

**Liberal Studies Assessment Report  
For P4 – Humanities**

Prepared by: Linda Bowers, Margaret Bruder and Janet Ford

## **Contents**

### **I. Executive Summary**

### **II. Introduction**

### **III. Evaluation**

- A. Syllabi
- B. Student Work
- C. Faculty Surveys
- D. Student Surveys
- E. Strengths
- F. Limitations

### **IV. Conclusion**

- A. Recommendations
  - 1. Instructional Enhancement
  - 2. Assessment Process
- B. Summary

### **V. References**

### **VI. Appendix**

## **I. Executive Summary**

A team of faculty was assembled in Spring semester 2008 to evaluate whether current course offerings in the P4 Humanities (P4) category of the Liberal Studies Program (LSP) meet the learning goals of the LSP, Perspectives and the P4 category. The team reviewed Spring semester 2008 P4 syllabi, samples of student work, a report of responses to a faculty survey, and a report of responses to a student survey. The committee was immediately concerned about the limited data available for review as well as the low response rate on both the faculty and student surveys, concerns which will be addressed later in this report. With this limitation in mind, the committee concluded that the courses for which material was available for review are in compliance with the P4 learning goals as well as with most of the overall LSP and Perspectives learning goals. Strengths of the P4 category include interesting and diverse course offerings that provide engaging avenues into traditional curriculum; emphasis of the applicability of substantive content to daily life and enriching students' personal experiences; and varying and innovative instructional approaches designed to engage students in developing and enhancing their critical thinking skills. Recommendations address both the P4 courses and perceived limitations in the assessment process itself. The majority of the committee's recommendations could easily be addressed through faculty development opportunities.

## **II. Introduction**

The P4 assessment committee was formed as part of the overall assessment of the LSP. Faculty teaching P4 courses during Spring Semester 2008 were asked to provide the committee with course syllabi and samples of student work representing above average, average and below average submissions. Additionally, faculty were asked to respond to an online survey regarding their teaching and assessment activities in P4 courses. Finally, students enrolled in P4 courses were asked to respond to an online survey regarding their perceptions of the value of those courses.

Unless the LSP is waived or transfer credit from another institution accepted, all students at Western Carolina University must complete at least one P4 course. The stated objectives of the P4 category are:

- to confront students with landmark texts that embody the Western heritage of humanity's attempts to understand itself; and
- to engage students in the exploration of the significance of human modes of being, thought, and values in their lives.<sup>1</sup>

Additionally, the learning goals for all Perspectives courses in the LSP are:

- to promote love of learning and to cultivate an active interest in Liberal Studies;
- to build on the Core's foundation through practice and refinement of areas of academic emphasis;
- to provide students with a broadened world view and knowledge base;

---

<sup>1</sup> Western Carolina University Liberal Studies Program, rev. December 2007, 12.

- to provide experiences in the arts, humanities, and social sciences from which connections between disciplines can be revealed;
- to provide an introduction to the challenges of living in a global society;
- to create opportunities for reflection on values, and for discussing differences in values in a critical yet tolerant manner;
- to afford opportunities to make career or disciplinary choices.<sup>2</sup>

Finally, the overarching learning goals of the LSP are for students to:

- demonstrate the ability to locate, analyze, synthesize, and evaluate information;<sup>3</sup>
- demonstrate the ability to interpret and use numerical, written, oral and visual data;
- demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- demonstrate the ability to critically analyze arguments; and
- demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being.<sup>4</sup>

### **III. Evaluation**

#### **A. Review of Syllabi**

According to information retrieved from Banner there were twenty-two course offerings, some with multiple sections, in the P4 category for Spring semester 2008. The total number of P4 sections for Spring 2008 was forty-eight. In some instances, a single instructor taught multiple sections of a particular course, so only one syllabus was reviewed. In other instances, different sections of a particular course were taught by different instructors, and where available the syllabi from all instructors were reviewed. A total of fourteen syllabi were provided to the committee. While the format and content of the syllabi varied widely, all syllabi addressed the P4 learning goals and a majority of the syllabi addressed most of the Perspectives learning goals and the overarching learning goals of the LSP. The fact that both of the P4 learning goals were addressed in all syllabi is probably due in large part to a requirement that faculty teaching LSP courses include specific language from the LSP document in their syllabi.

---

<sup>2</sup> *Id.* at 10.

<sup>3</sup> Demonstration of the ability to synthesize information was a separate item on the assessment rubric, but is included in this learning goal in the December 2007 LSP document. LSP p. 4.

<sup>4</sup> The December 2007 LSP document contains two additional learning goals which were not included in the assessment rubric: “Demonstrate an understanding of past human experiences and ability to relate them to the present; different contemporary cultures and their interrelationships; issues involving social institutions, interpersonal and group dynamics human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology; cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding; and demonstrate an excitement for and love of learning.” LSP p. 4.

