

ART HISTORY & HUMANITIES (UG)

Learning Goals	<p>General Learning Goals (with a focus on AH 101):</p> <ol style="list-style-type: none"> 1. Students will understand creativity in the visual arts within an historical and global context, from antiquity to the present day, including how the visual arts have a profound impact on historical and cultural circumstances; 2. Students will understand the interdisciplinary and integrative nature of art, contextualism, and visual awareness; 3. Students will learn about (and learn from) cultural institutions (especially The Cleveland Museum of Art) through experiential and integrated learning. <p>Goals for AH majors:</p> <ol style="list-style-type: none"> 1. Students will strengthen their knowledge of the visual arts in a global context by focusing on diverse cultures and historical periods, especially within Europe and the U.S. And Asia 2. Students will develop skills in research, analytical reasoning, critical thinking, and writing in the discipline 3. Students will be prepared for graduate and postgraduate education and for careers in international or arts-related areas
Outcome Measures 2004	<ul style="list-style-type: none"> • Core course evaluations; • Senior exit interview; • ‘W’ course papers; • alumni survey questions added to JCU alumni survey; • list of alumni placement
Outcome Measures 2012	<ol style="list-style-type: none"> 1. Course evaluations; 2. Examinations, papers, and research projects for individual courses
Outcome Measures 2014	<ul style="list-style-type: none"> • Course evaluations; • Examinations, papers, and research projects for individual courses
How does the Department use these measures?	<p>In response to assessment data: Increased use of Cleveland Museum of Art across AH curriculum, lower and upper division courses. Addition of “W” (writing intensive) course to AH curriculum</p>

CLASSICAL & MODERN LANGUAGES & CULTURES (UG)

Learning Goals	<p>For the classical languages:</p> <ol style="list-style-type: none">1. to develop competence in comprehending, reading, and writing Ancient Greek And Latin; <p>For the modern foreign languages:</p> <ol style="list-style-type: none">1. to develop competence comprehending, speaking, reading, and writing the modern foreign languages taught2. To provide our students with an understanding of and appreciation for the history, literature and culture of the societies whose language they are studying3. To nurture the creative and imaginative dimensions in our students as well as their analytical and critical thinking abilities4. To prepare our students for studies at the graduate level and for careers, where the knowledge of foreign languages and cultures is essential or highly desirable5. To provide opportunities for student participation in intercultural interaction both at the local and at the international levels
Outcome Measures 2004	<ul style="list-style-type: none">• Senior comprehensive exams (formulated and graded by the Department);• Senior exit interviews;• Course-based pre-tests and post-tests for 101 through 302 levels (University of Wisconsin for FR, GR, IT, LT and BYU for SP, until 2010)
Outcome Measures 2012	<ul style="list-style-type: none">• Assessment of beginning through intermediate language instruction uses pre-test (student placement through standard exam in FR, SP, GR, IT, LT) and post-test at the end of second semester of instruction (in-house exams)• Program assessment in the three majors (SP, FR, and Classics) is done through course evaluations, senior exit interviews, and comprehensive exams in the majors.
Outcome Measures 2014	<ul style="list-style-type: none">• Assessment of beginning through intermediate language instruction uses pre-test (student placement through standard exam in FR, SP, GR, IT, LT) and post-test at the end of second semester of instruction (in-house exams)• Program assessment in the three majors (SP, FR, and Classics) is done through course evaluations, senior exit interviews, and comprehensive exams in the majors.
How does the Department use these measures?	<ul style="list-style-type: none">• Assessments are used to modify the instructional practices and curricula in the languages.• Lower-level and independent study Arabic language instruction added (2008) (first on-line, now in the classroom)• Upper Division Chinese language instruction added (2010)• 1-credit conversation course at 100-, 200-, and 300-levels in Chinese added (2013)• IC (International Cultures) courses added (2007) <p><i>Note: with the new Core, CMLC will develop and implement placement tests for all languages taught at JCU. The Department also feels that the in-house tests better suit the needs of our students b/c we can tailor them to our learning goals and outcomes. We can also more easily adjust them if our needs change or we notice lacunae.</i></p>

COMMUNICATIONS & THEATRE ARTS (UG and G)

