

Liberal Arts: Assessment results for the 2005-2006 academic year

Each department sets up 3 student outcomes that reflect the skills each student should master and be able to demonstrate before completing their degree process. Each department specifies the criteria and measuring instruments that will be used to assess if students are meeting the goals of each outcome, and what level of performance they require to consider the outcome successful accomplished. In addition, the students fill out graduation surveys assessing themselves on the same criteria.

This document is intended to allow students, and the general public, to view the results.

Liberal Arts: Arts & Humanities / Social Sciences

General Plan Information	
<p>Institutional Mission Linkages:</p> <p><u>Colorado State University's Mission</u></p>	<p>The Liberal Arts major serves the people of Colorado by providing a program of study for students with broad interests that cross disciplinary boundaries. Students in this major develop broad-based understandings of the human condition, study various cultures and cultural artifacts, and develop an appreciation for the variety and breadth of human knowledge by pursuing a concentration either in the arts and humanities or in the social sciences. The program aims to develop students` abilities to be critical thinkers and committed citizens with a responsibility for ethical involvement in the larger human community.</p>
<p>Institutional Strategic Planning Linkages:</p> <p><u>Colorado State University's Strategic Plan</u></p>	<p>The Liberal Arts major directly addresses Goal 3 (Curriculum) by providing “increased opportunities for interdisciplinary programs,” which lies at the heart of the Liberal Arts Major’s emphasis.</p> <p>The Liberal Arts major also links to Goal 2 (Access and Success), specifically emphasizing Student Retention, as it serves two types of students. First, the major is well-suited to the student who enters the University knowing he/she has broad-ranging interests. Second, the major is also a natural home for the student who comes to that realization relatively late in his/her undergraduate career; for this latter type of student, the major not only allows him/her to pursue a variety of interests but also has the flexibility to allow the student to graduate within the 120 credit target. Furthermore, this program allows students who are unable to enter "controlled majors" to complete a program of study in related disciplines of interest.</p> <p>The Liberal Arts major also links to Goal 7 (Learning Outcomes) by incorporating assessment in its Capstone course.</p>
<p>College Planning Goals or Mission</p>	<p>These two concentrations of the Liberal Arts major conform exactly to the College of Liberal Arts` mission to offer instructional programs that "provide an understanding of people, their cultures, histories,</p>

<p>Statement Linkages:</p> <p><u>Liberal Arts 's Mission</u></p>	<p>literatures, philosophies, media, and arts; knowledge of their social, political, economic, and environmental systems; skills of critical thinking and communication; and attitudes appropriate to its academic disciplines." The College mission specifically calls for interdisciplinary programs, such as this one, that enhance student recruitment and retention.</p>
<p>Program Purpose:</p>	<p>The program allows students to pursue a course of study that focuses on human culture and creativity in the visual and performing arts as well as the humanities or one that focuses on the various social sciences perspectives on human society, culture, and knowledge.</p>
<p>Program Administration of Assessment Process:</p>	<p>The assessment process is administered by the Associate Dean in charge of the Liberal Arts major. The Assessment Committee consists of the Associate Dean, representatives from the Liberal Arts Advisors, and the Director of the International Studies program. Because the individual programs of study pursued by students are so diverse, given the interdisciplinary nature of the major, the assessment activities will occur in the common Capstone Seminar, which is devoted to helping students synthesize their individual programs of study. The Committee administrator has attended an assessment conference offered by the HLC and communicates to committee members information provided by the APAIC committee. Assessment data and results will be discussed by the committee with attendant suggestions for program improvement.</p> <p>In addition results of our assessment will be provided in PDF files for public review at http://www.colostate.edu/Colleges/LibArts/vital.htm . These PDF files will summarize the results for the past academic year for each concentration of our student surveys and committee assessment of the program; through general percentages of how students responded to specific questions, scored on rubrics as a class, and charts to visually illustrate the results we will provide students access to the learning outcomes.</p> <p>We will also make this available for other CLA departments if they wish to post their results as well.</p>

1. **Outcome 1** objective: Students majoring in the Liberal Arts with concentrations either in arts and humanities or in social sciences will demonstrate the following writing competencies: 1) organize in a manner that aids the readers' comprehension as well as the writer's purpose; 2) use accepted grammatical form, spelling, and punctuation; 3) use language in a style that is appropriate to the writer's purpose; 4) support claims; 5) cite sources of information in clear format.