Several of the Perspectives learning goals were addressed by only a few P4 syllabi. The three Perspectives learning goals most frequently omitted from the P4 syllabi were (1) to promote love of learning and to cultivate an active interest in Liberal Studies; (2) to provide an introduction to the challenges of living in a global society; and (3) to afford opportunities to make career or disciplinary choices. As to the few syllabi that did address these goals, all but one or two contained language that had been copied from the LSP document and pasted into the syllabi along with the required P4 learning goals. It was not apparent to the committee that these syllabi reflected anything more than a rote recitation of language from the LSP document concerning these specific goals.

The remaining Perspectives learning goals and the overarching LSP goals were reflected in the majority of the syllabi reviewed. Here, too, many syllabi contained copy-and-paste boilerplate from the LSP document, although some syllabi elaborated on the learning goals. Some syllabi, rather than quoting from the LSP document, addressed learning goals through descriptions of course expectations, mode of instruction, and assignments.

## **B. Student Work**

The committee reviewed fifty six samples of student work from Spring Semester 2008 P4 courses. Each sample was evaluated by at least one committee member according to the assessment rubric. The assignments required and student work samples demonstrated varying degrees of mastery of the learning goals for P4, Perspectives, and the LSP. Although the learning goals were not always specifically stated in the assignments, assignments and student submissions indicated that the learning goals were being addressed in the courses for which materials were available. The majority of student work samples reviewed were essay-style writing assignments. In evaluating student work samples, the committee felt that it would be more appropriate to assess the samples in terms of whether the work reflected mastery of the learning goals consistent with that of a college *student* rather than a college *graduate*. The reason for this departure from the assessment guideline is that most of the P4 courses are 100- and 200- level courses, which are populated primarily by freshmen and sophomores. There were approximately twelve 300-level courses offered during Spring Semester 2008, and no 400-level courses. The committee felt that since the majority of students enrolled in P4 courses are likely to be underclassmen, it would not be appropriate to assess their work in light of what would be expected for a college graduate.

Student work assessed as above average, or “exceeds expectations,” demonstrated impressive and insightful analysis of the “landmark texts” to which they had been exposed as well as an ability to compare, contrast, integrate, and extrapolate ideas and themes from a variety of works. This accounted for about 10% of the entire sample. Students who submitted work assessed as above average incorporated issues, experiences, and applications from a variety of disciplines in the Core and Perspectives. Students performing at this level appeared to appreciate the applicability of the course material to their individual lives and to society as a whole. Above average student work samples also demonstrated a high level of skill in written communication, albeit to a limited audience and in a limited mode.

The majority of student work samples, 65%, were assessed as average or “meets expectations” in terms of the learning goals. These samples indicated that students in this category had satisfactorily mastered the learning goals of P4, Perspectives, and LSP courses. Performance at this level of mastery was most noticeable in both of the P4 learning goals, the

Perspective learning goals of providing students with a broadened world view and knowledge base and opportunities for reflection on values and discussion of differences in values, and the LSP learning goal to demonstrate the ability to interpret and use numerical, written, oral and visual data. Students performing at this level generally demonstrated mastery of course material and, given adequate prompting in the assignments, an ability to connect course content to larger issues and themes in their lives and in society. Written communication at this level, while not as skillful as that of the above average samples, was at a level that would reasonably be expected of a college student.

Numerous student work samples, almost 25%, were assessed as below average, or “unsatisfactory” in terms of the learning goals. The most notable area of deficiency involves the LSP learning goal of demonstrating “the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience.” Student work samples at this level showed poor writing skills, due to either a lack of mastery of writing basics or an unwillingness to devote adequate time and effort to the writing process. Students performing at this level were unable or unwilling to address the parameters of the assignments given. Other areas of weakness involve the LSP learning goals of “demonstrat[ing] the ability to critically analyze arguments” and “demonstrat[ing] the ability to interpret and use numerical, written, oral and visual data.” Many student work samples in this category simply recited information without demonstrating any comprehension or engaging in any analysis, and frequently failed to address the task(s) called for by the assignments. Students performing at this level did not appear to make any connections between academic disciplines or between their academic experiences and their own lives and society.

There were three Perspectives learning goals that were either not addressed at all in any student work samples or addressed in only a few samples. The goal to “promote love of learning and to cultivate an active interest in Liberal Studies” was not addressed in any work sample. As a practical matter, the committee felt that this goal cannot be realistically measured by any direct means. How can one assess whether a course has “promoted love of learning and . . . an active interest in Liberal Studies?” At best, this is a perception that can be evaluated only indirectly, as was done in the student survey. Although none of the syllabi or student work samples specifically addressed the “love of learning” goal (how can they?), seventy-three percent of the responses in the student survey indicated that they agreed or strongly agreed with the statement that their P4 course had promoted a love of learning and interest in Liberal Studies. Although the low response rate will be discussed in the limitations section below, it should be noted that this statistic reflects the opinion of only thirty-three students.

