Degree Program Student Learning Report

Revised August 2017

Department of English & Humanities

BA in Liberal Arts

For 2023-2024 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the College, department, and degree program missions.

University Mission	College Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the professional and personal skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	Central to the mission of the College 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 College purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	College 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 College 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. Demonstrate creative and critical thinking. #2. Reflect meaningfully on their educational experience.

University Commitments	College 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 College 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. Demonstrate an understanding of the Western cultural heritage, and an appreciation of the diversity of perspectives on the human condition.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The College 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 College 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. Express satisfaction with 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 College 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
SLO #1. Demonstrate creative and critical thinking. The Capstone Committee changed the Capstone requirements for 2023-2024. The Committee eliminated the Option #1 and Option #2 alternatives for students in the Capstone Project/Portfolio (HUM 4013) course. Instead, all students will complete a 10-15-page Literary Analysis and a Creative Element of their choosing (see below, AM 1B1 and AM 1B2).	Y	The two-option framework was developed as an experimental pathway for certain students to complete their Capstone requirement and learning outcomes more manageably. From assessment results, the Capstone Committee reached a consensus that the two-option model was not the best approach for assessing BA-LA students. Requiring all students to complete a 10-15-page Literary Analysis enables a more consistent apples-to-apples assessment of students' critical thinking skills, and requiring a Creative Element affords students a complementary feature to their Literary Analysis to exercise and demonstrate their creative thinking skills. The 10-15-page Literary Analysis is more manageable for all students (and more consistent with a writing sample for Graduate School application), and the Committee can consider the Analysis and the Creative features in relation to one another to assess students' overall learning in the Degree Program.

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 Peer Review occurred during 2023-2024.	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.

A. Student Learning Outcome #1

SLO #1: Demonstrate creative and critical thinking.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1A Students in the *Humanities Seminar* (HUM 4993) will develop a Capstone Project Proposal. NOTE: HUM 4993 is taught fall semesters only.	At least 75% of the students completing the *Humanities Seminar* (HUM 4993) will score a "3" or higher (on a five-point scale) on their **Capstone Project Proposal**. The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students who complete the *Humanities Seminar* (HUM 4993) All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	6 total students 5 On-Ground 1 Online 5 English = 4 OG + 1 OL 1 Global Humanities = 1 OG + 0 OL	3 of 6 total students met the performance standard. 3 of 5 On-Ground = 60% 0 of 1 Online = 0% 3 of 5 English (3 OG + 0 OL) = 60% 0 of 1 Global Humanities (1 OG + 0 OL) = 0% **Overall Distribution of Scores on 5-Point Scale** <table><tr><td>SCORE</td><td>STUDENTS</td><td>%</td></tr><tr><td>4.5</td><td>2</td><td>33.34%</td></tr><tr><td>4</td><td>1</td><td>16.67%</td></tr><tr><td>2.5</td><td>1</td><td>16.67%</td></tr><tr><td>1</td><td>2</td><td>33.34%</td></tr></table> Average Score of All Passing Scores = 4.34 Average Score of All Scores = 2.92	N
1B1 Students in the *Capstone Project/ Portfolio* (HUM 4013) will complete a *Capstone Project/Portfolio* (HUM 4013)	At least 75% of the students in the *Capstone Project/Portfolio* complete the *Capstone Project/Portfolio*	Data from all students who complete the *Capstone Project/Portfolio*	5 total students 4 On-Ground 1 Online	3 of 5 total students = 60% met the performance standard. 3 of 4 On-Ground = 75% 0 of 1 Online = 0%	N