Assessment: The assessment committee for the Liberal Arts major will evaluate a sample of papers submitted for the Liberal Arts capstone using the criteria

listed above. The graduating seniors who are submitting these papers will also assess their skills through a student exit survey. Both Assessments will use a Strongly Agree - Strongly Disagree (1-5) scale to track responses.

- We expect all students to demonstrate competence and 10% of the students to demonstrate excellence on a composite score on the rubric.

Results: As a general trend the students tend to rate their skills higher than the committee rates them on average.

Students:

93% selected SA-A.

Of the few that selected N-SD the strongest trend was related to not being confident with grammar and clear organization.

Committee:

Of the random sample reviewed:

3% were excellent (SA)

68% were competent

28% did not meet the department standards.

Source citation, supporting claims with evidence, and clear organization are areas that will need improvement.

Program Improvements:

We will continue to emphasize organization, grammar, and source citation in our curriculum.

We have also constructed a handout for students regarding the importance of proper source citation. This handout, or a faculty modified version, will be made available to faculty for distribution in all courses where source citation will be utilized.

As the AUCC core is being modified to reflect GTPathways, there will be a new emphasis on writing in every core class, which should also help us improve these skills for students in the long term.

2. **Outcome 2** objective: Students majoring in the Liberal Arts with concentrations either in arts and humanities or in social sciences will demonstrate effective oral communication skills, specifically creation of a logically constructed message, adaptation of that message to a particular audience, use of accepted grammatical forms of standard American English dialect, use of appropriate and engaging language, and delivery skills. This demonstration will occur in a defined exercise.

Assessment: The assessment committee for the Liberal Arts major will evaluate a sample of videotaped practice employment interviews done as an assignment in the Liberal Arts Capstone seminar. This evaluation will involve a rubric

that identifies the components of effective oral communication: 1) articulation of students' skills and abilities; 2) adaptation of that message to the company and specific interviewer; 3) use of accepted grammatical form for standard dialect of American English; 4) use of language in a style that is clear and appropriate to the interview situation; 5) delivery of the message clearly and competently. These match the desired outcomes. This direct measurement will be analyzed in conjunction the student exit survey in which seniors self-evaluate their skills.

- We expect all students to demonstrate competence and 10% of the students to demonstrate excellence on a composite score of the rubric.

Results: When include the employer reviews with the committee assessment scores the students are currently exceeding our goals for excellence by 300%. However, 18% of students are not demonstrating competence, especially regarding their ability to adapt a message to a specific audience, and in articulating their skills and abilities.

Program Improvements: The advisors for Liberal Arts are emphasizing the important of practicing these skills and working with the career center in each of the initial student presentations (Preview, NextStep, individual appointments...).

In the future, we will be incorporating the employer evaluations of these mock interviews as a regular part of this assessment, along with a set of guidelines to help the individual employers coordinate their rating criteria.

We will also be adding the following question to the rubric: 1-5 **This student was prepared for the interview** (as suggested by the career center liaison and the employers that participated in the mock interview process). Correspondingly, this additional assessment check will be reflected in an additional question on the student survey: 1-5 **I was prepared for the mock interview**.

3. **Outcome 3** objective: Students majoring in the Liberal Arts with concentrations either in Arts and Humanities or in Social Sciences will demonstrate critical thinking ability in a defined exercise. Specifically, they will be able to describe a policy, position, or artifact; to analyze the policy, position or artifact by identifying issues or articulating and then applying a critical framework/perspective; and to clearly articulate and support conclusions based on that analysis/identification of issues.

Assessment: The assessment committee for the Liberal Arts major will evaluate a sample of papers submitted for the Liberal Arts capstone using the criteria listed above. The graduating seniors who are submitting these papers will also assess their skills through a student exit survey. Both Assessments will use a Strongly Agree - Strongly Disagree (1-5) scale to track responses.