The learning goal to “provide an introduction to the challenges of living in a global society” was addressed in only four student work samples, three at the “meets expectations” level and one at the “unsatisfactory” level. This could be due in part to the P4 emphasis on “Western heritage” along with uncertainty over just what this learning goal is expected to accomplish. Similarly, the learning goal “to afford opportunities to make career or disciplinary choices” was addressed in only two student work samples, one at the “meets expectations” level and one at the “unsatisfactory” level. Both of these learning goals present the same assessment difficulty as the “love of learning” goal in that they involve perceptions rather than measurable skills or knowledge. The paucity of material addressing these three goals in course syllabi and student work samples suggests that neither faculty nor students are

clear on what the expectations are or how to address those expectations within the P4 framework. Interestingly, these three goals are the same three goals that were most frequently omitted in the syllabi, as discussed above.

### **C. Faculty Surveys**

Faculty who taught P4 courses in Spring Semester 2008 were asked to complete a twenty-one item online survey. Faculty who taught more than one P4 course were asked to complete a separate survey for each course. According to information retrieved from Banner twenty-nine faculty taught one or more P4 courses in Spring 2008. If each faculty member completed a survey for each P4 course taught, thirty-eight surveys would have been returned. However, only ten surveys were returned, a response rate of approximately twenty-six percent. The reliability of the faculty survey is therefore questionable. Nevertheless, those faculty who responded to the survey indicated that they formally or informally assess both of the P4 learning goals, primarily through class discussion, tests, or writing assignments. All responding faculty also indicated that they formally or informally assess most Perspectives learning goals, primarily through class discussions, tests, or writing assignments. The goal “to provide an introduction to the challenges of living in a global society” is formally assessed by thirty percent of the responding faculty, informally assessed by fifty percent of the responding faculty, and not assessed by twenty percent of responding faculty. Assessment of this learning goal is primarily through class discussion, writing assignments, and tests. The goal “to afford opportunities to make career or disciplinary choices” is formally assessed by ten percent of responding faculty (which translates into only one faculty member) informally assessed by forty percent of responding faculty, and not assessed by fifty percent of responding faculty. Assessment of this learning goal is primarily through class discussion or writing assignments. The “love of learning” goal was not included on the faculty survey. Also, the overarching learning goals of the LSP were not included on the faculty survey.

In addition to class discussion, tests, and writing assignments, faculty who responded to the survey indicated that they also assess student work through oral presentations, service learning, group activities, creative projects, portfolios, artistic expression, attendance at performances or special presentations, and visits to galleries or museums. The frequency of these assessment measures is much lower and they are not all utilized for each learning goal. The majority of responding faculty indicated that in addition to the specific P4 and Perspectives learning goals addressed, they also emphasize critical analysis of arguments (100%), oral communication (60%), moral reflection (60%), and cultural diversity (70%). None of the responding faculty indicated that they emphasize service learning. None of the responding faculty were part-time adjuncts or graduate assistants.

### **D. Student surveys**

Students enrolled in P4 courses in Spring Semester 2008 were asked to complete a ten item online survey as part of their course evaluations. According to information retrieved from Banner, approximately 1,020 students were enrolled in P4 courses in Spring semester 2008. Although this number does not reflect withdrawals occurring after the census date, the committee felt that this information was useful in evaluating the reliability of the student survey. The number of responses on the student survey items ranged from forty-four to forty-five. This yields a response rate of approximately four-and-a-half percent, which can hardly be deemed reliable. With this limitation in mind, student responses demonstrated an overall

favorable perception that the P4 courses were meeting both the P4 and Perspectives learning goals. The learning goals of the LSP were not addressed in the student survey. When asked whether or not they agreed with statements concerning the P4 and Perspectives learning goals, the percentage of responding students who “agreed” or “strongly agreed” ranged from seventy-two to eighty-two. While this may sound impressive, it should be kept in mind that these percentages represent the perceptions of only thirty-two to thirty-five students.

Worth noting are responses to three learning goals that the committee identified as not being addressed in either course syllabi or student work samples: (1) promotion of a love of learning and an active interest in liberal studies; (2) introduction to the challenges of living in a global community; and (3) opportunity to make career or disciplinary choices. Seventy-three percent of the responding students agreed or strongly agreed that their P4 course had accomplished the first two goals, while seventy-two percent agreed or strongly agreed that their P4 course had accomplished the third goal. The committee was unsure if these responses were the result of generally positive student views or if the students who responded positively could identify some specific topic, discussion, or assignment which addressed these goals. In light of the low response rate to the survey as well as the absence of further data, the committee was reluctant to draw any significant conclusions from the student surveys.

