Instructional Comprehensive Program Review: Liberal Arts
2013-16

Introduction and Reflection on Process

The Arts & Sciences academic cluster is substantially different from the rest of KCC in that it is composed of four large departments which contribute to a small number of cross-cluster academic programs. While A&S has come together to conduct other assessment activities, the 2013-16 Comprehensive Program Review (CPR) is substantially different from those previous planning efforts in that it specifically studies the *programs* which are housed in Arts & Sciences. This CPR focuses on the Liberal Arts program – the largest academic program of study at KCC.

This CPR is the direct outgrowth of hundreds of hours of assessment work completed over the past three years. While the CPR is the product of the Deans Advisory Council on the Comprehensive Program Review, it builds upon three years of tactical planning and two Disappearing Task Forces composed of more than thirty individuals representing all departments and programs in Arts & Sciences. This CPR seeks to capture the important and meaningful dialogue in which they engaged.

Three task forces met over the past three years to:
- Identify cross-departmental goals for Arts & Sciences and its academic programs
- Determine the most appropriate means of assessment
- Assess progress towards stated goals by compiling data from the previous three ARPDs and two most recent Tactical Plan updates
- Modify, delete, or add additional goals as needed
- Recommend programmatic enhancements to support what had been learned through assessment activities

Though the Deans Advisory Council initially struggled to understand the spirit, intent, and meaning of the CPR, the Council ultimately engaged in a deeply meaningful dialogue about our recent past. This combined CPR and Tactical Action Plan reflect an intentional discursive process of self-reflection, assessment, and planning for improvement. Through this document, the Deans Advisory Council offers the following assessment-informed goals for our program's future.

College Mission Statement
Kapiʻolani Community College:
- is a gathering place where Hawaiʻi's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawaiʻi's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.

- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

Program Mission Statement
The Arts & Sciences academic cluster provides high-quality and innovative programs that prepare students to meet rigorous baccalaureate requirements and personal enrichment goals, pursue lifelong learning, and lead lives of ethical, responsible community involvement. Four programs of study are offered: Biotechnician, Liberal Arts, New Media Arts, and Natural Sciences.

Part I: Executive Summary of CPR and Response to previous program review recommendations

Previous ARPDs have revealed challenges in the external environment with four-year universities significantly enhancing services to students and providing improved access to freshman and sophomore level courses. Despite an overall decrease in the College's enrollment, enrollment in KCC Liberal Arts courses has increased or remains flat. It is notable that many of the Liberal Arts enrollments are not KCC home-based. These students' needs are very difficult to predict.

Internally, efforts to clarify student pathways have led to the introduction of the AS Natural Sciences degree. Over recent years, this degree has gained a roughly equal number of majors as Liberal Arts has lost. Our efforts to put students on a clearer and more direct path to the baccalaureate degree are, therefore, actually reflected through the reported *decrease* in the number of Liberal Arts majors.

A large number of retirements has led to the loss of a good number of institutional leaders. The decrease in faculty numbers challenges the Liberal Arts program to remain viable and robust.

Part II: Program Description

History

The Arts & Sciences program was established in 1965 when Kapiʻolani Technical School was converted into Kapiʻolani Community College.

The Arts & Sciences (A&S) academic cluster is composed of four units: Arts & Humanities; Languages, Linguistics and Literature (originally referred to as "Language Arts"); Math and Sciences; and Social Sciences. With a staff and faculty numbering well over 200 and responsibility for over 70% of the College's overall SSH enrollment, the A&S cluster is the single largest organizational unit at Kapiʻolani Community College. A&S offers courses in support of General Education, transfer to a four-year university, as well as select career programs intended to lead to immediate employment ("A/S Tactical Plan Background").

At Kapiʻolani Community College, Liberal Arts students can graduate with an Associate in Arts (AA) degree, complete subject certificates, transfer into a college or university, and continue as lifelong learners. The Ka'ie'ie dual enrollment program provides a new pathway to a four-year degree by providing pre-admission to a select group of Kapi'olani CC students.