- We expect all students to demonstrate competence and 10% of the students to demonstrate excellence on a composite score on the rubric.

Results:

Students survey:

91% A-SA

9% N-SD

45% feel they demonstrate excellence.

Committee review:

71% A-SA

29% N-SD

11% demonstrate excellence

The committee review is exceeding our goal for demonstrating excellence by 10%. However, 29% of our students are not demonstrating competence on the goals of this outcome.

Program improvements: Given that the capstone course arrives too late in their academic career to introduce analytical skills, these skills will become a more prominent focus in LB300, which is a commonly required course for this major and is generally taken earlier.

In addition we will reinforce the focus on analytical skills in our curriculum with the departments as well as in LB492.

Liberal Arts: International Studies

General Plan Information	
Institutional Mission Linkages: <u>Colorado State University's Mission</u>	The International Studies Concentration of the Liberal Arts Major is committed to excellence in advancing the frontiers of knowledge, providing intellectual and cultural leadership, preparing students for lifelong roles as productive citizens and thinkers, and striving always to improve the human condition. The Program is especially dedicated to promoting intellectual curiosity about and respect for the diversity of peoples and cultures.
Institutional Strategic Planning Linkages: <u>Colorado State University's Strategic Plan</u>	The International Studies degree is especially well suited to help fulfill the University's Goal 13 (International Emphasis) by allowing students flexibility to "broaden their exposure to today's global challenges" within the wide spectrum afforded by the Liberal arts contexts.
College Planning Goals or Mission	Our goal is to deliver to each student an outstanding Liberal Arts education in languages and cultures through excellent teaching and advising in an open, personal atmosphere conducive to intellectual

<p>Statement Linkages:</p> <p><u>Liberal Arts 's Mission</u></p>	<p>exchange and learning. Specifically, the International Studies degree reflects Goal 3 of the CLA Strategic Plan by creating a curricular framework to "foster [an] understanding of... global awareness/understanding" through languages, cultures, and social systems that frame the Liberal Arts learning environment.</p>
<p>Program Purpose:</p>	<p>1) Graduates in the International Studies Concentration of the Liberal Arts Major will be able to follow a line of reasoning and empathize with others; 2) Our graduates will know there are multiple ways of reading the world; 3) Our graduates will be able to write clearly and persuasively; 4) Our graduates will respect rigor not so much for its own sake but as a way of seeking truth, for they will have a larger vision that calls for the humane use of knowledge; 5) Our graduates will practice humility, tolerance, and self-criticism, for they will have begun to know and celebrate the wider world and they will understand the history and the aspirations of other peoples; 6) Our graduates will understand how to get things done in the world, and they will sincerely want to leave the world a better place than they found it; 7) Our graduates will nurture and empower the people around them, for they know that nothing is accomplished by one person alone, that a free and flourishing community is essential to their freedom and their achievements.</p>
<p>Program Administration of Assessment Process:</p>	<p>The assessment process is administered by the Associate Dean. The Assessment Committee consists of the Associate Dean, representative(s) from the International Studies Advisory Board, and the instructor of the International Studies capstone (IN 492). Because the individual programs of study pursued by students are so diverse, given the interdisciplinary nature of the major, the assessment activities will occur in the common Capstone Seminar, which is devoted to helping students synthesize their individual programs of study. Assessment data and results will be discussed biannually by the committee with attendant suggestions for program improvement.</p> <p>In addition results of our assessment will be provided in PDF files for public review at http://www.colostate.edu/Colleges/LibArts/vital.htm . This PDF file will summarize the results for the past academic year of our student surveys and committee assessment of the program; through general percentages of how students responded to specific questions, scored on rubrics as a class, and charts to visually illustrate the results we will provide students access to the learning outcomes.</p>

1. **Outcome 1** objective: Students majoring in the Liberal Arts with concentrations International Studies will demonstrate the following writing competencies: 1) organize in a manner that aids the readers` comprehension as well as the writer`s purpose; 2) use accepted grammatical form, spelling, and punctuation; 3) use

language in a style that is appropriate to the writer's purpose; 4) support claims; 5) cite sources of information in clear format.

