**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Liberal Studies** | **Nancy Thompson** | **Nancy Thompson** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Numbers in parentheses refer to University ILOs   Liberal Studies majors will:  apply the broad knowledge of an educated generalist and the critical methods of different disciplines to contemporary issues of self, society, and nature; (1)  demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline (6);   communicate ideas clearly and persuasively orally and in writing (2)  demonstrate independent thinking tempered by respect for others and the environment (5)  work individually and collaboratively to promote social justice through an appreciation of diversity and a commitment to democratic values (3, 4)  The multidisciplinary courses in the LBST major align with LBST SLOs 1, 3, 4, 5; the depth-of-study requirement aligns with SLO 2. Since almost every undergraduate course in the university may potentially be used in a LBST major, a curriculum map is unworkable; however the entry-level and capstone courses, if approved, are designed to support and assess the LBST SLOs. |

**B. Program Student Learning Outcome(s) Assessed**

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| SLO 1: apply the broad knowledge of an educated generalist and the critical methods of different disciplines to contemporary issues of self, society, and nature SLO 2: demonstrate deep understanding of the principles and methods of at least one specialized subject area or discipline |

**C. Summary of Assessment Process**

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| Graduating seniors were asked to complete an exit survey, evaluating their own assessment of their education in key areas. |

**D. Summary of Assessment Results**

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| Students agreed by a wide margin that they had received a well-rounded education. They showed most confidence in their ability to write effectively and in their understanding of the methods of their depth-of-study field. They were slightly less confident about specific areas of their education (science, art/literature) and the applicability of different disciplines to current issues. The establishment of an entry-level courses will offer students better preparation for a multi-disciplinary curriculum, while a capstone will give them the opportunity to put into practice the methods they have encountered in other classes. It should be noted that the survey sample was small, so it is difficult to say whether the answers were representative of the major as a whole. A quarter of the students responding reported that they had taken and passed the CBEST and CSET exams on the first try. These exams, which are required for potential teachers, measure basic skills (writing, reading, math) and subject knowledge (science, arts, literature, social science, physical education, childhood development). Since the exams measure preparedness in a variety of disciplines, the reported success rate suggests that the curriculum is effective in promoting generalist knowledge as required by SLO 1. No one (surprisingly) reported taking the exam more than once. The success rate is especially high considering that two-thirds of the students polled have not and do not intend to take these exams—in other words, those who took the exams uniformly passed them. Institution of entry-level and capstone courses will allow direct assessment in the future by means of student projects (the entry-level course assessing all SLOs except #2, the capstone course including assessment of SLO 2, the depth-of-study requirement). In addition, we should be able to increase the sample size of an exit survey by making it part of the capstone course requirements. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| Smaller group meetings might be more helpful, or perhaps meetings focused on particular problems. The books on assessment and rubrics that were provided might provide useful directions. |

Thank you for your hard work for the past year, and have a Great Summer!