

## 2007 MASTER PLAN/PROGRESS REPORT

**Academic Program: Liberal Studies**

**Person Responsible: John Keeling**

**Date Submitted: May 31, 2007**

**Mission:** The purpose of the Bachelor of Arts in Liberal Studies is to provide our graduates with knowledge of significant past events and values, to train them in historical methodologies, to encourage critical thinking, and to give them practice in research and writing. The knowledge and skills our graduates learn will enable them to become productive and ethically responsible citizens in a multicultural, global community.

**Institutional Mission Reference:** The B.A. in Liberal Studies provides a baccalaureate curriculum distinguished by academic excellence; promotes major success; cultivates skills necessary for critical thinking and effective expression; and develops values of life-long learning, ethical responsibility and civic engagement.

### Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe: Statistical analysis of grades

### Data Repository Location:

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Department Office  
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Ibid.  
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Instructor's Office  
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Ibid.  
Ibid.  
Departmental Office  
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Office of Institutional Research

**Student Learning Outcome 1:** Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>70% of students in History 410 will successfully complete a critical analysis of archival documents.</p> <p>70% of students in Humanities 201 will successfully complete an exercise in which they cite historical sources and critically analyze historical documents.</p> <p>70% of students completing the Instruction Evaluation Questionnaire (SEI) in the upper-division history courses and Humanities 201, where the scale is 1 to 5 and 5 is “excellent,” will rate their instructor at 3 or above on item #7, which reads: “the instructor requires students to think critically about the people and events of the past.”</p>	<p>92% successfully completed this exercise.</p> <p>73% completed this exercise with a grade of C or better.</p> <p>On the evaluations for Spring/Fall 2006, 98% rated their instructor at 3 or better.</p>	<p>M-Exercise worked well; instructor will repeat.</p> <p>R-Instructor will keep this exercise but will spend more time on practice exercises and will give more individual attention to each student’s exercise. Instructor will increase the amount of classroom time spent on this exercise from 1 week to 3.</p> <p>D-Instructor will implement a pre-test/post-test in History 410 assessing students’ ability to think critically about historical source materials.</p>

**Student Learning Outcome 2:** Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>On the History Department Exit Survey where the scale is 1 to 4 and 4 is “excellent,” 70% of graduates will rate the department 3 or better on the item which indicates that the History Degree developed their research and writing skills.</p>	<p>We added this question to our survey in the fall, and thus had only three students complete this question. All three gave a “3” or better for developing research and writing skills.</p>	<p>M— Maintain this assessment tool and collect further data.</p>
<p>70% of students in History 410, where students must write an analytical history research paper, will earn a grade of C or better.</p>	<p>On the rubric-graded research paper, 92% earned a C or better.</p>	<p>D— Additional time will be devoted to having students update resumes and create portfolios of their work in preparation for the job market.</p>
<p>70% of students in History 410, where students discuss their findings and those of other students orally, will earn a grade of C or better.</p>	<p>Rubric-graded oral report showed that 92% earned a C or better.</p>	<p>M— Maintain this exercise.</p>
<p>70% of students in Humanities 201 will successfully give an oral presentation of their research project to the class.</p>	<p>Rubric-graded oral report showed that 92% earned a C or better.</p>	<p>D— Students in Humanities 201 will create resumes and participate in mock interviews with Career Services.</p>
<p>70% of sampled students in HIST 101/102, 121/122, 201/202 will be considered proficient writers.</p>	<p>Piloting this for the first time in the fall of 2007; no data collected.</p>	<p>D— HIST 101/102, 121/122, and 201/202 have been designated “writing enriched” courses according to the QEP. Instructors will assign rubric-graded writing assignments amounting to at least 20% of the students’ grades.</p>
<p>On the History Department Exit Survey where the scale is 1 to 4 and 4 is “excellent,” 70% of graduates will rate the department 3 or better on the item which indicates “instructors’ use of technology.”</p>	<p>We added this question to our survey in the fall, and thus had only three students complete this question. Two of the three gave a “3” or better for use of technology.</p>	<p>M— Maintain this assessment tool.</p>