Learning Goals	To enable our students to: 1. understand and assess the many ways that people communicate 2. speak, think, and write critically, clearly, and creatively 3. present their ideas through a variety of communicative media and technologies 4. develop and integrate sound ethical principles in their communicative practices 5. work well as individuals, as team members, and as leaders 6. gain experience in the analysis, synthesis, and evaluation of problems and their solutions
Outcome Measures 2004	<ul style="list-style-type: none">• Internship surveys;• Alumni surveys;• Senior exit interviews
Outcome Measures 2012	<ul style="list-style-type: none">• Comparison and analysis of CO 100 videos with upper-level course videos;• Comparison and analysis of CO 200 papers with capstone papers (every other year – next time is 2015)
Outcome Measures 2014	<ul style="list-style-type: none">• Comparison and analysis of CO 100 videos with upper-level course videos;• Comparison and analysis of CO 200 papers with capstone papers (every other year – next time is 2015)• Senior exit interviews• New, universal form for students' evaluations of both courses and faculty
How does the Department use these measures?	Department-wide review committee analyzes CO 100 assessment measures and provides feedback to instructors on how to appropriately modify their sections of the course.

ENGLISH (UG and G)

Learning Goals	<ol style="list-style-type: none">1. Reading: Students will become accomplished, active readers who appreciate ambiguity and complexity and who can articulate their own interpretations with a flexible awareness of and curiosity about other perspectives.2. Writing skills and process: Students will be able to write effectively for a variety of professional and social settings and for a range of audiences in a world of endless novelty. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own through a process of writing. They will demonstrate an ability to critique their own writing, revising for content and editing for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as writers.3. Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning across a range of media. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. They will also practice writing in appropriate genres for a variety of purposes and audiences.4. Culture and History: Students will gain a knowledge of the major traditions of western and non-western Anglophone literatures and an appreciation for the diversity of literary and social voices within and sometimes marginalized by those traditions. They will develop an ability to read texts in relation to historical and cultural contexts across a range of disciplines, in order to gain a richer understanding of both text and context and to become more aware of themselves as situated historically and culturally.5. Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters and understand how their own approach compares to the variety of critical and theoretical approaches available to them as readers and writers.6. Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.7. Oral Communication Skills: Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their
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	<p>own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.</p> <p>8. Valuing Language, Literature, and Imagination: Students will develop a passion for literature and language as they affect the whole person. They will recognize language as at least two-fold in application: as a communicative tool and thus practical implement, and as a vehicle of culture and bearer of ideology. They will acquire a thoughtful appreciation for literature's ability to elicit feeling, cultivate the imagination, stir empathy, and call us to account as humans.</p> <p>They will cultivate their capacity to judge the aesthetic and ethical value of literary texts and be able to articulate the standards behind their judgments. Finally, they will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers, writers, and US and global citizens.</p>
Outcome Measures 2004	<ul style="list-style-type: none"> • MFT; • Core courses assessed and approved by UCC; • Senior exit interview • Grade distribution review • MA program level assessment performed through the MA exam and the MA essay or thesis.
Outcome Measures 2012	<ul style="list-style-type: none"> • MFT; • Core courses assessed and approved by UCC; • Standardized exam for teaching certification (PRAXIS) for students in the ED Department's licensure program; • Course evaluations • Graduate assistant exit interviews (since Spring 2012); • MA program level assessment performed through the MA exam and the MA essay or thesis. <p><i>Note: senior exit interview suspended but renewal under discussion Grade distribution review suspended, but on radar</i></p>
Outcome Measures 2014	<ul style="list-style-type: none"> • MFT; • Core courses assessed and approved by UCC; • Standardized exam for teaching certification (PRAXIS) for students in the ED Department's licensure program; • Common course evaluations • Graduate assistant exit interviews • MA program level assessment performed through the MA exam and the MA essay or thesis. <p><i>Note: senior exit interview still suspended, renewal still under discussion Grade distribution review still suspended, still on radar</i></p>
How does the Department use these measures?	<ul style="list-style-type: none"> • MFT used for program-level assessment since 2007. EN seniors in the aggregate consistently hit at or above the national norm. Our strengths in American and modern literatures are reflected in the sub-scores for these areas of the curriculum. • Track in Professional Writing approved by the department in 2013. • Internship program required for PW track was approved and implemented beginning 2011. • MFT used by department determined that students in Creative Writing and PW tracks would be better assessed by a senior portfolio project. The department approved this change during the 13-14 AY. Portfolio will be implemented FA 14.