#### **E. Strengths of the P4 Courses**

The list of P4 course offerings and the syllabi reviewed indicates that students are exposed to an interesting and diverse curriculum. Syllabi and student work samples reveal that P4 faculty are familiar with the learning goals of the P4 category, Perspectives, and the LSP in general, and have devoted a great deal of time and effort developing creative and innovative instructional activities. The majority of syllabi reviewed clearly conveyed instructor expectations and policies. Syllabi and assignments demonstrated deliberate attempts by faculty to make their courses relevant and applicable to the daily lives of the students and to enrich the personal experiences of the students.

The majority of student work samples demonstrated attempts to develop and enhance communication skills, higher order thinking skills, creativity, and the ability to locate and use information responsibly. Students appear to be interested in the subjects covered in the P4 courses, and the majority seems to be able to connect the material presented to their own personal lives as well as to society in general.

#### **F. Limitations of the P4 courses and the assessment process**

As noted above, the primary deficiencies observed in the student work samples were in the areas of communication skills, critical analysis of arguments, and interpretation of data. These are overarching learning goals of the LSP, and to the extent that assessments from other LSP areas reveal similar deficiencies, they should be addressed campus-wide. Not all student work samples included faculty feedback to the students, but where it was included the feedback rarely addressed communication skills and was minimal as to critical analysis and data interpretation. Students often received grades with little information about how they could improve their work.

The committee also noted limitations in the assessment process itself. Syllabi and student work samples were received from fewer than half of the faculty teaching P4 courses in Spring Semester 2008. The response rate to the faculty survey was low, and the response rate to the student survey was abysmal. As to the faculty survey, not all instructional and assessment measures fit neatly into the standardized responses. There were no open-ended questions on either survey for respondents to explain or clarify responses. Open-ended questions are often more useful in identifying strengths and weaknesses than standardized responses on a Likert scale.

#### **IV. Conclusion**

##### **A. Recommendations**

##### **1. Instructional Enhancement**

The committee felt that P4 objectives are being well addressed and that talented and dedicated faculty members are delivering quality instruction in the classroom. However, the committee felt that P4 faculty, and indeed faculty from all aspects of the LSP, could benefit from sharing experiences, innovations, and strategies with one another. Should the LSP assessment process reveal weaknesses across the program, faculty development opportunities should be developed to address those areas of weakness. To the extent that Perspectives or LSP learning goals are not clear to faculty or faculty are not sure whether or how to incorporate certain learning goals into their courses, faculty could benefit from a dialogue into what the learning goals are meant to accomplish and how those goals could be met. Suggestions for faculty development opportunities include the following topics:

- Integrating the learning goals of the LSP and Perspectives courses with the QEP
- Developing innovative instructional strategies that will challenge majors while at the same time provide a meaningful learning experience for non-majors
- Incorporating specific learning goals into a variety of courses from different disciplines
- Promoting the importance and lifelong relevance of liberal studies
- Sharing best practices in the further development of Core skills, such as writing, reading with comprehension, critical analysis, etc.

Faculty are often aware that certain of their colleagues are very successful and effective in the classroom, but scheduling conflicts and workloads often prevent us from spending much time observing one another. Most faculty would welcome the opportunity to hear from these gifted professors and to share their own successes and concerns in a faculty development program. One caveat, however, is that participation in these faculty development opportunities should be voluntary rather than forced upon an already hard-working faculty.

##### **2. Assessment Process**

The committee felt that several of the learning goals need to be reconsidered and either modified or eliminated. Specifically, the committee recommends the following:

- Eliminate the “love of learning” goal because there is no way to assess this. The language of this goal could be moved to some other part of the LSP document, such as the introduction, but it is not a practical learning goal.
- Revise the “challenges of living in a global society” goal and “career and disciplinary choices” goal to more clearly state what is expected of faculty. We feel that these goals are not measurable. Both Faculty and Student surveys indicate that we are not sure how to handle these objectives.

The committee offers two suggestions concerning the student work samples that were submitted for assessment. As noted above, most assignments were essay assignments and provided only a limited view of what is happening in the courses. If possible, a greater number or variety of assignments might allow a more comprehensive review of student learning results. In addition, though providing samples of above average, average, and below average student work samples is a useful assessment practice, the committee suspected that its own evaluation of materials was colored by the labeling. In order to remove possible bias or prejudice on the part of the assessment team, assignments should not be labeled according to the instructor’s evaluation, and any grades on the assignments should be blacked out.

The low participation rate and low response rate to surveys has been commented on repeatedly, and presents a true challenge. Though increasing the participation of either students and faculty by making the surveys mandatory is not desirable, the committee would offer the suggestion that more transparency of the results of the assessment process might serve as a possible incentive for at least more faculty participation. At a minimum, the committee feels that the results of the LSP assessment need to be widely disseminated to faculty. Faculty have been asked for input and participation in the assessment process, and public feedback is critical if such input and participation is desired in the future. The reports filed by other LSP assessment teams indicate that for the most part faculty are meeting the goals of the LSP. Although some areas of deficiency have been identified and all teams have made recommendations, there are many positives that need to be shared with faculty. The reports of the assessment teams should continue to be posted on the LSP webpage, but a summary of the LSP assessment needs to be presented in a campus-wide forum, such as a faculty assembly.