A. Student Learning Outcome #1

SLO #1: Demonstrate creative and critical thinking.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
10-15-page **Literary Analysis**. NOTE: HUM 4013 is taught spring semesters only.	will score a "3" or higher (on a five-point scale) on their 10-15-page **Literary Analysis**. The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	(HUM 4013) is included. All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	5 English = 4 OG + 1 OL; 0 Global Humanities = 0 OG	3 of 5 English (3 OG + 0 OL) = 60%; 0 of 0 Global Humanities (OG) = NA — Overall Distribution of Scores on 5-Point Scale (see Table below); Average Score of All Passing Scores = 4; Average Score of All Scores = 3.2	N
1B2 Students in the **Capstone Project/ Portfolio** (HUM 4013) will complete a **Creative Element**. NOTE: HUM 4013 is taught spring semesters only.	At least 75% of the students in the **Capstone Project/Portfolio** (HUM 4013) will score a "3" or higher (on a five-point scale) on their **Creative Element**. The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students who complete the **Capstone Project/Portfolio** (HUM 4013) is included. All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	4 On-Ground; 1 Online; 5 total students	3 of 4 On-Ground = 75%; 0 of 1 Online = 0%; 3 of 5 total students = 60% met the performance standard. 3 of 5 English (3 OG + 0 OL) = 60%; 0 of 0 Global Humanities (OG) = NA — Overall Distribution of Scores on 5-Point Scale (see Table below); Average Score of All Passing Scores = 4.67	N

Row 1 — Overall Distribution of Scores on 5-Point Scale

SCORE	STUDENTS	%
4.5	1	20%
4	1	20%
3.5	1	20%
2	2	40%

Average Score of All Passing Scores = 4
Average Score of All Scores = 3.2

Row 2 — Overall Distribution of Scores on 5-Point Scale

SCORE	STUDENTS	%
5	2	40%
4	1	20%
2	2	40%

Average Score of All Passing Scores = 4.67

A.
Student Learning Outcome #1

SLO #1:	B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
	Demonstrate creative and critical thinking.	[2] Global Humanities.			Average Score of All Scores = 3.6	

H.
Conclusions

SLO #1 conclusions involve analyzing and interpreting data results from fall-to-spring-semester counterpart, or complementary, Assessment Measures (AMs 1A & 1B), the second of which resolves into a pair of complementary measures (AMs 1B1 & 1B2). Each AM aims to assess students' creative and critical thinking through a substantial writing assignment, as counterparts, or complementary, from fall to spring semesters. Thus, AM 1A = a Capstone Project Proposal in *Humanities Seminar* (HUM 4993, fall sem.) *vis-à-vis* AM 1B1 = a 10-15-page Literary Analysis in *Capstone Project/Portfolio* (HUM 4013, spring sem.), itself complemented by AM 1B2 = a Creative Element in *Capstone Project/Portfolio* (HUM 4013, spring sem.).

As the AM 1A (Capstone Proposal) table below shows, AM 1A 2023-24 performance results (3 of 6 = 50%) declined 7.14% from 2022-23 results, and they are the lowest results in five years (cf. 2019-20 = 54.55%).

AM 1A: HUM Seminar Written Capstone Proposal (Fall Semester) = Year-Over-Year Distribution of Students' Performance Results

RUBRIC SCORE	2023-24		2022-23		2021-22		2020-21		2019-20		5-YR	
5			1	7.14%			2	16.67%	2	18.18%	5 of 48	10.42%
4.5	2	33.34%	4	28.57%			2	16.67%			8 of 48	16.67%
4	1	16.67%			1	20%	1	8.34%			3 of 48	6.45%
3.5					1	20%	1	8.34%			2 of 48	4.17%
3			3	21.43%	1	20%	3	25%	4	36.36%	11 of 48	22.92%
2.5	1	16.67%	2	14.29%					1	9.09%	4 of 48	8.34%
2			3	21.43%	1	20%	2	16.67%	2	18.18%	8 of 48	16.67%
1	2	33.34%	1	7.14%	1	20%	1	8.34%	2	18.18%	7 of 48	14.58%
	2023-24		2022-23		2021-22		2020-21		2019-20		5-YR	
MET "3" STANDARD	3	50%	8	57.14%	3	60%	9	75%	6	54.55%	29 of 48	60.42%
AVE PASSING SCORE	4.34		4		3.5		3.94		3.67		3.89	
AVE OF ALL SCORES	2.92		3.14		2.7		3.375		2.77		2.981	