HISTORY (UG and G)	
Learning Goals	<ol style="list-style-type: none"> 1. Develop academic skills, including analytic reasoning, research techniques, and oral and written communication. 2. Integrate historical knowledge with that acquired through other liberal arts disciplines and experiential learning. 3. Gain knowledge of human experience in varied regions and times, and as shaped by social characteristics such as race, gender, religion, nation, and class. 4. Provide an opportunity to engage in serious reflection on significant ethical issues and questions of social justice. 5. Cultivate within majors a competence in a particular theme, region, or time period
Outcome Measures 2004	<ul style="list-style-type: none"> • HS 490, Senior Capstone • MFT; • Department Core Survey (questionnaire on how well do HS courses that count for UCC core [divisional, international, diversity, and writing intensive] meet those learning goals; every semester); • Senior Exit Survey
Outcome Measures 2012	<ul style="list-style-type: none"> • Senior Capstone HS 490 • Department Core Survey • Senior Exit Survey <p style="text-align: center;"><i>MFT discontinued</i></p>
Outcome Measures 2014	<ul style="list-style-type: none"> • Senior Capstone HS 490 plus HS 261, "History as Art and Science" • Department Core Survey • Senior Exit Survey
How does the Department use these measures?	<p>Analysis of assessment data has led to current faculty conversation about whether the number of courses required for the HS major is optimal, or if the number of courses should be increased.</p> <p>Adding assessment of HS 261 (in addition to HS 490 capstone) allows faculty to assess HS methods learning at two points in the major; the department is in the process of developing a mechanism to conduct this assessment, with a goal of refine these courses, if necessary, in order to strengthen methods learning.</p>

HUMANITIES (G)	
Learning Goals	<p>Students will:</p> <ol style="list-style-type: none"> 1. Learn how to approach their academic passions from an interdisciplinary perspective. 2. Develop graduate-level research skills. 3. Learn how to put together an integrated and individualized plan for study. 4. Develop habits of discipline and accountability appropriate to graduate study.
Outcome Measures 2004	<ul style="list-style-type: none"> • M.A. essay and thesis
Outcome Measures 2012	<ul style="list-style-type: none"> • M.A. essay and thesis • Exit interview • Essay/thesis defense • Portfolio including all formal coursework
Outcome Measures 2014	<ul style="list-style-type: none"> • M.A. essay and thesis • Exit interview • Essay/thesis defense • Portfolio including all formal coursework
How does the Department use these measures?	<ul style="list-style-type: none"> • Regular and careful analysis of all of these measures indicates areas needed for curriculum adjustment. Curriculum review timed with biannual bulletin revision. • Review of data led to addition of course HM 503, Introduction to Graduate Research and Writing, in 2012-2014 Graduate Bulletin.

PHILOSOPHY (UG)	
Learning Goals	<ol style="list-style-type: none"> 1. Our students will write and speak knowledgeably about central aspects of and problems within the history of philosophy, as well as about philosophy's major historical figures 2. Our students will develop the skills necessary to critically evaluate arguments and evidence 3. Our students will understand the relationship between philosophy and other academic disciplines 4. Our students will develop the skills necessary to engage critically with contemporary social issues
Outcome Measures 2004	<ul style="list-style-type: none"> • Capstone or senior thesis; • Senior exit interviews; • Student career placement surveys; • Student course evaluations
Outcome Measures 2012	<ul style="list-style-type: none"> • PL Capstone or Senior thesis • Student course evaluations <p><i>Note: Senior exit interviews and Student career placement surveys dropped.</i></p>
Outcome Measures 2014	<ul style="list-style-type: none"> • PL Capstone or Senior thesis • Student course evaluations
How does the Department use these measures?	<ul style="list-style-type: none"> • In 2012-13, learning outcomes revised; • PL learning outcomes mapped to JCU institutional learning outcomes; • PL curriculum mapped to PL learning outcomes. • Curriculum revised (tracks created): history of philosophy; critical social philosophy; philosophy, law, and politics; health, ethics, and science. <p>The Department has determined that the exit interview provided valuable assessment data, and the exit interview will be reinstated.</p> <p><i>Task for Fall 2014: develop rubrics for assessment for each PL course and create calendar for course review</i></p>