The graduation requirements for an AA degree are 60 credits of 100 to 200 level courses and an overall grade point ratio of 2.0. Liberal Arts students may maximize their degree by completing an Academic Subject Certificate as part of the AA degree. AA degrees with Concentrations are currently under development to further refine the pathway for students who intend to transfer to a four-year university.

Liberal Arts students transfer to four-year colleges and universities to complete a bachelor's degree. Students taking courses for the AA degree meet the general education requirements at the University of Hawai`i at Manoa, Hilo, and West O'ahu. The AA degree may also meet the general education requirements at colleges and universities outside the UH system as well ("2011 ARPD").

Program Goals (A&S Tactical Plan, Strategic Outcomes)
1. Become the leading indigenous-serving higher education institution & support the access &
2. success of Native Hawaiian students;
3. Increase the educational capital of the state by increasing the participation and degree completion of students;
4. Address critical workforce shortages and prepare students for effective engagement and leadership;
5. Recognize and invest in faculty and staff and develop innovative learning environments in which to work.

Program Student Learning Outcomes

Five outcomes serve as the basis of the Liberal Arts program:
1. Thinking/Inquiry - 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.
2. Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

3. Self and Community/Diversity of Human Experience - 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 global communities.
4. Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
5. Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities

Credentials and Licensures offered:
N/A

Faculty and Staff (Most figures from 2011-12 ARPD)

Annual FTE Faculty:	95.2 (count)
	138.3 (analytic)
Annual FTE Staff:	12 (STEM & Civil Service)
Lecturers/Adjunct Faculty	125-140 (approximate)
Majors:	3873

Resources
The bulk of the funds allocated to Liberal Arts are from the general (state) funds as awarded by the Hawai'i State Legislature. There is also significant budgetary and in-kind support from non-resident (ESOL program) tuition revenue, U.S. Department of Education, Title III, National Science Foundation, National Endowment for the Humanities, ARRA/Achieving the Dream and various other external sources. Some funding is allocated to the four departments which contribute to the Liberal Arts program and other funds are awarded specifically to Liberal Arts.

Articulation Agreements
Recognizing the primacy of in-system transfer, Kapi'olani has signed articulation agreements with three University of Hawai'i campuses: UH Mānoa, UH Hilo, and UH West O'ahu. The college has also secured articulation agreements with Chaminade University of Honolulu, Pacific University, Oregon State University, and Lamar University.

Advisory and Community Connections (from A&S Tactical Plan)
Hawai'i Department of Education, National Science Foundation, U.S. Department of Education, State of Hawai'i, State of Hawai'i DBEDT, PCATT, ARRA/Achieving the Dream

Part III: Quantitative Indicators for Program Review (ARPD for 2009-10, 2010-11, & 2011-12)

The following is an analysis of quantitative trends identified over the past three years of ARPD data:

Demand Indicators
There was a very marginal decrease in the number of program majors. The overall demand for courses increased, for a total of 31 classes, an increase of 2.49 percent.

Efficiency Indicators
Average class size decreased slightly. The number of low-enrolled classes has also decreased – a positive development for the Liberal Arts.

Effectiveness Indicators
Overall, course withdrawals in the Liberal Arts decreased. Additionally, over the last two years, the number of A.A. degrees awarded increased by 2.96%. The transfer rate to UH Mānoa increased 23.14%.

Distance Education: Completely Online Courses
The number of Distance Education classes offered increased 19.90%, however, relatively withdrawal and decreasing completion rates indicate that the academic cluster might further bolster efforts to address such issues related to distance education, given the generally healthy status of other performance indicators.