A. Student Learning Outcome #1

SLO #1:	Demonstrate creative and critical thinking.					
	B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**

F. Results

The Capstone Committee believes that at least part of the explanation for AM 1A lower results is simply a function of its preliminary, provisional character, *i.e.*, it is a *proposal*. The Committee recognizes that some students have difficulty fully and clearly conceptualizing and articulating their preliminary ideas for a project before they delve into working to complete it, and that this difficulty is inherent in the Capstone process--which also helps to clarify why completed projects (cf. AM 1B1 and AM 1B2 performance results) historically score higher than do their AM 1A proposals. This difficulty seems especially so for Online (OL) students. The Committee does want to see stronger student performance results for AM 1A, but the Committee also observes that the 2023-24 cohort of students was severely disadvantaged academically by the various turmoil of two years of covid issues that disrupted their degree coursework and harmed their preparation for the culminating Capstone.

As AM 1B1 and AM 1B2 are new Assessment Measures for 2023-2024, no year-over-year data tables are available to present results. In proceeding to analyze AM 1B1, the Capstone (spring sem.) Literary Analysis, and AM 1B2, the Capstone (spring sem.) Creative Element, note, again, that they constitute the completed counterpart to AM 1A, the Project Proposal (fall sem.). If one compares the AM 1B1 and the AM 1B2 performance results to AM 1A performance results (above), one observes for AM 1B1 and AM 1B2 a fall-to-spring improvement. This suggests students' positive learning outcome(s) of improved creative and critical thinking demonstrated through their academic writing and creative activity. In brief, through the process of their completing at greater length, in the spring, their fall-proposed Capstone project, students seem to improve their creative and critical thinking.

Insofar as not all students meet or surpass the performance standards for the Capstone process, the Capstone Committee continues to analyze these data to try to clarify why certain students struggle with the Capstone process. Although an incomplete analysis, five broader, year-over-year reflections on AM 1A *vis-à-vis* AM 1B1 and AM 1B2 perhaps afford some clarity about those instances of weak performances.

First, AM 1A is a *proposal* for a project that students will complete in the spring semester (AM 1B1 and AM 1B2). As explained above in AM 1A conclusions, students' developing their proposals (fall sem.) are still working to conceptualize clearly and to articulate cogently their preliminary ideas and scholarship/research plans. Moreover, while students know in advance that they must develop a proposal and complete a project, few begin to think ahead before the official process starts. The Capstone Committee is deliberating about how to encourage, incentivize, and/or compel students to forethink about the Capstone process toward developing better proposals, which should lead to better completed projects. This issue is especially urgent and necessary for OL students.

Second, the BA-LA degree emphasizes creative and critical thinking demonstrated through strong writing skills, whether students concentrate in English or in Humanities. Hence, the Capstone Committee rightly has the highest expectations for students' formal, academic writing skills in developing their proposals (AM 1A) and in completing their projects (AM 1B1). In brief, the Capstone Committee correctly holds students' academic writing to a very high standard and is properly stingy regarding assessment scores.

A. Student Learning Outcome #1

SLO #1:	Demonstrate creative and critical thinking.					
	B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

Third, an anecdotal factor in the Capstone process that clarifies some low(er) student results is that too many students do not interact enough with their faculty mentor--despite explicit instructions from the Committee to do so! Unfortunately, this issue is perhaps most prevalent among and problematic regarding the already weaker students, and perhaps especially OL students, who often least interact with and/or seek help from their faculty mentor. This ignoring-one's-mentor problem too often persists from the proposal process through students' project research and writing--even when weak AM 1A students have received written instruction from the Capstone Committee to "work closely with your mentor!" In brief, student irresponsibility (which may involve too many individual work and personal life responsibilities) clarifies some low(er) results, as students who most need faculty mentoring too often least seek and/or accept it.