In order to increase student participation in the survey, the committee also recommends either a return to an in-class paper based survey or the use of electronic class rooms to encourage students to take part in the survey. Instructors might reserve an electronic class room for a meeting at the end of the semester in order to give students class time to participate in both class evaluations and the LSP survey.

## **B. Summary**

In sum, based on the materials submitted for assessment the committee finds that the P4 courses currently being offered succeed in the objectives “to confront students with landmark texts that embody the Western heritage of humanity’s attempts to understand itself” and “to engage students in the exploration of the significance of human

modes of being, thought, and values in their lives.” Indeed, Faculty members should be congratulated for their creativity and engagement in developing and presenting a varied and challenging curriculum as evidenced by syllabi and class assignments, and for making the liberal studies relevant to students’ daily lives. Student work samples reveal that the learning goals are being met by three-quarters of the students with ten percent producing what the committee deems to be exceptional work. The remaining twenty-five percent of the samples, those the committee judged to be “unsatisfactory,” reveal deficiencies in communication and writing skills, critical analysis, and the interpretation of texts and data. This gives cause for concern, and if other LSP assessments yield similar results, these inadequacies should be addressed campus wide. The committee’s recommendation for voluntary development opportunities for P4 Faculty would allow for the sharing of strengths and the mitigating of deficiencies. More transparency and faculty involvement in the results of the assessment might encourage more participation.

The majority of the committee’s recommendations focus on the assessment process itself, specifically in regard to the difficulties of assessing the “love of learning” goal, of integrating the goal of introducing students “to the challenges of living in a global society” with the P4 objective focusing on “landmark texts that embody the Western heritage,” and of incorporating the goal of “afford[ing] opportunities to make career or disciplinary choices.” Because many of the goals obviously being addressed in LP4 courses are not well represented in the student work samples submitted, the committee suggests that a wider variety of samples be included in the assessment, and, to assist in the objectivity of assessment team’s appraisal, that samples be labeled in a way that does not reveal the instructors’ evaluation.

The committee’s primary concern was the low rate of participation in the assessment by both faculty and students. As mentioned repeatedly above, the course materials and survey responses do not represent a sizable sample, and although the available syllabi, student work samples and responses point to the success of the P4 courses in meeting LSP goals and objectives, the paucity of response particularly in the student survey makes the committee reluctant to draw significant conclusions from the limited sample.

- VI. Appendix
  - A. **Completed P4 Assessment Rubric**
  - B. **Faculty survey report**
  - C. **Student survey report**

**A. Completed P4 Assessment Rubric**

**Liberal Studies Assessment  
P4 - Humanities**

**Syllabi Review**

- 1) Tally the total number of syllabi which have addressed each specific goal listed below. Total number of syllabi reviewed = 14 (Please note that not all objectives need to be addressed in all Liberal Studies courses.)

**Review of Student Work**

- 2) When reviewing student work, use the general holistic rubric below to analyze how well the student met the objective and break down the number of student work products into the following categories.

1-Unsatisfactory – Student work reflects a level of mastery below that expected of a college graduate.

2- Meets expectations – Student work reflects a level of mastery consistent with that of a college graduate.

3- Exceeds expectations – Student work reflects a level of mastery above that expected of a college graduate.

Total number of student products/portfolios reviewed=56

**Review of Faculty Surveys**

- 3) Using the survey data provided, report the results (if any) addressing each goal.

**Review of Student Surveys**

- 4) Using the survey data provided, report the results (if any) addressing each goal.

**Overarching Learning Goals of the Liberal Studies Program:**

<b>Learning Goal</b>	<b># of syllabi addressing each goal</b>	<b># of student products reflecting each level of mastery as described above</b>	<b>Survey data results from faculty addressing each goal</b>
Demonstrate the ability to locate, analyze, and evaluate information	11	1 9 2 34 3 4	Neither the Faculty nor the Student Survey directly addresses this learning goal.
Demonstrate the ability to synthesize information	14	1 13 2 31 3 6	It is presumed that this goal is incorporated in written assignments and discussion, but this goal is not directly addressed in the surveys.
Demonstrate the ability to interpret and use numerical, written, oral and visual data	14	1 14 2 36 3 6	Presumed in faculty assessment activities, but not directly addressed by the survey.
Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of com. appropriate to an audience	14	1 19 2 32 3 5	All faculty respondents stress oral and written communication. Reading comprehension is presumed to be a factor, though it is not directly addressed in the survey.
Demonstrate the ability to critically analyze arguments	14	1 16 2 34 3 6	All faculty respondents emphasize critical analysis of arguments.
Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being	13	1 8 2 31 3 3	This goal is not directly addressed in the survey.