**Student Learning Outcome 3:** Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>75% of History/Liberal studies graduates on the History Department Exit Survey where the scale is 1 to 4 and 4 is “excellent,” will rate the department at a 3 or higher on the question which asks if they gained an appreciation for elements of diversity within the world and within societies.</p>	<p>We added this question to our survey in the fall, and thus had only three students complete this question. All three gave a “3” or better for diversity appreciation.</p>	<p>M— Maintain this item and collect more data. D— Pilot the use of a Major Field Exam for all graduates beginning in the Fall of 2007, supplied by ETS.</p>
<p>80% of History/Liberal Studies graduates will successfully complete at least one upper-division global community course before they graduate with a grade of C or better. These courses are: ART 361/362/363; ECON 321/431; ENGL 401/402/404/479; GEOG 311; GOVT 320, 403, 421; HIST 331, 337, 341, 342, 343, 344, 355, 357, 423, 430, 431, 432, 443, 450, 451, 454, 456, 457, 461, 462; RELS 211; SOCL 430.</p>	<p>100% of completers in the Liberal Studies program completed one of the listed courses with a grade of C or better.</p>	<p>M— Continue this course requirement for our majors.</p>
<p>80% of History/Liberal studies graduates have completed History 101 and 102, OR 121 and 122, with a grade of C or better.</p>	<p>100% of Liberal Studies graduates completed both halves of the selected survey courses with a grade of C or better in both halves of the survey.</p>	<p>R— Consider requiring our majors to attain a grade of C or better in both halves of History 101/102 OR History 121/122.</p>

**Student Learning Outcome 4:** Graduates demonstrate an understanding of the American political and economic system.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Students completing History 201/202, where an understanding of the American political and economic system is one of the SLOs, will show improvement on their knowledge as a result of taking the course. Students' understanding will be assessed using pre-/post-test embedded questions.</p> <p>80% of graduates successfully complete History 201/202, Govt 201/202, OR any economics course with a grade of C or better.</p>	<p><u>History 201: Economic System:</u> On both questions related to economics, the pre-test showed an average of 56.92% of all test-takers answered correctly; on embedded questions or the post-test, 78.10% answered correctly, an increase of 21.18 percentage points.</p> <p><u>History 201: Political System:</u> On ten questions related to the American political system, the pre-test showed an average of 27.96% of all test-takers answered correctly; on the embedded questions or post-test, 54.41% answered correctly, an increase of 26.45 percentage points.</p> <p><u>History 202: Economic System:</u> On four questions related to economics, the pre-test showed an average of 34.12% of all test-takers answered correctly; on the embedded questions or post-test, 54.89% answered correctly, an increase of 20.77 percentage points.</p> <p><u>History 202: Political System:</u> On four questions related to the American political system, the pre-test showed an average of 49.23% of all test-takers answered correctly; on the embedded questions or post-test, 83.37% answered correctly, an increase of 34.14 percentage points.</p> <p>100% of Liberal Studies graduates completed this requirement.</p>	<p>M— Spring 2007 was the first semester this pre-/post-test was administered to students in History 201/202. Recommendations are to continue to administer pre-/post-tests and collect further data. Data will then be analyzed to identify weaknesses.</p> <p>D— We will pilot the History Major Field Test for all graduates beginning in the Fall of 2007. Test will be supplied by ETS.</p> <p>M— Maintain this assessment tool.</p>

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**Resources Allocated:**

1. Because the survey courses (History 101/102, 201/202, 121/122) are now designated as writing-enriched, the Department will cap the enrollment at 45 instead of 55 students to account for increased grading time for the instructors.
  2. Because the enrollment cap in the survey courses will result in as many as 300 students per semester being turned away for lack of spots, the department recommends increasing the number of tenure-track faculty by one and the number of instructors by one.
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