Fourth, another anecdotal explanation for the poor performance of certain students historically is simply that it reflects these students' natural limits in their skills and program learning as measured by the rigor of the Capstone process and the high standards of the Committee.

Fifth, a convergent explanation involves Online (OL) versus On-Ground (OG) students. For 2023-24, only 1 of 6 students who started the Capstone process was OL throughout the process, but this student did not meet the performance standard for AM 1A, AM 1B1, or AM 1B2. Though a direct comparison is not possible year-over-year, nevertheless, for 2022-23, 6 of 14 = 42.86% students were OL, and only 2 of 6 = 33.33% met the performance standard. For another example, of the 6 total OL students who began fall 2020, only 4 completed their Capstone spring 2021, and only 1 met the performance standard. In brief, the Capstone Committee annually observes the consistently weaker performance across all measures of OL versus OG students.

The Capstone Committee strongly believes, supported by assessment evidence, that all students need, and greatly benefit from, the structure of and support in taking both HUM 4993 and HUM 4013 in-person with classmates; thus, the Committee urges normally-OL-students to pursue the Capstone process OG. Despite the evidenced benefits for all students of an OG Capstone experience, OL students cite their family obligations, work-schedule conflicts, and travel-distance or out-of-state constraints as prohibitive. The Capstone Committee acknowledges OL students' difficulties and will continue to work to accommodate them toward completing their BA-LA degree.

In the final analysis, the Capstone process is meant to be the culmination of students' degree coursework and the final demonstration of their programmatic learning; hence, the Capstone Committee expects students' Capstone work to surpass the quality that would otherwise, in program-required and program-elective courses, satisfy competence (equivalent to a "3" score) or demonstrates excellence (equivalent to a "5" score). In brief, the Committee wants to see all BA-LA students not just pass through the Capstone process, but to perform at the highest possible level, and, thus, expects Capstone students to elevate their work to a higher level than exhibited in their prior degree coursework. For degree program assessment purposes, then, maintaining rigorous standards preserves and presents a clearer and clarifying (even if stark) picture of the levels and range of students' creative and critical thinking (SLO #1).

A. Student Learning Outcome #2

SLO #2: Reflect meaningfully on their educational experience.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students in the *Capstone Project/Portfolio* (HUM 4013) are required to complete a 8-10-page **Reflective Essay.** NOTE: HUM 4013 is taught spring semesters only.	At least 75% of the students in the *Capstone Project/Portfolio* (HUM 4013) will score a "3" or higher (on a five-point scale) on their 8-10-page **Reflective Essay.** The score is determined by the Capstone Committee according to a rubric with specific criteria for each number assigned.	Data from all students who complete the *Capstone Project/Portfolio* (HUM 4013) **Reflective Essay.** All students in the sample are BA-LA program majors; the program has two options for concentration: [1] English; [2] Global Humanities.	5 total students 4 On-Ground 1 Online 5 English = 4 OG + 1 OL 0 Global Humanities = 0 OG + 0 OL	5 of 5 total students met the performance standard. 4 of 4 On-Ground = 100% 1 of 1 Online = 100% 5 of 5 English (4 OG + 1 OL) = 100% 0 of 0 Global Humanities (0 OG + 0 OL) = NA% Overall Distribution of Scores on 5-Point Scale | SCORE	STUDENTS	%
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5	1	20%
4.5	1	20%
4	1	20%
3	2	40%	 Average Score of All Passing Scores = 4.5 Average Score of All Scores = 3.9	Y

H. Conclusions

As the AM 2 table (below) shows, 2023-24 performance results (5 of 5 = 100%) were 35.71% above the 2022-23 performance results and equaled the 2021-22 performance results (5 of 5 = 100%). Three of the past five years, students have surpassed the performance standard, which suggests student learning success.

