

# 2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.**

If the program name is not listed, please enter it below:

**Select Program or Type in Below**

**OR enter program name:**

MA Humanities

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: Program Learning Outcomes

**Q1.1.**

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

**Q1.2.**

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Our HRS MA Humanities PLO 2.3 (Written Communication) states: "Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose." This PLO aligns closely with IGLG 2, "Communication," which states: "Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts."

Our HRS MA Humanities PLG 3 (Lifelong Learning) states: "Lifelong Learning: Students who complete the MA in Humanities should be able to acquire advanced skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world." Especially given the intercultural nature of the degree program, this aligns quite closely with IGLG 6, "Intercultural/Global Perspectives," which states: "Demonstrate relevant knowledge and application of intercultural and/or global perspectives."

**Q1.2.1.**

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

**If** the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.5.**

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is

3. No, I don't know what the DQP is
4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

1. Yes
2. No
3. Don't know

(Remember: **Save your progress**)

## Section 2: Report One Learning Outcome in Detail

### Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you checked the **correct box** for this PLO in Q1.1):

**Written Communication**

If your PLO is **not listed, please enter it here:**

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Written Communication is one of the five skill PLOs of our PLG #2: "Intellectual and Communication Skills: Students who complete the MA in Humanities should be able to demonstrate analytical reading skills, critical thinking skills, information competence, and effective written and oral communication skills in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits appropriate to a graduate-level degree."

(See also 1.2)

**Q2.2.**

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")


1. Yes
2. No
3. Don't know
4. N/A


**Q2.3.**

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

AAC&U Written Communication VALUE Rubric is attached.

Standards of performance/expectations: All should achieve 3.0 or better on VALUE Rubric scores for Written Communication (applied to term papers, theses, and, when appropriate, projects).

 Written Communication VALUE Rubric.pdf  
93.66 KB

 No file attached

| Q2.4. PLO                           | Q2.5. Stdrd                         | Q2.6. Rubric                        | Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO: |
|-------------------------------------|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | 1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 3. In the student handbook/advising handbook  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 4. In the university catalogue  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 5. On the academic unit website or in newsletters   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 6. In the assessment or program review reports, plans, resources, or activities   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 7. In new course proposal forms in the department/college/university  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 8. In the department/college/university's strategic plans and other planning documents  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 9. In the department/college/university's budget plans and other resource allocation documents  |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 10. Other, specify:<br><input type="text"/>   |

**Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO**

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Term papers for the seminar HRS 234 were collected by faculty teaching the course.

(Remember: **Save your progress**)

**Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)****Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

**Q3.3.2.**

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

The Research Essay is to be 10-15 pages. It is worth 40% of the course grade. The essay is to be free of grammatical, spelling, and formatting errors.

A paper in the A range displays exceptional grace and demonstrates a high degree of mastery over the fundamentals of academic writing: it advances an interesting, arguable thesis; establishes a clear motive to suggest why the thesis is original or worthwhile; employs a logical and progressive structure; analyzes evidence insightfully and in depth; draws from well-chosen sources; and is written in a clear, sophisticated style.

A B-range paper resembles an A-range paper in some ways, but may exhibit a vague, uninteresting, or inconsistently argued thesis; establish a functional but unsubstantial motive; employ a generally logical but somewhat disorganized or undeveloped structure; include well-chosen but sometimes unanalyzed and undigested evidence; use sources in a correct but limited fashion; or be written in an unsophisticated or grammatically problematic style.

A C-range paper resembles a B-range paper in some ways, but may also feature a confusing, simple, or descriptive thesis; provide a simplistic motive or none at all; lack a coherent structure; fail to present enough evidence, or present evidence that is insufficiently analyzed; drop in sources without properly contextualizing or citing them; and be written in a generally unclear, simplistic, or technically flawed style.

A D paper resembles a C-range paper but may include a purely descriptive or obvious thesis; lack a motive; display an unfocused, confusing, or rambling structure; and draw on little analyzed evidence and sources. A D paper has trouble engaging with the assignment and may not show awareness of the conventions of academic discourse and style. It does, however, show signs of attempting to engage with the issues, topics, and sources of the assignment.