Transfer Student Report (UH System, "Transfer Student Report for Kapiʻolani Community College students versus Four-Year Native University of Hawaiʻi Students, Academic Years 2006-2007 to 2010-2011")
Transfer is an important quantitative measure of success for the Liberal Arts so this information has been added to this CPR. A recent February 2013 report indicates the following about the performance of students who transferred from KapCC to three of the University of Hawaiʻi 4-yr campuses:

- There were no significant differences between the two student groups for any of the 4-yr institutions for any of the five academic years when all majors were combined. Following transfer, KCC students perform as well as those students who begin their studies at UHM, UHH, and UHWO.
- In most Arts & Sciences programs, no significant difference was observed. In 2009-10, there were only two Liberal Arts-related majors which do show a significant difference.
    - History majors: former KCC students performed worse (50% achieved GPA of 2.0 or better, 3 out of 6 students) than UH-Manoa students (91.30% achieved GPA of 2.0 or better).
    - Political Science majors: KCC students performed worse (60% achieved GPA of 2.0 or better, 3 out of 5 students) than UH-Manoa students (95.45% achieved GPA of 2.0 or better)

Part IV: Curriculum Revision and Review

Over the three years of this CPR, a total of 643 Arts & Sciences courses were reviewed. The remaining courses which are not in compliance with the College's self-imposed five-year update "window," must still pass through the curriculum review and approval process. Approximately 58 or 9% of these courses are inactive and three that are not included in the count are scheduled to be deleted. (See Appendix B)

Part V: Survey Results

No surveys were administered specifically to Liberal Arts students. Key surveys which solicited and compiled information from KCC students presumably included large numbers of Liberal Arts majors but it is impossible to disaggregate this information to gain accurate feedback about the program. The lack of readily available data within this category, as well as the lack of a concrete methodology to assess student satisfaction on campus specific to the Liberal Arts definitely highlights the need for stronger program-specific survey assessments. (See Appendix C)

Part VI: Analysis of the Program

Alignment with mission
While it is the only "general studies" degree offered at KCC, the Liberal Arts program is principally a degree structured to facilitate transfer to a four-year university. Consistent efforts to more carefully align the Liberal Arts program with university transfer have been made over the past three years in messaging, publications, program design, and articulation.

Current Situation: Internal
After reviewing the 2008-2015 Strategic Plan, the 2011 Annual Report of Instructional Program Data (ARPD), and the Arts & Sciences Tactical Plan Update, the following were identified as the most significant internal factors influencing Liberal Arts program planning:

- WASC ACCJC mandates for outcomes assessment and strategic planning/resource allocation
- UH System goals for community college to university transfer
- UH System goals for degree completion
- An overall decrease in enrollment at KCC
- Efforts to clarify student pathways have led to the introduction of the AS Natural Sciences degree. This degree has gained the same number of majors as Liberal Arts has lost. Our efforts to put students on a clearer and more direct path to the baccalaureate degree are reflected in a *decrease* in the number of Liberal Arts majors.

Current Situation: External
Following a review of "Planning Shaped By External Context," found on pages 10-13 of the Strategic Plan, 2008-2015, the following were identified as the most significant external factors influencing Liberal Arts program planning:

- WASC ACCJC mandates for outcomes assessment and strategic planning/resource allocation
- UH System goals for community college to university transfer
- UH System goals for degree completion
- President Obama's national agenda to enhance degree attainment at all levels of higher education
- Competition for enrollment from other Oahu-based community colleges in higher growth regions

Assessment Results for Program SLOs
The five Liberal Arts program SLOs are assessed by drawing upon the assessment activities of three cross-College programs over a three-year cycle. The chart below depicts the specific program SLOs, the courses, and key entities conducting the assessment. Appendices contain a copy of summary reports which document the expected level of achievement, the results, as well as the next steps to be taken regarding the data.

Cornerstone, Service Learning, and Writing Across the Curriculum (WAC) are assessing the Liberal Arts SLOs relevant to their programs. All program SLOs have been assessed and are data are being used to make program improvements.

Assessment results have been used to make program improvements through a pilot project with the Library, the creation of a new Sustainability designation for the degree, as well as a new effort to enhance Critical Thinking by training faculty to conduct Transparent Grading to benefit students.

Assessment Timeline for Program SLOs

	2010-11	2011-12	2012-13
Critical Thinking	Cornerstone Writing Across the Curriculum		Writing Across the Curriculum
Written Communication		Cornerstone	
Aesthetic Engagement			Cornerstone
Integrative Learning	Cornerstone		
Self & Community	Service Learning	Service Learning	

Next Steps in Assessment and Improvement Strategies:
The "next steps" based on the results of assessments conducted by Cornerstone, Service Learning, and WAC are summarized in the Program Learning Report for the AA Degree in Liberal Arts, dated October 8, 2012.