AM 2: Reflective Essay = Year-Over-Year Distribution of Students' Performance Results						
RUBRIC SCORE	2023-24	2022-23	2021-22	2020-21	2019-20	5-YR

A. Student Learning Outcome #2

SLO #2: Reflect meaningfully on their educational experience.

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

				2023-24		**2022-23**		**2021-22**		**2020-21**		**2019-20**		**5-YR**	
5				1	20%	4	28.57%	1	20%	3	30%	4	36.36%	13 of 45	28.89%
4.5				1	20%	3	21.43%			2	20%	2	18.18%	8 of 45	17.77%
4				1	20%			3	60%	1	10%			5 of 45	11.11%
3.5										1	10%			1 of 45	2.22%
3				2	40%	2	14.29	1	20%	1	10%			6 of 45	13.33%
2.5										1	10%	1	9.1%	2 of 45	4.44%
2						4	28.57%			1	10%	3	27.27%	8 of 45	17.77%
1						1	7.14%					1	9.1%	2 of 45	4.44%
MET "3" STANDARD				5	100%	9	64.29%	5	100%	8	80%	6	54.55%	33 of 45	73.33%
AVE PASSING SCORE				4.5		4.39		4		4.31		4.83		4.41	
AVE OF ALL SCORES				3.9		3.46		4		3.9		3.5		3.75	

A. Student Learning Outcome #3

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students in *Comparative Religion* (HUM 3633)	At least 80% of the students in	All students in the sample are	10 total students	10 of 10 total students = 100% met the performance standard.	Y

A.
Student Learning Outcome #3

SLO #3:	Demonstrate an understanding of the Western cultural heritage, and an appreciation of the diversity of perspectives on the human condition.				
B. Assessment Measure	**C.** Performance Standard	**D.** Sampling Method	**E.** Sample Size (n)	**F.** Results	**G.** Standard Met (Y/N)
are required to complete a **Reflective Essay,** asking them to compare and contrast their own religious background to that of another religious tradition.	**Comparative Religion** (HUM 3633) will score 70% or higher on their **Reflective Essay.**	BA-LA program majors. Each course Instructor reports the performance of BA-LA students separately from the General Education student population.	6 Online; Summer 2022 4 On-ground; Fall 2023		

H.
Conclusions

SLO #3 results are very positive and indicate solid student success. BA-LA program majors have been tracked separately for the past thirteen years. Program majors have been more successful than non-BA-LA students, although the small sample sizes of BA-LA students relative to the larger General Education student population (cf. General Education SLR) 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:	Express satisfaction with the degree program.				
B. Assessment Measure	**C.** Performance Standard	**D.** Sampling Method	**E.** Sample Size (n)	**F.** Results	**G.** Standard Met (Y/N)
Students graduating with a Bachelor of Arts in Liberal Arts	At least 80% of the students graduating with a Bachelor of Arts	All seniors in HUM 4013 were given survey.	5 total students	5/5 Satisfied with BALA Program 5/5 Satisfied with Quality of Instruction in BALA	Y

A.
Student Learning Outcome #4

SLO #4:	Express satisfaction with the degree program.				
B. **Assessment** **Measure**	**C.** **Performance** **Standard**	**D.** **Sampling** **Method**	**E.** **Sample** **Size (n)**	**F.** **Results**	**G.** **Standard** **Met** **(Y/N)**
(BA-LA) degree will complete a **Graduating Senior Survey** as a part of their completing the Capstone course. In the **Survey,** students will rate their degree of satisfaction (or dissatisfaction) in response to a series of categories/ questions.	in Liberal Arts (BA-LA) degree will rate overall satisfaction with the educational experience afforded by the degree program.		All students in the sample are BA-LA program majors.	For the second consecutive year the department used a revised version of its own BALA degree survey. It includes nineteen questions about various aspects of the degree, the student experience, and their post-baccalaureate plans. Two questions are particularly relevant to assessing student satisfaction. The first asks how satisfied students are with the BALA degree overall, giving them five options ranging from "Ecstatic" to "Extremely Dissatisfied." All five students were satisfied, with one Ecstatic, two Very Satisfied, and two Satisfied (none selected Dissatisfied or Extremely Dissatisfied).: "The BALA program met my every expectation and then some." The second asks students about their satisfaction with their instruction in BALA courses, and is open-ended. All five students indicated they were "Very Satisfied," one noted "The program gave everything." It's important to the department that our students are satisfied with the education they receive, particularly at the conclusion of a demanding capstone process. Interestingly, several students suggested that the capstone requirements had been eased too much (see below), and that more should be required. The department will continue to review (particularly through its Capstone Committee).	

