align: center;">Average Score of All <u>Passing</u> Scores = “4” Average Score of All Scores = “4”</p>			SCORE	STUDENTS	%	5	1	12.5%	4.5	1	12.5%	4	3
SCORE	STUDENTS	%														
5	1	12.5%														
4.5	1	12.5%														
4	3	37.5%														
3.5	3	37.5%														

**H.  
Conclusions**

The assessment of SLO #2 changed in 2015-16; this revised assessment of SLO #2 continues 2017-18. Before 2015-16, the Capstone Committee sought to assess student performance regarding SLO #2 in both the fall and the spring semesters of the two-semester Capstone process. If one considers the (now) six assessment measures (AMs) for SLO #1, one can observe a parallel structure of assessment that operates across the fall and the spring semesters. For example, AM 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 either AM 1c) or AM 1e); thus, the completion of AM 1c) or AM 1e) parallels (and depends on!) the successful completion of AM 1a). Likewise, AM 1b), an oral presentation of the written proposal (AM 1a), anticipates the completion of AM 1d) of AM 1f), each involving a presentation of the written paper/project (AM 1c or

**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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AM 1e). For SLO #2, the Committee had assessed separately (as now-discontinued AM 2a) a shorter reflective component that was a part of the entire Capstone proposal (AM 1a). The purpose of this now-discontinued AM 2a) was to parallel the assessment structure of SLO #1 and to anticipate the assessment of a longer, independent Reflective Essay (formerly AM 2b), which still remains, but now serves as the sole assessment measure for SLO #2. Thus, see the table below.

**AM 2 [Reflective Essay] Overall Distribution of Students' Scores**

SCORE	2017-18		2016-17		2015-16		2014-15		2013-14		5-YR
5	1	12.5%	6	46.15%	4	44.4%	1	11.1%	5	35.7%	17
4.5	1	12.5%									1
4	3	37.5%	3	23.1%	2	22.2%	2	22.2%	3	21.43%	13
3.75											
3.5	3	37.5%	1	7.7%							4
3			1	7.7%	2	22.2%	4	44.4%	4	28.57%	11
2.5			2	15.38%							2
2					1	11.1%	2	22.2%	1	7.14%	4
1.5											
1									1	7.14%	1
<b>MET"3" STANDARD</b>	<b>8</b>	<b>100%</b>	<b>11</b>	<b>84.62%</b>	<b>8</b>	<b>88.87%</b>	<b>7</b>	<b>77.78%</b>	<b>12</b>	<b>85.7%</b>	<b>87.4%</b>
AVE PASSING SCORE	4		4.41		4.25		3.57		4.08		4.06
AVE OF ALL SCORES	4		4.11		4		3.22		3.71		3.81