Assessment: The assessment committee for the Liberal Arts – International Studies major will evaluate a sample of papers submitted for the International Studies capstone using the criteria listed above. The graduating seniors who are submitting these papers will also assess their skills through a student exit survey. Both Assessments will use a Strongly Agree - Strongly Disagree (1-5) scale to track responses.

- We expect all students to demonstrate competence and 10% of the students to demonstrate excellence on a composite score on the rubric.

Results:

Student survey:

93% A-SA

7% N-SD

Committee assessment:

62% A-SA

38% N-SD

14% demonstrated excellence (SA)

We are exceeding our goal for demonstrated excellence by 40%. However, 38% of our students are not meeting our goal for competence on this outcome.

Program Improvements:

We will continue to emphasize organization, grammar, and source citation in our curriculum.

We have also constructed a handout for students regarding the importance of proper source citation. This handout, or a faculty modified version, will be made available to faculty for distribution in all courses where source citation will be utilized.

As the AUCC core is being modified to reflect GTPathways, there will be a new emphasis on writing in every core class, which should also help us improve these skills for students in the long term.

2. **Outcome 2** objective: Source Identification and Assessment: Students will be able to not merely cite print and other sources; they will be able to assess the level of expertise of the author of the source and the potential for or existence of bias in the source.

Assessment: For the IN 492 paper that is submitted for writing assessment as detailed in Student Learning Outcome One, students shall submit a separate

document telling as much about their sources for the paper as they were able to discover. These two documents shall be submitted to the Assessment Committee, who will evaluate the students' success in analyzing their sources as detailed above (The capstone paper will thus be analyzed for both the writing assessment and the source identification rubric). An updated summary of the results for all semesters assessed will be given to each instructor of subsequent IN 300 courses.

- We expect all students to demonstrate competence and 10% of the students to demonstrate excellence on a composite score on the rubric.

Results:

Student survey:

86% A-SA

14% N-SD

Committee Survey:

43% A-SA

57% N-SD

3% of students demonstrated excellence

These scores represent a strong need for improved training on source citation and evaluation.

Program Improvements: At the request of the capstone instructor, we have created a handout to address these skills that will be given out at the beginning of each Capstone course.

The Dean will reinforce the importance of these skills to the Council of Chairs, who will in turn provide guidance to their faculty.

3. **Outcome 3** objective: Graduates of the International Studies Concentration of the Liberal Arts Major, as a group, shall achieve at least an intermediate knowledge of a second language, particularly those of importance to their course of study.

Assessment: The committee will review student grades from their L201 language classes. We will also assess the student's perspective on the effectiveness of their foreign language proficiency on understanding the history and aspirations of other cultures through a 1-5 question on the student survey:

How important do you think your foreign language instruction was for understanding the history and aspirations of other cultures?

In addition the committee will assess student attitudes toward culture through the sample of papers submitted and reviewed for Outcome One. The committee will evaluate each sample on a 1-5 scale: **Did this student demonstrate humility, tolerance, and self-awareness, and an**

understanding of the wider world including the history and the aspirations of other peoples?

- Students will average a B- with at least 10% receiving an A (B- is used as a guide because it is the average class grade university wide). On the questionnaire, students will average a 4/5 with at least 10% selecting 5/5. On the committee review question, students will average a 3 with at least 10% receiving a 4 or higher.

Results:

In Fall '05, 0 students took L201.

Spring '06, 7 students took L201. The average score was a C+. 43% of the student's received an A.

Average IS student grade in L201 for the '05-'06 year was a C+; which was 1/3 of a letter grade lower than our goal. 43% of the IS students received an A; which was 330% higher than our target goal. This result falls within our deviation tolerance.

Program improvements: As requested by the review committee, we will add an additional question to the committee assessment and student survey:

Committee Survey:

1-5 Did this student demonstrate humility, tolerance, and self-awareness, and an understanding of the wider world including the history and the aspirations of other peoples?

Student survey:

1-5 My foreign language instruction was very important/helpful for understanding and accessing the history and aspirations of other cultures.