An F paper is similar to a D paper but is significantly shorter than the assigned length and/or does not fulfill the basic expectations of the assignment.

Written Communication is a vital component of the Research Essay assignment, as these grading criteria indicate.

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### Q3.4.

What tool was used to evaluate the data?

- 1. No rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

#### Q3.4.1.

If you used other means, which of the following measures was used? **[Check all that apply]**

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

#### Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know

4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

**If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Papers by all four of the students who completed HRS 234 were collected.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

Used all available samples.

**Q3.6.2.**

Please enter the number (#) of students that were in the class or program?

6 (4 completed on time)

**Q3.6.3.**

Please enter the number (#) of samples of student work that you evaluated?

4

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

1. Yes  
 2. No  
 3. Don't know

**(Remember: Save your progress)**

**Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)**

**Q3.7.**

Were indirect measures used to assess the PLO?

1. Yes  
 2. No (skip to **Q3.8**)  
 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

1. National student surveys (e.g. NSSE)  
 2. University conducted student surveys (e.g. OIR)  
 3. College/department/program student surveys or focus groups  
 4. Alumni surveys, focus groups, or interviews  
 5. Employer surveys, focus groups, or interviews  
 6. Advisory board surveys, focus groups, or interviews  
 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:



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**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, please enter the response rate:

**Question 3C: Other Measures**  
(external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:


**Q3.8.2.**


Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

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**(Remember: Save your progress)**

## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

See attached spreadsheet.

 HRS 234 Written Communication Rubric scores, Spring 2018.xlsx  
54.42 KB


 No file attached


**Q4.2.**

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Our standards call for all students' work achieving 3.0 or greater. 50% (2 out of 4 papers) scored greater than 3.0; The overall average score is 3.0, but the fact that two scores are below 3.0 (at 2.6 and 2.8) is cause for concern.

It is perhaps too easy to assume that graduate-level students already "know" how to write well. The HRS Department needs to be more conscientious of the need to teach writing in the MA program. One improved method will be to assign term paper projects in sequential segments with thorough evaluation and feedback. Another method would be to assign readings of notably well-written texts, and to analyze what it is that makes for superior written communication.

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 No file attached

#### Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

### Question 4A: Alignment and Quality

#### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

#### Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

### Question 5: Use of Assessment Data (Closing the Loop)

#### Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

##### Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

As noted in 4.2, there clearly are methods that should be applied in graduate seminars (e.g., sequential approach to term paper projects, reading and analysis of notably well-written texts) designed to help students improve their written communication skills. The seminars designed for first-year students (HRS 200A, 200B, and 202) are especially appropriate for concentration on these skills.

**Q5.1.2.**

Do you have a plan to assess the **impact of the changes** that you anticipate making?

1. Yes, describe your plan:

The Department will again assess PLO 2.3 in 2022-2023. We will be collecting papers during each of the intervening years. These steps will allow for a longitudinal study in 2022-2023 that should help to measure the impact of changes made.

- 2. No
- 3. Don't know

**Q5.2.**

To what extent did you apply **previous assessment results** collected through your program in the following areas?

|   | 1.<br>Very Much                  | 2.<br>Quite a Bit                | 3.<br>Some                       | 4.<br>Not at All      | 5.<br>N/A                        |
|---|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|
| 1. Improving specific courses                     | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            |
| 2. Modifying curriculum                           | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            |
| 3. Improving advising and mentoring               | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 4. Revising learning outcomes/goals               | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 5. Revising rubrics and/or expectations           | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 6. Developing/updating assessment plan            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 7. Annual assessment reports                      | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 8. Program review                                 | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 9. Prospective student and family information     | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 10. Alumni communication                          | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 11. WSCUC accreditation (regional accreditation)  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 12. Program accreditation                         | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 13. External accountability reporting requirement | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 14. Trustee/Governing Board deliberations         | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 15. Strategic planning                            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 16. Institutional benchmarking                    | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |

|  |                       |                       |                                  |                       |                                  |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
| 17. Academic policy development or modifications   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 18. Institutional improvement                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 19. Resource allocation and budgeting              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 20. New faculty hiring                             | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            |
| 21. Professional development for faculty and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 22. Recruitment of new students                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 23. Other, specify:<br><input type="text"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

During this academic year, the Department revised its MA Humanities Assessment Plan by introducing standards of performance based in part on past assessment activities. Along with setting a minimal standard of 3.0 for AAC&U VALUE rubrics and modified versions, we have established a minimum passing grade of 80% on both parts of the Preliminary Exam, which is a crucial assessment tool for PLOs aligned with the IGLG #1, Disciplinary Knowledge.