The decision to eliminate former AM 2a) and streamline assessment of SLO #2 seems justified. 2017-18 student performance on AM 2) boasts the highest percentage of students' meeting the performance standard in the past five years; even though the ave. passing score is lower than that of the past two years, it is within range and consistent with the 5-year average; likewise, the ave. of all scores remains consistent (and consistently high!), and it actually exceeds the 5-year average. Thus, 2017-18 performance results continue to show that 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 <hr/> 3 On-Ground Fall 2017  5 Online Spring 2018  Summer 2018 will be reported on the 2018-19 SLR.	7 of 8 Total students (87.5%) met the performance standard. <hr/> 3 of 3 (100%) On-Ground Fall 2017  4 of 5 (80%) Online Spring 2018	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 seven 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 program.</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>9 Total students.</p> <p>All students in the sample are BA-LA program majors.</p> <p>Results are taken from the <b>2017-2018 Graduating Senior Survey</b>, disaggregated by degree program, as completed by the Office for Accountability and Academics.</p>	<p>9 of 9 total students (100%) expressed overall satisfaction with the educational experience afforded by the BA-LA degree in three of the five program-specific categories; in the other two of these categories, 8 of 9 students (88.89%) expressed overall satisfaction.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center;"><b>1. "Quality of Instruction in Major"</b></td> </tr> <tr> <td style="width: 60%;">Very Satisfied</td> <td style="width: 10%; text-align: center;">7</td> <td style="width: 30%; text-align: center;">77.8%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td style="text-align: center;">2</td> <td style="text-align: center;">22.2%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>2. "Preparation for Advanced Classes in Major"</b></td> </tr> <tr> <td>Very Satisfied</td> <td style="text-align: center;">7</td> <td style="text-align: center;">77.8%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td style="text-align: center;">1</td> <td style="text-align: center;">11.1%</td> </tr> <tr> <td>Somewhat Dissatisfied</td> <td style="text-align: center;">1</td> <td style="text-align: center;">11.1%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>3. "Availability of Faculty for Academic Help"</b></td> </tr> <tr> <td>Very Satisfied</td> <td style="text-align: center;">7</td> <td style="text-align: center;">77.8%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td style="text-align: center;">1</td> <td style="text-align: center;">11.1%</td> </tr> <tr> <td>Somewhat Dissatisfied</td> <td style="text-align: center;">1</td> <td style="text-align: center;">11.1%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>4. "Overall Major Experience"</b></td> </tr> <tr> <td>Very Satisfied</td> <td style="text-align: center;">7</td> <td style="text-align: center;">77.8%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td style="text-align: center;">2</td> <td style="text-align: center;">22.2%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>5. "Overall Department Experience"</b></td> </tr> <tr> <td>Very Satisfied</td> <td style="text-align: center;">6</td> <td style="text-align: center;">66.7%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td style="text-align: center;">3</td> <td style="text-align: center;">33.3%</td> </tr> </table>	<b>1. "Quality of Instruction in Major"</b>			Very Satisfied	7	77.8%	Somewhat Satisfied	2	22.2%	<b>2. "Preparation for Advanced Classes in Major"</b>			Very Satisfied	7	77.8%	Somewhat Satisfied	1	11.1%	Somewhat Dissatisfied	1	11.1%	<b>3. "Availability of Faculty for Academic Help"</b>			Very Satisfied	7	77.8%	Somewhat Satisfied	1	11.1%	Somewhat Dissatisfied	1	11.1%	<b>4. "Overall Major Experience"</b>			Very Satisfied	7	77.8%	Somewhat Satisfied	2	22.2%	<b>5. "Overall Department Experience"</b>			Very Satisfied	6	66.7%	Somewhat Satisfied	3	33.3%	<p>Y</p>
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**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>
				6. "Overall RSU Experience" [for comparison]			
				Very Satisfied	3	33.3%	
				Somewhat Satisfied	5	55.6%	
				Somewhat Dissatisfied	1	11.1%	

**H.  
Conclusions**

SLO #4 results are very positive and continue a consistent trend of very high overall satisfaction levels with the BA-LA program over the past five years (cf. table below). In only two of the five program-specific categories did a single BA-LA student not express 100% overall satisfaction (*i.e.*, either "Very Satisfied" or "Somewhat Satisfied") with the degree program and the department (*N.B.*, even in those two categories, overall satisfaction was still 88.89%).

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	7	77.8%	VS	11	84.6%	VS	13	100%	VS	8	80%	Data Not Reported		
	SS	2	22.2%	SS	2	15.4%	SS	NA	NA	SS	0	NA			
2. Preparation for Advanced Classes in Major	VS	7	77.8%	VS	5	38.5%	VS	11	84.6%	VS	8	80%	Data Not Reported		
	SS	1	11.1%	SS	7	53.9%	SS	2	15.4%	SS	0	NA			
3. Availability of Faculty for Academic Help	VS	7	77.8%	VS	11	84.6%	Data Not Reported			Data Not Reported			Data Not Reported		
	SS	1	11.1%	SS	2	15.4%									
4. Overall Major Experience	VS	7	77.8%	VS	8	61.5%	VS	12	92.3%	VS	7	70%	VS	11	84.6%
	SS	2	22.2%	SS	5	38.5%	SS	1	7.7%	SS	1	10%	SS	2	15.4%
5. Overall Department Experience	VS	6	66.7%	VS	8	61.5%	VS	11	84.6%	VS	7	70%	VS	12	92.3%
	SS	3	33.3%	SS	5	38.5%	SS	2	15.4%	SS	1	10%	SS	1	7.7%
6. Overall RSU Experience [for comparison/control]	VS	3	33.3%	VS	5	38.5%	VS	9	69.2%	VS	7	70%	VS	11	84.6%
	SS	5	55.6%	SS	6	46.2%	SS	4	30.8%	SS	1	10%	SS	2	15.4%

