



Program Assessment Plan

Program: General Studies

College/School: School for Professional Studies

Person(s) Responsible for Implementing the Plan: Kyle Crews, Director

Date Submitted: April 17, 2018

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p>1. Write in academic style, which includes making, organizing, and supporting an argument.</p>	<p>ENGL 2005: Writing and Research Methods PHIL 2055: Ethics HUM 4960: Senior Capstone</p>	<p>ENGL 2005: research paper (direct measure); MyWritingLab Mastery Post-test (direct measure); student evaluations (indirect measure) PHIL 2005: research paper (direct measure) HUM 4960: final reflection paper (direct measure); exit survey & student evaluation (indirect measures) <i>Student artifacts are collected electronically through Blackboard and MyWritingLab programs and are analyzed against standard rubrics.</i></p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>

<p>2. Analyze and apply qualitative and/or quantitative information for decision-making and problem-solving</p>	<p>PHIL 2055: Ethics ENGL 4005: Business and Professional Writing</p>	<p>PHIL 2055: comparative essay (direct measure); student evaluations (indirect measure) ENGL 4005: Proposing a solution to a workplace/community problem persuasive proposal (direct measure); student evaluation (indirect measure) <i>Student artifacts are collected electronically through Blackboard and are analyzed against syllabus</i></p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>
<p>3. Collaborate in a community of scholars to explore questions raised by the sciences and humanities</p>	<p>BIOL 1385: Introduction to Ecology and Evolution or BIOL BIOL 3415: Concepts in Ecology or BIOL BIOL 3305: Biology of Plants and Animals HUM 4960: Senior Capstone</p>	<p>BIOL 1385/BIOL 3415/BIOL 3305: Discussion boards, final assignment (direct measures) HUM 4960: final reflection paper (direct measure); exit survey & student evaluation (indirect measures) <i>Student artifacts are collected electronically through Blackboard and are analyzed against a standard rubric.</i></p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>
<p>4. Explain how civilizations, religious communities, nations, or individuals can inform and be informed by values, ethics, and spirituality</p>	<p>THEO 1005: Theological Foundations HUM 4960: Senior Capstone</p>	<p>THEO 1005: Visiting a house of worship analysis/reflection assignment (direct measure); student evaluation (indirect measure) HUM 4960: final reflection paper (direct measure); exit survey & student evaluation (indirect measures) <i>Student artifacts are collected electronically through Blackboard and are analyzed against syllabus expectations.</i></p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>

<p>5. Apply an interdisciplinary approach to a social justice issue</p>	<p>HUM 4960: Senior Capstone</p>	<p>HUM 4960: final reflection paper (direct measure); exit survey & student evaluation (indirect measures)</p> <p><i>Student artifacts are collected electronically through Blackboard and are analyzed against syllabus expectations.</i></p>	<p>We will meet as a faculty to discuss the data collected from both courses to make improvements to the individual courses and overall program.</p>
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1. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Timeline: HUM 4960 is run twice a year (in the Fall 2 and Spring 2 terms); exit surveys, student evaluations, and final reflection papers are collected each time the course is run; data assessment will be ongoing; responsible parties include any faculty members teaching the courses and the director of the program.

Spring 2016: SLO #2 will be assessed; responsible parties include faculty members teaching the courses and the director of the program.

Fall 2016: SLO #4 will be assessed; responsible parties include faculty members teaching the courses and the director of the program.

Spring 2017: SLO #3 will be assessed; responsible parties include faculty members teaching the courses and the director of the program.

Spring 2018: SLO #1 & #5 will be assessed; responsible parties include faculty members teaching the courses and the director of the program.

Process for implementing assessment plan: Faculty teaching individual classes in which SLO's are assessed will submit rubrics from designated, completed assignments to the director. The director will

work with the faculty teaching the course to discuss the results and possible changes to the assignment/course based on the results.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

They are not currently coordinated with Madrid.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The program is under review in AY 2017-18. We will revise the plan based on the review, and then return to the plan yearly as we assess the program goals and make adjustments based on the results.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Student input is gathered regularly in student evaluations of all courses and the exit survey from the capstone course (HUM 4960). In addition, as a first step in including student feedback into the assessment circle, the course evaluations are now asking for students' input on the instrument itself, seeking to know if questions and the format of the course evaluations are easily understood.

- c. What external sources were consulted in the development of this assessment plan?

None, but the program is under review in AY 2017-18 with external reviewers providing feedback. Additional research collected as part of the review process will also impact the future assessment plan.

- d. Assessment of the manageability of the plan in relation to departmental resources and personnel

The bulk of the work is completed by the director and the adjunct faculty. The program SLO's were revised to render the plan more manageable, and courses were strategically chosen for each SLO to maximize the data collection in light of limited support.