Preliminary Exam Part A (at conclusion of HRS 200A) and Part B (at conclusion of HRS 200B) are designed to measure breadth of knowledge with respect to the animating ideas, ideals, and values of cultures, and how these are expressed in the arts and in the style, technique, and technical achievements in the arts. The minimum passing grade on the Preliminary Exam is 80%; this is required to pass 200A and 200B.

**Q5.3.**

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

|   | 1.<br>Very Much                  | 2.<br>Quite a bit                | 3.<br>Some                       | 4.<br>Not at All      | 5.<br>N/A             |
|---|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| 1. Program Learning Outcomes                      | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| 2. Standards of Performance                       | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| 3. Measures                                       | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Rubrics  | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| 5. Alignment                                      | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| 6. Data Collection                                | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| 7. Data Analysis and Presentation                 | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| 8. Use of Assessment Data                         | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Other, please specify:<br><input type="text"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

**Q5.3.1.**

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

The Department was advised to create a means of regularly collecting data. We have dedicated a folder on our shared drive so that faculty can easily submit all relevant papers and other data from all graduate seminars. As evidenced above, we also have adopted the process of considering percentage of students who have or have not met the standard, and we have spent more time analyzing scores in specific rubric categories. The Department also was advised to create and follow a norming process for the AAC&U VALUE Reading rubric. In 2012-2013, we assessed Written Communication in our two undergraduate degree programs. Our experience this year makes clear that we should have applied OAPA's advice to the Written Communication rubric as well; our scores are quite widely divergent. This is a lesson learned for all rubrics used in future assessment activities.


(Remember: **Save your progress**)


### Section 3: Report Other Assessment Activities

#### Other Assessment Activities

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

 No file attached

 No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. **Quantitative Literacy**

- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

**Q8.**

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

We are awaiting the final academic program review from our last cycle (2014-2015; Self-study submitted in December, 2016), and so we do not yet know about current recommendations. The MA program did not exist at the time of the previous program review cycle (2006-2007).

**Q9.** Please attach any additional files here:

- |                  |                  |
|------------------|------------------|
| No file attached | No file attached |
| No file attached | No file attached |

**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

AAC&U VALUE Rubric, Written Communication

HRS 234 Written Communication Rubric scores, Spring 2018

HRS Humanities MA Assessment Plan

HRS Curricular Map\_MA Humanities

**Section 4: Background Information about the Program**

## Program Information (**Required**)

**Program:**

MA Humanities

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

Select Program

**Q11.**

Report Author(s):

Jeffrey Brodd, Alyson Buckman, Brad Nystrom

**Q11.1.**

Department Chair/Program Director:

Brad Nystrom

**Q11.2.**

Assessment Coordinator:

**Q12.**

Department/Division/Program of Academic Unit (select):

Humanities & Religious Studies

**Q13.**

College:

College of Arts & Letters

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

12 (in Fall 2016, per 2017 Fact Book)

**Q15.**

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

**Q16.** Number of **undergraduate degree programs** the academic unit has?

2

**Q16.1.** List all the names:

BA Humanities

BA Humanities with Religious Studies Concentration



**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

**Q17.** Number of **master's degree programs** the academic unit has?

**Q17.1.** List all the names:

MA Humanities

**Q17.2.** How many concentrations appear on the diploma for this master's program?

**Q18.** Number of **credential programs** the academic unit has?

**Q18.1.** List all the names:

**Q19.** Number of **doctorate degree programs** the academic unit has?

**Q19.1.** List all the names:

| When was your <b>Assessment Plan...</b> | 1.                    | 2.                    | 3.                    | 4.                    | 5.                               | 6.                               | 7.                    | 8.                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
|   | Before<br>2012-13     | 2013-14               | 2014-15               | 2015-16               | 2016-17                          | 2017-18                          | No Plan               | Don't<br>know         |
| <b>Q20.</b> Developed?                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| <b>Q20.1.</b> Last updated?             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q20.2. (Required)**

