**2013-2014 CLASS FACT Assessment Year End Report, June, 2014**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Liberal Studies** | **Nancy Thompson** | **Director: Nancy Thompson** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Numbers in parentheses refer to University ILOs   Liberal Studies majors will: 1) apply the broad knowledge of an educated generalist and the critical methods of different disciplines to contemporary issues of self, society, and nature; (1) 2) demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline (6);  3) communicate ideas clearly and persuasively orally and in writing (2) 4) demonstrate independent thinking tempered by respect for others and the environment (5) 5) work individually and collaboratively to promote social justice through an appreciation of diversity and a commitment to democratic values (3, 4)  The multidisciplinary courses in the LBST major align with LBST SLOs 1, 3, 4, 5; the depth-of-study requirement aligns with SLO 2. Since almost every undergraduate course in the university may potentially be used in a LBST major, a curriculum map is unworkable; however the entry-level and capstone courses, if approved, are designed to support and assess the LBST SLOs. |

**B. Program Student Learning Outcome(s) Assessed**

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| SLO 3: communicate ideas clearly and persuasively orally and in writing (2)  On-going assessment of SLO 1and 2. |

**C. Summary of Assessment Process**

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| We took two classes that contained a significant number of Liberal Studies majors, ENGL 3020 and HIST 1014. Using a rubric which broke down written communication into five subsets (thesis, organization, development/support, style, and mechanics), we evaluated the final papers for these classes. Assessment of SLO 1and 2 are on-going with an annual exit survey. |

**D. Summary of Assessment Results**

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| --- |
| Both courses assessed for SLO 3 can be taken at any time in the major, but most of the Liberal Studies students enrolled in the classes we looked at were juniors or seniors. All students showed competence in each of the five sub-categories, with 22% to 45% showing mastery. The results for BPEP students in the History course were slightly better than the results of their classmates, though their numbers in the sample were too small to be statistically significant. There are issues that need to be addressed for future assessment. In both classes, Liberal Studies majors comprised only part of the numbers of students enrolled: a broader sample would be more revealing. In addition, the majors were at different stages of their course of study: the results therefore showed student proficiency in the classes evaluated, but do not reveal much about the overall effectiveness of the major in meeting its SLOs. The institution of a capstone (submitted, as noted above, but still awaiting approval) would resolve this issue. SLOs 1 and 2 are addressed indirectly by student self-reporting in an exit survey. While the sample is small, as is often the case when people are asked to voluntarily complete a survey, we know in this case that we are assessing only graduating seniors. As was the case last year when the survey was instituted, all students agreed (89% agreed and 11% agreed to some extent) they had received a well-rounded education. All agreed that the major had given them the tools of different disciplines to deal with contemporary issues (89% agreed and 11% agreed to some extent). They showed confidence in their ability to write effectively by the same margin. They were slightly less confident but still positive about their understanding of scientific principles: only a third agreed completely, the remainder agreed to some extent. Overall they expressed general satisfaction with the program. While these results are heartening, self-reporting is not the most effective assessment. A larger sample and a tool for direct assessment, such as would be possible with the proposed capstone, would provide more accurate results. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| --- |
| Summarize assessment results, with interpretations of the most significant findings and recommendations for program improvements (e.g., changes in course content, course sequence, student advising). What are your assessment plans for the coming year, including revisions to the program's assessment process (e.g. add direct assessment, expand sample of student participants in indirect assessment)? |

Thank you for your hard work for the past year, and have a Great Summer!