The Cornerstone assessment of the Gen Ed Critical Thinking SLO identified weaknesses in "use of evidence, understanding context, and ability to explain issues" and recommended that the wider campus community must engage in discussion of this SLO.

WAC is focusing its assessment on the Critical Thinking SLO in 2013. The WAC assessments of the Written Communication SLO resulted in specific next steps to provide faculty more resources to target student research writing, including working more closely with the library to develop stronger research skills and help students with specific documentation conventions within disciplines.

Service Learning assessment of the Self & Community SLO identified improvement strategies which included recommendations that faculty make course linkages to service more explicit, that discipline coaches be created to mentor other Service Learning faculty, that the rubric language be refined, and that students strengthen their knowledge of key concepts through class discussion, reflection workshops, and communication with community partners.

Part VII: Tactical Action Plan, 2013-16

The Arts & Sciences unit is backwards from the rest of KCC in that four departments primarily contribute to a single academic program. Consequently, as a result of extensive dialogue by the Deans Advisory Council on the CPR, a decision was made that the Tactical Action Plan for Liberal Arts and other programs housed in Arts & Sciences should mirror that of the Arts & Sciences academic cluster.

STRATEGIC OUTCOMES (KCC Strategic Plan)	A. Become the leading indigenous-serving higher education institution & support the access & success of Native Hawaiian students B. Increase the educational capital of the state by increasing the participation and degree completion of students D. Address critical workforce shortages and prepare students for effective engagement and leadership E. Recognize and invest in faculty and staff and develop innovative learning environments in which to work
PERFORMANCE MEASURES	1) Support employee recruitment, training, and retention to increase student success in transfer-level courses (B3) 2) Implement a process for the regular review of courses and programs (D10) 3) Increase student "success" as defined by persistence, graduation, and transfer rates for Native Hawaiian and non-Hawaiian students (D4) 4) Gather useful data to inform decision-making 5) Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership team committed to strategic outcomes and student-centered performance measures (E1)
STRATEGIES	1) Re/design and create courses which include innovative pedagogy, updated content, and alternative delivery methods (B3) 2) Support programs and faculty initiatives that promote student engagement, learning, and achievement 3) Complete a cycle of learning outcomes assessment in general education diversification areas and all programs of study and use program assessment results to implement improvements (D10) 4) Align course and program outcomes 5) Continue the five-year curriculum review process (D10) 6) Provide orientation, training, and support to new faculty and professional development for continuing faculty (E1) 7) Provide appropriate staffing, workspaces, and/or resources as needed to support student engagement, learning, and achievement

MEANS OF ASSESSMENT	1) Number of courses redesigned and programs reviewed 2) Number of declared majors 3) Number of degrees awarded 4) UHM transfer rate
INDIVIDUALS RESPONSIBLE	Faculty Department Chairs APT Staff STEM Center staff Assessment Coordinator(s) Secretaries Dean
SYNERGIES WITH OTHER PROGRAMS, UNITS, EMPHASES, and INITIATIVES	Maida Kamber Center CELTT, Library, & Testing Achieving the Dream initiative & Title III Student Services Kahikoluamea CTE and Health Academic Clusters Kaʻieʻie and other university pathways OFIE and Service Learning Business Office Human Resources Office

Part VIII. Resource and Budget Implications

To align with the current budget allocation process, resource requests will continue to be made from the Arts & Sciences unit as a whole. Resource requests will be considered by the Department Chairs and Dean and prioritized on behalf of the Arts & Sciences unit. Such requests will be taken forward to the senior administration as prioritized requests.

Faculty positions left vacant due to resignation or retirement should be considered for recruitment. In some Arts & Sciences disciplines, particularly those which have been disproportionately impacted by retirements and resignations, faculty leadership will help to better position the college for continued growth. Other resources to support program goals around transfer, persistence, and graduation will be needed.

Appendices

The following appendices are offered for further clarification/information and to inform future Comprehensive Program Review studies.