Please **obtain** and **attach** your latest **assessment plan**:

**HRS Humanities MA Assessment Plan.pdf**  
**275.71 KB**

**Q21.**

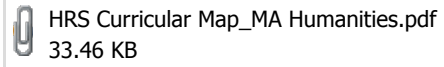
Has your program developed a **curriculum map**?

1. Yes

- 2. No
- 3. Don't know

**Q21.1.**

Please **obtain** and **attach** your latest **curriculum map**:

**Q22.**

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

**Q23.**

Does your program have a capstone class?

- 1. Yes, specify:

- 2. No
- 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

**(Remember: Save your progress)**

Save When Completed!

ver. 10.31.17

## WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



### Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  | <b>Capstone<br/>4</b>   | <b>Milestones</b>   |  | <b>Benchmark<br/>1</b>  |
|--|---|---|--|---|
|  |   | 3   | 2  |   |
| <b>Context of and Purpose for Writing</b><br><i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>                                 | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).          | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| <b>Content Development</b>   | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.  | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  | Uses appropriate and relevant content to develop and explore ideas through most of the work.   | Uses appropriate and relevant content to develop simple ideas in some parts of the work.  |
| <b>Genre and Disciplinary Conventions</b><br><i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i> | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation                             | Attempts to use a consistent system for basic organization and presentation.  |
| <b>Sources and Evidence</b>  | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing   | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.  | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.             | Demonstrates an attempt to use sources to support ideas in the writing.   |
| <b>Control of Syntax and Mechanics</b>   | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.   | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.  | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.  | Uses language that sometimes impedes meaning because of errors in usage.  |

**HRS 234 term papers, Spring 2018**

**Written Communication**

| Paper                | A   |     |     |     | B   |     |     |     | C   |     |     |     | D   |     |     |     | Average    |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
|                      | JB  | AB  | BN  | Ave | JB  | AB  | BN  | Ave | JB  | AB  | BN  | Ave | JB  | AB  | BN  | Ave |            |
| <b>Con/Purp</b>      | 3.0 | 4.0 | 2.0 | 3.0 | 4.0 | 4.0 | 2.5 | 3.5 | 3.0 | 4.0 | 2.5 | 3.2 | 3.5 | 3.0 | 2.0 | 2.8 | <b>3.1</b> |
| <b>Con. Dev.</b>     | 3.0 | 4.0 | 2.0 | 3.0 | 3.5 | 4.0 | 2.5 | 3.3 | 3.0 | 4.0 | 2.5 | 3.2 | 3.0 | 3.0 | 2.0 | 2.7 | <b>3.0</b> |
| <b>Genre/Disc.</b>   | 1.0 | 3.0 | 2.5 | 2.2 | 4.0 | 4.0 | 2.0 | 3.3 | 3.0 | 3.0 | 2.5 | 2.8 | 3.0 | 3.0 | 2.5 | 2.8 | <b>2.8</b> |
| <b>Sources/Evid.</b> | 2.0 | 3.0 | 2.5 | 2.5 | 4.0 | 4.0 | 2.5 | 3.5 | 3.5 | 4.0 | 3.0 | 3.5 | 3.0 | 2.0 | 2.5 | 2.5 | <b>3.0</b> |
| <b>Synt./Mech.</b>   | 2.5 | 3.0 | 2.0 | 2.5 | 3.5 | 4.0 | 2.5 | 3.3 | 2.0 | 4.0 | 2.5 | 2.8 | 3.0 | 4.0 | 2.5 | 3.2 | <b>3.0</b> |
| <b>Average</b>       | 2.3 | 3.4 | 2.2 | 2.6 | 3.8 | 4.0 | 2.4 | 3.4 | 2.9 | 3.8 | 2.6 | 3.1 | 3.1 | 3.0 | 2.3 | 2.8 | <b>3.0</b> |