Rubric for Essay Evaluation

**Thesis/Main Point/"Inner Story"**

|  |  |
| --- | --- |
| Low 37% 63% High | |
| not present or apparent  too broad or simple statement of fact  obvious or lacking significance | thought-provoking and significant  raises substantial questions  balances familiar and "new" insights |

**Arrangement/Organization**

|  |  |
| --- | --- |
| Low 25% 75% High | |
| introduction does not engage readers  conclusion inconsistent or too obvious  paragraphs/transitions don’t guide readers | Introduction clearly creates role for reader  conclusion invites deeper reflection  structure reinforces and expands message |

**Development**

|  |  |
| --- | --- |
| Low 50% 50% High | |
| insufficient examples or details  excess of unrelated/undeveloped ideas  lacks convincing supportive evidence/examples  does not analyze or reflect on evidence | engaging examples add insight to topic  details reinforce and build on the message  details/examples are relevant to message  comments on examples as needed |

**Style (Word Choice and Sentence Structure)**

|  |  |
| --- | --- |
| Low 63% 37% High | |
| tone is inconsistent with purpose/message  words are vague or used incorrectly  sentences are unnecessarily choppy/rambling | tone is appropriate for audience and message  language used effectively and accurately  sentences are varied as needed |

**Spelling, Punctuation, Grammatical Correctness**

|  |  |
| --- | --- |
| Low 12% 83% High | |
| frequent and confusing grammatical errors  spelling errors suggest lack of proofreading  punctuation errors obscure meaning | essay shows thorough proofreading  few punctuation, grammar, spelling errors  outside sources documented correctly |

**SURVEY QUESTIONS PERTAINING TO SLOs 1 and 2**

**Q. 20: I have received a broad, well-rounded education.**

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 88.89%  8 |
| –  I agree to some extent | 11.11%  1 |
| –  I disagree to some extent | 0.00%  0 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 0.00%  0 |
| Total | 9 |

# Q. 21 Thanks to my studies, I can apply the critical methods of different disciplines to current issues.

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 88.89%  8 |
| –  I agree to some extent | 11.11%  1 |
| –  I disagree to some extent | 0.00%  0 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 0.00%  0 |
| Total | 9 |

**Q. 22 Thanks to my studies, I understand the basic principles of science and scientific inquir**y.

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 33.33%  3 |
| –  I agree to some extent | 66.67%  6 |
| –  I disagree to some extent | 0.00%  0 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 0.00%  0 |
| Total | 9 |

# Q. 23: Thanks to my studies, I have a better understanding of human nature.

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 77.78%  7 |
| –  I agree to some extent | 22.22%  2 |
| –  I disagree to some extent | 0.00%  0 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 0.00%  0 |
| Total | 9 |

# Q.24 Thanks to my studies, I have a deeper appreciation for art and literature.

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 88.89%  8 |
| –  I agree to some extent | 0.00%  0 |
| –  I disagree to some extent | 11.11%  1 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 0.00%  0 |
| Total | 9 |

# Q. 25: Thanks to my studies, I have a deeper appreciation for the natural world.

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 88.89%  8 |
| –  I agree to some extent | 0.00%  0 |
| –  I disagree to some extent | 11.11%  1 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 0.00%  0 |
| Total | 9 |

# Q. 26: Thanks to my studies, I have learned to write clearly and effectively.

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 88.89%  8 |
| –  I agree to some extent | 0.00%  0 |
| –  I disagree to some extent | 11.11%  1 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 0.00%  0 |
| Total | 9 |

# Q. 27: I have a good understanding of the principles and methods of my minor field or option.

* Answered: 9
* Skipped: 0

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I agree | 77.78%  7 |
| –  I agree to some extent | 11.11%  1 |
| –  I disagree to some extent | 0.00%  0 |
| –  I disagree | 0.00%  0 |
| –  I’m not sure | 11.11%  1 |
| Total | 9 |

# Q. 28Is there anything we could do to improve the Liberal Studies major requirements?

* Answered: 3
* Skipped: 6

###### **Showing 3 responses**

I thought the liberal studies major requirements were well rounded and gave me a quality educational experience.

5/1/2014 5:20 PM

It's perfect.

4/28/2014 6:59 PM

I was not told until the quarter before graduation that I needed a minor.

4/28/2014 3:48 PM