1. ASSESSMENT MEASURES EMPLOYED

Briefly describe the assessment measures employed during the year.

- What was done?
- Exit interviews were sent to recent graduates. Six students responded.
- A sample of 14 papers was reviewed by the Liberal Studies Program Committee
- Who participated in the process?
- The director and the Program Committee: Scott Wilson, Philosophy, Arvind Elangovan, History, Karla Huebner, Art History.
- What challenges (if any) were encountered?
- I did not receive a lot of responses to the exit interview; overcoming the director’s distaste for the whole process.

2. ASSESSMENT FINDINGS

List the objectives and outcomes assessed during the year, and briefly describe the findings for each.

The program’s objectives are as follows:

Graduates of this program will:
1. Be prepared to obtain employment in occupations related to their concentrations and other coursework.
2. Be prepared to pursue graduate study in programs related to their concentrations and other coursework.
3. Have satisfied their desire for personal enrichment and understanding based on the courses they chose as Liberal Studies majors, and
4. Have enhanced their own self-understanding, the ability to deal with the relationship between themselves and others as well as understanding their own personal needs.

The Learning Objectives are:
1. critical thinking/logical reasoning skills
2. effective writing skills
3. effective research skills
4. exposure to a variety of disciplinary perspectives

The director selected 14 papers at random from the portfolios turned in by graduates. The vast majority was from CoLA disciplines. 9 of the papers had a thesis and supported it throughout using sources critically and citing them appropriately. Grammar, punctuation and style are occasionally problematic.

The director gave or sent exit questionnaires, to all students who graduated in the past academic year, asking these five questions:
1. What are the advantages and disadvantages or our program compared to a traditional major? What suggestions, additions or changes would you recommend?
2. Was the coursework in the concentration sufficient to provide the level of understanding that you desired or needed?
3. Was the advising you received adequate?
4. Did you develop critical thinking and logical reasoning skills, learn effective writing and research skills, and enhance your ability to use an interdisciplinary perspective? Can you give examples?
5. Has the Liberal Studies major played a role in your development as a more informed citizen?

Students returned six responses. They consistently praised the breadth and flexibility of the major, though at the same time one or two noted that it was harder to define themselves on the job market. One student noted that since there are no Liberal Studies courses that at times it can be hard to schedule classes. Another student suggested that LS majors be required to name a minor to help further define them once on the job market. All six students indicated that the coursework in the concentration and the advising were sufficient. Similarly, all six emphatically believed that they learned critical thinking skills. Several noted they learned to understand and appreciate opinions and views opposing their own. Half of the students praised and recommended specific Philosophy courses in logic and critical thinking they had taken. All six students believed that the major had greatly enhanced their understanding of their own culture, other cultures, and that as a result they were better citizens.

3. RESPONSE TO ASSESSMENT FINDINGS
   List planned or actual changes (if any) to curriculum, teaching methods, facilities, or services that are in response to the assessment findings.

   The Program Committee noted that a number of the randomly selected papers did not entirely fit the assessment questions. The director may therefore select papers for the next assessment by type instead of randomly.

4. ASSESSMENT ACTIVITIES FOR COMING YEAR
   Briefly describe the learning outcomes to be assessed during the upcoming year and the measures that will be used to assess them.

   The program will use the learning outcomes cited above. The program committee along with the director will conduct the assessment.

5. UNIVERSITY LEARNING OUTCOME ASSESSMENT
   As part of the HLC Academy project, each program of study will eventually assess two University Learning Outcomes in required courses in the major. One outcome will be assessed in 2014-15, and the second will be added in 2015-16. Identify the two ULOs that will be assessed and, if possible, the likely course(s) to be used.

   Since the program has no courses of its own, as befits the flexible and interdisciplinary nature of the major, it seems best to apply the methods used in the past for the program’s learning outcomes, i.e., to collect sample papers and review them, to assess for ULOs as well. To that end, ULO numbers 1 and 3, would best fit that model.

   University Learning Outcomes: Wright State graduates will be able to:

   1. communicate effectively
   2. demonstrate mathematical literacy
   3. evaluate arguments and evidence critically
   4. apply the methods of inquiry of the natural sciences, social sciences, and the arts and
humanities
5. demonstrate global and multicultural competence
6. demonstrate understanding of contemporary social and ethical issues
7. participate in democratic society as informed and civically engaged citizens