**Primary Goals for All Perspectives Courses**

<b>Learning Goal</b>	<b># of syllabi addressing each goal</b>	<b># of student products reflecting each level of mastery as described above</b>	<b>Survey data results from faculty addressing each goal</b>
To promote love of learning and to cultivate an active interest in the Liberal Studies	8	1 0 2 0 3 0	Faculty Survey does not address this goal. Student Survey indicates that 74% agree or strongly agree that this goal is being met.
To build on the Core's foundation through practice and refinement of areas academic emphasis	12	1 12 2 27 3 4	All faculty respondents address this goal either formally or informally, primarily through exams, writing assignments and discussion. 80% of Students surveyed agreed or strongly agreed.
To provide students with a broadened world view and knowledge base	14	1 11 2 35 3 6	All faculty respondents address this goal either formally or informally, primarily through class discussion and writing assignments. 89% of students either agree or strongly agree.
To provide experiences in the arts, humanities, and social sciences from which connections between disciplines can be revealed	11	1 11 2 18 3 3	All faculty respondents address this goal either formally or informally through class discussion, writing assignments and tests. 78% of students agree or strongly agree.
To provide an introduction to the challenges of living in a global society	8	1 1 2 3 3 0	8 of 10 faculty members indicate that they assess this goal, formally (30%) or informally (50%), primarily through class discussion and writing assignments. 73% of students agreed or strongly agreed
To create opportunities for reflection on values, and for discussing differences in values in a critical yet tolerate manner.	14	1 11 2 36 3 6	All faculty respondents addressed this goal either formally or informally, through class discussion and writing assignments. 82% of students either agreed or strongly agreed.
To afford opportunities to make career or disciplinary choices	6	1 1 2 1 3 0	Only 5 of 10 responded to this, assessing this goal primarily informally through discussion. 72% of students agreed or strongly agreed.

**(P4) Humanities**

<b>Learning Objective</b>	<b># of Syllabi Addressing Each Goal</b>	<b># of Students at Various Levels of Mastery as Described Above</b>	<b>Survey Data Results from Faculty Addressing Each Goal</b>
Students will be exposed to landmark texts that embody the traditional Western heritage of humanity's attempt to understand the human condition.	14	1 11 2 33 3 5	All Faculty respondents assess this goal formally, primarily through writing assignments, tests and class discussion. 73% of Students either agree or strongly agree.
Students will be engaged in the exploration of significance of human modes of being, thought, and values in your life.	14	1 11 2 37 3 7	All Faculty respondents assess this goal formally (70%) or informally (30%), primarily through class discussion, followed by writing assignments and tests. 79% of Students responding agree or strongly agree.

### **General comments concerning syllabi:**

- Only 14 syllabi were submitted for review
- All syllabi submitted addressed the P4 learning goals and a majority of the syllabi addressed most of the Perspectives learning goals and the overarching learning goals of the LSP
- The three Perspectives learning goals most frequently omitted from the P4 syllabi were (1) to promote love of learning and to cultivate an active interest in Liberal Studies; (2) to provide an introduction to the challenges of living in a global society; and (3) to afford opportunities to make career or disciplinary choices
- Syllabi clearly state expectations and provide a roadmap for students.

### **General comments concerning student work:**

- The committee reviewed fifty six samples of student work from Spring Semester 2008 P4 courses. The majority of student work samples reviewed were essay-style writing assignments.
- 10 percent of the student work was assessed as above average, or “exceeds expectations,” demonstrating impressive and insightful analysis.
- The majority of student work samples, 65%, were assessed as average or “meets expectations” in terms of the learning goals.
- Almost 25% of the work was assessed as below average, or “unsatisfactory” in terms of the learning goals. The most notable area of deficiency involves the LSP learning goal of demonstrating “the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience.”

**Based on your review of the P4 documents please list the strengths and recommendations for the P4 courses (responding to the goals of the Liberal Studies program as well as the P4 category).**

**Strengths:**

- The committee felt that P4 objectives are being well addressed and that talented and dedicated faculty members are delivering quality instruction in the classroom
- P4 course offerings are interesting and diverse, providing engaging avenues into traditional curriculum
- Student work indicates that students are being challenged and asked to think
- All courses are concerned with being applicable to daily life and with enriching students' personal experiences
- Though none of the syllabi directly addressed the objective of affording opportunities to make career or disciplinary choices, 73 % of the students believed that this goal was being met.

**Recommendations:**

**Instructional Enhancement**

- The committee recommends voluntary faculty development opportunities which would allow instructors to share methods and best practices for meeting LSP goals and objectives.