From the table one sees that over the past five years only 4 of 58 graduating students (6.9%) have expressed any degree of dissatisfaction with the BA-LA program. In light of the very high degree of expressed overall satisfaction year-after-year, the department believes that these isolated expressions of dissatisfaction actually are positive indicators of the academic rigor and overall strength of the BA-LA program with respect to student learning.

**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>
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To contextualize better the very positive results of student satisfaction with the BA-LA program, note that over the past three years (2017-18, 2016-17, & 2015-16), BA-LA students have expressed consistently higher degrees of satisfaction with their “Overall Major Experience” (OME) and their “Overall Department Experience” (ODE) than they have expressed regarding their “Overall RSU Experience” (ORE). This is especially notable at the level of the highest standard, *i.e.*, “Very Satisfied”: 2017-18 OME = 44.6% higher & ODE = 33.4% higher than ORE; 2016-17 OME & ODE = 23% higher than ORE; 2015-16 OME = 23.1% & ODE = 15.4% higher than ORE. Aggregated over the past three years, the “Very Satisfied” average for OME = 77.2% & for ODE = 70.9% vs. for ORE = 47%. By this measure, BA-LA students have been upwards to 30% more “Very Satisfied” with their BA-LA experience in comparison 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.

<b>Proposed Change</b>	<b>Applicable Learning Outcomes</b>	<b>Rationale and Impact</b>
None	NA	A significant change occurred for 2017-18; cf. Part 2 above.



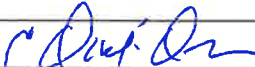


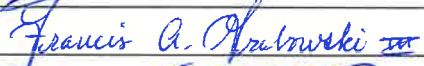




**PART 6**

**Summary of Assessment Measures**



- A. How many different assessment measures were used? = 9
- B. List the direct measures (see appendix): [1] Capstone Proposal; [2] Proposal Presentation; [3] Scholarly Paper; [4] Oral Presentation; [5] Research Paper; [6] Visual Triptych; [7] Reflective Paper; [8] Comparative Religion Essay
- C. List the indirect measures (see appendix): [9] 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	Department Assessment Coordinator, University Assessment Committee member, and Capstone Committee member. 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	Capstone Committee member. Reviewed and approved final draft.	
Anne Dennis	Reviewed and approved final draft.	
Emily Dial-Driver	Capstone Committee member. Reviewed and approved final draft.	
Sally Emmons	Capstone Committee Chair. Reviewed and approved final draft.	
James Ford	Director of Academic Enrichment; Capstone Committee member. Contributed and evaluated data for HUM-3633. Reviewed, edited, and approved final draft.	
Francis A. Grabowski III	Reviewed and approved final draft.	
Laura Gray	Capstone Committee member. Reviewed and approved final draft.	
Gioia Kerlin	Capstone Committee member. Reviewed and approved final draft.	
Mary M Mackie	Department Head; Capstone Committee member. Reviewed and approved final draft.	
Jennifer McGovern	Writing Center Director. Reviewed and approved final draft.	
Scott Reed	Capstone Committee member. Reviewed and approved final draft.	
Cecilia Townsend	Reviewed and approved final draft.	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mary M Mackie		5-27-18
Dean	Keith W Martin		5/30/18