## **Department of Humanities & Religious Studies Humanities MA Assessment Plan (REV 5/30/18)**

### **Institutional Graduate Learning Goals**

1. **Disciplinary knowledge:** Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
2. **Communication:** Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
3. **Critical thinking/analysis:** Demonstrate the ability to be creative, analytical, and critical thinkers.
4. **Information literacy:** Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
5. **Professionalism:** Demonstrate an understanding of professional integrity.
6. **Intercultural/Global Perspectives:** Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

### **Program Learning Goals and Outcomes**

1. Students who complete the MA in Humanities should be able to demonstrate knowledge of human cultures, their values, and forms of expression in ways that prepare them to understand, adapt, and succeed at levels appropriate to a graduate-level degree.
  - 1.1. Explain the distinguishing values and prominent forms of literary and artistic expression of the major eras of Western and global cultures.
  - 1.2. Analyze cultural transformations through time, recognizing both persistent aspects and innovations, and proposing well-reasoned explanations for such.
  - 1.3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.
2. Intellectual and Communication Skills: Students who complete the MA in Humanities should be able to demonstrate analytical reading skills, critical thinking skills, information competence, and effective written and oral communication skills in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits appropriate to a graduate-level degree.
  - 2.1. (Reading) Demonstrate ability simultaneously to extract and construct meaning when reading diverse texts.
  - 2.2. (Critical Thinking) Demonstrate the ability to be creative, analytical, and critical thinkers.
  - 2.3. (Written Communication) Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose.
  - 2.4. (Oral Communication) Demonstrate ability to present information orally in a persuasive, logical, and organized manner that draws effectively on relevant evidence.
  - 2.5. (Information Literacy) Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.

3. Lifelong Learning: Students who complete the MA in Humanities should be able to acquire advanced skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.
  - 3.1. Explore a topic in depth, yielding insight and information indicating special interest in the subject.
  - 3.2. Make explicit references to previous learning and apply in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
  - 3.3. Express, listen, and adapt ideas and messages based on others' perspectives.
  
4. Integrative Learning: Students who complete the MA in Humanities should be able to demonstrate ability to undertake and synthesize cross-disciplinary study and learning in order to understand holistically the place and relevance of Humanities disciplines and their subject matter.
  - 4.1. Apply relevant disciplinary perspectives such as history, English, philosophy, and art history to the study of subjects germane to the Humanities.
  - 4.2. Create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.
  - 4.3. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.
  
5. Disciplinary Knowledge: Students who complete the MA in Humanities should be able to demonstrate knowledge and skills of theoretical and methodological approaches appropriate to the field in order to achieve advanced levels of interpretation and analysis of various forms of expression in a variety of cultures.
  - 5.1. Demonstrate the ability to use and apply a basic vocabulary of terms and principles that refer to the visual arts, literature and philosophy.
  - 5.2. Analyze the impact that key historical events have on changing styles and concepts in art, literature, and music (or on the changing cultural landscapes of their time).
  - 5.3. Identify and analyze the stylistic expression of specific ideas in art, architecture, music, literature, and philosophy and show how they vary across cultural boundaries and historical contexts.
  - 5.4. Conduct cross-disciplinary research and analysis.

**Summary Plan for Next Program Review Cycle**

| <i>Institutional Graduate-Goal</i> | <i>PLOs</i> | <i>Direct Lines of Evidence</i> | <i>Indirect Lines of Evidence</i> | <i>Evaluation Parameters</i> |
|------------------------------------|-------------|---------------------------------|-----------------------------------|------------------------------|
|                                    |             |                                 |                                   |                              |