**Assessment Process**

- The committee felt that the “love of learning” goal needs to be eliminated, and that the “challenges of living in a global society” goal and “career and disciplinary choices” goal should be modified to more clearly state what is expected of faculty.
- The committee recommends that a larger quantity and more varied student work be assessed and that the work be submitted without the instructors' evaluation of below average, average and above average.
- The committee feels that the results of the LSP assessment need to be widely disseminated to faculty. The reports should continue to be posted on the LSP webpage, but a summary of the LSP assessment needs to be presented in a campus-wide forum, such as a faculty assembly.
- In order to encourage more student participation, the committee recommends that class time be set aside for filling out the survey either in paper form or in reserved electronic classrooms

**B. Faculty survey report**

**Summary Frequencies for Liberal Studies P4 – Humanities FACULTY survey**

<b>This semester, how many sections of this P4 do you teach? (If you teach more than one course number in the P4 category, fill out a separate survey for each course.)</b>		
	<b>Count</b>	<b>Percent</b>
1	6	60%
2	1	10%
3	3	30%
4	0	%
Greater than 4	0	%
<b>Total Responses:</b>		<b>10</b>
		<b>100%</b>
<b>What is your academic rank or job title?</b>		
	<b>Count</b>	<b>Percent</b>
Tenured or tenure track - Assistant Professor	2	20%
Tenured or tenure track - Associate Professor	3	30%
Tenured or tenure track - Professor	1	10%
Non-tenure track - Full time visiting position	1	10%
Non-tenure track - Fixed term 80% position	3	30%
Non-tenure track - Part time adjunct	0	%
Non-tenure track - Graduate teaching assistant	0	%
<b>Total Responses:</b>		<b>10</b>
		<b>100%</b>

<b>What is the format of this course?</b>		
	<b>Count</b>	<b>Percent</b>
Primarily face to face	10	100%
Hybrid	0	%
Primarily online	0	%
Other	0	%
<b>Total Responses:</b>		<b>10</b>
		<b>100%</b>

<b>During this semester, estimate how much time was spent with each method of delivery.</b>				
	<b>Estimated Time</b>			
	<b>Never</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Each class meeting</b>
<b>Lecture</b>	10%	%	40%	50%
	1	0	4	5
<b>Discussion</b>	%	%	20%	80%
	0	0	2	8
<b>Small Group Activity</b>	50%	20%	30%	%
	5	2	3	0
<b>Class Activity</b>	40%	20%	20%	20%
	4	2	2	2
<b>Laboratory / Hands-on learning</b>	80%	%	10%	10%
	8	0	1	1
<b>Debate</b>	30%	20%	30%	20%
	3	2	3	2

## Learning Goals – P4 Humanities

<b>P4 Goal 1: Exposure to landmark texts embodying the traditional Western heritage of humanity's attempts to understand the human condition.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	10	100%
Informally assessed	1	10%
N/A	0	%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	9	90%
Class discussion or debate	9	90%
Writing assignment	10	100%
Oral presentation/student lecture	3	30%
Service learning	1	10%
Group activity	2	20%
Laboratory	0	%
Creative project	2	20%
Portfolio	1	10%
Personal artistic expression	1	10%
Attendance at theatre or musical performance	1	10%
Visit to gallery or museum	0	%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	5	50%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>P4 Goal 2: Explore the significance of human modes of being, thought, and values.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	7	70%
Informally assessed	3	30%
N/A	0	%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	6	60%
Class discussion or debate	10	100%
Writing assignment	8	80%
Oral presentation/student lecture	1	10%
Service learning	1	10%
Group activity	1	10%
Laboratory	0	%
Creative project	2	20%
Portfolio	1	10%
Personal artistic expression	2	20%
Attendance at theatre or musical performance	0	%
Visit to gallery or museum	1	10%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	3	30%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>

## Learning Goals – All Perspectives Courses

<b>To build on the Core's foundation through practice and refinement of areas of academic emphasis.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	8	80%
Informally assessed	2	20%
N/A	0	%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	8	80%
Class discussion or debate	8	80%
Writing assignment	9	90%
Oral presentation/student lecture	2	20%
Service learning	1	10%
Group activity	1	10%
Laboratory	0	%
Creative project	1	10%
Portfolio	1	10%
Personal artistic expression	0	%
Attendance at theatre or musical performance	0	%
Visit to gallery or museum	0	%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	2	20%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>To provide students with a broadened world view and knowledge base.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	5	50%
Informally assessed	5	50%
N/A	0	%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	5	50%
Class discussion or debate	10	100%
Writing assignment	7	70%
Oral presentation/student lecture	0	%
Service learning	1	10%
Group activity	1	10%
Laboratory	0	%
Creative project	1	10%
Portfolio	1	10%
Personal artistic expression	1	10%
Attendance at theatre or musical performance	0	%
Visit to gallery or museum	0	%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	3	30%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>