Appendix A:

Quantitative Indicators for Program Review

Appendix B:

Curriculum Review Data
Liberal Arts Courses - Total Reviewed: 643

	Numerical Data
Courses which were completed as part of 5-year review	430
Courses that are currently in some stage of the curriculum approval process	12
Inactivated	58
Experimental	5
Independent Study	2
Courses Not Accounted For	4 (HWST 210, REL 220, MUS 229, MUS 230)
Courses requiring action	132

Appendix C:

Survey Results re: Student satisfaction, including student support services

2012 Student Focus Group
In Spring 2012 semester, OFIE conducted focus groups with students to complement recent CCSSE results. Seven focus groups were conducted, two of which were from the Arts & Science cluster. However, the Arts & Science results were not disaggregated from the reporting. The most frequently used services related to Liberal Arts were academic advising, tutoring, faculty office hours, the STEM center and Smart Thinking for English classes. However, many students in the focus groups were not aware of existing services and they called for de-compartmentalization of services. Suggestions that students made that can be related to Liberal Arts are more tutors for specific major subjects.

Any future instrument of this type needs to disaggregate the Liberal Arts students' data in order to draw conclusions about Liberal Arts program performance.

Source: Office of Institutional Effectiveness. "Student Focus Group Result 2012 –First Glance". Kapiʻolani Community College. Web. 24 Feb. 2013, http://ofie. kapiolani.hawaii.edu/ofie-research-reports/.

Graduates and Leavers' Surveys, 2009-2010, 2010-2011
In the Graduate and Leavers from 2009-2010 and 2010-2011 surveys, CTE and Liberal Arts Graduates and Leavers were asked several questions for which the results were pooled. The only question, which disaggregates the Liberal Arts responses is this one: How satisfied were you with the academic preparation that you received? Conclusions: In both years of this survey, a strong majority of students (93% in 2009-2010, 94.04% in 2010-2011) and were very satisfied or satisfied with the academic preparation that they received at Kapiʻolani Community College.

Graduates and Leavers' Survey, 2012
The 2012 Graduates and Leavers' Survey consisted of five open-ended questions related to their experience at KCC. These data do not identify the program that the student was enrolled in, so the results are campus-wide, and cannot be applied directly to the Liberal Arts program. Any future survey of this type needs to collect and disaggregate program affiliation of the student in order to draw conclusions about individual program performance.

Sources:

Office of Institutional Effectiveness. "Graduates and Leavers' Survey 2010-2011 Report and Open Ended Responses Full Report". Kapiʻolani Community College. Web. 24 Feb. 2013, http://ofie.kapiolani.hawaii.edu/ofie-research-reports/.

Office of Institutional Effectiveness. "Graduates and Leavers' Survey 2009-2010 Report". Kapiʻolani Community College. Web. 24 Feb. 2013, http://ofie. kapiolani.hawaii.edu/ofie-research-reports/.

Office of Institutional Effectiveness. "Graduate and Leaver open-ended responses reporting draft 2012.docx". Kapiʻolani Community College. Web. 24 Feb. 2013, http://ofie.kapiolani.hawaii.edu/ofie-research-reports/.

Office of Institutional Effectiveness. "Transfer Student Report for Kapiʻolani Community College Student versus Four-Year Native University of Hawaiʻi Students Academic Years 2006-2007 to 2010-2011". Kapiʻolani Community College. Web. 24 Feb. 2013, http://ofie.kapiolani.hawaii.edu/ofie-research-reports/.

Appendix D:

Program SLO Assessment Results from three cross-College programs

Program SLOs	Entity Conducting Direct Assessment or Supporting Courses (Indirect Assessment) & Courses Assessed	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment*	Next Steps**
Critical Thinking: 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.	Courses assessed: BIOL 265L, LING 100, PHIL 211, PHYS 170, PSY 170, PSY 260, SLT 290	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)	AAC&U VALUE Rubric for Critical Thinking Artifacts were stratified for calibration of rubric; a random sample was not evaluated.	Explanation of issues: Level 1 – 50% Level 2 – 47% Level 3 – 3% Evidence Level 1 – 50% Level 2 – 44% Level 3 – 6% Influence of context and assumptions Level 1 – 65% Level 2 – 29% Level 3 – 6% Own perspective, hypothesis, or position Level 1 – 50% Level 2 – 41% Level 3 – 9% Conclusions, implications, and consequences Level 1 – 35% Level 2 – 38% Level 3 – 35%	This needs to be discussed throughout campus community. Weakest areas identified are use of evidence, understanding context, and ability to explain issues.

