

**Program Learning Report**

**Program Name: AA Degree in Liberal Arts**

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Program SLOs	Entity Conducting Direct Assessment or Supporting Courses (Indirect Assessment) & Courses Assessed	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment <sup>1</sup>	Next Steps <sup>2</sup>
<p><b><u>Critical Thinking:</u></b>                      Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.</p>	<p><b><u>Cornerstone Spring 2011</u></b>                       Courses assessed: BIOL 265L, LING 100, PHIL 211, PHYS 170, PSY 170, PSY 260, SLT 290</p>	<p>2/3 should perform at level 2 or higher on the rubric (whether for random assignment or stratified sample for purposes of calibration of the rubric, this would be a minimum)</p>	<p>AAC&amp;U VALUE Rubric for Critical Thinking                       Artifacts were stratified for calibration of rubric; a random sample was not evaluated.</p>	<p>Explanation of issues:                      Level 1 – 50%                      Level 2 – 47%                      Level 3 – 3%</p> <p>Evidence                      Level 1 – 50%                      Level 2 – 44%                      Level 3 – 6%</p> <p>Influence of context and assumptions                      Level 1 – 65%                      Level 2 – 29%                      Level 3 – 6%</p> <p>Own perspective, hypothesis, or position                      Level 1 – 50%                      Level 2 – 41%                      Level 3 – 9%</p>	<p>This needs to be discussed throughout campus community. Weakest areas identified are use of evidence, understanding context, and ability to explain issues.</p>

<sup>1</sup> Results of program assessment: % of students who met the outcome(s) and at what level they met the outcome(s)

<sup>2</sup> Next Steps: what will the program do to improve the results? Next steps can include revision to syllabi, curriculum, teaching methods, student support, and other.

Program SLO Assessment Report

<p><b><u>Critical Thinking</u></b> (Continued)</p>			<p>AAC&amp;U VALUE Rubric for Information Literacy</p>	<p>Conclusions, implications, and consequences Level 1 – 35% Level 2 – 38% Level 3 – 35%</p> <p>Evaluate info and its sources critically Level 1 – 65% Level 2 – 29% Level 3 – 6%</p> <p>Use information effectively to accomplish a specific purpose Level 1- 39% Level 2 – 55% Level 3 – 39%</p> <p>Access and use information ethically and legally Level 1 – 29% Level 2 – 65% Level 3 – 6%</p>	
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Program SLO Assessment Report

<p><b><u>Written Communication:</u></b> Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.</p>	<p><b><u>Cornerstone Spring 2012</u></b>  Courses assessed: BIOL 265L, ENG 272G, LING 100, PHIL 211, PHYS 170, PSY 212, SLT 290</p> <p><b><u>Writing Across the Curriculum</u></b>  Courses/disciplines represented: 68 sections of WI, 50 instructors</p> <p>Courses assessed: AMST 201, EALL 261, EALL 262, EALL 271, ENG 200, ENG 272G, ENG 272M, ENG 272P, ENG 272Q, HIST 288, REL 220, SOC 257</p>	<p>Average score should be 2.0 or higher</p> <p>Average score should approach 2.0</p>	<p>Written Communication Rubric</p> <p>Artifacts were stratified for calibration of rubric; a random sample was not evaluated.</p> <p>AAC&amp;U VALUE Rubric for Written Communication</p> <p>44 artifacts from WI courses were stratified for calibration; a random sample was not evaluated.</p>	<p>Context: m=2.39 Content: m=2.54 Genre: m=2.26 Sources: m=2.53 Syntax: m=2.56</p> <p>Process: 68% at benchmark or higher Purpose: 61% at benchmark or higher Content: 55% at benchmark or higher Organize: 55% at benchmark or higher Sources: 25% at benchmark or higher Clarity: 53% at benchmark or higher</p>	<p>Students demonstrate appropriate level of skills. More emphasis should be placed on contextualization and disciplinary conventions.</p> <p>Provide workshops geared toward source credibility, use of annotated bibliographies, create more assignments that feature synthesis of source data and teach specific documentation conventions within disciplines</p>
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Program SLO Assessment Report

<p><b>Self &amp; Community:</b> Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.</p>	<p>Service Learning (student artifacts from both Fall 2011 and Spring 2012 were used)</p> <p>Courses assessed: ANTH 152, ANTH 200, ART 101, BIOL 101, BIOL 124, BOT 101, BOT 105, BOT 130, CHNS 290, ENG 100, ENG 270B (LIT, ESL 100, ESOL 94, FAMR 230, GEOG 102, HOST 168, JPN 290, KOR 290, LING 102 PHIL 230</p>	<p>Average score should approach 2.0</p>	<p>Service Learning Reflection Rubric</p> <p>A random sample of 60 artifacts was analyzed</p>	<p>Statement of Problem: m = 1.5</p> <p>Key Concepts: m=1.13</p> <p>Changed Views: m=2.13</p> <p>Future Goals: m=1.77</p> <p>Affect: m=1.27</p>	<p>Improvement strategies:</p> <ul style="list-style-type: none"> <li>• help students identify key concepts through class discussion, reflection workshops, and communication with community partner</li> <li>• faculty make course linkages to service more explicit</li> <li>• create discipline coaches to mentor other service learning faculty</li> <li>• Encourage faculty to attend Change Agent Imiloa workshops</li> <li>• Clarify definition of key concepts</li> <li>• Refine rubric language</li> </ul>
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Program SLO Assessment Report

<p><b><u>Aesthetic Engagement:</u></b> Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.</p>	<p>Plan to be assessed by Cornerstone in AY 2012-2013</p>				
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Program SLO Assessment Report

<p><b><u>Integrative Learning:</u></b> Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.</p>	<p><b><u>Cornerstone Spring 2011</u></b>  Courses assessed: BIOL 265L, LING 100, PHIL 211, PHYS 170, PSY 170, PSY 260, SLT 290</p>	<p>67% should be at level 2 or higher</p>	<p>AAC&amp;U VALUE Rubric for Integrative Learning</p>	<p>Connections to experience: Level 1: 6% Level 2: 47% Level 3: 47%</p> <p>Connections to discipline: Level 1: 79% Level 2: 21% Level 3: 0</p> <p>Transfer: Level 1: 26% Level 2: 74% Level 3: 0</p> <p>Integrative Communication: Level 1: 12% Level 2: 59% Level 3: 29%</p> <p>Reflection and self-assessment: Level 1: 21% Level 2: 50% Level 3: 29%</p>	
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