<b>To provide experiences in the arts, humanities, and social sciences, from which connections between disciplines can be revealed.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	6	60%
Informally assessed	4	40%
N/A	0	%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	5	50%
Class discussion or debate	10	100%
Writing assignment	5	50%
Oral presentation/student lecture	2	20%
Service learning	1	10%
Group activity	0	%
Laboratory	0	%
Creative project	1	10%
Portfolio	1	10%
Personal artistic expression	1	10%
Attendance at theatre or musical performance	0	%
Visit to gallery or museum	1	10%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	5	50%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>To provide an introduction to the challenges of living in a global society.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	3	30%
Informally assessed	5	50%
N/A	2	20%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	4	50%
Class discussion or debate	8	100%
Writing assignment	5	63%
Oral presentation/student lecture	1	13%
Service learning	0	%
Group activity	1	13%
Laboratory	0	%
Creative project	1	13%
Portfolio	1	13%
Personal artistic expression	0	%
Attendance at theatre or musical performance	0	%
Visit to gallery or museum	0	%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	2	25%
<b>Total Responses:</b>	<b>8</b>	<b>100%</b>

<b>To create opportunities for reflection on values, and for discussing differences in values in a critical yet tolerant manner.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	6	67%
Informally assessed	4	44%
N/A	0	%
<b>Total Responses:</b>	<b>9</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	5	56%
Class discussion or debate	8	89%
Writing assignment	8	89%
Oral presentation/student lecture	1	11%
Service learning	1	11%
Group activity	2	22%
Laboratory	0	%
Creative project	1	11%
Portfolio	1	11%
Personal artistic expression	1	11%
Attendance at theatre or musical performance	0	%
Visit to gallery or museum	0	%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	2	22%
<b>Total Responses:</b>	<b>9</b>	<b>100%</b>
<b>To afford opportunities to make career or disciplinary choices.</b>		
	<b>Count</b>	<b>Percent</b>
Formally assessed	1	10%
Informally assessed	4	40%
N/A	5	50%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>
<b>For the previous goal, what types of assignments or activities did you use for assessment purposes? Please check all that apply.</b>		
	<b>Count</b>	<b>Percent</b>
Exam, test, or quiz	0	%
Class discussion or debate	3	60%
Writing assignment	2	40%
Oral presentation/student lecture	1	20%
Service learning	1	20%
Group activity	0	%
Laboratory	0	%
Creative project	0	%
Portfolio	0	%
Personal artistic expression	0	%
Attendance at theatre or musical performance	0	%
Visit to gallery or museum	0	%
Attendance at lecture, reading, or presentation of visiting artist, performer, or writer	1	20%
<b>Total Responses:</b>	<b>5</b>	<b>100%</b>

**Each Perspectives course is expected to include emphasis on one or more of the following areas. Please select the areas this course emphasized. Select all that apply.**

	<b>Count</b>	<b>Percent</b>
Critical analysis of arguments	10	100%
Oral communication	6	60%
Service learning	0	%
Moral reflection	6	60%
Cultural diversity	7	70%
Other:	1	10%
<b>Total Responses:</b>	<b>10</b>	<b>100%</b>

**Other**

Written communication; articulation of own positions

## C. Student survey report

### Summary Frequencies for Liberal Studies P4 – Humanities STUDENT survey

<b>Are you taking this course to satisfy (check ALL that apply):</b>		
	<b>Count</b>	<b>Percent</b>
a Liberal Studies requirement?	39	89%
a requirement in your Major field of study?	5	11%
a requirement in your Minor field of study?	0	%
a personal interest?	9	20%
I don't know why I'm taking this course.	1	2%
<b>Total Responses:</b>	<b>44</b>	<b>100%</b>

<b>Please indicate your level of agreement with the following statements:</b>				
	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>This course exposed me to landmark texts that embody the traditional Western heritage of humanity's attempt to understand the human condition.</b>	40%	33%	18%	9%
	18	15	8	4
<b>This course engaged me in the exploration of significance of human modes of being, thought, and values in my life.</b>	43%	36%	14%	7%
	19	16	6	3

<b>Please indicate your level of agreement with the following statements:</b>				
	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>This course promoted a love of learning and cultivated an active interest in the Liberal Studies.</b>	38%	36%	20%	7%
	17	16	9	3
<b>This course built on my Liberal Studies Core courses through practice and refinement of areas of academic emphasis.</b>	36%	44%	13%	7%
	16	20	6	3
<b>This course provided me with a broadened world view and knowledge base.</b>	42%	47%	4%	7%
	19	21	2	3
<b>This course provided experiences in the arts, humanities, and social sciences from which I could make connections between disciplines.</b>	36%	42%	16%	7%
	16	19	7	3
<b>This course provided an introduction to the challenges of living in a global society.</b>	40%	33%	18%	9%
	18	15	8	4
<b>This course created opportunities for reflection on values and for discussing differences in values in a critical yet tolerant manner.</b>	42%	40%	11%	7%
	19	18	5	3
<b>This course afforded me opportunities to make career or disciplinary choices.</b>	36%	36%	18%	11%
	16	16	8	5