|  |            |   |  |  |
|--|------------|---|--|--|
| <b>I. Disciplinary knowledge</b>       | 3.2<br>5.4 | <ol style="list-style-type: none"> <li>1. HRS 200A qualifying exam</li> <li>2. Seminar term papers</li> <li>3. Seminar discussion</li> <li>4. Oral presentation of research</li> <li>5. Presentations at conferences or colloquia</li> <li>6. Culminating experience</li> </ol> | <ol style="list-style-type: none"> <li>1. Program exit survey</li> <li>2. Alumni survey</li> </ol> | <p>Preliminary Exam Part A (at conclusion of HRS 200A) and Part B (at conclusion of HRS 200B) are designed to measure breadth of knowledge with respect to the animating ideas, ideals, and values of cultures, and how these are expressed in the arts and in the style, technique, and technical achievements in the arts. The minimum passing grade on the Preliminary Exam is 80%; this is required to pass 200A and 200B.</p> |
| <b>II. Communication</b>               | 2.3<br>2.4 | <ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar discussion</li> <li>3. Oral presentation of research</li> <li>4. Culminating experience</li> </ol>  |  | <p>3.0 or better on VALUE Rubric scores for Written Communication (applied to term papers, theses, and, when appropriate, projects) and Oral Communication (applied to oral presentation of research and seminar discussion)</p>   |
| <b>III. Critical thinking/analysis</b> | 2.2        | <ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar discussion</li> <li>3. Oral presentation of research</li> <li>4. Culminating experience</li> </ol>  | <ol style="list-style-type: none"> <li>1. Program exit survey</li> <li>2. Alumni survey</li> </ol> | <p>3.0 or better on VALUE Rubric scores for Critical Thinking (applied to term papers, theses, and, when appropriate, projects)</p>  |
| <b>IV. Information literacy</b>        | 2.5<br>5.4 | <ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Culminating experience</li> </ol>   | <ol style="list-style-type: none"> <li>1. Program exit survey</li> </ol>                           | <p>3.0 or better on VALUE Rubric scores for Information Literacy (applied to term papers, theses, and, when appropriate, projects)</p>   |
| <b>V. Professionalism</b>              | 3.3<br>4.3 | <ol style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar</li> </ol>  | <ol style="list-style-type: none"> <li>1. Program exit survey</li> </ol>                           |  |

|  |                          |  |   |   |
|--|--------------------------|--|---|---|
|  |                          | <ul style="list-style-type: none"> <li>discussion</li> <li>3. Oral presentation of research</li> <li>4. Presentations at conferences or colloquia</li> </ul>   | <ul style="list-style-type: none"> <li>2. Alumni survey</li> </ul>  |   |
| <b>VI. Intercultural/Global perspectives</b> | <b>1.3</b><br><b>5.3</b> | <ul style="list-style-type: none"> <li>1. Seminar term papers</li> <li>2. Seminar discussion</li> <li>3. Oral presentation of research</li> <li>4. Presentations at conferences or colloquia</li> <li>5. Culminating experience</li> </ul> | <ul style="list-style-type: none"> <li>1. HRS 200A qualifying exam</li> <li>2. Program exit survey</li> <li>3. Alumni survey</li> </ul> | 3.0 or better on rubrics for each PLO, both modifications of the VALUE Rubrics for Intercultural Knowledge and Competence and Global Learning (applied to term papers, theses, and, when appropriate, projects) |



## Curricular Map

| Courses \ PLOs   | 1.1              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 5.4 |   |
|------------------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
|                  | Required Courses |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |
| HRS 200A         | X                | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 200B         | X                | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 202          | X                | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 500          |                  |     |     | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   |     | X   | X   |   |
| Elective Courses |                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |
| HRS 213          | X                | X   |     | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 214          | X                | X   |     | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 234          | X                | X   |     | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 235          | X                | X   |     | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 236          | X                | X   |     | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |
| HRS 290D         |                  | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X |

### Action Plan Based on Assessment Data

As detailed in the 2015-2016 Annual Assessment Report, last year the Department assessed Intercultural Knowledge and Competency (closely correlative to our PLOs 1.1 and 1.3) and Global Learning (closely correlative to our PLO 3.3); during the 2016-2017 academic year, we are assessing Reading (PLO 2.1): <http://www.csus.edu/programassessment/annual-assessment/2015-16reports/report%20pdfs%20and%20feedback/report%20pdfs%20by%20college/arts%20and%20letters/hum%20relig%20studies/15-16%20ma%20humanities.pdf>