H.
Conclusions

A.
Student Learning Outcome #4

SLO #4: Express satisfaction with the degree program.

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

Survey results positive overall. Survey needs review and revision before next distribution, and will be evaluated by Capstone Committee. All students expressed positive views of their degree experience, the instruction received in their major, and their experience overall. This year was a particularly small group of seniors, which resulted in more of a directed-study environment than a full seminar (survey results do not distinguish between on-ground and online this year as all surveys were completed remotely and assembled anonymously). Survey used was 19 narrative questions, a bit shorter than last year's. The survey is a rich source of information and feedback about curriculum, faculty, and student goals. We would recommend that all departments develop their own surveys and deliver them directly to their major students. Presumably other departments will prefer a more directed survey and fewer open-ended questions, but this survey fits the culture of English and Humanities well.

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
The Capstone Committee intends to revise the Capstone Booklet to clarify for students the elements of the Capstone process.	SLO #1. Demonstrate creative and critical thinking.	For the Literary Analysis specifically, the Committee needs to clarify for students their need for an academic grounding in developing their proposal and in completing their project. Similarly, students need to clarify between Works Cited and Works Consulted regarding their sources. Last the Committee needs to reiterate the necessity that students work closely with their mentors during the Capstone process.
The Capstone Committee will continue to review the capstone requirements, particularly in light of student feedback and capstone results this year.	All	Streamlining and focusing the capstone process certainly made it more manageable for students and faculty alike. This was the first year for the new requirements, and several students expressed their view (and in some cases frustrations) that they could not develop the fuller capstone project of years past. The changes also did not drastically improve assessment results, though several faculty indicated that the more streamlined

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
		process did make it easier for more marginal students to complete the capstone successfully (which is good, and was one of the original rationales for the changes). The Committee will review and finalize requirements before distributing the Capstone Booklet.

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? = 6

B. List the direct measures (see appendix): [1] Capstone Proposal (AM 1A); [2] Literary Analysis (AM 1B1); [3] Creative Element (AM 1B2); [4] Reflective Essay (AM 2); [5] Comparative Religion Essay (AM 3).

C. List the indirect measures (see appendix): [6] Graduating Student Survey (AM 4).

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
Hayden Bozarth	Capstone Committee member. Reviewed and approved final draft.	
Emily Dial-Driver	Capstone Committee member. Reviewed and approved final draft.	
Sally Emmons	Capstone Committee Chair. Revised and distributed Satisfaction Survey. Reviewed and approved final draft.	
James Ford	Department Head. Capstone Committee member. Contributed and evaluated data for HUM 3633. Revised Satisfaction Survey and compiled results. Reviewed, edited, and approved final draft.	
Francis Grabowski III	Capstone Committee member. Reviewed and approved final draft.	
Laura Gray	Capstone Committee member. Reviewed and approved final draft.	
Matthew Oberrieder	Department Assessment Coordinator, University Assessment Committee representative, and Capstone Committee member (on sabbatical Spring 23). Prepared Student Learning Report and approved final draft.	
Scott Reed	Capstone Committee member. Reviewed and approved final draft.	

B. Reviewed by:

Title	Name	Signature	Date
Department Head	James Ford		6/20/24
Dean	Susan Willis		