Program SLOs	Entity Conducting Direct Assessment or Supporting Courses (Indirect Assessment) & Courses Assessed	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment*	Next Steps**
Critical Thinking (continued)			AAC&U VALUE Rubric for Information Literacy	Evaluate info and its sources critically Level 1 – 65% Level 2 – 29% Level 3 – 6% Use information effectively to accomplish a specific purpose Level 1- 39% Level 2 – 55% Level 3 – 39% Access and use information ethically and legally Level 1 – 29% Level 2 – 65% Level 3 – 6%	

Program SLOs	Entity Conducting Direct Assessment or Supporting Courses (Indirect Assessment) & Courses Assessed	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment*	Next Steps**
Written Communication: Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of Communication.	Cornerstone Spring 2012 Courses assessed: BIOL 265L, ENG 272G, LING 100, PHIL 211, PHYS 170, PSY 212, SLT 290 Writing Across the Curriculum Courses/ disciplines represented: 68 sections of WI, 50 instructors 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	Average score should be 2.0 or higher Average score should approach 2.0	Written Communication Rubric Artifacts were stratified for calibration of rubric; a random sample was not evaluated. AAC&U VALUE Rubric for Written Communication 44 artifacts from WI courses were stratified for calibration; a random sample was not evaluated.	Context: m=2.39 Content: m=2.54 Genre: m=2.26 Sources: m=2.53 Syntax: m=2.56 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	Students demonstrate appropriate level of skills. More emphasis should be places on contextualiza-tion and disciplinary conventions. Provide workshops geared toward source credibility, use of annotated bibliographies, create more assignments that feature synthesis of source data and teach specific documenta-tion conven-tions within disciplines

Program SLOs	Entity Conducting Direct Assessment or Supporting Courses (Indirect Assessment) & Courses Assessed	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment*	Next Steps**
Self & Community: 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.	Service Learning (student artifacts from both Fall 2011 and Spring 2012 were used) 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	Average score should approach 2.0	Service Learning Reflection Rubric A random sample of 60 artifacts was analyzed	Statement of Problem: m = 1.5 Key Concepts: m=1.13 Changed Views: m=2.13 Future Goals: m=1.77 Affect: m=1.27	Improvement strategies: 1) help students identify key concepts through class discussion, reflection workshops, and commu-nication with community partners; 2) faculty make course linkages to service more explicit; 3) create disci-pline coaches to mentor other service learning faculty; 4) Encourage faculty to attend Change Agent work-shops; 5) Clarify definition of key concepts; 6) Refine rubric language

Program SLOs	Entity Conducting Direct Assessment or Supporting Courses (Indirect Assessment) & Courses Assessed	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment*	Next Steps**
Aesthetic Engagement: Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.	*The Aesthetic Engagement program SLO will be assessed by the Cornerstone project in AY 2012-2013*				

Program SLOs	Entity Conducting Direct Assessment or Supporting Courses (Indirect Assessment) & Courses Assessed	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment*	Next Steps**
Integrative Learning: Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.	**Cornerstone Spring 2011** Courses assessed: BIOL 265L, LING 100, PHIL 211, PHYS 170, PSY 170, PSY 260, SLT 290	67% should be at level 2 or higher	AAC&U VALUE Rubric for Integrative Learning	Connections to experience: Level 1: 6% Level 2: 47% Level 3: 47% Connections to discipline: Level 1: 79% Level 2: 21% Level 3: 0 Transfer: Level 1: 26% Level 2: 74% Level 3: 0 Integrative Communication: Level 1: 12% Level 2: 59% Level 3: 29% Reflection and self-assessment: Level 1: 21% Level 2: 50% Level 3: 29%	