THEOLOGY & RELIGIOUS STUDIES (UG and G)	
Learning Goals	<p>Program/Learning Goals:</p> <p>For major and minor, provide undergraduates with:</p> <ol style="list-style-type: none"> 1. A strong and broad background in the content and methods of various disciplines of religious studies (scripture, ethics, world religions, systematic theology, and Christian history) 2. Basic preparation for graduate study or professional careers in the area of religion, religious education, or in any career that requires strong analytic and writing skills <p>For Core:</p> <ol style="list-style-type: none"> 1. Introduce students to religious studies as an academic discipline via the study of some basic problems and methods in the discipline 2. Enable students to investigate in detail an important topic or question in the field of religious studies
Outcome Measures 2004	<ul style="list-style-type: none"> • 4-part oral comprehensive exam, designed to demonstrate ability to synthesize knowledge; • Course evaluations; • Peer teaching evaluations; • Core surveys; • Senior exit interviews
Outcome Measures 2012	<ul style="list-style-type: none"> • 4-part written* comprehensive exam, designed to demonstrate ability to synthesize knowledge; • Course evaluations; • Peer teaching evaluations; • Core surveys; • Senior exit interviews

	<i>Note: in 2008, a written comprehensive exam replaced the oral exam. The oral exam was determined to have been just “assessing student anxiety.”</i>
Outcome Measures 2014	<ul style="list-style-type: none"> • 4-part written comprehensive exam, designed to demonstrate ability to synthesize knowledge; • Course evaluations; • Peer teaching evaluations; • Senior exit interviews
	<i>Note: Core survey discontinued.</i>
How does the Department use these measures?	<ul style="list-style-type: none"> • Results of comprehensive exam analyzed with view to possible changes in courses. • Results of senior exit interviews discussed at 1st fall dept. meeting. • Course evaluations and peer teaching evaluations are used by FT faculty in their annual self-evaluations; for adjuncts, used in evaluation every semester by department chair; for FT and adjunct faculty, areas of concern are addressed. • A 2001-02 Wabash grant allowed RL to plan a revision of RL 101 in light of then-JCU mission and learning goals. Successful completion of RL 101 is required of all JCU students. A 2003 survey of all students enrolled in RL 101 (n= approx. 1800) led to revision parts of the course in 2004; a 2006 survey (n= approx. 800) led to more revision. In 2014, TRS is gearing up to survey again, to revise RL 101 in light of new institutional learning outcomes.

WOMEN'S AND GENDER STUDIES The WGS major was approved FA 2013.	
Learning Goals	<ol style="list-style-type: none"> 1. Recognize how the social and cultural constructions of gender have shaped the experiences of women and men historically and geographically 2. Understand connections between gender and power in a global context 3. Examine gender roles from multiple perspectives and disciplines 4. Evaluate feminist critical scholarship and methodologies 5. Analyze the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.) 6. Develop abilities and skills to deal positively and effectively with gender issues 7. Appreciate the ethical and social justice dimensions and implications of the study of gender
Outcome Measures 2004	n/a
Outcome Measures 2012	n/a
Outcome Measures 2014	Single student course evaluation form across all courses that count for WGS Capstone course, WG 450, which entails completion of a service project by a major or minor that illustrates comprehension and application of theory.
How does the Department use these measures?	The WGS faculty advisory committee also acts as an assessment committee. The program is very new. Course evaluations and Capstone course assessments are analyzed by WGS faculty committee to identify program strengths, challenges, and ways to develop.

The chart above is adapted from brief charts on CAS assessment measures provided by Anne Kugler and CAS learning goals provided by Kathleen Dean. The content in substance was provided by CAS Departments and Programs to Maryclaire Moroney, Graciela Lacueva, and Pam Mason.